



ESL Curriculum for Adults

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COMMON QUESTIONS

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.*

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 350 Work Resource Page

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
<p>1. Identify job resources and interpret job advertisements.</p>	<p>Seek/Report info: How did you get your job...? I got my job by...</p> <p>What does "Asst." mean? "Asst." means assistant</p> <p>Give advice: You could look in the newspaper. Try the Employment Center.</p>	<p>-See Resources section on side bar -Go to Best of the Web: Work</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>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</p> <p>Software: All-Star 3 (Unit 7)</p> <p>Online: REEP Lesson Plan: Interpret Job Advertisements Classified Ads Worksheet Internet Job Search Worksheet</p> <p>Ventures Arcade 3 (Unit 8)</p> <p>See Work & Technology Modules above</p>	<p>Structures: Questions: wh & yes/no Simple present & past Imperatives</p> <p>Cross-culture: similarities and differences in job search <i>ESL for Action</i>, e.g. Internet (Craiglist for Northern Virginia), newspapers, library, job boards, friends, employment centers, (Arlington Employment Center) etc.</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&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)</p> <p>Student generated material</p> <p>See Work & Technology Modules above</p> <p>Online: Pre-employment reading & quizzes ALMA on-line tutorial, "Preparing to Get a Job" (includes info on resumes),</p>	<p>Structures: Simple Present & Past Used to</p>

		http://www.tv411.org/lessons/cfm/writing.cfm?str=writing&num=12&act=1 ; ALMA on-line tutorial, "Writing a Cover Letter", http://www.tv411.org/lessons/cfm/writing.cfm?str=writing&num=7&act=1	
3. Describe personal skills & qualities and state future job goals.	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.	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 Challenge (2nd ed.) Unit 6 (Challenges 2, 3, 5); Unit 7 (Challenge 3) Ventures 3 (1st ed.) Unit 8 (Lesson A) Online: Spring Institute : scroll down to SCANS Plans Portfolio: Cooperating and Team-Building Pre-employment reading & quizzes See Work & Technology Modules above	Structures: Simple present Modals (can) Would like to (I'd like to) Extension: <u>Setting Goals</u>
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: Spring Institute : scroll down to SCANS Plans Portfolio: Applications Online job application (Marshall Adult Education) See Work & Technology Modules above	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. What is the starting salary? Is there an opportunity for overtime? What documents do I need to show? See sample language for objectives 2 & 3.	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) Online: Spring Institute : scroll down to SCANS Plans Portfolio: Completing Interviews Audio/visual: A Day in the Life of the Gonzalez Family (Video scene 7/Text, Unit 7) Crossroads Cafe Video Unit 1: Opening Day English Works DVD #1: Interviewing for a better job	Structures: Simple present and past Present perfect Present perfect continuous. Questions: wh & yes/no Cross culture: Illegal questions; etiquette; do's & don'ts; rights and responsibilities

<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) Audio/visual: 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 communication strategies at work, e.g.</p> <p>* Give & follow multiple step instructions and ask for clarification. * Express and respond to praise, criticism & apologies.</p>	<p>Instruct/respond to instructions: 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>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) 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 See Work & Technology Modules above: Email</p>	<p>Structures: Modals Sequence markers Present Continuous</p>
<p>8. Identify & interpret health, safety & 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</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 & 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, 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)</p>	<p>Structures: Imperatives Need to/Had better</p>

	safety goggles.	English Works DVD #10: Safety on the Job	
9. Identity 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.

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