

REEP ESL Curriculum for Adults

WORK UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL 200

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, match orally and in writing: job titles, duties, locations, and tools for various occupations.
2. Identify qualities of model workers.
3. In a simplified interview situation, ask and answer questions about past and present jobs including titles, duties, skills, locations, tools, and length of employment.
4. Write future employment goals and reasons for pursuing a particular job.
5. Identify different ways to find a job.
6. Read and answer questions about simplified job postings. Conduct simple job search online. Write and speak about findings.
7. Complete simplified job application including duties, skills, tools, location, and length of employment.
8. Give and follow multi-step oral or written instructions. Request clarification and assistance.
9. Identify safe work elements: signs, safety equipment, procedures and giving warnings to others.
10. List good work habits. Use appropriate language for schedule changes, working as a team, and working independently.
11. Given visuals and texts of work-related scenarios, answer simple questions about basic rights and responsibilities of employees and employers in the U.S.
12. Given a pay stub or W-4, identify gross/net pay and deductions. Identify taxes withheld.

Culminating Assessment Activities: [200](#): Creating a Tip Sheet

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Given visuals of occupations, match orally and in writing: job titles, duties, locations, and tools for various occupations.	Report Info: Secretaries use computers in an office. Food servers take orders and serve food. Structures: simple present	Internet 1: Online Quiz: What's My Job? John's Employment Website (see for all work unit objectives) Kidzclub.com (Flashcards) Worksheet Creator (allows you to choose occupations from a list and create a matching worksheet with word bank)	All-Star 2 (2nd ed.) Unit 10 (Lesson 1) All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 1) Collaborations Beginner 2 (1st ed.) Unit 4 (p. 54-55) Excellent English 2 (1st ed.) Unit 4 (Lesson 2), Unit 6 (Lesson 1, 2, 3) Future 2 (1st ed.) Unit 8 (Lesson 1) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 66-69) Future 2 Workbook (1st ed.) Unit 8 (Lesson 1) Going Places 2 (1st ed.) Unit 12 (p. 71-74) Oxford Picture Dictionary (2nd ed.) Unit 9 (p. 166 – 171) Stand Out 2, Unit 7 (Lesson 2) Survival English Book 2 (2nd ed.) (page 209-211) Ventures 2 Student's Book (1st ed.) Unit 8 Ventures 2 Workbook (1st ed.) Unit 8	Students construct materials for matching games: occupations/duties and tools.

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2. Identify qualities of model workers.		Internet 1: REEPworld Work Unit		
3. In a simplified interview situation, ask and answer questions about past and present jobs including titles, duties, skills, locations, tools, and length of employment.	Seek/report info: self Do you have experience? Yes, I .. What was your last job? I was a .. How long did you work there? 3 years. What did you do? I.. What tools can you use? I can use .. Structures: simple present, simple past; Yes/no & wh- questions	Windows 1: Software: Excellent English 2, Unit 4 (Finding a career); Unit 6 (Success at work); Unit 12 (Personal and educational goals) Side by Side Lesson 20.5 (So you're looking for a job)  Level 200/250 Work Tech Module: Job Application, Resume, Cover Letter Internet 1: GCFGlobal.org interactive lessons > Work	All-Star 2 (2nd ed.) Unit 10 (Lesson 5) All-Star 2 Workbook (2nd ed.) Unit 10 (Lessons 2, 3) Collaborations Beginning 2 (1st ed.) Unit 4 (Lessons 4, 5, 6, 11) Excellent English 2 (1st ed.) Unit 12 (Lessons 3, 4, 6, 7) Future 2 (1st ed.) Unit 8 (Lessons 2, 3, 5, 6, 8, 9, review, expand) Future 2 Workbook (1st ed.) Unit 8 (Lessons 2, 5-6) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 68-71) Going Places 2 (1st ed.) Unit 13 (p. 77-82) Stand Out 2 (2nd ed.) Unit 7 (Lesson 4, review); Unit 8 (Lessons 1-3, Lesson 5, review) Stand Out 2 Grammar Challenge (2nd ed.) Unit 7 (Challenges 2, 7); Unit 8 (all Challenges) Ventures 2 (1st ed.) Unit 8 (Lesson E, review)	Cross culture: Self-advocating: specifying tasks; awards, skills Extension: Make a chart for evaluation of different positions - include skills/duties/tools/location s (inside or outside work), likes and dislikes, etc.

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			Ventures 2 Workbook (1st ed.) Unit 8 (Lessons E, F) Audio/Visual: English Works DVD #1: Interviewing for a better job English Works DVD #4: Reading job announcements TESOL Techniques: Timeline  Level 200 Body language, attire and behavior during a job interview	
4. Write future employment goals and reasons for pursuing a particular job.	Express desires and preferences: I would like to become a restaurant manager because... Structures: Future Tense	 Level 200/250 Work Tech Module: Cover Letter GCFGlobal.org interactive lessons > Work	Collaborations Beginner 2 Student Book (1st ed.) Unit 4 (p. 62-63) Excellent English 2 (1st ed.) Unit 6 (Lesson 7) Ventures 2 Student's Book (1st ed.) Unit 8 (Lesson A)	Cross-culture: goals in job interviews Extension: Find info about the desired job. See Instructional Planning • Goal Setting

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5. Identify different ways to find a job.	Give advice/info: You can talk to your friends to find a job. You should look for help-wanted signs. I walked into the restaurant and asked for a job. Structures: modals, simple past	Internet 1: REEP Online Job Board "Looking for a Job" (California Distance Learning Project)  Level 200/250 Work Tech Module: Job Search GCFGlobal.org interactive lessons > Work	All-Star 2 (2nd ed.) Unit 10 (Lesson 6) Going Places 2 (1st ed.) Unit 14 (p. 86) Survival English Book 2 (2nd ed.) (pages 213-214) Ventures 2 Student's Book (1st ed.) Unit 8 Ventures 2 Workbook (1st ed.) Unit 8 (Lesson D) Student-generated list  Level 200/250 Interpret Simplified Want Ads	Cross culture: internet, newspaper, and bulletin boards as a job-listing source. Extension: Students create a chart of resources for specific positions.
6. Read and answer questions about simplified job postings. Conduct simple job search online. Write and speak about findings.	Sample Vocabulary: Abbreviations: emp. Prev., exp. hrs, qual., FT/PT	Internet 1: Finding a Job website  Level 200/250 Work Tech Module: Job Search	All-Star 2 (2nd ed.) Unit 10 (Lesson 6) Excellent English 2 (1st ed.) Unit 4 (Lesson 6) Future 2 (1st ed.) Unit 8 (Lesson 4) Future 2 Workbook (1st ed.) Unit 8 (Lesson 4) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 72) Going Places 2 (1st ed.)	Extended activity: Students write a want ad for a job they would like to have and/or for a "classroom job."

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		GCFGlobal.org interactive lessons > Work	Unit 2 (75-76) Stand Out 2, Unit 7 (Lesson 3) Survival English Book 2 (2nd ed) (p. 214-215) Ventures 2 Workbook (1st ed.) Unit 8 (Lesson F)   Level 200/250 Interpret Simplified Want Ads	
7. Complete simplified job application including duties, skills, tools, location, and length of employment. .	Sample Vocabulary: Previous employment, duties, volunteer, tools and equipment	Internet 1: Top Job Applications   Level 200/250 Work Tech Module: Job Application Internet 1: GCFGlobal.org interactive lessons > Work	All-Star 2 (2nd ed.) Unit 10 (Lesson 6) All-Star 2 Workbook (2nd ed.) Unit 10 (practice test) Excellent English 2 (1st ed.) Unit 4 (Lesson 7) Future 2 Tests and Test Prep (1st ed.) Unit 8 (p. 73) Stand Out 2 (2nd ed.) Unit 7 (Lesson 3) Survival English Book 2 (2nd ed) (p. 216, 219-220) Students bring in samples from their workplaces.	Cross culture: Self-advocating: specifying tasks; awards, skills Extension Activity: Students fill out a personal data sheet for future use.

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			Fill out a job application in class	
8. Give and follow multi-step oral or written instructions. Request clarification and assistance.	Give/follow instructions: Put the soap to the left of the towels. Turn on the machine and wait for it to heat up. Ask for assistance/clarification: How does this work? Please show me. Structures: Imperative, questions	Windows 1: Software: Live Action English	Going Places 2 (1st ed.) Unit 25 (p. 157-160) Stand Out 2 (2nd ed.) Unit 7 (Lesson 5, review) Stand Out 2 Grammar Challenge (2nd ed.) Unit 7 (Challenge 5) Audio/Visual: English Works DVD #2: Asking for elaboration of a request or order English Works DVD #7: Asking for clarification English Works DVD #8: Responding to instructions Live Action English: Time to Clean House, Making a Table (imperative structures), Giving Directions	Cross culture: Asking for clarification
9. Identify safe work elements: signs, safety equipment, procedures and giving warnings to others.	Giving warnings Reporting/asking for information: Look out! The floor is wet. This sign means poison. Structures: Imperatives	Mobile 1: Students take photos of workplace signs on their phones and seek clarification and explain them in class. See REEP Video Smartphones in Adult	Going Places 2 (1st ed.) Unit 26 (p. 163-166) Oxford Picture Dictionary (2nd ed.) Unit 9 (p. 179) Student generated list Audio/Visual: English Works DVD #10: Safety on the job	Cross culture: reporting hazards at work Extension: complete accident reports <i>English ASAP</i> 2 p. 97 <i>Let's Work Safely</i>, p.94 -113

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		ESL Instruction: Picture Prompts and Review Internet 1: GCFGlobal.org interactive lessons > Work		
10. List good work habits. Use appropriate language for schedule changes, working as a team, and working independently.	Give advice: You should call in sick as soon as possible. Work together: Can I help you? You finish that one, and I'll do this one. Structures: modal verbs Cross culture: when to call in sick; taking initiative	Windows 1: Software: Live Action English, Unit 11 (Office Worker) Internet 1: USALearns.org: 2nd Course > Workers and the Workplace; 3rd Course > Working > Looking for a Job and Team Player GCFGlobal.org interactive lessons > Work	All-Star 2 (2nd ed.) Unit 10 (Lesson 4) All-Star 2 Workbook (2nd ed.) Unit 10 (Lesson 2) Future 2 (1st ed.) Unit 8 (Lesson 9) Future 2 Workbook (1st ed.) (Lesson 7, 8, 9) Stand Out 2, Unit 7 (Lesson 1) Ventures 2 Student's Book (1st ed.) Unit 8 (Lesson D) Student generated list REEP Lesson Plan Levels 150/200 Lesson Plan: Good Work Habits	Extension Activity: Write dialogs
11. Given visuals and texts of work-related scenarios, answer simple questions about basic rights and responsibilities		Internet 1: REEPworld Work Unit Stories GCFGlobal.org interactive lessons > Work		

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of employees and employers in the U.S.				
12. Given a pay stub or W-4, identify gross/net pay and deductions. Identify taxes withheld.	Sample Vocabulary: Gross/ net pay, deductions, FICA, withholding	Internet 1: GCFGlobal.org interactive lessons > Work	Excellent English 2 (1st ed.) Unit 4 (Lesson 4) Going Places 2 (1st ed.) Unit 26 (p. 167) Survival English Book 2 (2nd ed) (p. 225-227)	