

Teacher's Supplement


What's Ahead ?

Transitioning
from Adult Education
to a Career



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Introduction

What's Ahead? is designed to address the needs of intermediate- or advanced-level students but can be adapted and used in differentiated classrooms. Our goal is to provide students with vocabulary, information, and skills related to a variety of careers where job growth is expected in the 21st century. We hope that students will be able to move on to various courses that prepare them for certificates, licenses, and degrees in the fields covered in the text. As you review the book, keep the following in mind:

1. It is a flexible text, not a script. Feel free to adapt it to fit your teaching style, and to the specific needs and areas of interest of your students.
2. The text is an excellent companion to books you are using that focus on grammar, reading, and other aspects of language learning.
3. Use students as resources. There will be many students who will be able to talk from experience about the various workplaces and careers discussed in class. Use them to enrich the discussion and learning experience.
4. Spend time at the beginning of each class to review student work, answer questions, and address specific grammatical concerns.
5. It is helpful to do part of the class in a computer lab so that students who may not have access to computers for the research activities will be able to work on them and receive help.
6. Daily writing reflections are encouraged.
7. When possible, invite guest speakers, show videos, DVD's etc. Students may also be helpful in identifying speakers.
8. Accompany the text with additional readings pertinent to your local situation. Our students read, discuss, and write about a variety of reading selections.
9. Some students' writing is included in this text as an example for your students.
10. Page 69 in the text has a listing of internet references that may help you learn more about the careers and the skills in the book.
11. On page 16 (Appendix 1) there is a one-page listing of a variety of job titles that can be used as a handout on the first day of class or at the beginning of each unit as a preview of the unit. Students can talk about what they know about the various jobs or go online to learn about them.
12. The Career Survey on page 18 (Appendix 3) will help students think about their own personal learning styles, preferences, and realities. It will help them choose the right program for obtaining the credentials they want and need. It was adapted from a mailing sent out by www.strayer.edu

The 13 Sections of Each Unit

What's Ahead consists of eight units on the following careers: **health, skilled trades, entrepreneurship, computer technology, hospitality and food service, and education** in addition to an introduction and conclusion. There are 13 sections within each unit. The purpose of each section is as follows:

Tapping Into what you know

This first section accesses the students' prior knowledge in this career area. Ask students to think about the jobs they are familiar with in this career. Additional graphics can be provided to trigger ideas (Appendix One can be photocopied for use as a handout). This section can be used as a warm-up or a pre-reading activity.

Look for and underline these words

The words in the box can be used in a variety of ways. You can use a different approach for each unit. The students can be asked to:

1. listen for the words as you read the story aloud.
2. come up with synonyms for each of the words
3. write five sentences using as many of the words as possible
4. work in pairs to see what words their partners know and can explain, using either verbal cues or acting it out
5. identify the parts of speech of each of the words
6. see if they can guess the meaning of the words based on context
7. work in pairs to ask and answer questions using the words
8. at the end of each unit write as much of the featured vocabulary items or phrases as they can remember, and/or they can do the handouts on pages 7-14 in this book (these review/assessment handouts focus on the vocabulary of the careers).

The words are defined in the glossary in the back of the book for students' use. Students can also use second language dictionaries to get a better understanding and further practice their dictionary skills.

Story

The stories are based on a composite of some of the incredible students we have taught over the years. We recommend reading the stories two times, once aloud by the teacher and then individually. They can also be read aloud by students.

Understanding the story

This section includes basic comprehension questions that can be done as a group discussion or as a writing activity, individually or in pairs.

Word Study

These are activities for further work with the words that are included in this section.

Look for these words

Listed here is vocabulary that is included in the reading selection that follows. Use the suggestions mentioned in the previous **Look for these words** to teach these words. The words are also included in the glossary.

Reading selection

An additional reading is included to further elaborate on the career in each unit. This is either a non-fiction piece or a descriptive selection of another career in the field. At times we have included student writing to further inspire your students.

Discussing the reading

The questions in this section go beyond simple comprehension questions. They are designed to get students thinking and talking critically about the subject.

Writing

In order to encourage students to write freely, we give them choices. Feel free to modify the writing prompt to best address the interests of your students.

Skill building

Skills that are essential to doing well in the world of work are included here. The skills included are:

- Unit 1 • Knowing yourself
- Unit 2 • Communication
- Unit 3 • Problem solving
- Unit 4 • Constructive criticism
- Unit 5 • Creative thinking
- Unit 6 • Interviewing
- Unit 7 • Academic readiness
- Unit 8 • Job applications and resumes
- Test taking tips

The chart in Appendix Two outlines the skills developed in each unit.

Using skills

In this section students have the opportunity to practice the skill with the subject matter covered in that unit. Students will make presentations using these skills in a variety of ways. Students should be encouraged to use a variety of modalities. This can include: power point presentations, graphics, outlines, skits, lectures, discussions, hand-outs, or group participation activities.

Researching

Students are given an opportunity to further investigate the career in each unit. Modify the research questions to meet the needs and interests of your students.

Teaching Notes for the 8 Units

Unit 1

Tapping Into What You Know: Adapt this to a variety of other warm-ups. For example, students can get the information about a partner's job history and report about that person to the class.

Unit 2

Tapping Into What You Know: Copy the “job Board” in Appendix One (page 16) and have the students work in pairs or small groups to identify, explain, and discuss the nature of the jobs that are listed on the handout.

Writing: Make sure at this point that students have had a chance to see the names of some of the additional medical careers listed on the “Job Board,” and in the Studying Words section. This will allow them to choose from a wide variety of jobs.

Using Skills: This can be done in class or as a project where students get together after class to work on their presentation.

Research: It is a good time to teach about note-taking when students are recording their findings. This is an important skill and will facilitate a good question/answer session afterwards when students evaluate their peers' presentations.

Unit 3

Skill Building and Using Skills: This can be an engaging discussion and activity for all students, even if they are not interested in a skilled trade. Problem solving is something we use daily in a variety of ways and should be presented so that all of the students are involved. By working in groups, students are gaining team building experience and can take ownership of a technique and argue its effectiveness.

You might want to expand on this unit by including identification of safety signs and tools and/or a discussion on workplace rights. Federal and state agencies publish an assortment of posters on rights, safety, benefits, etc.

Unit 4

Discussing the Reading: Students should be able to make a good argument for their opinions. They can state the advantages and disadvantages of these two types of business models. When arguing, they should give at least three facts or examples to support their opinions.

Unit 5

Writing: Additional questions might include: What do you think helped you learn computer skills? How would you suggest teaching these skills to a co-worker?

Research: There are some interesting entries in blogs under the research line: “A Day In the Life of _____.” Students can look up a job and see what people have written about a typical workday for them.

Skill Building: This is a good time to emphasize again that students have many of the skills already in place. Encourage students to recognize and value these prior experiences. These skills are appropriate and can be applied in the workplace and coursework.

Unit 6

Using Skills: additional photocopyable activity

Put an X by the desired workplace behaviors.

- | | |
|---|---|
| 1. Can be trusted ____ | 17. Falls asleep at work ____ |
| 2. Is always on time ____ | 18. Goofs off, is lazy ____ |
| 3. Is irresponsible ____ | 19. Speaks clearly ____ |
| 4. Is late for work ____ | 20. Accepts assignments respectfully ____ |
| 5. Takes extra time for breaks ____ | 21. Follows directions ____ |
| 6. Dresses inappropriately ____ | 22. Does not listen ____ |
| 7. Has good attendance ____ | 23. Is courteous and polite ____ |
| 8. Is competent on the job ____ | 24. Often leaves early ____ |
| 9. Refuses to help do a job ____ | 25. Respects others' privacy ____ |
| 10. Is a good problem solver ____ | 26. Accepts others' lifestyles ____ |
| 11. Takes home supplies from work ____ | 27. Works well without supervision ____ |
| 12. Asks questions when they don't understand ____ | |
| 13. Spreads rumors about another worker ____ | |
| 14. Offers to help co-workers ____ | |
| 15. Always calls in when they are sick or late ____ | |
| 16. Gets angry when given constructive criticism ____ | |

Unit 7

Skill Building: You may expand on this unit by exploring a schedule of local classes with your students.

Research: At the end of Unit 7, you can give the career survey in Appendix Three to students to see what they are thinking about pursuing and where.

Unit 8

Reading Selection: Read about test taking tips:
www.state.tn.us/education/assessment/doc/tsteststrategies.pdf

Take some sample tests from this or other websites and practice:
www.collegeboard.com/student/testing/accuplacer/accuplacer-tips.html

Writing: Additional possibilities include: Pretend that you are at a time in your life where making money is not essential. What classes would you take? What would you really like to study and why?

Write about your study habits: “What works for me? What doesn’t work?”

Skill Building: Have students find a person in the community who has taken a test for college, or a certification exam for a career program. Ask them questions about the test and about successful strategies that they used.

The College Transition Toolkit has a lot of resources including a form: “Transitioning Skills for Student Success.” This can be adapted to your students’ needs and is helpful for the student to track progress in detail. The skills are itemized for: computer, career readiness, college readiness, financial aid, academic readiness, tests, learning, class preparation, reading, questioning, lectures, note taking, writing, and building support.

Unit Reviews

The focus of the following reviews (pages 7 to 14) is some of the vocabulary that appears in the units. These optional reviews may be used as a simple review or as an assessment “quiz.”

Review • Unit 1

Name _____

Use the words in the box to complete the sentences. Use each word only once.

expenses, strengths, rewarding, accept, relationship, manage, character, weaknesses, upgrade, reject

1. Like Gamba, many of the students want to _____ their skills to obtain jobs that help them realize their goals.
2. The boss was a good judge of _____, and he gave his hard-working employee the opportunity to take on more responsibilities.
3. A self-assessment is an opportunity to think about your _____ and _____. This is useful information for job interviews and resumes.
4. Tadesse's son is going to learn how to _____ the family business so that his parents can retire.
5. Luz has looked into courses in education but is not able to cover the _____ of tuition, books, and transportation.
6. Hana has found a very _____ career and is happy to go to work every day.
7. Mitali was offered two jobs. He did not _____ the job as a dishwasher because he got a job as a busboy that paid more.
8. Employers often have too many applicants for one job. It is difficult to _____ people who really want to work.
9. It makes Anh happy to have a positive _____ with the people she works with because she does a better job when she is not stressed

BONUS: What words in the vocabulary box are opposites?

Review • Unit 2

Name _____

Use the words in the box to complete the sentences. Use each word only once.

insurance, nutritious, symptoms, patients, examine, advance, crutches, success, wound, unconscious

1. To stay healthy it is important to eat _____ food.
2. Hana helps her _____ with their basic needs such as bathing, eating, and remembering their medication and doctors' appointments.
3. Many people think they are too old to learn new things and _____ on their job.
4. The paramedic was able to stop the bleeding from the deep _____ on his leg and get him to the emergency room.
5. Her parents were very proud of her _____ when she told them she had passed her exam to become a Certified Nursing Assistant.
6. She had to apply CPR because the man was _____ and had a weak pulse.
7. One of the first things they ask you at the doctor's office or emergency room is whether you have medical _____ to pay for services.
8. After he broke his ankle he had to use _____ for eight weeks.
9. For the Emergency Medical Technician exam you will need to know what to do in each of the different emergencies. The _____ vary for a stroke, a heart attack, or choking.
10. It is very important to thoroughly _____ the patient and listen carefully to their complaints and concerns.

BONUS: What other types of insurance are good to have?

Review • Unit 3

Name _____

Use the words in the box to complete the sentences. Use each word only once.

weatherization, glazier, reuse, brainstorm, protect, insulation, restore, retrofitting, strategies, conservation

1. Green jobs are important work force opportunities to preserve, _____, and _____ the quality of the environment.
2. The practice of protecting buildings from damage caused by sunlight, precipitation, and wind is known as _____.
3. We cannot afford to waste water, as it is becoming scarce. An important green job is water _____ to increase water efficiency.
4. The dark room was made bright and sunny when the _____ installed a skylight.
5. Workers install _____ and apply sealing materials to reduce energy losses.
6. There are many successful _____ to solve problems so don't give up if one doesn't work for you. Keep trying.
7. The group got together to _____ a list of possible ways to address the company's lack of investment in green solutions.
8. The contractor was able to _____ much of the wood that was removed while _____ the family's kitchen.

Bonus: Can you think of another word that could also be used in the sentence above?

Review • Unit 4

Name _____

Use the words in the box to complete the sentences. Use each word only once.

improve, criticism, leadership, living wage, discriminating,
complimenting, consensus, flexible, long, cooperative

A group of students who work at the same cleaning company are unhappy with their jobs and feel that the boss is _____ against them because they are not citizens. They got less pay and had to work _____ hours. The students invited their friends who are also in housekeeping jobs to come to a meeting to talk about forming a _____ business where they could make a _____ and have _____ schedules.

The members of “We Can Do It” described how they have a _____ committee rather than a boss. They make decisions by _____ so that everyone feels like their ideas are important. When there is a problem with one member of the group, they use constructive _____ to deal with the situation. This involves _____ the person on what they do well before and after telling them how to _____ their work.

Review • Unit 5

Name _____

Use the words in the box to complete the sentences. Use each word only once.

engineer, creative, patient, income, technician, field, challenge, oral, widow, networking

After she lost her husband and became a _____, Anh faced the biggest _____ of her life. She became the sole supporter of her family financially. Anh used _____ thinking to find employment in the _____ of information technology. With a diploma in computer _____, she started out as a computer _____.

In addition to having excellent _____ communication skills, she is a _____ troubleshooter. Anh hopes that with continued study she will become an _____ in the future in order to receive a higher _____.

Write a short paragraph using the following phrases:

problem solving, helpful co-worker, graphic design, virtual reality, photographic memory, operating system

Review • Unit 6

Name _____

Use the words in the box to complete the sentences. Use each word only once.

Fill in the correct word in the following sentences.

sacrifice, common sense, manager, hospitality, entry level, conference, communication, supervise, wages, managerial

1. Lilian is going on an interview for an _____ position because she knows she will gain experience and skills to advance in the future.
2. The _____ industry is this country's third largest industry.
3. The _____ wants the employees to be hard workers and to have _____ so that they know how to respond to guests' requests.
4. A _____ planner is a _____ level position in the recreational area of the hospitality industry.
5. Many people find rewarding careers in the hospitality industry but you have to be willing to _____ by working long, irregular shifts.
6. Before accepting the job as sales manager, Hector wanted to know how many people he would _____.
7. The front desk associate was fired because of poor _____ skills.
8. It is always important at a job interview to ask about the _____ so that you can determine if the money is sufficient.

BONUS: Describe some characteristics of common sense.

Review • Unit 7

Name _____

Use the words in the box to complete the sentences. Use each word only once.

interact, resources, mandatory, arrange, influence, toddler, reasonable, enroll, clinical, syllabus

1. It is _____ to think that previous job skills will apply to current employment. Therefore, when interviewed, Luz said that she had been a teacher in her country and felt that she could transfer those skills to this country.
2. When Marian got to her first class at the university, they gave her a _____ of the course that included an overview of all of the assignments, reading, quizzes, papers, and dates that they were due.
3. Luz will have a lasting _____ on her students because she provides them with an educationally rich environment.
4. When writing a paper for class it is a good idea to start by getting a list of _____ that will provide useful information.
5. _____ classes must be taken in order to qualify for certification in a specific field.
6. Many courses include a practical component. If you are interested in being a school counselor for example, you can get _____ experience by working with the guidance counselor at a school.
7. Luz's neighbor asked her what she had to do in order to _____ her child at Happy Folks Family Child Care Center.
8. A _____ is a child who is just learning to walk and attends a child care center rather than a preschool.
9. Luz was very excited because her friend was able to _____ an interview with a professor of early childhood education.
10. It is important for teachers to _____ with children and their parents with respect and honesty.

Write a short paragraph using the following words:

teacher, childhood, syllabus, curiosity, child development, objectives, imagination, assignments, evaluation, career

Review • Unit 8

Name _____

Use the words in the box to complete the sentences. Use each word only once.

pollution, salary, organize, counselor, excited, obstacles, references, co-worker, interview, impressed

1. The parents of children in Luz's school were struggling to find employment, so she decided to _____ a career night for them.
2. Tadesse was _____ when he got the job at a neighborhood market because he was fulfilling a lifelong dream.
3. Green jobs help us fight _____ and improve the health of the environment.
4. Mitali faced many _____ before he became a chef and restaurant owner.
5. Gamba went to a career _____ for help in planning his education.
6. When completing an application or writing a resume it is important to have _____ who will speak favorably about your skills and employment history.
7. Marian was _____ with Luz's talents when she volunteered at the child care center.
8. Anh got a good _____ when she became a computer technician and was able to pay all her bills and even save some money.
9. Luz's _____ introduced her to Marian who worked at a child care center.
10. It is a good idea to prepare for a job _____ by reviewing your strengths and weaknesses.

Bonus: What are some of the obstacles parents face when trying to get involved in their children's school?

Answers for the Word Study Exercises

Unit 1 • page 4

- a. applied; rejected
- b. accepted
- c. retirement, elderly
- d. advance, eventually
- e. complain(ed)
- f. upgrade
- g. wonders
- h. determined, goal
- i. electrician
- j. troubled
- k. Skilled

Unit 2 • page 12

- CNA - f
- Dental Assistant - g
- GNA - d
- RN - j
- Pharmacy Technician - h
- Phlebotomy Technician - a
- Medical Office Assistant - c
- EMT - e
- Paramedic - b

Unit 3 • page 20

- 1. contractor
- 2. glazier
- 3. HVAC mechanic or installer
- 4. welder
- 5. painter
- 6. roofer
- 7. plumber
- 8. electrician
- 9. bricklayer/brick mason
- 10. carpenter

Unit 4 • page 27

- permanent residency
- proud
- expectations
- chaos
- merchandise
- finance
- maintenance
- regrets

Unit 5 • page 36

- widow - g
- export - h
- computer technician - i
- install - f
- software - j
- troubleshoot - d
- disaster - k
- bankrupt - c
- laid off - e
- raise - a
- postpone - b

Unit 6 • page 42

- 1. chef
- 2. to yell
- 3. reference
- 4. to store
- 5. prep cook
- 6. to worry
- 7. culinary
- 8. stressful

The “Job Board”

WORKFORCE FOR THE 21st CENTURY

Information Technology

- Computer technician
- Engineer
- Developer
- Analyst
- Specialist
- Network Associate
- Network Administrator
- Web Designer

Education Careers

- Day care worker
- Child care director
- Teaching Assistant
- School employment
(office, bus, cafeteria, cleaning)

Hospitality Industry

- Cooks and Chefs
- Dishwashers, Busboys
- Bar Backs
- Food Runners
- Prep Cooks
- Servers and Hosts
- Bartenders
- Caterers
- Managers and Sales
- Hotel Desk Clerks
- Travel Agents
- Tour Operators, Guides, Escorts
- Meeting and Party Planners

Health Care

- Certified Nurse Assistant
- Medical Assistant
- Emergency Medical Technician Basic
- Home Health Care Aide
- Pharmacy Technician
- Medical Office Assistant

- Physical Therapy Assistant
- Dental Assistant
- Medical Coder
- Phlebotomy Technician
- Radiology Technician
- Lab Technician
- Fitness Trainer
- Respiratory Therapist
- Medical Sonographer

Skilled Trades

- HVAC Mechanic or Installer
- Carpenter
- Contractor, Builder
- Glazier
- Architect Assistant
- Mason/Bricklayer
- Electrician
- Repair Person
- Plumber
- Construction Worker
- Roofer
- Carpet Installer
- Welder
- Weatherization Technician
- Landscaper
- Green Job Specialist

Business Opportunities

- Real Estate
- Entrepreneurship
- Management
- Marketing
- Accountant
- Administration
- Customer Service
- Legal Services
- Banking
- Tax Preparation

The EFF Readiness Profile

Equipped for the Future is the name of the National Standards Initiative Project for Adult Basic Education and English language learning. This was set up after the passing in 1991 of the National Literacy Act and Adult Literacy and Lifelong Learning Goal. The chart below indicates which units in *What's Ahead?* address which EFF skills

What's Ahead? Units:

1 2 3 4 5 6 7 8

Communication Skills:

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Speak so others can understand
Listen actively
Read with understanding
Observe critically
Be respectful and open

1 2 3 4 5 6 7 8

Interpersonal Skills:

✓ ✓ ✓ ✓

Cooperate and work with others
to develop and achieve goals
Resolve conflict and negotiate
Accept help from others

1 2 3 4 5 6 7 8

Decision Making Skills:

✓ ✓ ✓ ✓

Use critical thinking skills to
solve problems and communicate
Help resolve situations as they
arise and make decisions

1 2 3 4 5 6 7 8

Lifelong Learning Skills:

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Take responsibility for learning
Use information and communication
technology
Complete assignments accurately
and on time
Show initiative in carrying out assignments

Standards met: Equipped for the Future & Secretary's Commission on Achieving Necessary Skills (SCANS)*
<http://eff.cls.utk.edu/PDF/WorkReadinessProfile.pdf>

Establishing performance objectives based on these standards helps student achievement and obtaining program funding.

* For additional information on needed skills and competencies (SCANS) go to www.academicinnovations.com/report.html

Career Survey

1. *What are your immediate career goals?*

- Increase my supervisory responsibilities
- Start a new business
- Stay updated in my current field
- Change careers
- Advance my career

2. *What is your current career level?*

- Entry
- Experienced (non-manager)
- Manager or professional

3. *What is the highest level of formal education you have completed?*

- Some high school
- High school graduate
- Some college
- Bachelor's degree
- Some post graduate
- List transferable credits where applicable

**4. *What has kept you from returning to school to earn a degree or upgrade skills?
(all that apply)***

- Not sure what degree I should pursue
- Family obligations
- Too busy at work
- Been out of school too long
- My English skills
- Covering the cost of tuition
- Other: _____

**5.- *What kind of options would make it easier for you to go back to school?
(all that apply)***

- Evening Classes
- Course credit for life experience
- Weekend classes
- Online classes
- Campus located near home or work
- Guidance on which program is right for me
- Tuition assistance
- Other: _____

6. What kind of University environment are you most comfortable in?

A place that:

- Understands my family and work obligations
- Offers classes with other focused adults
- Is challenging and supportive
- Has instructors with real life experience
- Allows me to take as many or as few classes as I want

7. How are you researching continuing education? (all that apply)

- Not actively researching
- Online, websites, etc.
- Campus visits or open houses
- Friends, word of mouth

Other: _____

8. What types of continuing education are you interested in? (all that apply)

- Non-degree career training
- Workforce training
- On campus or online credit courses
- Professional certificate programs

9.- What types of programs are you interested in? (all that apply)

- Hospitality, Nutrition & Tourism
- Health Services
- Marketing & Business
- Public Administration, Government Affairs, Finance
- Early Childhood Education
- Dental Hygiene
- Paralegal & Criminal Justice
- Computer & Graphic Design

Other: _____

Additional Reading

These readings have been popular with our students. Stories can be assigned individually or as a class. Students can report to the class about the story, the author, and lead a discussion. The stories are relevant as students think about their choices for *what's ahead*, and they will help prepare students for English classes at a community college or university. You can access these stories by putting the following in your search engine: short story, the title, and the author or collection.

Additional reading

1. **What I Learned in College**, Josie Martinez
2. **The Journey**, Duane Big Eagle
3. **Sept. 11: An Oral History**, Dean E. Murphy (excerpt)
4. **Wants**, Grace Paley
5. **Interview with Andrei**, Young Ja Lee
6. **An Ambitious Worker**, Ana Villa
7. **Nice to Meet You Too**, Ruby Ibanez
8. **All-American Slurp**, Lensey Namioka
9. **Reward from Buddha**, Zhong Chen
10. **The Open Window**, H.H. Munro
11. **Midnight**, Grace Kee
12. **Building and Learning**, James Greggs
13. **Why English is Hard**, Author Unknown
14. **A Painful Memory**, Joel Hernandez
15. **Leaf and Loaf**, William Saroyan
16. **Two Kinds**, Amy Tan

17. **2nd Tree from the Corner**, E.B. White
18. **North Light**, Mark Helprin
19. **Janus**, Ann Beatie
20. **City of Churches**, Don Bartholome
21. **The Color of Love**, Danzy Senna
22. **The Last Leaf**, O. Henry
23. **Pretty Ice**, Mary Robison
24. **The Scholarship Jacket**, Marta Salinas
25. **Dr. Heidegger's Experiment**, Nathaniel Hawthorne
26. **Midnite Visitor**, Robert Arthur
27. **Too Soon A Woman**, Dorothy Johnson
28. **My Mother's Memoirs**, Russell Banks
29. **A Day's Wait**, Ernest Hemingway
30. **Lucy**, Jamaica Kincaid

Notes