

# 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 (Summary):

1. Identify job resources and interpret job advertisements.
2. Describe past and present jobs.
3. Describe personal skills & qualities and state future job goals.
4. Fill out job applications.
5. Ask & answer questions in a job interview.
6. Identify rights and responsibilities of workers.
7. Demonstrate effective communication strategies at work.
8. Identify & interpret health, safety & emergency information.
9. Identify work-related problems, solutions, and consequences. *Note: As a unit needs assessment, identify work-related problems and prioritize. Some of the problems are likely to be handled through the objectives above.*

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Identify job resources and interpret job advertisements.	<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. Try the Employment Center.</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) Audio/visual: A Day in the Life of the Gonzalez Family (Video scene 3/Text, p. 20, 25-24) English Works DVD #4: Reading Job Announcements Software: All-Star 3 (Unit 7)</p>	<p>Structures: Questions: wh &amp; yes/no Simple present &amp; past Imperatives Cross-culture: similarities and differences in job search <i>ESL for Action</i>, e.g. Internet <a href="http://www.Indeed.com">www.Indeed.com</a> newspapers, library, job boards, friends, employment centers, <a href="http://ArlingtonEmploymentCenter.com">Arlington Employment Center</a></p>

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		<p> <b>Level 350 Lesson Plan: Interpret Want Ads</b>            Ventures Arcade 3 (Unit 8)</p>	
<p>2. Describe past and present jobs.</p>	<p>Report info/Express capability:            I answered the phones and typed letters.            I supervise the other housekeepers.            I used to drive a truck.</p>	<p>Future 3 (1st ed.) Unit 4 (Lessons 2, 3, 5, 6);            Unit 9 (Lesson 5)            Future 3 Workbook (1st ed.) Unit 4 (Lesson 2&amp;3)            Future 3 Tests and Test Prep (1st ed.) Unit 4 (p. 24-25)            Stand Out 3 Reading and Writing Challenge (2nd ed.) Unit 6 (Challenge 4)            Ventures 3 (1st ed.) Unit 8 (Lesson F)            Student generated material</p> <p><a href="#">411 video lessons for Work</a></p>	<p>Structures:            Simple Present &amp; Past Used to</p>
<p>3. Describe personal skills &amp; qualities 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>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</p>	<p>Structures:            Simple present            Modals (can)            Would like to (I'd like to)            Extension: Setting Goals</p>

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		Challenge (2nd ed.) Unit 6 (Challenges 2, 3, 5); Unit 7 (Challenge 3) Ventures 3 (1st ed.) Unit 8 (Lesson A) <a href="#">SCANS Plans Portfolio: Cooperating and Teambuilding</a>	
4. Fill out job applications.	Sample Language: Position applied for Previous employment References Employment record Name of Supervisor	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 Online: <a href="#">SCANS Plans Portfolio: Online Applications</a>	Cross Cultural: reverse chronological order, references, reason for leaving a job, illegal questions ( <i>Get That Job</i> , p. 60)
5. Ask & answer questions in a job interview.	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.	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.)	Structures: Simple present and past Present perfect Present perfect continuous. Questions: wh & yes/no

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	<p>What is the starting salary? Is there an opportunity for overtime? What documents do I need to show? See sample language for objectives 2 &amp; 3.</p>	<p>Unit 6 (Lesson 5) Ventures 3 (1st ed.) Unit 8 (Lesson B, E, F)</p> <p><a href="#">SCANS Plans</a> <a href="#">Portfolio: Completing Interviews</a></p> <p>Crossroads Cafe Video Unit 1: Opening Day English Works DVD #1: Interviewing for a better job</p>	<p>Cross culture: Illegal questions; etiquette; do's &amp; don'ts; rights and responsibilities</p>
<p>6. Identify rights and responsibilities of workers, including qualities of model 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>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>Structures: Questions Modals Clauses (because) Cross-culture: comparison of acceptable requests for schedule change, <i>Working It Out</i>, p. 75-77</p>
<p>7. Demonstrate effective</p>	<p>Instruct/respond to instructions:</p>	<p>All-Star 3 (2nd ed.) Unit 10 (Lesson 6)</p>	<p>Structures: Modals</p>

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<p>communication strategies at work, e.g.            * Give &amp; follow multiple step instructions and ask for clarification.            * Express and respond to praise, criticism &amp; 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>Breaking the Ice (1st ed.) 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&amp;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>Sequence markers            Present Continuous</p>
<p>8. Identify &amp; interpret health, safety &amp; emergency information</p>	<p>Report Info: condition, cause/effect            This product is 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>Excellent English 3 Workbook (1st ed.) Unit 3 (Career connection)            Future 3 (1st ed.) Unit 9 (Lesson 4, 8)            Future 3 Workbook (1st ed.) Unit 4 (Lesson 8, 9 &amp; 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,</p>	<p>Structures:            Imperatives            Need to/Had better</p>

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		review) Stand Out 3 Reading and Writing Challenge (2nd ed.) Unit 7 (Challenge 4) Safety & emergency info from students' jobs Audio/visual: A Day in the Life of the Gonzalez Family (Video scene 8/Text, Unit 8) English Works DVD #10: Safety on the Job	
9. Identify work-related problems, solutions, and consequences.	Give/get advice: What should I do about...?	Stand Out 3 (2nd ed.) Unit 7 (Lessons 1, 4, 5, review) Student generated problems finding jobs or on the job	Structures: Modals If clauses Note: Teachers could elicit student problems prior to beginning the unit. Some of the problems are likely to be handled through the above objectives.