



Introduction

Vocabulary is an integral part of our everyday lives. Developing a vocabulary which enables students to understand what is going on in the real world is a necessary skill.

This binder includes reproducible activities that provide practice with vocabulary in a variety of formats that we encounter in our daily lives. The activities are divided into six units, each covering important vocabulary words in a real-world category.

Based on her years of teaching at-risk middle school students as well as GED classes to struggling adult learners, Bonnye Wier Cavazos created this program to reach and engage students who struggle with vocabulary. Each activity sheet includes clear, simple directions and short activity questions and sentences written at a low reading level. The activities feature realistic graphic representations that middle school and high school students and adults already encounter or will encounter soon, such as job listings, informational brochures, menus, recipes, contracts, blogs, and weather reports.

Six Units

Each unit provides a teacher lesson plan to introduce the real-world vocabulary words to be covered. Also included are a parent letter, ten practice activities, a list of suggested extension activities, and an assessment. The units are:

- Jobs**
- Hobbies and Recreation**
- Menus and Recipes**
- Forms, Applications, and Contracts**
- Communication and Technology**
- Weather**

Unit Lessons

At the beginning of each unit is a two-page lesson that addresses the real-world vocabulary topic. Each lesson includes objectives, a materials list, and mini lessons that introduce the topics of each unit and provide for class discussion, grouping of students, and hands-on participation.

 **Unit 1: Jobs**

OBJECTIVES

- Students will learn vocabulary associated with a variety of different jobs.
- Students will learn about job searching, interviewing, and training.
- Students will use words that describe a good employee.

LESSON MATERIALS

books about various jobs, guest speakers, classified ads, access to the Internet (optional)

LESSON PLAN

Introducing the Topic

How many different jobs can you name?

In groups of three, have students brainstorm a variety of jobs on a large sheet of chart paper. Then have each group report its list of jobs to the class. As the first group reads their list, the other groups should put check marks by the jobs already named on their own list. Discuss the variety of jobs and occupations presented as a class.

What are some important qualities you would look for in an employee if you were a supervisor?

Have students work in groups to develop a skit illustrating a scene in which an employee is working in a way that would be looked on favorably by a supervisor and a scene in which an employee was not doing a good job. Allow each group to present skits to the class. Afterwards, talk about the positive and negative traits observed and explain that some of the vocabulary words in this unit are adjectives that describe positive work habits.

Parent Letter

Photocopy the parent letter on page 2, and give each student a copy to take home. This letter explains the topics being studied in this unit and suggests a variety of activities to be completed at home.

Activity Sheets

Photocopy the vocabulary words, definitions, and activity sheets on pages 3-21, and have the students review the words and definitions and complete the activities. The activity sheets call for students to practice the vocabulary words presented in this unit in a variety of ways.

Extension Activities

Photocopy the list of extension activities on page 22. At the end of the unit, have each student choose one project to complete.

Assessment

Photocopy the unit assessment on pages 23-25, and have the students complete the activities to determine mastery of the vocabulary words covered in this unit.

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Introduction (Continued)

Parent Letter

Before beginning a new unit, send home a copy of the parent letter with each student. The parent letter explains the topics being studied in the unit and offers suggestions for at-home practice.

Activity Sheets

Each reproducible activity sheet features a clear and concise introduction to the topic and vocabulary words. After reading the brief introduction, students will review the vocabulary words and then see a realistic graphic representation of information pertaining to the topic. Simple directions ask the students to analyze situations and answer questions related to the vocabulary words being addressed.

Extension Activities

After completing all the activity sheets in a unit, each student should choose one extension activity to further apply what has been learned. Each unit contains a list of ten different suggestions. The activities vary in difficulty level and appeal to students with different learning styles, making this section appropriate for students of varying ability and interest levels. Some students may prefer to create illustrated dictionaries, while others might feel more comfortable writing an essay or making a poster.

Unit 1: Jobs

Dear Parents/Guardians:

We are currently learning about the vocabulary associated with different jobs. During this unit, your child will learn about a variety of jobs, the application process, and traits of a good employee. At the end of the unit, your child will complete a project that demonstrates his or her ability to understand and use vocabulary words related to jobs.

To extend your child's learning, any at-home practice you can provide would be beneficial. Below are several activity suggestions.

- Talk with your child about every job you have had during your lifetime as well as any jobs you wished you had pursued.
- Talk with your child about what type of job he or she is interested in pursuing. Together, research the skills, training, and benefits associated with that job.
- Look through the classified ads online or in the newspaper or other print media with your child. Discuss the various jobs available in your area.
- Look online with your child at the U.S. Bureau of Labor Statistics website to learn more about what kind of career he or she is interested in. The site can be accessed at www.bls.gov/K12/ and www.bls.gov/oco/.
- Pick up some job applications from local businesses and have your child practice filling them out. Talk about the type of information that is asked for on a job application as well as during a job interview.

Thank you for your cooperation.

Sincerely,

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Name: _____ Date: _____

Job Categories

When thinking about what job would be best for you, there are several job categories to consider. Deciding on the job category that most interests you will help you narrow your job search. One category of jobs is **industrial**. These jobs are generally in large factories where products are being made. This is hands-on work, usually done using machinery. **Maintenance** is another job category. Jobs in this field involve repair, remodeling, and upkeep. These jobs can require a lot of physical activity. **Social work** is another job category to consider. Jobs in this field are usually in an office and require good people skills.

Definitions	
Industrial (adjective) – relating to a business that employs a large number of people in the field of manufacturing	maintenance (noun) – the upkeep of property or equipment
	social work (noun) – a profession in which workers provide services for people in need

DIRECTIONS: Review the definitions of the vocabulary words. Read the information from the U.S. Bureau of Labor Statistics that describes types of work. Then answer the questions that follow.

Industrial Work
Industrial production managers plan, direct, and coordinate the production activities required to produce the vast array of goods manufactured every year in the United States. They make sure that production meets output and quality goals while staying within budget. Depending on the size of the manufacturing plant, industrial production managers may oversee the entire plant or one specific area.

Craft Work
Most craft workers specialize in one kind of work, such as plumbing or carpentry. General maintenance and repair workers, however, have skills in many different crafts. They repair and maintain machines, mechanical equipment, and buildings. They may also work on plumbing, electrical, and air-conditioning and heating systems. Craft workers build or repair walls, and fix or paint roofs, windows, doors, floors, woodwork, and other parts of building structures. They also maintain and repair specialized equipment and machinery found in cafeterias, laundries, hospitals, stores, offices, and factories.

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Name: _____ Date: _____

Extension Activities

- Collect three job applications from different places. Create a list of information that a person may be asked when completing a job application. Create a poster displaying the three applications and the list.
- Write an essay explaining the type of job you would like to have and why. Support your reasons.
- Create a Venn diagram to compare and contrast maintenance and social work jobs.
- Write your own skit that includes workers exhibiting some of the positive qualities of an employee.
- Use the U.S. Bureau of Labor Statistics website to determine the outlook and median wages for three different careers. Create a poster to display this information.
- Create a brochure about the job of a paralegal, a hygienist, or an engineer.
- Interview a member of the armed forces about the pros and cons of his or her job. Type the questions and answers and share them with the class.
- Create a brochure about helpful hints to remember during a job interview. Be sure to include how to make a good impression.
- Research online how to create a portfolio to take with you on a job interview. Prepare an oral report with visual aids to present to your class.
- Research vocational training opportunities in your area. Create a booklet with as much information as possible to describe these programs.

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Introduction (Continued)

Assessments

Each unit includes an assessment with questions that focus on the vocabulary words covered in the unit. The assessments feature simple directions and varied activities that call for students to correctly use the vocabulary words they learned in the unit.

Answer Key

For your convenience, an answer key is included at the end of the binder, showing the correct answers for each activity sheet and unit assessment. In cases where several answers could be correct, "Answers will vary" is noted.

Name: _____ Date: _____

Unit 1 Assessment

Part 1: Matching

DIRECTIONS: Match each vocabulary word with its definition.

_____ 1. vocational training	a. taking action to prevent a negative event rather than waiting for it to happen and then reacting
_____ 2. certified	b. training for a specific job
_____ 3. conscientious	c. someone or something that is a source of help or information
_____ 4. engineer	d. a person trained in the fields of math and science who works on the design, manufacture, and operation of products or processes
_____ 5. hygienist	e. to have passed a test or achieved a set standard
_____ 6. customer service	f. the ability of an employee or an organization to satisfy the needs of a customer
_____ 7. outlook	g. a licensed dental professional who cleans and examines teeth
_____ 8. proactive	h. showing great effort and attention to detail in getting a job done
_____ 9. recruit	i. to enroll someone as an employee or member of an organization
_____ 10. resource	j. what is likely to happen in the future

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Answer Key

PAGE 5

- Answers will vary. Examples include, but are not limited to: a. industrial - factory worker; b. maintenance - groundskeeper; c. social work - counselor.
- Answers will vary.

PAGE 7

- Answers will vary. Examples include, but are not limited to, a relative or a friend.
- Yes, a salary of \$30,000 falls within the range.
- Yes, many more jobs will open up in the coming years.

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- Answers will vary. Example: A lack of punctuality shows you do not make your job a priority.
- Answers will vary. Example: A portfolio can contain pictures or examples of projects you have done whereas a job application is just words.
- Answers will vary.

PAGE 10

- efficient
- conscientious
- proactive
- Answers will vary.

PAGE 12

Answers will vary.

PAGE 14

Answers will vary.

PAGE 16

- Army, Navy, Air Force, Marine Corps, Coast Guard
- Answers will vary. They should address topics like pay, working conditions, travel opportunities, etc.
- Answers will vary.

PAGE 17

- Answers will vary. They should address the fact that vocational training can provide you with special certifications and greater experience.

PAGE 18

- any two of the following: BA in Accounting or AA plus four years experience, 3 years minimum of staff supervision, ten-key data entry, and computer skills
- Answers will vary.

PAGE 20

- Answers will vary. An objective should be something like: To obtain a job in the insurance field.
- Answers will vary. Example: An employer wants to know that you care more about your job than just seeing it as a way to make money.
- Answers will vary. Employees appreciate benefits such as retirement and health insurance.

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Unit 1 Assessment

- b
- e
- h
- d
- g
- f
- j
- a
- i
- c
- punctuality
- armed forces
- maintenance
- entrepreneur
- ten key
- efficient
- median wages

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