

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:

1. Given visuals of occupations, identify job titles, and tasks.
2. Write and speak about past and present employment, including job titles, tasks, and locations.
3. Write and speak about future employment goals.
4. Read and answer questions about simplified job postings. Understand basic language used for a job search including in-person and online.
5. Complete simplified job application, including past and present job titles, tasks, and locations.
6. Follow two-step instructions given orally or in written form to complete a job task and ask for clarification of instructions.
7. Given common workplace signs, match written word with visual.
8. Call in sick or late to work.
9. Given visuals and texts of work-related scenarios, answer simple questions about basic rights and responsibilities of employees and employers in the U.S.

Project covering multiple objectives: [REEP Lesson Plan Level 100/150 Job-specific vocabulary, dialogues, and problem solving](#)

Culminating Assessment Activities: [100](#): Identifying Employment Obstacles

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Given visuals of occupations, identify job titles, and tasks.	<p>Report info: others: She's a nurse. She helps sick people. He's a bricklayer. He builds houses.</p> <p>Structures: Simple present Subject pronouns Cross-culture: male/female work roles</p>	<p>Learning Chocolate > Jobs</p> <p>REEPworld Work Unit Stories</p> <p>John's Employment Website (see for all work unit objectives)</p> <p>Ventures Online Arcade: Basic Work</p> <p>Software: All-Star 1 Unit 10 (Work); Oxford Picture Dictionary Interactive</p>	<p>REEP Lesson Plan Level 100 Job Titles & Tasks</p> <p>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 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</p>	
2. Write and speak about past and present	Seek/report information: self:	REEPworld Work Unit Stories	Collaborations Beginning 1 Student Book (1st ed.)	

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<p>employment, including job titles, tasks, and locations</p>	<p>What do you do? I'm a housekeeper. I clean hotel rooms. What did you do before? I was a teacher in Morocco.</p> <p>Structures: Questions: wh- Simple present Simple past</p>	<p>Software:All-Star 1 Unit 10 (Work); Oxford Picture Dictionary Interactive</p> <p>Ventures Online Arcade: Basic Work</p> <p>REEP Lesson Plan: Level 100/150 Work Tech Module: Resume, Cover Letter</p>	<p>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)</p> <p>REEP Lesson Plan Level 100 Job Titles & Tasks</p>	
<p>3. Write and speak about future employment goals.</p>	<p>Seek/report info: self: What job do you want? I want to be a nurse.</p> <p>Structures: Questions: wh- Simple present</p>	<p>REEPworld Work Unit Stories</p> <p>Software:All-Star 1 Unit 10 (Work)</p>	<p>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</p> <p>REEP Lesson Plan Level 100 Past and</p>	

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			<u>Present Jobs and Future Goals</u>	
4. Read and answer questions about simplified job postings. Understand basic language used for a job search including in-person and online.	Sample Vocabulary: Help wanted painter wanted full-time, part-time no experience necessary experience preferred experience required apply in person	Job Ads Quiz Finding a Job website <u>REEP Lesson Plan: Level 100/150 Work Tech Module: Job Search</u>	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) Software: All-Star 1 Unit 10 (Work)	Cross-culture: How to find a job
5. Complete 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	<u>REEP Lesson Plan: Level 100/150 Work Tech Module: Job Applications</u> Software: All-Star 1 Unit 10 (Work); Oxford Picture Dictionary Interactive Online Applications Sample	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)	

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<p>6. Follow two-step instructions given orally or in written form to complete a job task and ask for clarification of instructions.</p>	<p>Respond to instructions: Please close the cover. Please press the start button. Make/respond to requests: clarification: Please show me. Please repeat. Structures: Imperative</p>		<p>English ASAP Literacy Level Unit 3 (p. 27-34, 37) Take Charge 1 (1st ed.) p. 115</p>	<p>Cross-culture: Appropriateness of asking for clarification</p>
<p>7. Given common workplace signs, match written word with visual.</p>	<p>Report info: signs/symbols: Danger Poison No Smoking Hot High Voltage Fire Caution Do Not Enter Structures: Imperative (negative)</p>	<p>Students take photos of workplace signs on their phones and seek clarification and explain them in class. See REEP Video Smartphones in Adult ESL Instruction: Picture Prompts and Review</p> <p>Learning Chocolate Category: Jobs</p> <p>REEPworld Work Unit Stories</p>	<p>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</p>	<p>Cross-culture: Signs used in native country Extension: Students bring in samples from their workplaces.</p>

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<p>8. Call in sick or late to work.</p>	<p>I'm sorry. I feel very sick today. I can't work.</p>	<p>Students use a class management or communication tool on their phones to practice making calls and leaving voicemail, student to teacher and student to student. See REEP Video Smartphones in Adult ESL Instruction: Internet Calling</p>	<p>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)</p>	<p>Cross-culture: Appropriateness of calling in sick; consequences for job and pay</p>
<p>8. Interpret simplified job advertisements.</p>	<p>Sample Vocabulary: Help wanted painter wanted full-time, part-time no experience necessary experience preferred experience required apply in person</p>	<p>Job Ads Quiz Finding a Job website</p>	<p>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) Software: All-Star 1 Unit 10 (Work)</p>	<p>Cross-culture: How to find a job</p>

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<p>9. Given visuals and texts of work-related scenarios, answer simple questions about basic rights and responsibilities of employees and employers in the U.S.</p>	<p>Employers have to pay overtime. It's OK to ask questions. It's not OK to come to work late.</p> <p>Structures: Simple Present</p>	<p>REEPworld Work Unit Stories</p>	<p>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)</p> <p>REEP Lesson Plan Level 100 Rights and Responsibilities</p>	<p>Compare to rights and responsibilities at school (REEP)</p> <p>Cross-culture: Appropriateness of and consequences of workplace behaviors</p>
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