

REEP ESL Curriculum for Adults

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:

1. Research and identify qualities of model workers. Describe soft skills and state future job goals.
2. Express employment preferences, needs, and goals, and support with evidence.
3. Given a job interview (in-person or phone), ask and answer questions about past and present jobs and provide evidence to support answers.
4. Research and interpret print and online job information and resources.
5. Complete application for job or job training (print/online).
6. Give and respond to multi-step oral and written instructions, including seeking clarification.
7. Given work scenario: identify safety concerns and regulations, warn others, and complete verbal and written accident report.
8. Make a work-related request about hours, training opportunities, raises, and promotions orally and through email.
9. Research and present information about worker rights and responsibilities.
10. Transfer information from one source to a variety of work-related forms. Research and access community services for form preparation (e.g. tax forms).

Culminating Assessment Activities: [300](#): Job Applicants

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSION
<p>1. Research and identify qualities of model workers. Describe soft skills and state future job goals.</p>	<p>Give advice: Arrive on time. Do the best job you can. Follow the rules.</p> <p>Structures: Imperatives</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) Keys to Employability Student generated list.</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. Express preferences and needs: I would like a better job so that... I want...because... I need health insurance.</p> <p>Structures: Would like, because, so that, but</p>	<p>We Speak NYC: Episode: "The Seed for a Good Life"</p> <p>Crossroads Cafe Video Unit 15: "Your New Language: Talking About Likes and Dislikes"</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</p>	<p>Extension: Discuss career ladders, job mobility</p>

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			<p>(1st ed.) Unit 8 (Lessons A, D, E)</p> <p>TESOL Techniques: Student-generated information grid or questionnaire.</p> <p>REEP Lesson Plan: Level 300 Job Preferences (complex sentences)</p>	
<p>3. Given a job interview (in-person or phone), using the conventions of Standard English, ask and answer questions about past and present jobs and provide evidence to support answers.</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 ... What is the starting salary? Are there any benefits? Structures: present continuous, simple past, present perfect Questions: wh & yes/no</p>	<p>Crossroads Cafe Unit 1: Opening Day</p> <p>GCFGlobal.org interactive lessons > Work</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) SCANS Plans Portfolio: Completing Interviews English Works DVD #1: Interviewing for a better job</p>	<p>Cross-Culture: Eye contact, body language, appropriate dress 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>

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<p>4. Research and interpret print and online job information and resources.</p>	<p>Sample Vocabulary: Experience required. Apply in person. ... a must. No experience necessary. Closing date: Sample Abbreviations: FT, PT, EOE, FMLA, OSHA</p>	<p>Arlington Employment Center Virginia Employment Commission www.Indeed.com Idealist.org Crossroads Cafe Video "Finding a Job and Interviewing" GCFGlobal.org interactive lessons > 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) English Works DVD # 4: Reading Job Announcements Newspaper classified ads, local job postings</p>	<p>Cross Culture: Finding a Job in Your Country Extension: Discuss "networking" Discuss other ways of finding a job Inquire about job openings on the phone and in person.</p>
<p>5. Complete application for job or job training (print/online).</p>	<p>Sample Language: job application vocabulary, i.e., DOB, emergency contact, previous employment, references, education</p>	<p>GCFGlobal.org interactive lessons > Work REEP Lesson Plan: Level 300/350 Work Tech Module: Job Application</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.</p>	<p>Write a tip sheet on how to complete a job application. Illegal questions.</p>

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			23) Stand Out 3 (2nd ed.) Unit 6 (Lesson 4, review) Job applications from local businesses	
6. Give and respond to multi-step oral and written instructions, including seeking clarification.	<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>Structures: Imperatives Sequence words Clarifying questions</p>	Software: Live Action English	<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) 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</p>	Cross Culture: Asking for clarification

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			English Works DVD #8: Responding to instructions Student-generated job instructions	
7. Given work scenario: identify safety concerns and regulations, warn others, and complete verbal and written 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. Structures: Past continuous; Simple past; Future; Imperatives; Modals Questions	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 GCFGlobal.org interactive lessons > Work	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 English Works DVD #10: Safety on the Job Student writing - safety concerns at work	Cross-cultures: How safety issues are addressed in native country

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<p>8. Make a work-related request about hours, training opportunities, raises, and promotions orally and through email.</p>	<p>Express/ inquire about needs: I would like some information about... Could you tell me about...</p> <p>Structures: Could Yes/ No Questions Would like</p>	<p>www.indeed.com Crossroads Café Episode 19 "The People's Choice: Worker Protection and Benefits" (video)</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>Cross-Culture: Selling yourself, body language, eye contact Extension: Other work rights, <i>Working It Out</i>, p. 81</p>
<p>9. Research and present information about worker rights and responsibilities.</p>		<p>We Speak NYC: Episode "Rolando's Rights" GCFGlobal.org interactive lessons > Work</p>		
<p>10. Transfer information from one source to a variety of work-related forms. Research and access community services for form preparation (e.g. tax forms).</p>	<p>Sample Vocabulary: See individual forms</p>	<p>California Distance Learning Project: online reading activity: W-4 forms tax forms, insurance forms</p>	<p>Stand Out 3 (2nd ed.) Unit 7 (Lesson 2, Review) Virginia Department of Taxation – forms search Internal Revenue Service - forms</p>	<p>Extension: Given pay stub, identify deductions and request correction of an error.</p>