

REEP ESL Curriculum for Adults

U.S. WORK CULTURE LESSON PLAN

Level 500/550

(Contributed by Angie Felix, 2018)

LANGUAGE AND ACADEMIC OBJECTIVES:

Students will be able to:

- engage in active reading and listening by reading, retelling, and answering questions about key details and explain how the details support the main ideas.
- participate in brainstorming and processing texts, oral discussions, and explanations.
- demonstrate command of vocabulary and English grammar by identifying parts of speech from the reading.
- write a summary for the evaluation portion of the reading and an analysis (for the evaluation portion of the reading) of the reading's main points.

TECHNOLOGY INTEGRATION: The Future of Work by Robert Reich Quizlet

<https://quizlet.com/288758425/the-future-of-work-by-robert-b-reich-20-vocabulary-words-flash-cards/>

LANGUAGE SKILLS TARGETED IN THIS LESSON:

Speaking Listening Reading Writing

ESTIMATED TIME: 6 hours

RESOURCES AND MATERIALS NEEDED:

- “The Future of Work” essay by Robert B. Reich from *Growing Ideas: A Reader for Writers*, pages 148-154
 - Christopherson, M. (Ed.). (2001). *Growing Ideas a reader for writers*. Boston, MA: Houghton Mifflin.
- index cards for notes on the discussion
- worksheet 1 – List of Vocabulary Words
- worksheet 2 – Parts of Speech Table (with paragraph guides)
- Group Discussion Table (questions and notes)

LESSON PLAN AND TEACHER'S NOTES

Motivation/Background Building: (20 min.)

Review information from previous lesson on “The American Worker” by asking questions about students’ perceptions of the type of work their parents and grandparents used to do and the type of work people do today. Note the differences between past jobs and today’s jobs and the influences that have created these differences.

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Day 1

Presentation 1: (40 min.)

Brainstorm possible careers that students may have in the future and then introduce and discuss the future of work using “predicting” as a preliminary activity to Robert Reich’s essay on “The Future of Work.” Organize students into groups of 3 or 4 and distribute copies of the essay and Worksheet 1. Ask students to skim the text and underline (in the text) the vocabulary words listed on Worksheet 1.

Practice 1: (20 min. for each step)

Step 1 – Students complete Quizlet exercises on their smartphones to practice working with specific vocabulary words from the essay and begin to check meaning within the context of the paragraphs.

Step 2 - Students compare their answers with each group. Students report their answers to the class and write short definitions for each vocabulary word on Worksheet 1.

Step 3 – Distribute Worksheet 2. Ask students to indicate the part of speech of each vocabulary word using the Parts of Speech Table on Worksheet 2 and again report findings to class.

Practice 2: (40-60 min.)

Students use selective attention to re-read the essay quickly looking for answers to specific questions in the Group Discussion Table. Students continue to work on this activity for homework and come to the next class prepared to paraphrase or retell the passages and connect with the “big picture” (i.e. the entire essay).

Day 2

Motivation/Background Building: (20 min.)

Begin the lesson with a review or warm-up of the previous day’s lesson/reading. Ask the students the difference between a “job” and a “career”: If any students have jobs, ask students to share the type of work they do. Ask students if they are you looking for a better job or a better career. Connect this information with questions about possible jobs for the future.

Presentation 1: (20 min.)

Review vocabulary studied from the Quizlet exercise and return back to how each word was used in the passage. Students write short definitions Use the board to project text.

Practice 1: (60 min.)

Organize students into original groups and ask for a volunteer from each group to orally read a paragraph or two of the essay and attempt to retell or paraphrase the passage.

Presentation 2: (40 min.)

Students discuss each of the discussion questions in groups. After the group discussion, each group answers one question and reports findings to class. Invite other groups to add courteous and helpful comments. Clarify the discussion when needed by connecting ideas back to the essay topic.

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Application and Evaluation: (30-35 min.)

Students write a summary of the essay (500) with a paragraph of at least four sentences; or an analysis of the essay (550) with a paragraph consisting of five sentences.

Extension Activities for the Classroom and Beyond:

Students bring and read (share) their summaries and analyses in class. Students view or watch the video “Inequality for All”, a work-related video that shows Robert Reich explaining today’s American workplace.

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WORKSHEET 1: LIST OF VOCABULARY WORDS (to accompany essay, “The Future of Work” by Robert Reich)

- 01 plunging
- 02 protectionism
- 03 offset
- 04 baby boomer
- 05 keypunching (note: refers to “keyboarding”)
- 06 surpassed
- 07 endeavors
- 08 lucrative
- 09 securities-industry
- 10 extrapolation
- 11 person-to-person
- 12 breast-beating
- 13 stave off
- 14 skyrocket
- 15 gravitate
- 16 conceptualize

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WORKSHEET 2: GRAMMAR: PARTS OF SPEECH TABLE

The following words were taken from the passages in the essay. Figure out which part of speech each word belongs and put them in the proper column. The paragraph # is indicated. The first one has been done for you.

Paragraph #	Noun	Adjective	Verb	
01	plunging			
02				
03				
04				
05				
06				
07				
08				
09				
10				
11				
12				
13				
14				
15				
16				

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Group Discussion TABLE

Group #	Questions	Notes
	1 – According to the table, which jobs are most likely not to last for long? Why? What’s the good thing about it?	
	2 - What will the USA’s major contributions to the rest of the world be in the next few decades?	
	3 – Instead of becoming an investment banker or lawyer, what does Reich suggest will become the fastest-growing jobs in the future? Why?	
	4 – What does the author consider “the most interesting job” of the future? How would you describe this type of job?	
	5 - In which area will the largest number of personal service jobs be? Explain why.	
	6 - In your opinion, what should you do to get the most (<u>professionally</u> and <u>personally</u>) out of your education?	