

REEP ESL Curriculum for Adults

WORK UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 250

WORK UNIT GOAL

After completing the unit lifeskills objectives, students will demonstrate their ability to access and navigate an aspect of the employment system using level appropriate language skills.

LIFESKILLS PERFORMANCE OBJECTIVES:

1. Given visuals, ask and answer questions about job titles, duties, locations, skills, responsibilities, and tools. Categorize job (indoor/outdoor, high-paying/low-paying, service/professional, etc.)
2. Identify qualities of model workers.
3. In an interview situation, ask and answer questions about: a) job experience, including current and previous jobs, b) job duties, c) work skills and abilities, d) future job preferences and career plans.
4. Conduct a modified job search, including a) Identify sources of jobs b) Identify how to inquire about job openings as noted in the job advertisement / posting (call, in-person, send resume), and c) Read and interpret simplified want ads or job postings online.
5. Fill out simplified job application including using correct sequencing of education and work history (print/online).
6. In a work situation: a) give and follow supervisors' instructions b) Ask co-workers or manager for clarification c) Request locations/ give directions to a specific place.
7. Identify causes and effects of accidents at work.
8. Make a work request in person, by phone, voicemail, text, or in writing such as a) leaving work early b) changing schedules c) calling in sick d) requesting vacation.
9. Research and present information about worker rights and responsibilities.

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Culminating Assessment Activities: [250](#): Job Descriptions

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSION
<p>1. Given visuals, ask and answer questions about job titles, duties, locations, skills, responsibilities, and tools. Categorize job (indoor/outdoor, high-paying/low-paying, service/professional, etc.)</p>	<p>Seek/report info: others What's his job? He's a plumber. He works in a house. He can fix pipes. He uses a wrench. Report info: occupations These are indoor jobs. Those are service jobs. Structures: Simple present, Questions Demonstratives</p>	<p>Ventures Online Arcade 2, Unit 8</p> <p>Software: All-Star 2, Unit 10; Excellent English 2, Unit 4 (Finding a career) Oxford Picture Dictionary Work Unit; Side by Side Lesson 20 (all segments)</p> <p>Online Quiz: What's My Job?</p> <p>John's Employment Website (see for all work unit objectives)</p> <p>Kidzclub.com (Flashcards) Worksheet Creator (allows you to choose occupations from a list and create a matching worksheet with word bank)</p>	<p>All-Star 2 (2nd ed.) Unit 10 (Lesson 1, 2) All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 1, 2) Collaborations Beginning 2 (1st ed.) Unit 4 (Lessons 3, 10, 12) Excellent English 2 (1st ed.) Unit 4 (Lessons 1, 2); Unit 6 (Lessons 1, 2) Future 2 (1st ed.) Unit 8 (Lessons 1, 2, 7) Future 2 Workbook (1st ed.) Unit 8 (Lesson 1) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 64) Going Places 2 (1st ed.) Unit 12 (p. 71-74, 77-80) Oxford Picture Dictionary (2nd ed.) Unit 9 (p. 166-169) Stand Out 2 (2nd ed.) Unit 7 (Lesson 2, review)</p>	<p>Cross-culture: compare to jobs in native country</p>

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			Ventures 2 (1st ed.) Unit 8 (Lessons A, D, E)	
2. Identify qualities of model workers.		USALearns.org: 2nd Course > Workers and the Workplace; 3rd Course > Working > Looking for a Job and Team Player		
3. In an interview situation, using the conventions of Standard English, ask and answer questions about: a) job experience, including current and previous jobs, b) job duties, c) work skills and abilities, d) future job preferences and career plans.	<p>Report info: self I am a carpenter. I was an accountant in my country for 5 years. Express capability: self I can build a house. I used a computer. Express preferences: I would like to be a supervisor. Seek info: self When does the job start? What are the benefits? Structures: Simple present Simple past Modal: can Would like Wh- questions</p>	<p>Software: Excellent English 2, Unit 4 (Finding a career); Unit 6 (Success at work); Unit 12 (Personal and educational goals) Side by Side Lesson 20.5 (So you're looking for a job)</p> <p>REEP Lesson Plan: Level 200/250 Work Tech Module: Job Application, Resume, Cover Letter</p> <p>GCFGlobal.org interactive lessons > Work</p>	<p>All-Star 2 (2nd ed.) Unit 10 (Lesson 5) All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 2) Collaborations Beginning 2 (1st ed.) Unit 4 (Lessons 4, 5, 6, 11) Excellent English 2 (1st ed.) Unit 12 (Lessons 3, 4, 6, 7) Future 2 (1st ed.) Unit 8 (Lessons 2, 3, 5, 6, 8, 9, review, expand) Future 2 Workbook (1st ed.) Unit 8 (Lessons 2, 5-6) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 68-71) Going Places 2 (1st ed.) Unit 13 (p. 77-82)</p>	<p>Cross-cultural: appropriate job interview questions, appearance and dress, promptness Extension: Go to Goal setting: Take Charge 2, p.71-72</p>

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			<p>Stand Out 2 (2nd ed.) Unit 7 (Lesson 4, review); Unit 8 (Lessons 1-3, Lesson 5, review) Stand Out 2 Grammar Challenge (2nd ed.) Unit 7 (Challenges 2, 7); Unit 8 (all Challenges) Ventures 2 (1st ed.) Unit 8 (Lesson E, review) Ventures 2 Workbook (1st ed.) Unit 8 (Lesson E) Audio/Visual: English Works DVD #1: Interviewing for a better job English Works DVD #4: Reading job announcements</p> <p><u>TESOL Techniques: Timeline</u></p> <p><u>REEP Lesson Plan Level 250 Past & Present Jobs, Rights & Responsibilities</u></p>	
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<p>4. Conduct a modified job search, including a) Identify sources of jobs b) Identify how to inquire about job openings as noted in the job advertisement / posting (call, in-person, send resume), and c) Read and interpret simplified want ads or job postings online.</p>	<p>Seek information: self Is the job still open? Could I come in for an interview? Express needs: I'd like to apply. Abbreviations: No exper. nec. FT entry-level position</p> <p>Structures: Yes/No questions Modals: could, would</p>	<p>California Distance Learning Project Looking for a Job, W-4 Form</p> <p>REEP Lesson Plan: Level 200/250 Info Search With Local Public Employment Agency</p> <p>REEP Lesson Plan: Level 200/250 Work Tech Module: Job Search</p> <p>Arlington Employment Center website information hunt</p> <p>Software: Excellent English 2, Unit 4 (Finding a career)</p> <p>GCFGlobal.org interactive lessons > Work</p>	<p>All-Star 2 (2nd ed.) Unit 10 (Lessons 3, 6) All-Star 2 Workbook (2nd ed.) Unit 10 (practice test) Collaborations Intermediate 1 (1st ed.) Unit 4 (Lessons 5, 6, 8) Excellent English 2 (1st ed.) Unit 4 (Lessons 3, 6); Unit 6 (Lessons 4, 5, 7) Future 2 (1st ed.) Unit 8 (Lesson 4, expand) Future 2 Workbook (1st ed.) Unit 8 (Lesson 4) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 72) Going Places 2 (1st ed.) Unit 13 (p. 75-76, 81) Oxford Picture Dictionary (2nd ed.) Unit 9 (p. 172-174) Stand Out 2 (2nd ed.) Unit 7 (Lesson 3) Stand Out 2 Grammar Challenge (2nd ed.) Unit 7 (Challenges 3, 4) Ventures 2 (1st ed.) Unit 8 (Lesson D)</p>	<p>Cross-culture: job sources in native country</p>
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			Ventures 2 Workbook (1st ed.) Unit 8 (Lesson F)	
5. Fill out simplified job application including using correct sequencing of education and work history (print/online).	Sample vocabulary: Position desired Are you legally able to work in this country? Position: state your title, describe duties.	REEP Lesson Plan: Level 200/250 Work Tech Module: Job Application GCFGlobal.org interactive lessons > Work	All-Star 2 (2nd ed.) Unit 10 (Lesson 6) All-Star 2 Workbook (2nd ed.) Unit 10 (practice test) Excellent English 2 (1st ed.) Unit 4 (Lesson 7 Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 73) Stand Out 2 (2nd ed.) Unit 7 (Lesson 3) Students bring in samples from their workplaces.	Cross-cultural: reverse chronological order, references, reason for leaving a job
6. In a work situation: a) give and follow supervisors' instructions b) Ask co-workers or manager for clarification c) Request locations/ give directions to a specific place.	Instruct/respond to instructions: First, peel the apples. Next, wash the table. Make request: clarification Could you repeat that, please? Seek/report info: Where is the hammer? It's on the top shelf in Room 202.	GCFGlobal.org interactive lessons > Work > Business Communication lessons Software: Live Action English	REEP Lesson Plan: Level 250 Giving/following directions at work Going Places 2 (1st ed.) Unit 25 (p. 157-160) Stand Out 2 (2nd ed.) Unit 7 (Lesson 5, review) Stand Out 2 Grammar Challenge (2nd ed.) Unit 7 (Challenge 5)	Cross-culture: asking for clarification

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	Structures: Imperatives Sequence markers Modal - should Wh- questions		Audio/Visual: English Works DVD #2: Asking for elaboration of a request or order English Works DVD #7: Asking for clarification English Works DVD #8: Responding to instructions Live Action English: Time to Clean House, Making a Table (imperative structures), Giving Directions	
7. Identify causes and effects of accidents at work.	Report info: hazards You shouldn't touch electrical wires. Don't touch the wires. Employees should wear safety gloves. Wear gloves. There's a lot of dust. Is it safe to work here? You have to/don't have to.. Structures: Imperatives Modal	GCFGlobal.org interactive lessons > Work Students take photos of workplace signs on their phones and seek clarification and explain them in class. See REEP Video Smartphones in Adult ESL Instruction: Picture Prompts and Review	Going Places 2 (1st ed.) Unit 26 (p. 163-166) Oxford Picture Dictionary (2nd ed.) Unit 9 (p. 179) Student generated list Audio/Visual: English Works DVD #10: Safety on the job	Cross-cultural: when, how, and to whom to report a safety violation Extension: Safety at home and school. Draw posters of safe and unsafe habits. Complete accident reports. <i>Let's Work Safely</i> , p. 94-113
8. Make a work request in person, by phone, voicemail, text, or in	Make request: Could I possibly leave work early today?	Have students leave a voicemail, send an email, as appropriate for	All-Star 2 (2nd ed.) Unit 10 (Lesson 5) Future 2 (1st ed.) Unit 12	Cross-culture: acceptable reasons for schedule changes

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<p>writing such as a) leaving work early b) changing schedules c) calling in sick d) requesting vacation.</p>	<p>I can't come to work today because I have the flu. Is that OK? Structures: Modals - could, can</p>	<p>the context, using a class management tool.</p>	<p>(Lessons 5, 6, 8, 9) Future 2 Workbook (1st ed.) Unit 12 (Lesson 5-6, 8-9) Future 2 Tests and Test Prep (1st ed.) Unit 12 (p. 110) Student generated requests Audio/Visual: English Works DVD #9: Asking to change schedule</p>	
<p>9. Research and present information about worker rights and responsibilities.</p>	<p>Report/request info: rules Employees are expected to be on time. You may take two 15-minute breaks, plus a lunch break. It's Ok/not Ok to... Is it OK to...? Can I ...? Structures: Simple present Modal: obligation Questions</p>	<p>California Distance Learning Project: Workers Protest, Team Player Software: All-Star 2, Unit 10 GCFGlobal.org interactive lessons > Work</p>	<p>All-Star 2 (2nd ed.) Unit 10 (Lesson 4) All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 4) Future 2 (1st ed.) Unit 12 (Lessons 1, 2, 3) Future 2 Workbook (1st ed.) Unit 12 (Lessons 1, 2, 7) Future 2 Tests and Test Prep (1st ed.) Unit 12 (p. 105-108, 111) Stand Out 2 (2nd ed.) Unit 7 (Lesson 1) Student-generated list (What skills previously</p>	<p>Cross-culture: rights and responsibilities in native country</p>

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