

REEP ESL Curriculum for Adults

WORK UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 350

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. Research and identify qualities of model workers. Describe soft skills and state future job goals.
2. Given a job interview (in-person or phone), ask and answer questions about past and present jobs and provide evidence to support answers.
3. Research and analyze job resources and interpret job postings.
4. Complete job applications (print/online).
5. Demonstrate effective communication strategies at work, e.g. *Give & follow multiple step instructions and ask for clarification.
*Express and respond to praise, criticism & apologies.
6. Research and interpret health, safety, and emergency information orally and in writing.
7. Make a work-related request about hours, training opportunities, raises, and promotions orally and through email.
8. Identify and respond to work-related problems. Analyze possible solutions and consequences.
9. Research and evaluate rights and responsibilities of workers.

Culminating Assessment Activities:

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSION
<p>1. Research and identify qualities of model workers. Describe soft skills and state future job goals.</p>	<p>Express capability: I am a hard worker. I can operate a circular saw. He is reliable and punctual. Express preferences: I'd like to work in an office. I'd like to study nursing.</p> <p>Structures: Simple present Modals (can) Would like to (I'd like to)</p>	<p>Ventures Online Arcade 3</p> <p>Software: All-Star 3; Oxford Picture Dictionary Work Unit; Spelling Fusion</p>	<p>REEP Lesson Plan: Level 350 Describing soft skills during a job interview</p> <p>All-Star 3 workbook (2nd ed.) Unit 7 (Lesson 1) Collaborations Intermediate 2 (1st ed.) Unit 4 (Lessons 5, 6) Excellent English 3 Workbook (1st ed.) Career Connections in Units 1, 2, 6 Future 3 (1st ed.) Unit 2 Future 3 Workbook (1st ed.) Unit 2 Stand Out 3 (2nd ed.) Unit 6 (Lesson 2, review) Stand Out 3 Grammar Challenge (2nd ed.) Unit 6 (Challenges 2, 3, 5); Unit 7 (Challenge 3) Ventures 3 (1st ed.) Unit 8 (Lesson A) SCANS Plans Portfolio: Cooperating and Teambuilding</p>	<p>Setting Goals</p>

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<p>2. Given a job interview (in-person or phone), using the conventions of Standard English, ask and answer questions about past and present jobs and provide evidence to support answers.</p>	<p>Seek/report info: self, time I was an accountant in my country. I have been working as a painter for 1 year. I have done this type of work before. What is the starting salary? Is there an opportunity for overtime? What documents do I need to show? See sample language for objectives 2 & 3. Structures: Simple present and past Present perfect Present perfect continuous. Questions: wh & yes/no</p>	<p>Crossroads Cafe Video Unit 1: Opening Day</p> <p>We Speak NYC: Episode: "The Seed for a Good Life"</p> <p>Crossroads Cafe Video Unit 15: "Your New Language: Talking About Likes and Dislikes"</p>	<p>All-Star 3 workbook (2nd ed.) Unit 7 (Lesson 5) Breaking the Ice (1st ed.) Chapter 3 Future 3 (1st ed.) Unit 4 (Lessons 3, 5, 6, 7, 9) Stand Out 3 (2nd ed.) Unit 6 (Lesson 5) Ventures 3 (1st ed.) Unit 8 (Lesson B, E, F)</p> <p>SCANS Plans Portfolio: Completing Interviews</p> <p>English Works DVD #1: Interviewing for a better job</p>	<p>Cross culture: Illegal questions; etiquette; do's & don'ts; rights and responsibilities</p>
<p>3. Research and analyze job resources and interpret job postings.</p>	<p>Seek/Report info: How did you get your job...? I got my job by... What does "Asst." mean? "Asst." means assistant Give advice: You could look in the newspaper.</p>	<p>Ventures Online Arcade 3 (Unit 8)</p> <p>Software: All-Star 3 (Unit 7)</p> <p>GCFGlobal.org interactive lessons > Work</p>	<p>All-Star 3 (2nd ed.) Unit 7 (Lesson 3) All-Star 3 workbook (2nd ed.) Unit 7 (practice test) Stand Out 3 (2nd ed.) Unit 6 (Lessons 3, 4, review) Ventures 3 (1st ed.) Unit 8 (Lessons D, F, review)</p>	<p>Cross-culture: similarities and differences in job search <i>ESL for Action</i>, e.g. Internet www.indeed.com newspapers, library, job boards, friends, employment centers, Arlington Employment Center</p>

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	<p>Try the Employment Center.</p> <p>Structures: Questions: wh & yes/no Simple present & past Imperatives</p>		<p>Audio/visual: English Works DVD #4: Reading Job Announcements REEP Lesson Plan: Level 350 Interpret Want Ads</p>	
<p>4. Complete job applications (print/online).</p>	<p>Sample Language: Position applied for Previous employment References Employment record Name of Supervisor</p>	<p>REEP Lesson Plan: Level 300/350 Job Application</p>	<p>A Day in the Life of the Gonzalez Family (Text, p. 24) All-Star 3 (2nd ed.) Unit 7 (Lessons 4, 6) All-Star 3 workbook (2nd ed.) Unit 7 (Lessons 3, 4, practice test) Future 3 (1st ed.) Unit 4 (Lesson 4) Future 3 Workbook (1st ed.) Unit 4 (Lesson 4) Future 3 Tests and Test Prep (1st ed.) Unit 4 (p. 23) Stand Out 3 (2nd ed.) Unit 6 (Lesson 4, review) Working it Out (1st ed.) Chapter 1 (p. 10) Applications from local businesses</p>	<p>Cross Cultural: reverse chronological order, references, reason for leaving a job, illegal questions (<i>Get That Job</i>, p. 60)</p>
<p>5. Demonstrate effective communication strategies at work, e.g.</p>	<p>Instruct/respond to instructions:</p>	<p>GCFGlobal.org interactive lessons ></p>	<p>All-Star 3 (2nd ed.) Unit 10 (Lesson 6) Breaking the Ice (1st ed.)</p>	

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<p>*Give & follow multiple step instructions and ask for clarification. *Express and respond to praise, criticism & apologies.</p>	<p>First, you need to... Then, you should.... Ask for clarification: I don't understand what you're saying. I'm not following you. Express/respond to apologies: I'd like to apologize for... I'm sorry I was late... That's ok. It's no problem. Respond to complaints/praise: I appreciate you're telling me. I will try harder. I'm glad you liked it.</p> <p>Structures: Modals Sequence markers Present Continuous</p>	<p>Work > Business Communication</p> <p>USALearns.org: 2nd Course > Workers and the Workplace; 3rd Course > Working > Looking for a Job and Team Player</p>	<p>Chapters 5, 6, 7, 8 Composition Practice 2 (1st ed.) Unit 4 Future 3 (1st ed.) Unit 9 (Lessons 2, 9, 10) Future 3 Workbook (1st ed.) Unit 9 (Lesson 2&3, 4) Stand Out 3 (2nd ed.) Unit 7 (Lesson 5, review) Stand Out 3 Reading and Writing Challenge (2nd ed.) Unit 7 (Challenge 5, Extension challenge 1) Student generated instructions Audio/visual: English Works DVD #2: Asking for elaboration of a request or order English Works DVD #3: Dealing with mistakes English Works DVD #7: Asking for clarification English Works DVD #8: Responding to instructions</p>	
<p>6. Research and interpret health, safety, and emergency</p>	<p>Report Info: condition, cause/effect This product is</p>	<p>GCFGlobal.org interactive lessons > Work</p>	<p>Excellent English 3 Workbook (1st ed.) Unit 3 (Career connection)</p>	

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<p>information orally and in writing.</p>	<p>flammable. In case of fire.... You need to report the accident to... Give/respond to warnings: Don't touch... You'd better wear safety goggles.</p> <p>Structures: Imperatives Need to/Had better</p>	<p>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</p>	<p>Future 3 (1st ed.) Unit 9 (Lesson 4, 8) Future 3 Workbook (1st ed.) Unit 4 (Lesson 8, 9 & 10); Unit 9 (Lesson 8) Future 3 Tests and Test Prep (1st ed.) Unit 9 (p. 58) Stand Out 3 (2nd ed.) Unit 7 (Lesson 4, review) Stand Out 3 Reading and Writing Challenge (2nd ed.) Unit 7 (Challenge 4) Safety & emergency info from students' jobs Audio/visual: English Works DVD #10: Safety on the Job</p>	
<p>7. Make a work-related request about hours, training opportunities, raises, and promotions orally and through email.</p>				
<p>8. Identify and respond to work-related problems. Analyze possible solutions and consequences.</p>	<p>Give/get advice: What should I do about...?</p> <p>Structures: Modals If clauses</p>		<p>Stand Out 3 (2nd ed.) Unit 7 (Lessons 1, 4, 5, review) Student generated problems finding jobs or on the job</p>	<p>Note: Teachers could elicit student problems prior to beginning the unit. Some of the problems are likely to be handled through the above objectives.</p>

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<p>9. Research and evaluate rights and responsibilities of workers.</p>	<p>Report info/give advice: No drinking on the job. You must wear your badge. Employers/employees must... A model employee always... Seek permission: Is it all right if I....? Could I possibly have a few days off? I would like to leave early because....</p> <p>Structures: Questions Modals Clauses (because)</p>	<p>We Speak NYC: Episode "Rolando's Rights"</p> <p>GCFGlobal.org interactive lessons > Work</p>	<p>All-Star 3 workbook (2nd ed.) Unit 7 (Lesson 2, community lesson) Composition Practice 2 (1st ed.) Unit 6 Future 3 (1st ed.) Unit 4 (Lessons 1, 10); Unit 9 (Lessons 1, 6) Future 3 Workbook (1st ed.) Unit 4 (Lesson 1); Unit 9 (Lesson 1) Future 3 Tests and Test Prep (1st ed.) Unit 4 (p. 27-28); Unit 9 (p. 63) Stand Out 3 (2nd ed.) Unit 6 (Lessons 2, 5, review); Unit 7 (Lessons 1, 3, 5, review) Stand Out 3 Reading and Writing Challenge (2nd ed.) Unit 6 (Extension Challenge 2) Video: English Works DVD #9: Asking to change schedule</p>	<p>Cross-culture: comparison of acceptable requests for schedule change, <i>Working It Out</i>, p. 75-77</p>
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