



AMERICAN **ENGLISH**

PRESENTS...

*WHY ENGLISH? COMICS FOR THE
CLASSROOM – DO YOU SPEAK
ENGLISH?*

JULY 2015

WHY ENGLISH? COMICS FOR THE CLASSROOM –
DO YOU SPEAK ENGLISH

LEVEL

Intermediate - Advanced

GOALS

Learn new vocabulary related to jobs and interview skills

Practice listening skills through an audio cloze activity

Practice speaking Skills through an interview

MATERIALS

- *Why English? Comics for the Classroom – Do You Speak English* comic
- *Why English? Comics for the Classroom – Do You Speak English* audio
- Tape/Paper/Pencils
- Materials included with this lesson plan

PREPARATION

- 1) Read through all the materials carefully. The lesson could be used in a single class or over several class periods. Decide which approach is best for your class.
- 2) Print out the *Adjective* cards and images in **Appendix 1**. Prepare enough copies for each student to have a set of these cards and images.
- 3) Print out the *Do You Speak English* cloze sheets in **Appendix 2**. Prepare enough copies for each student to have both pages.
- 4) Print out the Classified Advertisement Example in **Appendix 3**. Prepare enough copies for each student to have one. If the class is at a lower level, print the entire page so that students also have a copy of the Classified Advertisement Template.
- 5) Print out copies of the Common Interview Questions in **Appendix 4**. Give these to the students who will be in Group A.

PROCEDURES

Vocabulary Warm-Up Interview Adjectives

- 1) On the board, create three columns. Label these columns: Intelligence, Character, and Social Skills, as shown below:

Empty Chart Template

Intelligence	Character	Social Skills

- 1) Begin class by asking students to describe 'good' employees. Have the students work alone and list all the adjectives they know that describe a good employee. Give the students one minute to make their lists. Once they have finished have the students pair up and match their adjectives with those their partner listed.
- 2) Next have the students come to the board and place one of their adjectives into the correct column.
- 3) Once the class has filled out the chart on the board, tell the class that today they will learn new adjectives to describe 'good' employees.
- 4) Begin the next part of the activity by passing out the adjective words and images in Appendix 1. This warm-up can be done by students individually or in pairs/small groups. Mix up the adjectives and images before giving them to the students.
- 5) Have the students match the images to the correct adjective. Once finished have students check their answers with a partner/another pair or small group.
 - a. If the image matching activity is too challenging for students, modify the activity by placing the images in the chart on the board and as a class match the words to the images. Students who correctly match the word and image can then come to the board and place the correct word next to the corresponding image.
- 6) Encourage students to come to the board and write the adjectives in the correct column. Once all the words have been placed in the correct column, review the words as a class.

Completed Chart Template

Intelligence	Character	Social Skills
inventive logical rational creative	adventurous hard-working determined self-confident	cooperative helpful friendly communicative

- 7) Finish this warm-up activity by having students pair up and ask each other the following:
 - a. What job do you want in the future?
 - b. What do you need to get a good job?
 - c. Which of the adjectives describe you?

Do you speak English? – Cloze Activity

- 1) Begin this part of the lesson by passing out the *Do You Speak English?* cloze sheets in Appendix 2.
- 2) After passing out the sheets give the students several minutes to read the comic.
- 3) Check for comprehension by asking the following questions:
 - a. Is the boy a worker or a student?
 - b. Did he get a job after the first interview? Why not?
 - i. Inform students that a person interviewing for a job is called an **applicant**
 - c. What does the boy plan to do in the future to get a good job?
 - i. *the answers may be unclear for the students but encourage them to make guessing through the context the images provide.

- 4) Play the *Do you speak English?* audio and have the class listen one time without making notes.
- 5) Play the audio a second time. During this listen have the students write in the missing lines of dialogue.
- 6) Play the audio a third and final time so that students can listen and check what they have written.
- 7) Pass out the *Do you speak English?* comic sheets (found at the end of this lesson) and have students check their answers.

Expanding the Idea – Applicants Wanted!

- 1) Begin this part of the lesson directing the students' attention to the first page of the comic. Ask the students: How does the boy find a job?
 - a. Students may respond with, "using a newspaper". Tell students this is correct, but the section of the newspaper that lists jobs is called the "Classified Advertisement Section" or "The Classifieds" for short. Encourage them to use "The Classifieds" as this is the term commonly used by Americans.
- 2) Tell the class that today they will write a classified ad for their own company. Begin this section of the activity by dividing the class into two groups. Group A and Group B. Try to make the groups as even as possible.
- 3) Pass out the classified ad example in Appendix 3.
- 4) Give students time to read the ad and ask the class the following questions:
 - a. What type of job is this advertisement for?
 - b. What skills does a good applicant need to have in order to get the job?
 - c. Would you like to get this job? Why? Why not?
- 5) Next, have the students brainstorm a company they would like to create and write the details like the examples in Appendix 3. If students have difficulties brainstorming a company they can use classified ad template or the example classifieds found in Appendix 3. Before they begin writing remind them to think about the following questions:
 - a. What is the name of their company?
 - b. What does the company sell/or do?
 - c. What skills do employees need to work at the company?
 - d. What benefits does the company offer to employees?
- 6) Once students have brainstormed a company, have them share what they wrote with a partner.
- 7) Encourage students to take notes on their classified ad on a separate sheet of paper. They will need to remember the details of the ad for the next part of the lesson.
- 8) Students in **Group B** can set aside their classified ad for the time being. It will be used later in the activity when the groups switch roles.
- 9) Once the students have written their ad, have **Group A** tape their ad to the blackboard or a wall of the classroom.

Expanding the idea – Job Hunt!

- 1) The instructions for Group A and Group B are different during this part of the activity, but the groups work on their assignments at the same time.

Group A – We're Hiring!

- 1) Have each student write the name of their company (from the classified ad they wrote) on a sheet of paper and tape it to their desk.

- a. Remind the students in Group A that their company is looking for a qualified applicant.
- b. To find a qualified applicant they must ask good interview questions.
- 2) Give the students time to write some interview questions they will ask their applicant.
 - a. Students can use the questions from Appendix 4 or they can write their own.

Group B – The Job for Me!

- 1) While Group A is working on their interview questions have students in Group B complete the following steps.
- 2) Have the students in Group B go to the blackboard. These students are going to check “The Classifieds” to find a job like Lio does in the comic.
- 3) Students should find a classified ad that matches the work they would like to do and that requires skills that they have. Remind them that they want to get hired!
- 4) When a student in Group B finds a classified ad they want to interview for, have them take it from the board and return to their seat.
- 5) Each student should select only one classified so that members of Group A and B are evenly matched.
- 6) At their seats have them prepare for the upcoming job interview by writing down why they would be a great fit for the job.
 - a. Encourage them to use the adjectives that they learned in the Warm-Up activity.

Both Groups – You’re Hired!

- 1) Begin this section of the activity by having the students in Group B find the companies that interested them in the classified ads.
- 2) Once students from Group A and B have been matched, give them 5-10 minutes (depending on level and ability) to conduct a job interview.
- 3) When the interview is over, have the students from Group B return the classified ad to the board. Once all the ads are returned, students in Group B can select a new ad and repeat the interview process for a new job if time permits.

Switching Roles

Once Group B has practiced enough, have the Groups switch roles. Now the ads that Group B wrote earlier in the lesson can be placed on the board. Students in Group A will now take on the role on looking through the classifieds to find the job for them.

ADAPT IT TO YOUR CLASS

- Interviews can be about more than a person’s education and skills. In the U.S., interviews will often focus on the applicant’s ability to work with other people. As a result, interview questions will ask about a person’s social skills as well as his or her education and work skills. Jobs interviews often ask the applicant not only to describe their abilities but also to give examples. Interview questions therefore will sometimes be phrased as “Tell me about a time when you...”. The structure of this question requires the applicant to give a specific example. Remind students during the interview that they should be as detailed as possible.

Appendix 1: Adjective Cards

adventurous



© Alxcrs/ Shutterstock.com

communicative



© Monkey Business Images/ Shutterstock.com

cooperative



© Air Images/ Shutterstock.com

creative



© [Venimo](#) / Shutterstock.com

determined



© [Brocreative](#) / Shutterstock.com

friendly



© [wavebreakmedia](#) / Shutterstock.com

hard-working



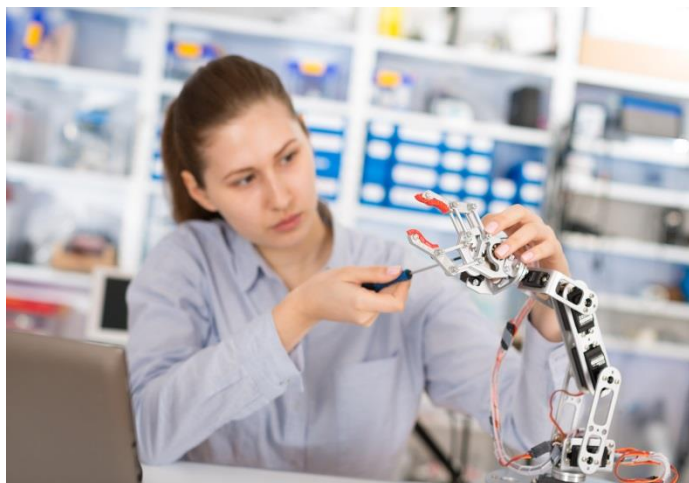
© [Stokete/ Shutterstock.com](#)

helpful



© [Tom Wang/ Shutterstock.com](#)

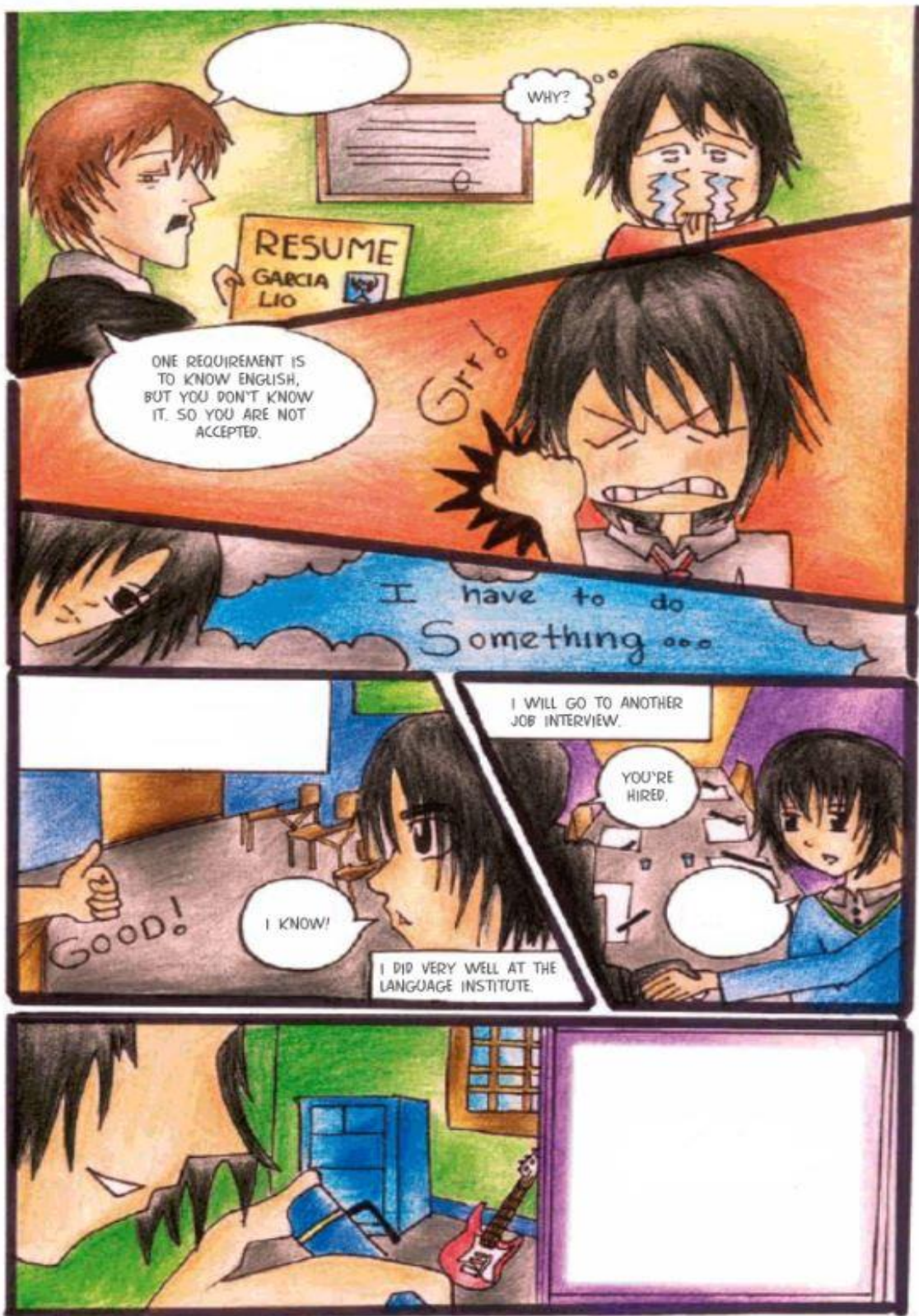
inventive



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Appendix 2: Do you speak English? cloze sheets





Appendix 3: Classified Advertisement Examples

Classified Advertisement

Sales Assistant

Global Solutions is seeking a creative and cooperative sales assistant. This job requires travel to English speaking countries and good communication skills. Applicants must be hard-working and friendly.

Employees receive three weeks of vacation every year. Salary starts at \$25,000 a year.

Classified Advertisement Template

 (job)

 (Name of company/school/organization) is seeking a (adjective) and (adjective) (job type) . This job requires (action) and (skills) . Applicants must be (adjective) and (adjective) .

Employees receive (bonus) every year. Salary starts at (number) a year.

Tour Guide

Wonder Travel is seeking a friendly and adventurous tour guide. This job requires travel across the country and good communication skills. Applicants must be helpful and creative.

Employees receive free stays and meals while traveling with a tour group. Salary starts at \$28,000 a year.

Programmer

System Dynamics is seeking a logical and rational computer programmer. This job requires knowledge of computers and basic programming skills. Applicants must be self-confident and inventive.

Employees receive two weeks of vacation every year. Salary starts at \$30,000 a year.

Lab Assistant

GP University is seeking a creative and determined lab assistant. This job requires a rational and logical person to assist Professor Peterson on exciting new projects. Applicants must also be communicative and creative.

Employees receive summers off. Salary starts at \$26,000 a year.

Journalist

Global News Inc. is seeking an adventurous and logical news reporter. This job requires excellent communication skills and travel around the world. Applicants must be determined and cooperative to get the news stories first!

Employees receive four weeks of vacation every year. Salary starts at \$22,000 a year.

Appendix 4: Common Interview Questions

1. What are your strengths?
2. What are your weaknesses?
3. Why are you interested in working for *[insert company name here]*?
4. Where do you see yourself in five years? Ten years?
5. What can you offer us that someone else cannot?
6. Tell me about an accomplishment you are most proud of.
7. Tell me about a time you made a mistake.
8. What is your dream job?
9. Describe yourself.
10. Why should *[insert company name here]* hire you?

DO YOU SPEAK ENGLISH?

PIERINA BELÉN OLIVERA MOLINA

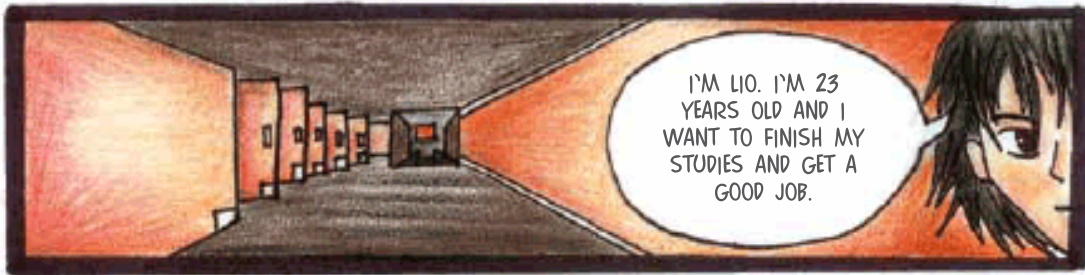
LIMA

I AM GOING TO STUDY
ENGLISH AND I WILL
NOT STOP UNTIL I
REACH MY GOAL!

GOOD!

I KNOW!

I DID VERY
LANGUAGE

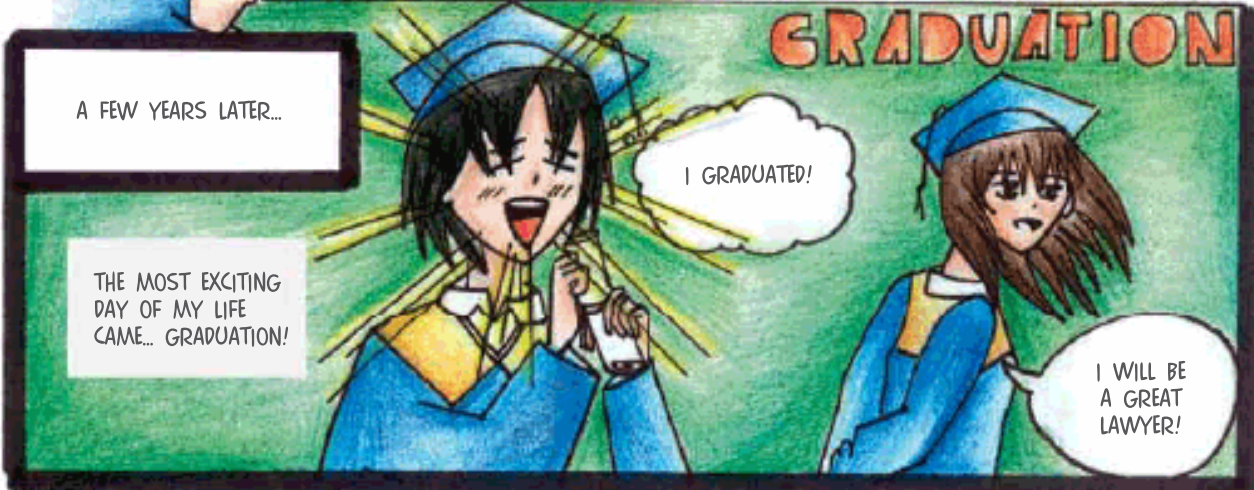


I'M LIO. I'M 23 YEARS OLD AND I WANT TO FINISH MY STUDIES AND GET A GOOD JOB.



I STUDIED AT UNIVERSITY AND I WAS A RESPONSIBLE BOY.

GOOD MORNING STUDENTS.



A FEW YEARS LATER...

GRADUATION

I GRADUATED!

THE MOST EXCITING DAY OF MY LIFE CAME... GRADUATION!

I WILL BE A GREAT LAWYER!

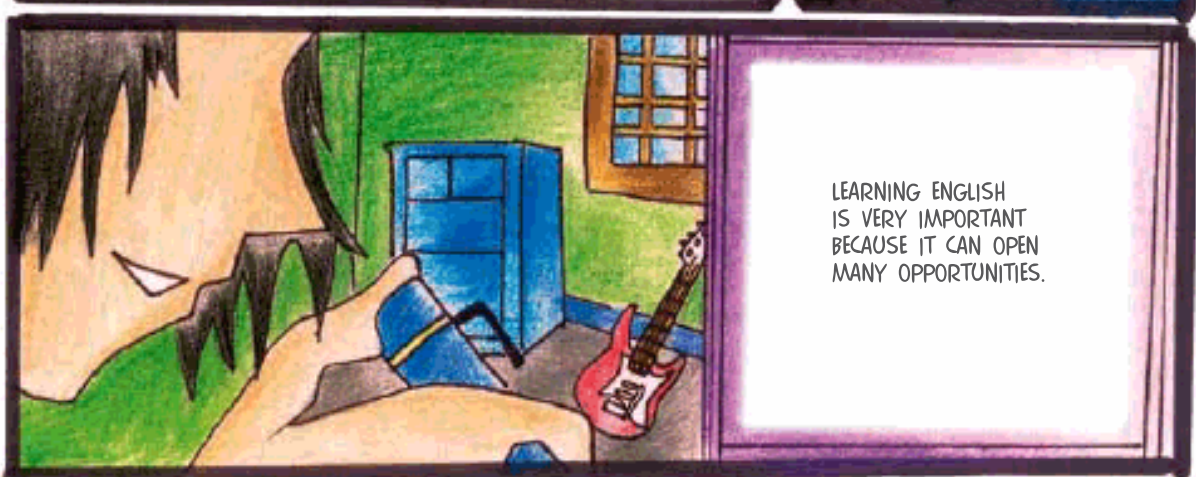
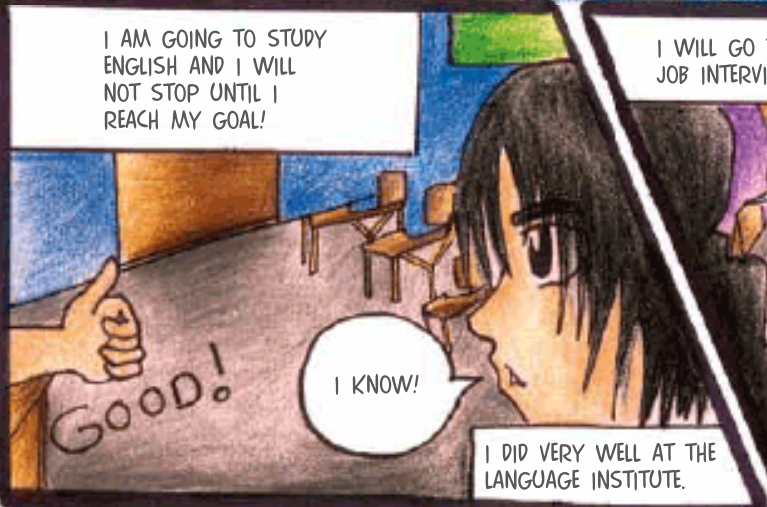


NOW IT'S TIME TO GET A JOB.



RRRM!!

I WILL GO TO A JOB INTERVIEW.



UNDERSTANDING THE STORY

WHAT IS THE MAIN IDEA OF THIS STORY?

- HE NEEDS MONEY TO BE HAPPY.
- GRADUATION IS THE KEY TO SUCCESS.
- ENGLISH WILL HELP YOU GET A JOB.

VOCABULARY

MATCH THESE WORDS WITH A SYNONYM.

- | | |
|----------------|----------------------|
| 1. REACH | A. RELIABLE |
| 2. GRADUATE | B. COMPLETE A COURSE |
| 3. RESPONSIBLE | C. GET A JOB |
| 4. LAWYER | D. ACHIEVE, OBTAIN |
| 5. HIRED | E. LEGAL PROFESSION |

USE THE VERBS IN PARENTHESIS IN AN APPROPRIATE FORM.

GRAMMAR

- THE GIRL _____ (TO WANT) TO BE A LAWYER.
- HE _____ (TO APPLY) FOR A JOB.
- AT THE FIRST INTERVIEW, GARCIA LIO _____ (TO SUCCEED).
- AFTER STUDYING ENGLISH, HE _____ (TO REACH) HIS GOAL.
- AT THE NEXT INTERVIEW, HE _____ (TO ACCEPT) THE JOB.

NOW YOU CREATE

- DRAW A SEQUEL COMIC STRIP: LIO USING ENGLISH IN HIS JOB.
- WRITE A DIARY ENTRY FOR LIO. CHOOSE A DAY: WHEN HE WAS NOT ACCEPTED FOR A JOB OR AFTER HE WAS GIVEN A JOB.

NOW YOU TALK

INTERVIEW EACH OTHER FOR A JOB. TAKE TURNS BEING THE EMPLOYER AND THE APPLICANT FOR THE JOB.



ROLE PLAY

BREAK INTO PAIRS OR SMALL GROUPS. PICK ROLES. PLAN BY THINKING ABOUT WHAT WORDS AND EXPRESSIONS YOU WILL NEED. ASK THE TEACHER OR A CLASSMATE FOR HELP. WHEN READY, DECIDE WHO SPEAKS FIRST.

- LIO, HIS FRIEND: TALKING ABOUT GRADUATION.
- LIO, HIS FATHER: FATHER WANTING HIM TO DRIVE A TRUCK.
- INTERVIEWER, LIO: TALKING ABOUT HIS RESUME.
- LIO, HIS MOTHER: TALKING AFTER HE IS NOT HIRED.
- INTERVIEWER, LIO: LIO GETTING THE JOB, REACHING HIS GOAL.
- LIO, TO HIS YOUNGER BROTHER OR SISTER: GIVING ADVICE.