REEP ESL Curriculum for Adults

WORK UNIT
LIFESKILLS PERFORMANCE OBJECTIVES
LEVEL: 100

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, identify job titles and tasks.
2. Ask and answer questions about past and present employment.
3. Ask and answer questions about future employment goals.
4. Fill out simplified job application.
5. Follow instructions to complete a job task and ask for clarification of instructions.
6. Given common workplace signs, match visuals with written language.
7. Call in sick to work.
8. Interpret simplified job advertisements.
9. Given visuals of work-related scenarios, identify basic rights and responsibilities of employees and employers in the U.S.

ADDITIONAL RESOURCE:
🗎 **Levels 100/150 Lesson Plan: Job-specific vocabulary, dialogues, and problem solving (poster project)**

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS AND SAMPLE LANGUAGE	RESOURCES	INTEGRATION
1. Given visuals of occupations, identify job titles and tasks.	Report info: others: She's a nurse. She helps sick people. He's a bricklayer. He builds houses.	🗎 **Level 100 Lesson Plan: Job Titles & Tasks** All-Star 1 Student Book (2nd ed.) Unit 10 (Lesson 1) All-Star 1 Workbook (2nd ed.) Unit 10 (p. 136) Collaborations Beginning 1 Student Book (1st ed.) Unit 4 Future 1 (1st ed.) Unit 2 (Lessons 5, 6, 7) Future 1 (1st ed.) Unit 12 (Lesson 1, 3) Oxford Picture	Structures: Simple present Subject pronouns Cross-culture: male/female work roles

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		Dictionary (2nd ed.) Unit 9 (p. 166 – 171) Survival English Book 1 (2nd ed.) Unit 9 Ventures Basic Student's Book (1st ed.) Unit 8 Ventures Basic Workbook (1st ed.) Unit 8 Software: All-Star 1 Unit 10 (Work) Oxford Picture Dictionary Interactive Websites: REEPworld Work Unit Stories	
2. Ask and answer questions about past and present employment, including job title, tasks, and location.	Seek/report information: self: What do you do? I'm a housekeeper. I clean hotel rooms. What did you do before? I was a teacher in Morocco.	Collaborations Beginning 1 Student Book (1st ed.) Unit 4 Future 1 (1st ed.) Unit 2 (Lesson 1, Lesson 5, 8) Future 1 (1st ed.) Unit 12 (Lesson 3) Going Places 1 Student Book (1st ed.) Unit 12 (p. 79-80) Survival English Book 1 (2nd ed.) Unit 9 (p. 219) Software: All-Star 1 Unit 10 (Work) Oxford Picture Dictionary Interactive Websites: REEPworld Work Unit Stories	Structures: Questions: wh- Simple present Simple past

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3. Ask and answer questions about future employment goals.	Seek/report info: self: What job do you want? I want to be a nurse.	All-Star 1 Workbook (2nd ed.) Unit 10 (p. 137) Collaborations Literacy Worktext (1st ed.) p. 67-70, 75 Oxford Picture Dictionary (2nd ed.) p. 166-174 Oxford Picture Dictionary Classic Classroom Activities (1st ed.) p. 177, 179 Survival English 1 (1st ed.) p. 219, 223 Software: All-Star 1 Unit 10 (Work) Websites: REEPworld Work Unit Stories	Structures: Questions: wh- Simple present
4. Fill out simplified job application, including past and present job titles, tasks, and locations.	Sample Vocabulary: first name, last name address, city, state, zip code, telephone number male, female experience duties signature N/A	All-Star 1 Student Book (2nd ed.) Unit 10 (Lesson 6) Collaborations Literacy Worktext (1st ed.) p. 73 Survival English Book 1 (2nd ed.) Unit 9 (p. 225-227) Software: All-Star 1 Unit 10 (Work) Oxford Picture Dictionary Interactive	

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5. Follow two-step instructions to complete a job task and ask for clarification of instructions.	Respond to instructions: Please close the cover. Please press the start button. Make/respond to requests: clarification: Please show me. Please repeat.	English ASAP Literacy Level Unit 3 (p. 27-34, 37) Take Charge 1 (1st ed.) p. 115	Structures: Imperative Cross-culture: Appropriateness of asking for clarification
6. Given common workplace signs, match written word with visual.	Report info: signs/symbols: Danger Poison No Smoking Hot High Voltage Fire Caution Do Not Enter	English Extra (1st ed.) Unit 11 (p. 126-127) English ASAP Literacy (1st ed.) p.90-92, 96, 97 English Extra Workbook (1st ed.) p. 82	Structure: Imperative (negative) Cross-culture: Signs used in native country Extension: Students bring in samples from their workplaces.
7. Call in sick/late to work.	I'm sorry. I feel very sick today. I can't work.	English ASAP 1 (1st ed.) p. 66 English ASAP Literacy (1st ed.) p.64 Going Places 1 Student Book (1st ed.) Unit 27 (p. 168-170)	Cross-culture: Appropriateness of calling in sick; consequences for job and pay
8. Interpret simplified job advertisements.	Sample Vocabulary: Help wanted painter wanted full-time, part-time no experience necessary experience preferred experience required apply in person	All-Star 1 Student Book (2nd ed.) Unit 10 (Lesson 2) All-Star 1 Workbook (2nd ed.) Unit 10 (p. 138) Future 1 Unit 12 (Lesson 2, 4) Ventures Basic Student's Book (1st ed.) Unit 8 (Lesson F) Ventures Basic Workbook (1st ed.) Unit 8 (Lesson F)	Cross-culture: How to find a job

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		Software: All-Star 1 Unit 10 (Work)	
9. Given visuals of work-related scenarios, identify basic rights and responsibilities of employees and employers in the U.S.	Employers have to pay overtime. It's OK to ask questions. It's not OK to come to work late.	English ASAP Literacy Level (1st ed.) Unit 6 English ASAP 2 (1st ed.) p. 66 (visuals) English Extra (1st ed.) Unit 10 (p. 113-114) 🗎 **Level 100 Lesson Plan: Rights and Responsibilities**	Structures: Simple Present Cross-culture: Appropriateness of and consequences of workplace behaviors Extension: Compare to rights and responsibilities at school (REEP)