



ESL Curriculum for Adults

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COMMON QUESTIONS

WORK UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL 200

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. [Given visuals of occupations, match job titles, duties, locations and tools.](#)
2. [Identify job sources.](#)
3. [Interpret simplified want ads.](#)
4. [Fill out job application.](#)
5. [Ask and answer questions about past/present jobs.](#)
6. [Make an interview appointment. Ask questions about the job.](#)

7. State in writing future job goals and reasons for wanting this job.
8. Give and follow instructions and requests for clarification and assistance.
9. Identify good work habits.
10. Identify gross/net pay and deductions. Identify taxes withheld.
11. Identify safe work elements.

Work & Technology Modules (2012) Level-appropriate lesson plans and student materials addressing *Work Unit performance objectives for job seekers* with integrated technology skills development: [Navigation-and-Search](#) | [Online Form](#) & [practice interactive form](#) | [Word Processing](#) & [typing practice form](#) | [Email](#)

Level 200 Work Resource Page

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
<p>1. Given visuals of occupations, match orally and in writing: job titles, duties, locations and tools for various occupations.</p>	<p>Report Info: Secretaries use computers in an office.</p> <p>Food servers take orders and serve food.</p>	<p>-See Resources section on side bar. -Go to Best of the Web: Work</p> <p>All-Star 2 (2nd ed.) Unit 10 (Lesson 1) All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 1) Collaborations Beginner 2 (1st ed.) Unit 4 (p. 54-55) Excellent English 2 (1st ed.) Unit 4 (Lesson 2), Unit 6 (Lesson 1, 2, 3) Future 2 (1st ed.) Unit 8 (Lesson 1) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 66-69) Future 2 Workbook (1st ed.) Unit 8 (Lesson 1) Going Places 2 (1st ed.) Unit 12 (p. 71-74) Oxford Picture Dictionary (2nd ed.) Unit 9 (p. 166 – 171) Stand Out 2, Unit 7 (Lesson 2) Survival English Book 2 (2nd ed.) (page 209-211) Ventures 2 Student's Book (1st ed.) Unit 8 Ventures 2 Workbook (1st ed.) Unit 8</p> <p>Online Quiz: What's My Job?</p> <p><i>See Work & Technology</i></p>	<p>Structures: simple present</p> <p>Extension: Students construct materials for matching games: occupations/duties and tools.</p>

		<i>Modules above</i>	
2. Identify job sources.	Give advice/info: You can talk to your friends to find a job. You should look for help-wanted signs. I walked into the restaurant and asked for a job.	All-Star 2 (2nd ed.) Unit 10 (Lesson 6) Going Places 2 (1st ed.) Unit 14 (p. 86) Survival English Book 2 (2nd ed.) (pages 213-214) Ventures 2 Student's Book (1st ed.) Unit 8 Ventures 2 Workbook (1st ed.) Unit 8 (Lesson D) Student-generated list "Looking for a Job" (California Distance Learning Project) <i>See Work & Technology Modules above</i>	Structures: modals, simple past Cross culture: internet, newspaper, and bulletin boards as a job-listing source. Extension: Students create a chart of resources for specific positions.
3. Interpret simplified want ads.	Sample Vocabulary: Abbreviations: emp. Prev., exp. hrs, qual., FT/PT	All-Star 2 (2nd ed.) Unit 10 (Lesson 6) Excellent English 2 (1st ed.) Unit 4 (Lesson 6) Future 2 (1st ed.) Unit 8 (Lesson 4) 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 2 (75-76) Stand Out 2, Unit 7 (Lesson 3) Survival English Book 2 (2nd ed) (p. 214-215) Ventures 2 Workbook (1st ed.) Unit 8 (Lesson F) REEP Sample Lesson	Extended activity: Students write a want ad for a job they would like to have and/or for a "classroom job."
4. Fill out job application which includes: duties, skills, tools, location and length of employment.	Sample Vocabulary: Previous employment, duties, volunteer, tools and equipment	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) Survival English Book	Cross culture: Self-advocating: specifying tasks; awards, skills Extension Activity: Students fill out a personal data sheet for future use.

		<p>2 (2nd ed) (p. 216, 219-220)</p> <p>Students bring in samples from their workplaces.</p> <p>REEP Lesson Plans (Coming June 2012): Fill out a job application in class</p> <p>Complete a job online application: <i>See Work & Technology Modules above</i></p>	
<p>5. Given a simplified interview situation, ask and answer questions about past/present jobs including: titles, duties, skills, locations, tools and length of employment.</p>	<p>Seek/report info: self Do you have experience? Yes, I .. What was your last job? I was a .. How long did you work there? 3 years. What did you do? I.. What tools can you use? I can use ..</p>	<p>All-Star 2 (2nd ed.) Unit 10 (Lesson 5) All-Star 2 Workbook (2nd ed.) Unit 10 (Lessons 2, 3) 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 (Lessons E, F)</p> <p>Audio/Visual: English Works DVD #1: Interviewing for a better job English Works DVD #4: Reading job announcements</p>	<p>Structures: simple present, simple past; Yes/no & wh-questions</p> <p>Cross culture: Self-advocating: specifying tasks; awards, skills</p> <p>Extension: Make a chart for evaluation of different positions - include skills/duties/tools/locations (inside or outside work), likes and dislikes, etc.</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>Online: REEP Lesson Plans: SCANS lesson plans 150 work timeline</p> <p>Describe Past and Present Jobs Word Processing Lesson and Activities</p> <p>See Work & Technology Modules above</p>	
6. Given a simplified interview situation, make an appointment and ask questions about the job.	<p>Ask/answer questions: Can you come in on Monday at 4:00? Ok, I will be there. What are the hours/benefits? When does the job start?</p>	<p>All-Star 2 (2nd ed.) Unit 10 (Lesson 5) Excellent English 2 (1st ed.) Unit 4 (Lesson 6) Going Places 2 (1st ed.) Unit 13 (p. 81-82) Survival English Book 2 (2nd ed) (p. 217-218)</p> <p>Student generated questions</p> <p>REEP Lesson Plan: Body language, attire and behavior during a job interview</p> <p>See Work & Technology Modules above: Email</p>	<p>Structures: Yes/no & Wh-Questions, present future</p> <p>Cross culture: being prompt; asking questions in an interview</p>
7. State in writing future job goals and reasons for wanting this job.	<p>Express desires and preferences: I would like to become a restaurant manager because...</p>	<p>Collaborations Beginner 2 Student Book (1st ed.) Unit 4 (p. 62-63) Excellent English 2 (1st ed.) Unit 6 (Lesson 7) Ventures 2 Student's Book (1st ed.) Unit 8 (Lesson A)</p>	<p>Structures: Future Tense</p> <p>Cross-culture: goals in job interviews</p> <p>Extension: Find info about the desired job. Go to Goal Setting</p>
8. Give and follow multiple step oral instructions, requests for clarification, and requests for assistance.	<p>Give/follow instructions: Put the soap to the left of the towels. Turn on the machine and wait for it to heat up.</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.)</p>	<p>Structures: Imperative, questions</p> <p>Cross culture: Asking for clarification</p>

	Ask for assistance/ clarification: How does this work? Please show me.	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: Responding to instructions Live Action English: Time to Clean House, Making a Table (imperative structures), Giving Directions	
9. Identify good work habits including schedule changes, demonstrating teamwork, working independently.	Give advice: You should call in sick as soon as possible. Work together: Can I help you? You finish that one, and I'll do this one.	All-Star 2 (2nd ed.) Unit 10 (Lesson 4) All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 2) Future 2 (1st ed.) Unit 8 (Lesson 9) Future 2 Workbook (1st ed.) (Lesson 7, 8, 9) Stand Out 2, Unit 7 (Lesson 1) Ventures 2 Student's Book (1st ed.) Unit 8 (Lesson D) Student generated list REEP Lesson Plan	Structures: modal verbs Cross culture: when to call in sick; taking initiative Extension Activity: Write dialogs
10. Given a pay stub or W-4, identify gross/net pay and deductions. Identify taxes withheld.	Sample Vocabulary: Gross/ net pay, deductions, FICA, withholding	Excellent English 2 (1st ed.) Unit 4 (Lesson 4) Going Places 2 (1st ed.) Unit 26 (p. 167) Survival English Book 2 (2nd ed) (p. 225-227)	
11. Identify safe work elements: signs, safety equipment, procedures and giving warnings to other workers.	Giving warnings Reporting/asking for information: Look out! The floor is wet. This sign means poison.	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 Cross culture: reporting hazards at work Extension: complete accident reports <i>English ASAP 2 p. 97</i> <i>Let's Work Safely, p.94 -113</i>

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