



ESL Curriculum for Adults

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COMMON QUESTIONS

WORK UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 300

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 qualities of model workers.](#)
2. [Express employment preferences, needs, and goals.](#)
3. [Access and interpret print and on-line job information and resources.](#)
4. [Complete simplified application for job or job training.](#)
5. [Given a job interview, ask and answer questions.](#)
6. [Request information about hours, training opportunities, raises, and promotions.](#)
7. [Give and respond to instructions, including seeking clarification.](#)

8. Complete work-related forms (I-9, W-4, tax forms, insurance forms).
 9. Given work scenario, identify safety concerns and regulations and warn others.

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](#) | [Email](#)

Level 300 Work Resource Page

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
<p>1. Identify qualities of model workers.</p>	<p>Give advice: Arrive on time. Do the best job you can. Follow the rules.</p>	<p>-See Resources section on side bar. -Go to Best of the Web: Work</p> <p>All-Star 3 Workbook (2nd ed.) Unit 7 (Lesson 1) Excellent English 3 Student Book (1st ed.) Unit 9 (Lesson 6) Future 3 (1st ed.) Unit 4 (Lesson 1, 10) Stand Out 3 (2nd ed.) Unit 7 (Lessons 1, 5) Ventures 3 Workbook (1st ed.) Unit 8 (Lesson D)</p> <p>Keys to Employability</p> <p>Student generated list.</p>	<p>Structures: Imperatives</p> <p>Cross-culture: qualities of model workers in other countries.</p> <p>Extension: self-assessment</p>
<p>2. Express employment preferences, needs, and goals.</p>	<p>Report info: In my country, I was a teacher, but now I work at McDonald's.</p> <p>Express preferences and needs: I would like a better job so that... I want...because... I need health insurance.</p>	<p>All-Star 3 (2nd ed.) Unit 7 (Lessons 4, 5, 6) All-Star 3 Workbook (2nd ed.) Unit 7 (Lesson 3, 4, 5, 6) Future 3 (1st ed.) Unit 4 (Lesson 7) Stand Out 3 (2nd ed.) Unit 7 (Lesson 3) Ventures 3 (1st ed.) Unit 8 (Lessons A, D, E) Ventures 3 Workbook (1st ed.) Unit 8 (Lessons A, D, E)</p> <p>Student-generated information grid or questionnaire. Student writing: "My Ideal Job"</p> <p>REEP Lesson Plan</p> <p>A Day in the Life of the Gonzalez Family (Video scene 3/Text, p. 20, 25-24) Crossroads Cafe Video Unit 15: "Your New Language: Talking About Likes and Dislikes"</p> <p>See Work & Technology Modules above</p>	<p>Structures: Would like, because, so that, but</p> <p>Extension: Discuss career ladders, job mobility</p>

<p>3. Access and interpret print and on-line job information and resources.</p>	<p>Sample Vocabulary:</p> <p>Experience required. Apply in person. ... a must. No experience necessary. Closing date:</p> <p>Sample Abbreviations: FT, PT, PT, EOE, FMLA, OSHA</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>Arlington Employment Center</p> <p>Virginia Employment Commission CareerBuilder</p> <p>English Works DVD # 4: Reading Job Announcements</p> <p>Crossroads Cafe Video "Finding a Job and Interviewing"</p> <p>Newspaper classified ads, local job postings</p> <p><i>See Work & Technology Modules above</i></p>	<p>Cross Culture: Finding a Job in Your Country</p> <p>Extension: Discuss "networking"</p> <p>Discuss other ways of finding a job</p> <p>Inquire about job openings on the phone and in person.</p>
<p>4. Complete application for job or job training.</p>	<p>Sample Language:</p> <p>job application vocabulary, i.e., DOB, emergency contact, previous employment, references, education</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)</p> <p>SCANS Plans Portfolio: Applications</p> <p>Job applications from local businesses</p> <p><i>See Work & Technology Modules above</i></p>	<p>Extension: Write a tip sheet on how to complete a job application.</p> <p>Illegal questions.</p>
<p>5. Given a job interview, ask and answer questions.</p>	<p>Seek/ report info: self, abilities, time: I'm working in Clarendon. I know how to... When does the job begin? In my country, I worked as a... I have been working at ... for ...</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:</p>	<p>Structures: present continuous, simple past, present perfect</p> <p>Questions: wh & yes/no</p> <p>Cross-Culture: Eye contact, body language, appropriate dress</p>

	<p>What is the starting salary? Are there any benefits?</p>	<p><u>Completing Interviews</u></p> <p><u>Job Interview Net</u></p> <p>Audio/visual: Crossroads Cafe Video Unit 1: Opening Day English Works DVD #1: Interviewing for a better job</p> <p><i>See Work & Technology Modules above</i></p>	<p>Extension: Identify rights and responsibilities of job seekers. Write a tip sheet on how to succeed in an interview. Write a follow-up note.</p>
<p>6. Request information about hours, training opportunities, raises, and promotions.</p>	<p>Express/ inquire about needs: I would like some information about... Could you tell me about...</p>	<p>All-Star 3 (2nd ed.) Unit 7 (Lesson 3) All-Star 3 Workbook (2nd ed.) Unit 7 (Lesson 3) Stand Out 3 (2nd ed.) Unit 7 (Lesson 3) Ventures 3 (1st ed.) Unit 8 (Lesson F) Ventures 3 Workbook (1st ed.) Unit 8 (Lesson F)</p> <p><u>Job Star</u></p> <p>Crossroads Café Episode 19 "The People's Choice: Worker Protection and Benefits" (video)</p> <p><i>See Work & Technology Modules above on Email.</i></p>	<p>Structures: Could Yes/ No Questions Would like</p> <p>Cross-Culture: Selling yourself, body language, eye contact</p> <p>Extension: Other work rights, <i>Working It Out</i>, p. 81</p>
<p>7. Give and respond to multi-step oral and written instructions, including seeking clarification.</p>	<p>Give/ respond to instructions: First, turn the machine on. Then,...</p> <p>Ok. I understand.</p> <p>Seek Clarification: Where did you say it goes? What did you say to do? Who should I talk to?</p>	<p>All-Star 3 (2nd ed.) Unit 10 (Lesson 6) 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&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)</p> <p>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><u>SCANS Plans Portfolio: Listen. Repeat. Do</u></p> <p><u>SCANS Plans Portfolio:</u></p>	<p>Structures: Imperatives Sequence words Clarifying questions</p> <p>Cross Culture: Asking for clarification</p>

		<u>Information Gap</u>	
		Student generated job instructions	
8. Complete work-related forms (I-9, W-4, tax forms, insurance forms)	Sample Vocabulary: See individual forms	Stand Out 3 (2nd ed.) Unit 7 (Lesson 2, Review) <u>Virginia Department of Taxation - forms</u> <u>Internal Revenue Service - forms</u> <u>CDLP online reading activity: W-4 forms</u> tax forms, insurance forms	Extension: Given pay stub, identify deductions and request correction of an error.
9. Given work scenario, *identify safety concerns and regulations, *warn others, and *complete accident report.	Express concern/ warn others: Watch out! Look out! Thanks for the warning. Don't walk on the wet floor. Be careful. You might fall. Give Advice: You should wear a hard hat. Why don't we check the smoke detectors? Reporting accidents: I was sweeping the floor and slipped. I will tell my supervisor. I will write the report.	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 & 10); Unit 9 (Lesson 8) Future 3 Tests and Test Prep (1st ed.) Unit 9 (p. 58) Key Vocabulary for a Safe Workplace 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 <u>SCANS Plans Portfolio: Activity with Safety Pictures</u> English Works DVD #10: Safety on the Job A Day in the Life of the Gonzalez Family (Video scene 8/Text, Unit 8) Student writing - safety concerns at work	Structures: Past continuous; Simple past; Future; Imperatives; Modals Questions Cross-cultures: How safety issues are addressed in native country

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