

On the Job

An Interactive Multi-level Lesson with OPD and Step Forward

Harcourt Settle
October 2, 2019



AGENDA

- About OPD & SF
- A look into a Multilevel lesson
- Digital literacy
- Questions



OXFORD
UNIVERSITY PRESS



QUICK FACTS

The Oxford Picture Dictionary 3rd Edition

Over 4,000 words, 421 verbs, and practice activities – available as an American English dictionary or in 5 bilingual editions (Arabic, Chinese, French, Spanish and Vietnamese).

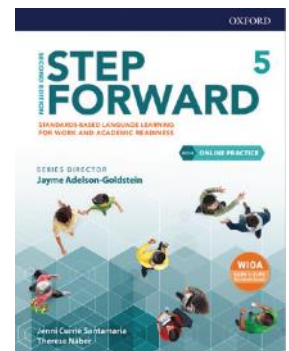
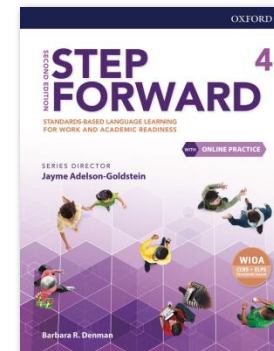
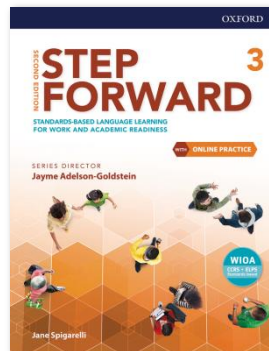
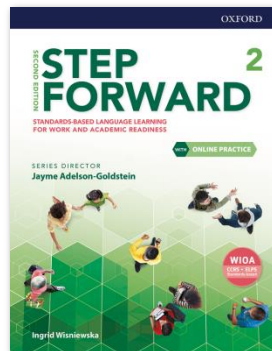
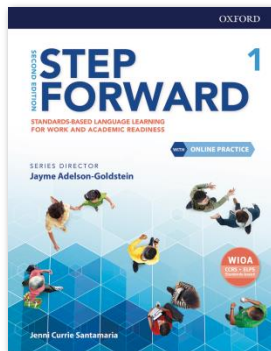
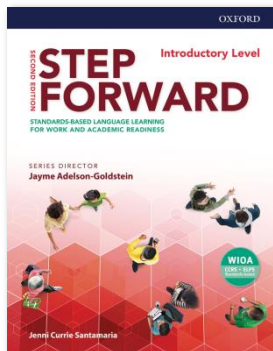
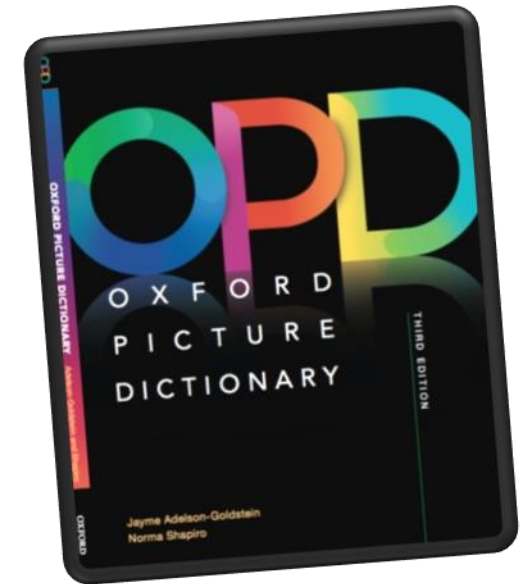
Components: student books, low-beginning, low-intermediate, high-beginning workbooks, TRC, CPT, eBooks
Series Director: Jayme Adelson-Goldstein & Norma Shapiro

Step Forward 2nd Edition

Levels: 5 level course, Intro – 4 (level 5 coming in January 2020)

Teaching hours: 100-120 per level

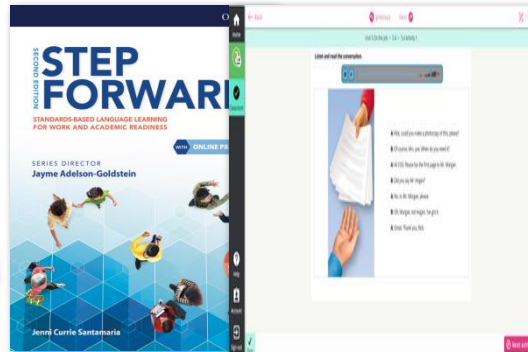
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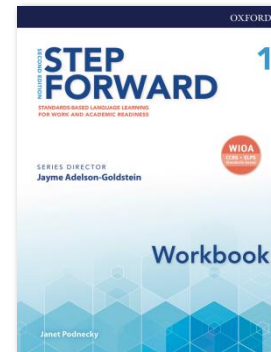
RESOURCES



For the student...



Student Book with Online Practice



Workbook



Student audio site
www.oup.com/elt/stepforward



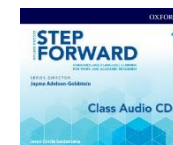
For the teacher...



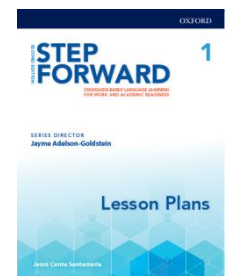
Online Teacher Resource Center



Classroom Presentation Tool



Class Audio Program



Print Lesson Plans

FLOW

AUTHENTIC LANGUAGE

CRITICAL THINKING

AUTONOMOUS LEARNING

TEAM WORK

SKILL INTEGRATION (including numeracy)



**Lessons
that pop
off the
page**



Multi-level

A word cloud featuring various educational and policy-related terms. The words are arranged in a circular pattern around the central text. The colors of the words include green, blue, red, purple, brown, and grey. The font sizes vary, with 'academic standards' and 'wioa' being the largest.

career-pathways

skills

strategies

postsecondary

vocabulary

readiness

academic

funding

work

problem-solving

college

AWL

CCRS

wioa

standards

stress

advocacy

Family- sustaining- wage

CIVICS

scaffolds

ELPS

UNIT WALKTHROUGH



Lower levels

1. Vocabulary
2. Writing
3. Grammar (now with an extra page!)
4. Everyday Conversation (now with an extra page!)
5. Reading
6. Teamwork and Language Review



Upper levels

1. Vocabulary
2. Writing
3. Grammar
4. Everyday Conversation
5. Reading (now with an extra page!)
6. At Work (new page!)
7. Teamwork and Language Review

Multilevel Support

UNIT

5 On the Job

Unit Overview

This unit explores pay stubs, the workplace, and requesting a schedule change, and using the modals *might*, *should*, and *could*.

KEY OBJECTIVES

Lesson 1	Identify parts of a pay stub; identify workplace equipment
Lesson 2	Identify appropriate workplace and school behavior
Lesson 3	Use <i>might</i> to describe possibilities at work and in everyday life
Lesson 4	Clarify directions on the job; request a schedule change
Lesson 5	Identify factors affecting job retention and advancement
Teamwork & Language Review	Review unit language

UNIT FEATURES

Academic Vocabulary	<i>attitude, cooperate, equipment, evaluation, promotion, regulations</i>
Employability Skills	<ul style="list-style-type: none"> • Interpret figures on a pay stub • Compare and contrast appropriate workplace and school behavior • Analyze job performance skills • Find solutions to difficulties at a new job • Understand teamwork • Communicate information • Cooperate with others • Communicate verbally
Resources	<p>Class Audio CD2, Tracks 02–16</p> <p>Workbook Unit 5, pages 30–36</p> <p>Teacher Resource Center</p> <p>Multilevel Activities 2 Unit 5</p> <p>Multilevel Grammar Exercises 2 Unit 5</p> <p>Unit 5 Test</p> <p>Oxford Picture Dictionary Prepositions, The Workplace, Job Skills, Office Skills, Job Search, Job Safety, Office Work</p>



LESSON 1 VOCABULARY

Lesson Overview

MULTILEVEL OBJECTIVES

On-level: Identify workplace vocabulary

Pre-level: Recognize workplace vocabulary

Higher-level: Talk and write about the workplace

LANGUAGE FOCUS

Lesson Notes

1 Learn about reading a pay stub

Presentation

20–25 minutes

- A** 1. Ask: *Do you look at your pay stub? Do you understand all the parts of it?* Direct students to look at the pay stub. Ask: *What is the name of the company?* [Mills Brothers Company] *What is the name of the employee?* [Pablo Ramirez]
2. Read the words aloud. Ask students to circle the words they know.

- B** 2-02 1. Have students listen to the audio. Ask them to point to the correct section of the pay stub in 1A as they listen. Circulate and monitor.
2. Ask: *How often does Pablo get paid?* [once a week] Ask where students can find the answer. Check comprehension by making *true/false* statements about the pay stub. *Pablo's net pay was \$427.* [false] *Pablo's state tax deduction was \$20.10.* [true] Have students hold up one finger for *true* and two for *false* in order to get a nonverbal response.

MULTILEVEL STRATEGIES

After the group comprehension check in 1B, call on volunteers and tailor your questions to the level of your students.

- **Pre-level** Ask *yes/no* questions. *Did Pablo pay state tax?* [yes]
- **On-level** Ask information questions about the Earnings/Deductions part of the stub. *How much was his gross pay?* [\$427]
- **Higher-level** Ask critical-thinking questions. *Where does tax money go? What's the difference between state and federal taxes?*

- C** 2-03 1. Ask students to listen and repeat the words.
2. While students are repeating, circulate and listen for pronunciation difficulties. Provide choral practice as necessary.

TIP

Take some time to review the meaning of the words and terms on the pay stub: *deduction, gross, net, social security, state, federal, Medicare, total, hourly rate*. Have students work in pairs or small groups and look up the words and terms in dictionaries or online. This can be assigned for homework as well. Have volunteers make a poster using the paystub in the book as a guide and label each of the parts. Have them include definitions of each part. Display it in the classroom.

Guided Practice I

15–20 minutes

- D** 1. Have students work individually to complete the sentences using the new vocabulary. Set a time limit (two minutes).
2. Encourage students to take turns reading the completed sentences with a partner.

Answers

- | | |
|--------------------|---------------|
| 1. deductions | 5. gross pay |
| 2. Social Security | 6. pay period |
| 3. hourly rate | 7. Medicare |
| 4. federal tax | 8. net pay |

- E** Read the instructions aloud. Set a time limit (three minutes). Have students take turns asking and answering the questions with a partner. Circulate and listen for any pronunciation or vocabulary difficulties.

Answers

- 01/10/18–1/16/18
- 4

MULTILEVEL STRATEGIES

For 1E, pair same-level students together.

- **Pre-level** Assist these students with the exercise.
- **Higher-level** When these students finish, have them use the statements in 1D and make questions to ask and answer in pairs.

Visual complexity (OPD Connection)

Read Ellen's to-do list. Work with a partner to decide the best sequence for the tasks.

- A: *I think Ellen should finish the report first because she needs it for the meeting.*
B: *Well, I think she should make a dental appointment. Her health is very important.*



A Look at the picture. Ask and answer the questions with your classmates.



- How many jobs can you name?
- Choose one person in the picture. What skills does this person need for his or her job?
- What is one skill you need in all of these jobs?
- Look at the two men in red. What are they saying?
- Would you like to work in a hotel? Why or why not?

B With your group, write six requests that people in the picture might make.

Could you park my car, please?

C With your group, write eight pieces of advice for people in this workplace.

You should greet hotel guests with a smile.

D Work with a partner. Complete the conversation with *could*, *should*, or *might*. Then practice the conversation.

- A: _____ you take this luggage upstairs, please?
B: Yes, of course. What's the room number?
A: It's room 238. You _____ use the rear elevator.
The front elevator _____ be busy.
B: Did you say 238 or 258?
A: 238.
B: OK. And _____ I switch my schedule tomorrow?
I need to go to the doctor in the morning.
_____ I start work at 10 a.m.?
A: Yes, that's fine, but you _____ need to work later in the afternoon.
B: That's no problem. Thank you.

Flow allows for self-direction,
autonomous team
work



PROBLEM SOLVING AT WORK

A Listen and read about Jamal.

Jamal started a new job. He works as a ticket collector in the movie theater. He is on time every day. He wears neat clothes. He's a good worker, but he is sometimes nervous. He doesn't always understand the manager's instructions. Once he didn't go to work because he didn't understand a schedule change. He doesn't like to ask questions about the instructions, and sometimes he makes mistakes.

B Work with your classmates. Answer the questions.

- What is Jamal's problem?
- Why do you think he doesn't like to ask questions?
- What should he do? Think of two or three solutions to his problem.

Task	Importance
Prepare for meeting about the report	
Review notes about last week's meeting	
Finish report	
Send an email to customers	
Make a dental appointment	

Note-taking practice

F Help your partner make a to-do list for your week.

Task	Importance	Due date

G Share your lists with your group. Analyze the to-do lists. What types of tasks are the same for everyone? Which tasks are different? What advice do you have for each other?

Opportunities to
demonstrate critical thinking

UNIT 5 TEAMWORK & LANGUAGE REVIEW

A Look at the picture. Ask and answer the questions with your classmates.



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E Read Ellen's to-do list. Work with a partner to decide the best sequence for the tasks.

A: *I think Ellen should finish the report first because she needs it for the meeting.*

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2-16

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Jobs and Occupations A–C



1. accountant



2. actor



3. administrative assistant



4. appliance repairperson



5. architect



6. artist



7. assembler



8. auto mechanic



9. babysitter



10. baker



11. business owner



12. businessperson



13. butcher



14. carpenter



15. cashier



16. childcare worker



17. commercial fisher



18. computer software engineer



19. computer technician



20. customer service representative



21. delivery person



22. dental assistant



23. dock worker



24. electronics repairperson



25. engineer



26. firefighter



27. florist



28. gardener



29. garment worker



30. graphic designer



31. hairdresser / hairstylist



32. home healthcare aide

Ways to ask about someone's job

What's her job?

What does he do?

What does he do for a living?

Pair practice. Make new conversations.

A: What does she do for a living?

B: She's an accountant. What do they do?

A: They're actors.

Jobs and Occupations C–H



Ways to talk about jobs and occupations

Sue's a garment worker. She works in a factory.

Tom's an engineer. He works for a large company.

Luis is a gardener. He's self-employed.

Role play. Talk about a friend's new job.

A: Does your friend like his new job?

B: Yes, he does. He's a graphic designer.

A: Who does he work for?

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Everyday Clothes

1. shirt
2. jeans
3. dress
4. T-shirt
5. baseball cap
6. socks
7. sneakers
- A. tie

8. blouse
9. handbag
10. skirt
11. suit
12. slacks / pants
13. shoes
14. sweater
- B. put on



Listen and point. Take turns.

A: Point to the dress.

B: Point to the T-shirt.

A: Point to the baseball cap.

Dictate to your partner. Take turns.

A: Write dress.

B: Is that spelled d-r-e-s-s?

A: Yes, that's right.



PROBLEM SOLVING AT WORK



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Meeting the Standards

Step Forward Student Book Level 2

Florida Adult ESOL Standards – FDOE Life and Work Competencies

Unit 5: On the Job

Teamwork & Language Review

- 1.1 Interact with others effectively in the classroom
- 1.12 Understand or use appropriate language for informational purpose (e.g., to identify, describe, ask for information, state needs, agree or disagree)
- 1.13 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
- 2.5 Identify common occupations and the skills and education required for them
- 9.6 Identify a problem and its possible causes
- 9.8 Devise and implement a solution to an identified problem



Thank you!