

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 (Summary):


1. Ask and answer questions about jobs. Categorize jobs.
2. Conduct a modified job search.
3. Fill out simplified job application.
4. Ask/answer questions about job experience, job preferences and career plans.
5. Give and follow instructions; ask for clarification.
6. Make a request at work.
7. Identify safety steps and procedures.
8. Identify worker rights and responsibilities.

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
<p>1. Given visuals of jobs, ask and answer questions about titles, locations, skills needed and tools. Categorize jobs (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.</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</p>	<p>Structures: Simple present, Questions Demonstratives</p> <p>Cross-culture: compare to jobs in native country</p>

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		Dictionary (2nd ed.) Unit 9 (p. 166-169) Stand Out 2 (2nd ed.) Unit 7 (Lesson 2, review) Ventures 2 (1st ed.) Unit 8 (Lessons A, D, E) 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) Online: Ventures Arcade 2, Unit 8	
2. Conduct a modified job search, including * identify sources of jobs, * inquire about openings as appropriate to the job announcement (call, in-person, send resume), and * interpret simplified want ads or job notices.	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	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)	Structures: Yes/No questions Modals: could, would Cross-culture: job sources in native country



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		<p>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) Ventures 2 Workbook (1st ed.) Unit 8 (Lesson F)</p> <p>Software: Excellent English 2, Unit 4 (Finding a career)</p> <p>California Distance Learning Project Looking for a Job, W-4 Form</p> <p> Levels 200/250 Lesson Plan: Online Info Search With Local Public Employment Agency</p> <p>Arlington Employment Center</p>	
<p>3. Fill out simplified job application.</p>	<p>Sample vocabulary: Position desired Are you legally able to work in this country? Position: state your title, describe duties.</p>	<p>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.)</p>	<p>Cross-cultural: reverse chronological order, references, reason for leaving a job</p>

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		Unit 7 (Lesson 3) Students bring in samples from their workplaces.	
<p>4. In an interview situation, ask and answer questions about:</p> <ul style="list-style-type: none"> * job experience, including current and previous jobs, * job duties, * work skills and abilities, * future job preferences and career plans. 	<p>Report info: self I am a carpenter. I was an accountant in my country for 5 years.</p> <p>Express capability: self I can build a house. I used a computer.</p> <p>Express preferences: I would like to be a supervisor.</p> <p>Seek info: self When does the job start? What are the benefits?</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) 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</p>	<p>Structures: Simple present Simple past Modal: can Would like Wh- questions</p> <p>Cross-cultural: appropriate job interview questions, appearance and dress, promptness</p> <p>Extension: Go to <u>Goal setting</u>; <i>Take Charge 2</i>, p.71-72</p>

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
		<p>E) Audio/Visual: English Works DVD #1: Interviewing for a better job English Works DVD #4: Reading job announcements 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> TESOL Techniques: Timelines</p> <p> Level 250 Lesson Plan: Past & Present Jobs, Rights & Responsibilities</p>	
<p>5. Given a work situation, * give and follow supervisors' instructions, * ask co-workers or manager for clarification, * request locations/give directions to a specific place.</p>	<p>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.</p>	<p>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) 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:</p>	<p>Structures: Imperatives Sequence markers Modal - should Wh- questions Cross-culture: asking for clarification</p>

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		Responding to instructions Live Action English: Time to Clean House, Making a Table (imperative structures), Giving Directions	
6. Make a request at work, such as to leave early or change schedule, or call in sick, using voicemail if necessary.	Make request: Could I possibly leave work early today? I can't come to work today because I have the flu. Is that OK?	All-Star 2 (2nd ed.) Unit 10 (Lesson 5) Future 2 (1st ed.) Unit 12 (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	Structures: Modals - could, can Cross-culture: acceptable reasons for schedule changes
7. Identify safety steps needed 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..	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	Structures: Imperatives Modal 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. Identify worker rights and responsibilities.	Report/request info: rules Employees are expected to be on	All-Star 2 (2nd ed.) Unit 10 (Lesson 4) All-Star 2 Workbook (2nd ed.) Unit 10	Structures: Simple present Modal: obligation Questions

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	<p>time. You may take two 15-minute breaks, plus a lunch break. It's Ok/not Ok to... Is it OK to...? Can I ...?</p>	<p>(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)</p> <p>Student-generated list (What skills previously studied are rights and responsibilities?) Software: All-Star 2, Unit 10</p> <p>California Distance Learning Project: Workers Protest, Team Player</p>	<p>Cross-culture: rights and responsibilities in native country</p>