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:

1. Research and identify qualities of model workers. Describe soft skills and state future job goals.

2. Given a job interview (in-person or phone), ask and answer questions about past and present jobs and provide evidence to support answers.

3. Research and analyze job resources and interpret job postings.

4. Complete job applications (print/online).

5. Demonstrate effective communication strategies at work, e.g. *Give & follow multiple step instructions and ask for clarification.  
   *Express and respond to praise, criticism & apologies.

6. Research and interpret health, safety, and emergency information orally and in writing.

7. Make a work-related request about hours, training opportunities, raises, and promotions orally and through email.

8. Identify and respond to work-related problems. Analyze possible solutions and consequences.

9. Research and evaluate rights and responsibilities of workers.

Culminating Assessment Activities:
### LIFESKILLS PERFORMANCE OBJECTIVES

1. Research and identify qualities of model workers. Describe soft skills and state future job goals.

### FUNCTIONS & LANGUAGE

- **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.

- **Structures:**
  - Simple present
  - Modals (can)
  - Would like to (I'd like to)

### DIGITAL LITERACY INTEGRATION

- Ventures Online Arcade 3
- Software: All-Star 3; Oxford Picture Dictionary Work Unit; Spelling Fusion

### RESOURCES

#### REEP Lesson Plan:
- **Level 350 Describing soft skills during a job interview**
- 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)
- **SCANS Plans Portfolio: Cooperating and Teambuilding**

### EXTENSION

- Setting Goals
### REEP ESL Curriculum for Adults

**2. 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.**

| Seek/report info: self, time | Crossroads Cafe Video Unit 1: Opening Day "We Speak NYC: Episode: “The Seed for a Good Life”" | 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) | Cross culture: Illegal questions; etiquette; do's & don'ts; rights and responsibilities |
| 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. Structures: Simple present and past Present perfect Present perfect continuous. Questions: wh & yes/no | Crossroads Cafe Video Unit 15: "Your New Language: Talking About Likes and Dislikes" | SCANS Plans Portfolio: Completing Interviews | English Works DVD #1: Interviewing for a better job |

**3. Research and analyze job resources and interpret job postings.**

| Seek/Report info: How did you get your job...? I got my job by... What does "Asst." mean? "Asst." means assistant Give advice: You could look in the newspaper. | Ventures Online Arcade 3 (Unit 8) | 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) | Cross-culture: similarities and differences in job search ESL for Action, e.g. Internet www.Indeed.com newspapers, library, job boards, friends, employment centers, Arlington Employment Center |
| I got my job by... What does "Asst." mean? "Asst." means assistant Give advice: You could look in the newspaper. | Software: All-Star 3 (Unit 7) | GCFGlobal.org interactive lessons > Work | |
### REEP ESL Curriculum for Adults

<table>
<thead>
<tr>
<th>Try the Employment Center.</th>
<th>Audio/visual: English Works DVD #4: Reading Job Announcements REEP Lesson Plan: Level 350 Interpret Want Ads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structures: Questions: wh &amp; yes/no Simple present &amp; past Imperatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Complete job applications (print/online). Sample Language: Position applied for Previous employment References Employment record Name of Supervisor REEP Lesson Plan: Level 300/350 Job Application</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Cross Cultural: reverse chronological order, references, reason for leaving a job, illegal questions (Get That Job, p. 60)</td>
</tr>
<tr>
<td>5. Demonstrate effective communication strategies at work, e.g. Instruct/respond to instructions: GCFGlobal.org interactive lessons &gt;</td>
<td>All-Star 3 (2nd ed.) Unit 10 (Lesson 6) Breaking the Ice (1st ed.)</td>
</tr>
</tbody>
</table>

**REEP**

Arlington Education & Employment Program (REEP)
Arlington, Virginia
(703) 228-4200
www.apeva.us/reep
**REEP ESL Curriculum for Adults**

*Give & follow multiple step instructions and ask for clarification. *Express and respond to praise, criticism & apologies.

<table>
<thead>
<tr>
<th>First, you need to...</th>
<th>Then, you should....</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work &gt; Business Communication</strong></td>
<td><strong>USA Learns.org: 2nd Course &gt; Workers and the Workplace; 3rd Course &gt; Working &gt; Looking for a Job and Team Player</strong></td>
<td><strong>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&amp;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</strong></td>
</tr>
</tbody>
</table>

**Structures:**
- Modals
- Sequence markers
- Present Continuous

6. Research and interpret health, safety, and emergency

| Report Info: condition, cause/effect This product is | GCFGlobal.org interactive lessons > Work | Excellent English 3 Workbook (1st ed.) Unit 3 (Career connection) |

---

**Arlington Education & Employment Program (REEP)**

Arlington, Virginia
(703) 228-4200
www.apsva.us/reep
| Information orally and in writing. | 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](#). | 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: English Works DVD #10: Safety on the Job |

7. Make a work-related request about hours, training opportunities, raises, and promotions orally and through email. |  |

8. Identify and respond to work-related problems. Analyze possible solutions and consequences. | Give/get advice: What should I do about...? Structures: Modals If clauses | Stand Out 3 (2nd ed.) Unit 7 (Lessons 1, 4, 5, review) Student generated problems finding jobs or on the job |

Note: Teachers could elicit student problems prior to beginning the unit. Some of the problems are likely to be handled through the above objectives.
**9. Research and evaluate rights and responsibilities of workers.**

| 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....  
Structures:  
Questions  
Modals  
Clauses (because) | **We Speak NYC: Episode “Rolando’s Rights”**  
GCFGlobal.org interactive lessons > Work | **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)  
Video: English Works DVD #9: Asking to change schedule | **Cross-culture: comparison of acceptable requests for schedule change, Working It Out, p. 75-77** |