



# ESL Curriculum for Adults

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## 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.

**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 250 Work Resource Page

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
<p><b>1. Given visuals of jobs, ask and answer questions about titles, locations, skills needed and tools.</b>  <b>Categorize jobs (indoor/outdoor, high-paying/ low-paying, service/professional, etc.).</b></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.</p> <p>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 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)</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:          Ventures Arcade 2, Unit 8</p> <p><i>See Work &amp; Technology Modules above</i></p>	<p>Structures:          Simple present,          Questions          Demonstratives</p> <p>Cross-culture: compare to jobs in native country</p>
<p><b>2. Conduct a modified job search, including</b>  <b>* identify sources of jobs,</b>  <b>* inquire about openings as appropriate to the job</b></p>	<p>Seek information:          self          Is the job still open?          Could I come in</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</p>	<p>Structures:          Yes/No questions          Modals: could, would</p>

<p><b>announcement (call, in-person, send resume), and * interpret simplified want ads or job notices.</b></p>	<p>for an interview?</p> <p>Express needs: I'd like to apply.</p> <p>Abbreviations: No exper. nec. FT entry-level position</p>	<p>(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)                  Ventures 2 Workbook (1st ed.) Unit 8 (Lesson F)</p> <p>Software:                  Excellent English 2, Unit 4 (Finding a career)</p> <p>Online:                  California Distance Learning Project: <a href="#">Looking for a Job, W-4 Form</a>  <a href="#">Web-based Reading Lesson Plan</a>  <a href="#">Arlington Employment Center</a></p> <p>REEP Lesson Plans:  <a href="#">Internet Navigation and Search</a>  <a href="#">Resume and Cover Letter</a></p> <p><i>See Work &amp; Technology Modules above</i></p>	<p>Cross-culture: job sources in native country</p>
<p><b>3. Fill out simplified job application.</b></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.) Unit 7 (Lesson 3)</p> <p>Students bring in samples from their workplaces.</p> <p>Online:                  REEP Lesson Plans:  <a href="#">Fill out a job application in class</a>  <a href="#">Complete job online application</a></p> <p><i>See Work &amp; Technology Modules above</i></p>	<p>Cross-cultural: reverse chronological order, references, reason for leaving a job</p>

<p><b>4. In an interview situation, ask and answer questions about:</b></p> <ul style="list-style-type: none"> <li>* job experience, including current and previous jobs,</li> <li>* job duties,</li> <li>* work skills and abilities,</li> <li>* future job preferences and career plans.</li> </ul>	<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 E)</p> <p>Audio/Visual: English Works DVD #1: Interviewing for a better job English Works DVD #4: Reading job announcements</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: <a href="#">SCANS lesson plans</a> <a href="#">150 work timeline</a></p> <p><a href="#">Describe Past and Present Jobs Word Processing Lesson and Activities</a></p> <p><i>See Work &amp; Technology Modules above</i></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 <a href="#">Goal setting</a>; <a href="#">Take Charge 2</a>, p.71-72</p>
<p><b>5. Given a work situation,</b></p> <ul style="list-style-type: none"> <li>* give and follow supervisors' instructions,</li> <li>* ask co-workers or manager for clarification,</li> <li>* request locations/give directions to a specific place.</li> </ul>	<p>Instruct/respond to instructions: First, peel the apples. Next, wash the table.</p> <p>Make request: clarification</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)</p> <p>Audio/Visual: English Works DVD #2: Asking for elaboration of a request or order</p>	<p>Structures: Imperatives Sequence markers Modal - should Wh- questions</p> <p>Cross-culture: asking for clarification</p>

	<p>Could you repeat that, please?</p> <p>Seek/report info: Where is the hammer? It's on the top shelf in Room 202.</p>	<p>English Works DVD #7: Asking for clarification English Works DVD #8: Responding to instructions</p> <p>Live Action English: Time to Clean House, Making a Table (imperative structures), Giving Directions</p>	
<b>6. Make a request at work, such as to leave early or change schedule, or call in sick, using voicemail if necessary.</b>	<p>Make request: Could I possibly leave work early today? I can't come to work today because I have the flu. Is that OK?</p>	<p>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)</p> <p>Student generated requests</p> <p>Audio/Visual: English Works DVD #9: Asking to change schedule</p>	<p>Structures: Modals - could, can</p> <p>Cross-culture: acceptable reasons for schedule changes</p>
<b>7. Identify safety steps needed at work.</b>	<p>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..</p>	<p>Going Places 2 (1st ed.) Unit 26 (p. 163-166) Oxford Picture Dictionary (2nd ed.) Unit 9 (p. 179)</p> <p>Student generated list</p> <p>Audio/Visual: English Works DVD #10: Safety on the job</p>	<p>Structures: Imperatives Modal</p> <p>Cross-cultural: when, how, and to whom to report a safety violation</p> <p>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</p>
<b>8. Identify worker rights and responsibilities.</b>	<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 ...?</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)</p> <p>Student-generated list (What skills previously studied are rights and responsibilities?)</p>	<p>Structures: Simple present Modal: obligation Questions</p> <p>Cross-culture: rights and responsibilities in native country</p>

Software:  
All-Star 2, Unit 10

Online:  
California Distance Learning  
Project: [Workers Protest, Team  
Player](#)

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