

Workplace Literacy Curriculum & Lesson Plans



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American Workplace Values and Employee Behavior Expectations

The goal of this curriculum is to help your student(s) develop the literacy skills necessary for success at entry-level jobs in Androscoggin County. These activities have been developed as a result of input from Wal-Mart, The Hilton Garden Inn Auburn Riverwatch, and the Lewiston Career Center. Both linguistic and cultural literacy are covered as these two topics often converge. Each skill topic is comprised of key terms that will be used, an informal post-assessment, activities to develop skills, additional sources as applicable, and a post assessment. Any assessment section can be developed into a lesson as you stumble upon skills that need to be developed. You will find many of these topics can be a starting point for students various goals although the purpose of these activities is to prepare your student(s) for the workplace.

Beginning students may not have had exposure to many of these topics or terms prior to meeting with you. There are activities that focus on introducing new concepts and vocabulary in a way that allows students to be exposed to language that may be unfamiliar. Other activities seek composition by your student(s) and would be more suitable for intermediate learners. Of course many students will be somewhere between these two levels. The activities are designed to be easily adaptable.

In many of the topics to be addressed, native English speakers have grown up familiar with the social scripts that are expected of them and variations of these scripts. You may find ELL students seeking scripts for situations such as calling work reporting absence due to illness, scheduling an interview, or greeting coworkers. Consider writing each person's part of the conversation in a different color or on colored paper/index cards to help students practice these conversations. Start with reading from cue cards, advance to speaking without the cue cards, ultimately communicating with your student when they can't see your lips, something on which language learners often rely.

As you ask your students questions, keep in mind multiple piece questions may be intimidating or difficult for ELL students. Example of a complex question: "Tell me about your greatest weakness and how you can overcome this." Versus two simpler questions: "Tell me about your greatest weakness." *Response from student.* "How can you overcome this weakness?" *Response*

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from student. As you go through your lessons, gradually incorporate compound questions allowing your student(s) to become more comfortable with them.

Always remember Literacy Volunteers is a confidential service. Your job is to help your student(s) develop the literacy skills necessary to be strong job candidates but you are not a job coach. Some tutors like going to their student's workplace to develop lessons, but keep in mind, you should ask your student(s) before doing this and you must make sure you are not inconveniencing the people with whom your student works.

Good luck!

Curriculum Objectives

By the end of this curriculum, students will be able to:

- Understand and use generic workplace vocabulary.
- Use new vocabulary to
 - Schedule and confirm business meetings such as interviews.
 - Call an employer about an absence due to illness or other reason.
 - Use directional terms succinctly and accurately to ensure safety in an emergency.
 - Carry on simple conversations with co-workers including understanding idioms.
 - Use question words; asking and answering appropriately.
 - Read a work schedule; ask to be rescheduled.
- Apply time and calendar terms and concepts in workplace settings.
- Understand directions and ask for clarification as needed.
- Identify qualities employers value and expectations for dress and behavior.
- Order potential tasks to be performed at work.
- Recognize and understand numbers and sequencing in English.
- Know colors in English and how they may meanings in the workplace.
- Identify safety precautions and safety symbols.
- Demonstrate an understanding of health and safety issues by being able to state the importance of their workplaces' requirements.
- Explain his/her use of reliable transportation in getting to the workplace.
- Participate in an interview with an employer.

CONNECTING WITH EMPLOYERS & COWORKERS/CULTURAL LITERACY

Terms: Respect, Inside voice, Quiet, Loud, Personal Space, Goof off, Constructive criticism, Skills, Rules, Work experience, Responsible, Appropriate, Assignment, Constructive criticism

Pre-Assessment

Learning your student's work history and skill sets is important to know where to begin with a student. Have a discussion with your student on past experience, which might include skills that may be put to use in the workplace. Example: Have you had a job? Have you done any volunteer work?

Discuss skills that may have been used at home that could be used in the workplace, i.e. cleaning, childcare, caring for livestock. Talk about the responsibilities that are a part of these and how they can be useful to an employer.

Activity – Workplace Behaviors

Have your student(s) use the checklist on the next two pages to see what behaviors they think American employers value and see as respectful. (Source: *North Carolina Curriculum Guide, Domain: The World of Work, Lesson: Work Relationships* <http://www.nc-net.info/ESL/guide.php>)

- | | |
|--|---|
| <input type="checkbox"/> Be competent in your job skills. | <input type="checkbox"/> Show up late for work. |
| <input type="checkbox"/> Ask questions if you do not understand something. | <input type="checkbox"/> Always be late. |
| <input type="checkbox"/> Work without supervision. | <input type="checkbox"/> Respond angrily to constructive criticism. |
| <input type="checkbox"/> Follow directions. | <input type="checkbox"/> Do not get along with others. |
| <input type="checkbox"/> Be honest. | <input type="checkbox"/> Take home pencils and paper from work. |
| <input type="checkbox"/> Be a good problem solver. | <input type="checkbox"/> Be irresponsible. |
| <input type="checkbox"/> Learn to follow workplace rules. | <input type="checkbox"/> Fall asleep at work. |
| <input type="checkbox"/> Be dependable. | <input type="checkbox"/> Goof off. Be lazy. |
| <input type="checkbox"/> Dress appropriately for the job. | <input type="checkbox"/> Take extra time for break. |
| <input type="checkbox"/> Always call in when sick or late. | <input type="checkbox"/> Refuse to help do a job. |
| <input type="checkbox"/> Respect others' privacy. | |

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____ Possess basic reading and math skills.

____ Take extra time for break.

____ Take work assignments respectfully.

____ Have good attendance.

____ Be eager to learn.

____ Speak clearly

____ Offer to help co-workers when you
finish your work early.

____ Be a good worker.

____ Be on time.

____ Accept other people's life styles

____ Be courteous and polite.

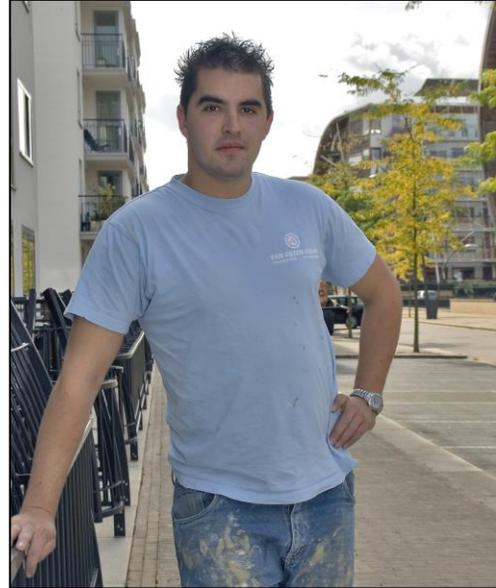
____ Maintain a good appearance.

Activity – Examining Gender Issues in the Workplace

Using the images provided (page) or images you find, ask students to pick out who they think could look like their boss at their new job. Is a male boss better than a female boss? Discuss how supervisors in the American workplace can be either male or female and they need to be respected regardless of gender. Initiate a conversation on what Americans mean by respect.

Note: This may be a very easy concept for some students and may be very challenging for others. Culturally, the concept of a man accepting directions from a woman might be difficult, but this does not have a basis in religion.





Activity – Eye Contact

Use the images provided or images from magazines and the newspaper to talk about the importance Americans place on eye contact. Does your student make eye contact with you? If not, talk about why they do not. Somali men in particular may prefer to not make eye contact with women out of respect. If this is the case for your student(s), practice using the language to explain this so they are not perceived as disrespectful in the workplace. “Out of respect, my religion does not let me look women in the eye.”



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Activity – Shaking Hands

Like eye contact shaking hands is something that students may not be comfortable with depending on their religion and culture. If your student has no objection to shaking hands in an interview with men or women, guide them through the protocol of shaking hands.

If your student prefers to not shake hands, especially with someone of the opposite gender, practice the language they will need to use if somebody extends their hand. “Out of respect, my religion does not let me shake a woman’s hand.”

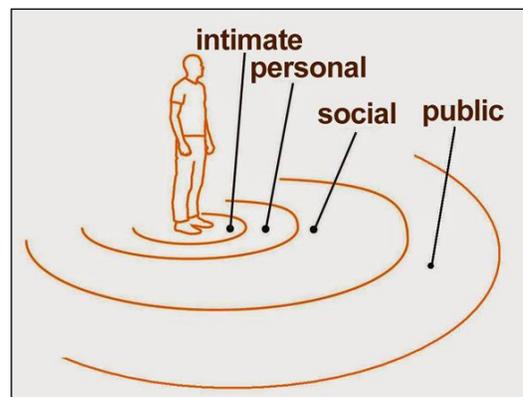
Activity - Privacy

Particularly in many African cultures, privacy is not a concept the way it is in American culture. If your student is applying for jobs that would require they respect confidentiality (Example: housekeeping, C.N.A., or respecting industry secrets at a factory), it is important that you *repeatedly* talk with your student(s) about NOT sharing what they see or hear at work. Especially in the Somali community this may be very difficult and even stressful for students whose friends and family members ask for details about their work.

Playact with your student being pressed for details about a job situation. Brainstorm together what might be said instead of the actual events that took place. Discuss what is acceptable to reveal and what may not be. Example: Use of humor, responses stressing the need to keep information private.

Activity – Personal Space

Using images provided and images you find in magazines and newspapers, look at how people are relating to each other spatially in family, social, and professional



settings. See if your student can describe the relationship between people in the

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pictures based on spatial relations in each picture. Are the people family, friends, coworkers, acquaintances, or strangers? Do any of these pictures show people being too close or too far apart for the situation? How do concepts of personal space differ between the United States and your student's home country?

In a group or class, have students act out various scenarios involving spacial differences. A tutor and student can also do this.



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Activity – Voice Volume

Mime “quiet sounds” (Example: finger to lips, shhhh, and lowering) asking student to explain what each motion means. What about if somebody cups their ear? What does a raised voice mean to your student? What do they think it means to Americans? How does voice volume relate to phone calls? Demonstrate loud and quiet. If you notice volume increasing during your lesson, remind your student about what volume would be appropriate in the workplace and work to create a self-awareness of volume.

Activity – Constructive Criticism

Students often want to do the best job possible and their employers want the same thing. Sometimes this means employers will point out mistakes made by the student in an attempt to help them do their job better. Many students are upset by these critiques and employers want them to know to not take it personally. Talk with your student about what constructive criticism is (helping them to do a better job) and explain that everybody makes mistakes in their job. Together, develop phrases they are likely to hear, indicating constructive criticism is being given. Use constructive criticism in your own feedback to your student, and make it clear to them employers use the same type of feedback.

Examples:

Great job, but make sure you pay attention to...

Don't forget about...

Here's what I want you to do.

You're working hard/a good worker.

But...

We need to...

Lately, I've noticed...

Is everything okay? Recently you haven't been...

Additional Resources

Website

ITESL Journal – This website puts forth starter questions that can be used in discussing gender roles.

<http://iteslj.org/questions/gender.html>

Post-test

Redo the checklist from the pre-test. Are there any other habits students associate with being a good employee? How would they give constructive criticism to their children or how would they want to receive constructive criticism?

CONVERSATION

Terms: Greeting terms (see below), Inquiries (see below), Small talk

These greetings and responses are a small sample of the possibilities. Practice using them and variations with your student.

Possible Greetings

Possible Responses

Hi.....	Hi
Hey	Hey
Hello.....	Hello
Good morning/afternoon/evening	Good morning/afternoon/evening

How to Inquire How Someone Is

Possible Responses

How are you?	I'm fine, thanks. And you?
How is it going?	Not so well. I didn't get much sleep last night.
How have you been?.....	Good. How about you?
What's new?	My son joined the soccer team. What's new with you?

Pre-Assessment

Make small talk in the first few of minutes of your lesson with your student(s). If working with a class, pair students off and ask them to pretend they are coworkers seeing each other first thing on a Monday morning. Do they use the proper salutations? Do they know how to introduce themselves? Are they clear and confident in their responses? Are their responses appropriate to the questions asked?

Activity – Practicing Social Interaction

Students often like having “scripts” they know they can follow in social situations. In many instances this is not realistic, but greetings can be an exception. What phrases do you use to greet your friends and find out how they are doing? Use these same

questions with your student, and guide them through the social script that is expected. Some ELL students may be inclined to repeat exactly what they hear you saying, rather than responding to questions such as “How are you?”

Hi _____.

Hi, _____.

How are you today?

I am good. How are you?

I am well. Thanks for asking. Did you have a good week?

I did. I had dinner with friends.

Sounds like fun. Are you ready to begin?

Yes.

Activity – Small Talk

What is small talk and when do we use it? Ask your student what topics he might talk about if he was making small talk. Does he think some topics might not be okay to talk about? Practice making small talk with your student, guiding him through appropriate topics and modeling how to end a conversation. Incorporate small talk into each of your lessons. It is important for students to be able to participate in small talk and not be seen as standoffish.

Hey, that was quite the storm yesterday, wasn't it?

It was. I've never seen wind so strong.

Neither have I. I hope we get some nice weather soon.

Well, I'd better get going. See you soon.

See you later.

Activity – Variations of Greetings

What are other ways of greeting somebody? Is there a difference between greeting people you know and people you do not know? Ask your student the different ways he has heard Americans greet each other. If he don't have any ideas, ask him to keep a journal of the various American greetings he hears between now and your next meeting. Do the same thing asking how somebody is. Are there greetings you would use with a friend that you would not use with a boss?



Activity – Meeting Someone New

If possible, also practice this dialogue with a third party introducing two people.

Student: Hi, my name is _____.

Tutor: Hi, _____, I'm _____. Are you new here?

Student: Yes. I started two days ago.

Tutor: Nice to meet you. Let me know if you have any questions.

Student: Nice to meet you as well and thank you. Have a good one!

Activity – Saying Goodbye

How do you part ways with somebody?

Have a good one.

Take care!

Bye.

See you tomorrow/next week.

Good night.

Got to run.

I'll let you get back to what you were doing.

See you later.

Additional Resources

Website:

ESOL Courses - This website has some great fill-in the blank questions that you can easily adapt for your student's information. They can then practice these sentences to give more information about themselves.

<http://www.esolcourses.com/uk-english/beginners-course/unit-1/personal-information/giving-information-gap-fill-quiz.html>

Eastside Literacy – With lesson plans for both introductions and small talk, this website provides basic handouts, suggestions on how to warm-up for a topic, and target vocabulary.

http://www.eastsideliteracy.org/tutorsupport/Work/Work_Talk.htm

http://www.eastsideliteracy.org/tutorsupport/Work/Work_Intro.htm

Post-Assessment

If possible, have your student introduce themselves to somebody other than you or present your student to somebody else who they can then greet. Ask your student ways he/she might make small talk with a coworker.

Question Words

Terms: Who, What, Where, When, Why, How much?

Pre-Assessment

Ask students questions using “wh” question words, keeping the vocabulary simple. Example: Who is the president of the United States? What will you eat for dinner tonight? Where are you from? When was this picture taken (morning, afternoon, or night? Summer, spring, winter, fall)? Why do you need an umbrella? You may ask your student his/her birthday but keep in mind many students may not know the day of their birth.



Activity – Using & Responding to Questions Words

Using images such as those on the page following the questions, ask your student to match which image corresponds to each question word.

WHO is only used when referring to people. Example: Who is your boss?

WHERE is used when referring to a place or location. Example: Where is the exit?

WHEN is used to refer to a time or an occasion. Example: When are you going to lunch?

WHY is used to obtain an explanation or a reason. Example: Why is the mop in the hallway? Normally, the response begins with “Because...”

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WHAT is used to refer to specific information. Example: What time do you come in to work tomorrow?

WHICH is used when a choice needs to be made. Example: Which hot drink did the customer order – coffee or tea?

HOW is used to describe the manner in which something is done. Example: How do the paper towels go into the dispenser?

With **HOW** there are a number of other expressions that are used in questions:

How much – refers to a quantity or a price (uncountable nouns). Example: How much packing tape is left on the roll?

How many – refers to a quantity (countable nouns). Example: How many rolls of toilet paper are in the supply closet?

How often – refers to frequency. Example: How often are you sick?

How far – refers to distance. Example: How far is the bus stop from your home?

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Activity – Matching Questions & Answers

Create two sets of cards, one with questions and the other with answers to the question. Ask student(s) to match the answer with the question. Example: “Where can I find the book?” matches “on the shelf”; “When is my appointment?” matches “next Tuesday at 11 AM.” To practice color coding you could color one question to the matching answer or you could make all questions one color and all answers another. For intermediate students, make all questions and answers the same color. Examples:

Q: What is your name? / A: My name is _____ .

Q: Where were you born? / A: I was born in _____ .

Q: When do you get up? / A: I wake up at _____ (time).

Q: What are you wearing / A: I am wearing _____ (a dress, jeans, etc.).

Q: Why are you wearing a sweater? / A: It is cold.

Activity – Asking Questions

If in a class, have students ask each other questions. If working one-on-one, ask your student questions and have them ask you questions. It may be helpful to have questions prepared ahead of time that can be read, depending on your student. Composing questions is a skill you can continue to work on. It might also be helpful to have images available, such as the images above, reminding students what information different question words seek.

Activity – Forming & Answering Questions

Choose a picture that is conducive to asking and answering questions. Norman Rockwell prints are especially wonderful for this. Ask your student questions about the image and have them ask you questions.

Activity – Intonation (Source ITESLJ)

Often when speaking a foreign language, we concentrate on grammar and disregard intonation. However, intonation is very important for conveying meaning. Do the

dialog at least once for each different situation. Don't be afraid to exaggerate the intonation patterns.

Dialog

A: Yes

B: No

A: Yes!

B: No!

Situations

Two frustrated people are having a minor argument.

Two angry people are fighting.

Two love struck people are having a playful argument.

Activity – Practicing Intonation

Read a couple of neutral phrases, introducing students to the idea that intonation can indicate a question being asked. Next read neutral phrases with your student, having them repeat after you, mimicking your intonation.

Right. Right? Right!

Parents using your name.

What is that? What is that!

What were you thinking?

Additional Sources

Print

Side by Side (Available in LV-A office), pp. 6–7, 13, (asking and answering what people are doing) 24-25 (asking and answering where people are and what they are doing), 68 (consider adapting this concept to reading a work schedule)

Website

Internet TESL Journal – This webpage provides more detailed ways to practice intonation.

<http://iteslj.org/Lessons/Counihan-Activities/Intonation.html>

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Woodward English – This webpage has question words and illustrations. It also has a link to exercises for question words.

http://www.grammar.cl/Notes/Question_Words.htm

My English Pages – This webpage has a good chart with question words, meanings, and sample questions & answers. There are links to exercises.

http://www.myenglishpages.com/site_php_files/grammar-lesson-wh-questions.php

Post Assessment

Ask your student more questions. Make sure these are different questions to avoid memorization of answers. Example: Who is the president of your home country? What is your favorite season? Where do you live? When did you move to the United States? Have your student ask you questions as well.

RECEIVING INSTRUCTIONS AND ASKING FOR CLARIFICATION

Terms: Right, Are you all set? Anything else? Repeat, Please.

Other ways to say “I don’t understand.”

“That’s not clear (to me)”.

“Please repeat that information.”

“Can you please tell me again?”

“I don’t understand.”

“Like this?”

“Did I do this right?”

Pre-Assessment

Ask your student to brainstorm ways to express not understanding and ways they might ask somebody to make instructions more clear. Examples: Please slow down. Please explain this a different way.

Does your student understand when you give instructions?

Activity – Stating Lack of Understanding

Help your student become comfortable with expressing that they do not understand! Give instructions to a semi-complicated hands-on activity such as the origami paper cup found in the sequencing section. Start out giving them all of the instructions at once which your student will most likely not understand. If your student is a beginner, have cards prepared with questions they can ask to have you re-explain the instructions. Examples: Please repeat the steps slowly. What was the first step? What was next? I did not understand. Could you explain it in a different way?”

Encourage students who are more advanced to rephrase instructions you have given, using phrases such as “Do you mean I should... (Rephrase what direction was)”, “Is this right?”, “Did I do it right?”, “Is this what you want?”

Additional Sources

Website:

Eastside Literacy

http://www.eastsideliteracy.org/tutorsupport/Work/Work_Clarify.htm

PHONE NEEDS

Terms: Set up, interview, message, daytime phone, evening phone, calling out (sick), calling in, fever, nausea,

Pre-Assessment

In conversation with your student(s) are they able to identify his/her daytime phone? Why might your student call a business or answer a call from a business? If a potential employer calls to set up an interview, does your student have the language necessary to understand what he is saying and set up a meeting? How would your student inform his boss of an illness preventing him from going into work? What illnesses (or illnesses of his children) would be a reason to not go to work? If nobody answers a call, what information should be included in a voicemail?

Activity – Practicing Telephone Dialog

Practice reading the conversation below, slowly modifying as necessary. As you practice this conversation, gradually increase your speed of speaking to that of a native English speaker. Students often have difficulties understanding native English speakers who are speaking too quickly over the phone and are often unsure of how to ask information be repeated. Consider having a student look at their actual calendar and find the time that works. As you go through this conversation for the first time, take note of any words you use but may be unfamiliar to your student (Example: receptionist, application, submitted).

Tutor: Hi, may I speak with student's name?

Student: This is student's name.

Tutor: Hi, _____, this is _____ from (choose a company to whom your student might be submitting an application). How are you today?

Student: I'm well. How are you?

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Tutor: I'm good. Thanks for asking. What I'm calling you about is the application you submitted a few weeks ago. We've looked at your application and would like to have you come in for an interview. Are you still interested?

Student: Yes. When is a good time?

Tutor: Would you be available Tuesday morning at 9?

Student: I have another appointment at 9.

Tutor: How about Wednesday morning at 10?

Student: Wednesday at 10. That is good.

Tutor: Great. Do you know where we are?

Student: I think so. What is the address?

Tutor: We are located at address. Enter through the main doors and tell the receptionist you are there for an interview with me.

Student: Could you please repeat the address?

Tutor: Address. I will see you Wednesday at 10.

Student: I will see you at Wednesday March 29th at 10 at address.

Activity – Calling About Non-attendance

How much time before the start of a shift is appropriate to call out? Practice with the student acting out different symptoms and different start times of a shift. Keep in mind some students are so enthusiastic for work they might want to wait until the last minute before calling out, not thinking about the need to find coverage.

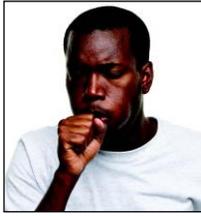
Example: It is 9 AM. I have a fever. Work starts at 11 PM. Should I call out? Now it is 5 PM. I still have a fever. Should I call out now?

Activity – Not Attending Due to Illness

Ask your student(s) why s/he might stay home sick and how they would explain to a supervisor that s/he cannot come to work. Practice describing each of the symptoms below.

I can't work. I have: a cold, a toothache, the flu.

I can't work. I feel: nauseous, feverish, dizzy.



Activity- Practicing Telling a Supervisor About an Illness

Resources for learning to contact the doctor can be found in the LV office, but it is important students also communicate with their boss when they are too sick to work. Practice with the script below, modifying as necessary for your student. If your student has young children and is likely to call out of work to care for their children, adapt the script as necessary and practice using terms including “my son” and “my daughter.”

If working with a class, have students work in pairs with each playing a role. Once your student has mastered this you may want to practice by stepping out of the room and calling your student. Practice with slight variations in phrases.

Student: Hi, this is student’s name. Is a supervisor/supervisor’s name there?

Tutor: Hi, student’s name. What can I do for you?

Student: I can’t come to work today. I have a fever and I don’t want to make anybody sick.

Tutor: Thanks for letting us know. Feel better soon and we will see you soon!

Student: Thank you.

Post Assessment

Without using prompting cards, repeat a mock conversation setting up an interview. Now ask your student to call you (either pretend or on the phone) and pretend to call out of work. Is he/she able to clearly communicate his/her needs in the phone conversation? Does he/she ask you to repeat anything he/she did not catch?

AMERICAN/LOCAL IDIOMS

Pre-Assessment

Using some of the idioms from below, ask students to match images and descriptions depicting these common workplace idioms.

Touch base/Check in – giving a progress report about how things are going.

Back to the drawing board – starting over after something has not worked out.

Get down to business/ Keep one's nose to the grindstone – focusing on the task at hand.

Learning the Ropes – learning a new job or task.

Pulling your leg – teasing or joking.

Are you all set? / Are you good? – Do you need anything?

Activity – Demonstrating Idioms

Act out different idioms demonstrating both the literal and actual meaning.

Activity – Collecting Idioms

Ask your student to listen for examples of idioms they hear while out and about. If they are able, ask them to write them down in a small journal or ask someone else to do it for them. Discuss the idioms during your next class.

Additional Resources

Print

Scholastic Dictionary of Idioms, Terban, Marvin, Scholastic Reference (available in LV-A office).

This book more than 700 common American phrases, sayings and expressions.

Websites

American English; In the Loop by American English at State. This e-book download contains idioms organized alphabetically and select idioms related to certain topics with straightforward explanations in addition to several suggested activities that can be done with your student(s).

<http://americanenglish.state.gov/resources/loop>

ESL Mania, Great Ways to Improve Your English This website has a list of idioms that might be heard at the workplace.

http://www.eslmania.com/students/idioms/Business_idioms.htm

Business English Resources. This website also has a list of idioms that will be a good starting place for coming up with idioms your student might hear.

<http://www.businessenglishresources.com/31-2/student-section/business-vocabulary/most-common-business-idioms/>

WORKPLACE VOCABULARY

Beginner Terms: punch-in, punch-out, ID badge, name tag, time clock, training, employee, employer, schedule (for schedule, also see “Time” lesson), policy (rules), interview, application, submit (turn in), supervisor (boss), appropriate (good), inappropriate (bad), dress code, uniform

Intermediate terms: daytime phone, evening phone, background, dependable, “on time”

If your student already has a job or is seeking a specific type of job, look into the terms and practices of that job and use those with your student. Tutors may want to do an online search for this information. Be sure your student is bringing in words he/she may be hearing on the job as every occupation has its own jargon. Example: http://esl.about.com/od/business_englishvocabulary/a/lx_production1.htm offers a core vocabulary reference sheet, which provides key words and phrases in production and manufacturing.



Pre-assessment

Use your judgment. Can your student answer questions containing these terms? Are they able to identify appropriate clothing for the workplace?

Activity – General Workplace Terms Awareness

Going through the terms at the beginning of the section, see what your students know and already feel comfortable with by asking them to explain or demonstrate different terms. Do they know “punch in” means using a time clock so their boss knows when they get to work? Do they understand “training” means learning about the company and how to do their job?



Activity- Keeping a New Word Journal

Have your student keep a new phrase or new word journal, taking note of words they hear at work or while out in our community but don't recognize. This will help your student retain the new information. If your student is already working or spending time in a professional situation (Example: volunteering) ask them to take note of words they hear in this situation.

Additional Resources

In Person

If your student needs additional support for submitting online applications (similar skills which would be needed during a computer-based training used by many companies), your local Career Center is a wonderful resource.

Print

On-The-Job English, New Readers Press. (Available in the LV-A office.)

Theme based lessons centered on conversation in typical work settings.

At Work in the US, Reading and Language for Job Success, New Readers Press.

(Available in the LV-A office.)

Exercises on a number of different language areas.

Post-assessment

Again, use your judgment. Are students using these terms confidently? Do they understand the process of cleaning a room at the Hilton Garden Inn in Auburn should be the same as cleaning a room at the Hilton Garden Inn at New York City? If filling out an application, are they able to identify their daytime phone or evening phone?

Numbers

Terms: Count, Add, Subtract, Multiply, Divide

Pre-Assessment

Ask students to count to a randomly selected number (choose a specific number otherwise your student may want to keep counting) or ask your student to count within a certain range such as 23–38). Choose a few numbers asking student to write what they hear you say.

Example: Tutor says “fourteen” and student writes “14” on a whiteboard. Ask your student to make certain numbers of dots on whiteboard or use sort of small manipulative “Make a pile of 5 pennies.” or “Make 17 dots on the white board.”

If a student has difficulty with any of these pre-assessment activities, stop the pre-assessment and focus on activities to introduce numbers, effectively teaching the same activities you are using for pre-assessment. Keep practicing numbers in each meeting until your student has demonstrated mastery of numbers. If your student is unable to recognize numbers, basic number words and recognition must be taught.

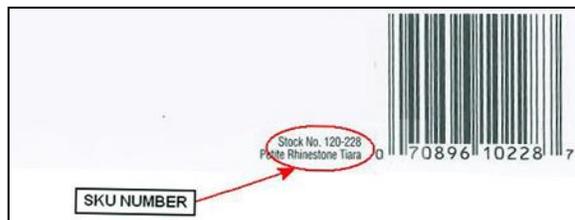
Activity – Ordering Numbers

Write different numbers on a white board to compare them. Example: 236 vs. 263. If necessary, start working with single and double-digit numbers. Have your student tell you if the numbers are the same or different, writing the numbers one below the other, making comparison easier. Work your way up to larger numbers containing at least eight digits. If necessary to help your student see numbers more easily, type numbers ahead of time using a font size large enough for students to see. (Printable number sheet follows.) Write individual numbers up to 50 on cards. Pull random cards and ask your student to put them in order. If working with a class, give each student a number and ask them to put themselves in order based on their card. This activity provides practice identifying numbers by name and appearance.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50

Activity – Comparing Numbers

Recognizing that numbers are the same or different is a critical skill in many jobs such as stocking and purchasing. Write different numbers down on a white board to compare them. Example: 236 vs. 263. If necessary, start working with single and double-digit numbers. Have your student



tell you if the numbers are the same or different, writing the numbers one on top of each other. Work your way up to larger numbers containing at least 8 digits. If necessary to help your student see numbers more easily, type numbers ahead of time using a font size large enough for students to see. Finally, using real world materials, compare SKU numbers from different items. (SKU stands for Stock Keeping Unit. It is often listed near the UPC bar code. SKU's are also often found on store shelf fronts to identify each individual product for record keeping purposes.)

Activity – Comparing SKU Numbers

Match each SKU in the left column to the same SKU in the right column.

- | | |
|--------------------|------------------------|
| 01234-001-F10-6 | LYRA-2T-0A-FLAT-1HS-37 |
| 01234-001-F10-8 | LYRA-2T-0A-FLAT-1HS-38 |
| 01234-001-F10-10 | LYRA-2T-0B-FLAT-1HS-38 |
| 01234-001-F10-11 | LYRA-2T-0A-FLAT-1HS-40 |
| 01234-001-F10-12 | |
| 01235-021-F10-21-S | 01234-001-F10-8 |
| 01235-021-F10-21-X | 01234-001-F10-12 |
| 01235-021-F10-XL | LYRA-2T-0A-FLAT-1HS-40 |

LYRA-2T-0A-FLAT-1HS-38

01234-001-F10-10

01234-001-F10-11

01235-021-F10-21-X

01234-001-F10-6

LYRA-2T-0B-FLAT-1HS-38

01235-021-F10-XL

01235-021-F10-21-S

LYRA-2T-0A-FLAT-1HS-37

Activity – Understanding Multi-digit Numbers

Some jobs may require comprehension of longer numbers in the form of money or numbers. Read and write numbers incorporating at least 5 digits. Look in newspapers and magazines having your student pick out larger numbers (Example: annual salary). Write numbers on a white board asking students to say the numbers you read and read the numbers you write. Ex. “three hundred twenty-six” → 326; “Five thousand one hundred and fifty-seven” → 5,157; “791” → “Seven hundred and ninety-one”

Activity – Using Sets of Numbers

Play a game that involves numbers such as “Go Fish.” This also requires students to formulate questions as they look to make sets.

Activity – Practicing Using Numbers

If in a class, playing Bingo is a great way to practice numbers.

Activity – Practical Use of Numbers – Using Elevators & Building Directories

Using mock elevator buttons, ask your student to select the button for the third floor, first floor, ground floor, second floor, etc. As your student becomes more comfortable with straightforward numbers on an elevator, start reading directories such as those that are found



at the library, in doctor's offices, and in office buildings.

Additional Resources

Print

LifePrints ESL For Adults, (available in LV-A office) pp. 31–55.

This book has some activities for practicing numbers in real life contexts.

Websites

Free Math Worksheets – <http://www.freemathworksheets.net>

This website has a variety of worksheets and activities for practicing numbers in different contexts, including time, money, and scheduling.

ESL Flow – <http://www.eslflow.com/Allkindsofnumbers.html>

This website has several downloads available for working with time including group activities and activities for one on one, pulling from multiple sources. Some downloads are U.K. specific, so watch that the vocabulary you use is American English.

Enchanted Learning – <http://www.enchantedlearning.com/categories/k-2math.shtml>

This website provides a variety of number worksheets and activities.

Sequencing - Introduction to Order Words

Terms: First, Second, Third, Next, Then, Finally, Ground

Pre-Assessment

Assign your student a series (approximately 3) of tasks that require sequencing. If you are meeting in a building with multiple levels, ask them to identify things that are on different levels of the building.

Example: First point to the bird, next point to the fire alarm, finally point to the desk. Keep in mind your student will need to know the words for what you are sequencing.

Example: “Is the café on the ground floor, first floor, or second floor?” “Is the children’s room on the first floor, second floor, or third floor?”

Activity – Following Verbal Instructions

Try giving your student a series of tasks verbally first. They may need to practice having tasks verbally assigned to them at work. If that is too challenging, write down the tasks you want done. Have several versions of the tasks to keep students from simply memorizing the order of the task. (If you are also working on directional terms, covered in the safety lesson you could practice these terms in the context of navigating through buildings.)

Example: First take a left. After you pass two classrooms, turn right, then go up the stairs. The room you are looking for is the last room on the left.

Activity – Following Visual Instructions

Create an origami cup using directions from website:

<http://www.origami-fun.com/origami-drinking-cup.html>

Activity – Following Ordered Instructions

Tell your student you are pretending to clean a bathroom and need to put the images in the order you would clean them. Using images of a sink, bathtub, and toilet, ask your student to pick out the first thing they would clean, then the second, then the third. If they pick the sink, bathtub, then toilet, that is great. If not try this activity again and ask them to clean the sink first. Next, clean the bathtub. Finally, clean the toilet.



Post assessment

Assign your student a sequencing task. Do they follow the instructions in the correct order without hesitation?

Example: Using a simple recipe, cut out each step on strips of paper. Ask your student to put the recipe in order based on sequencing words found in each step. It may be helpful to add sequencing words and highlight the sequencing word in each step.

Time

Terms/Concepts: Days of the week, months, how do Americans tell time? Today, Tomorrow, yesterday, early, late, quarter of /to, quarter past, ten of/to, ten past, half past. Next week, the week after next, next Thursday, last Monday, and so on.

Intermediate Term: Availability

Pre-Assessment

Using the clock face, have the student tell the time. Have the student set the clock to a given time. Observe his/her ability. If your student has difficulty with these, go back the basics of telling time with an analog clock.

Activity – Telling Time

Practice telling/expressing times using clocks and watches. Be sure the student knows both analog and digital. Cardboard clocks can be found online, at any place that sells school supplies, or you can draw clock faces on a whiteboard. An old clock could also work for this exercise. Example: If a lunch break starts at 11:45 and is thirty minutes long, what time do you need to punch in to work again? Arranging the clock at different times, practice saying each time. Counting by fives is an important ability for telling time with an analog clock because the numbers are separated by five minutes. If your student is unable to do this, your student will need to learn it. Because of the terms such as quarter of/to and half-past, your student will also need to have a basic knowledge of fractions.

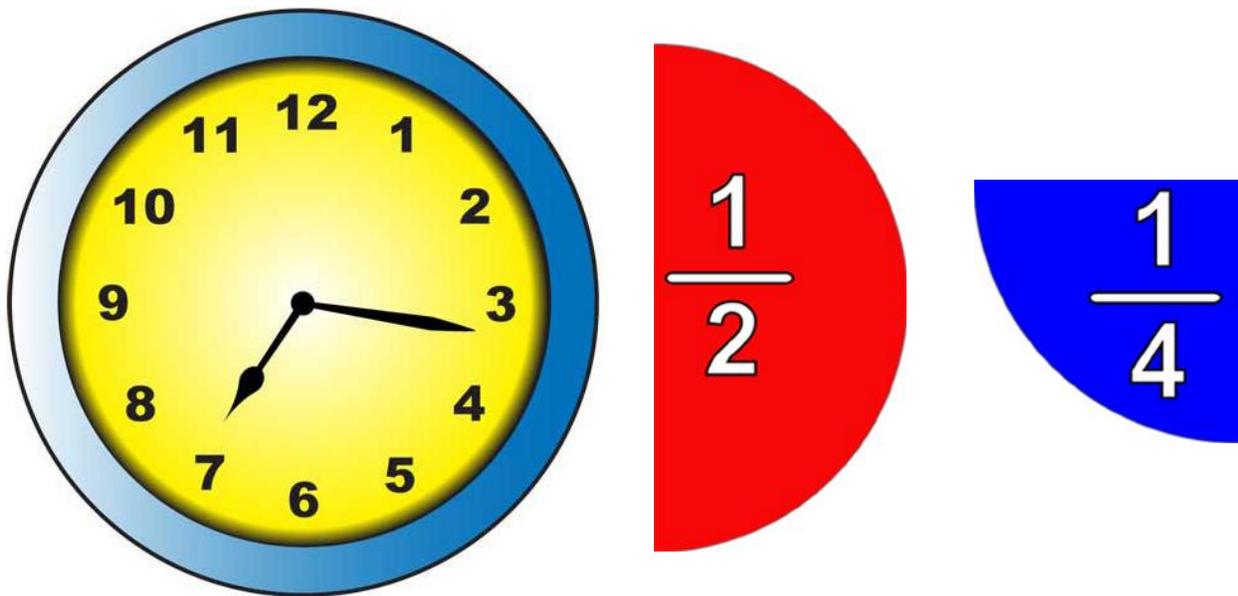
Activity – Understanding Time Terms

Cut a circle from paper and create a clock face. Cut another circle the same size from colored paper. Fold this paper circle in half and cut it along the fold. Fold one half in

half again and cut on this fold. You will now have a half and two quarters. Use these to demonstrate half-an-hour and a quarter-of-an-hour.

Put the half circle onto the clock face between the 12 and the 6 to show half past. Use the quarter piece to show quarter after and quarter to. These pieces can be rearranged around the clock to show what a half-hour and quarter-hour break would look like. Have the student place the piece to show the time to return after a 15 minute break and then after a $\frac{1}{2}$ hour break. Other fractions of time can be made to fit the clock face to show a ten-minute break, a 20-minute break, and so on. Place either fraction on the clock face and have your student speak the time when the break would end.

Example: place the $\frac{1}{2}$ circle on the lower half of the clock, saying, "A lunch break begins as 1:15. When does it end?" The correct response being 1:45. Say these also as "quarter past one," "quarter after one," and "quarter of two" and quarter to two."



Activity – Comparing Analog and Digital Clocks

Using a white board and an analog clock facsimile, write the time digitally and compare to the same time on the clock face. Do this several times, starting with 1:00; then continue to 1:30; 1:15 and then to five minute segments. Have the student say the time and write it. If needed, give the student the digital time and demonstrate the position of the analog clock hands to show the time.

Activity – Deciphering a Work Schedule

Using a mock schedule, answer questions about who is working when.

Example: What time does Adam work on Wednesday?

Example: What day does Trenton work the Day Shift, 7:00 AM to 3:00PM?

Employee	Wednesday 7/15/2009	Thursday 7/16/2009	Friday 7/17/2009	Saturday 7/18/2009
 Snyder, Molly Head Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Night Shift Cardiac Care U... 11:00 PM-7:00...	Night Shift Cardiac Care 11:00 PM-7:00
 Garcia, Adam Registered Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Vacation	Vacation	Night Shift Cardiac Care 11:00 PM-7:00
 Hawk, Danielle Registered Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Night Shift Cardiac Care U... 11:00 PM-7:00...	Night Shift Cardiac Care 11:00 PM-7:00
 Kilroy, Trenton Registered Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Day Shift Cardiac Care U... 7:00 AM-3:00 PM	Jury Duty
 Sampson, Peter Registered Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Night Shift Cardiac Care U... 11:00 PM-7:00...	Night Shift Cardiac Care 11:00 PM-7:00
 Anderson, Lyndon LP/LV Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Night Shift Cardiac Care U... 11:00 PM-7:00...	Night Shift Cardiac Care 11:00 PM-7:00
 Munoz, Crystal LP/LV Nurse Cardiac Care Unit	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Swing Shift Cardiac Care U... 3:00 PM-11:00...	Night Shift Cardiac Care U... 11:00 PM-7:00...	Night Shift Cardiac Care 11:00 PM-7:00

Activity – Ordering by Date

Using several magazines or newspapers ask student to identify when each one was published. Next, ask them to organize the magazines earliest to latest or latest to earliest. You can also compare magazines looking at which one was published first, second, and so forth.

Activity – Making a Personal Schedule

Block out the student’s schedule for the next day or next week by attaching sticky notes with commitments to a calendar. Be sure your student has the ability to effectively understand and use the calendar and can find dates, knows the terms: yesterday, today, next week, last week, a week ago, two weeks from tomorrow.)

Activity – Explaining Availability

If your student is not available on certain days of the week, practice discussing how to work with their employer to accommodate those needs. Example: Fridays because your student needs to go to mosque. Suggest your student say “I pray at the mosque every Friday but am willing to work extra on Saturday to make up for that time.” Use roll-playing to help your student get comfortable with saying this to an employer.

Intermediate Activity – The Value Americans Put on Timeliness

Why is time so important? While many cultures place value on time with relationships, Americans value time and link it with respect. If you think punctuality might be an issue with your student, discuss how Americans might see this as disrespectful.

Website

Enchanted Learning – Telling Time – This webpage offers many learning aids for reading clocks and is available without joining. Many of the activities can be used with adults with minimal adjustment.

<http://www.enchantedlearning.com/time/>

Colors

Many businesses use color coding to ensure safety and make employees' jobs easier, so it is important to make sure your student(s) know their colors! This is also important in making sure students know they are meeting any dress code (Example: Employees must wear black or khaki pants/skirts.)

Pre-Assessment

With color cards or colors on a paper, ask your student to identify certain colors. (Examples: Where is the blue hat? What color is the man's hat?). Finally, verify your student(s) can match the written word blue to the blue object. As with numbers, you will be assessing as you go along. Activities for assessing will be the same type of activities you use to present the terms of colors.

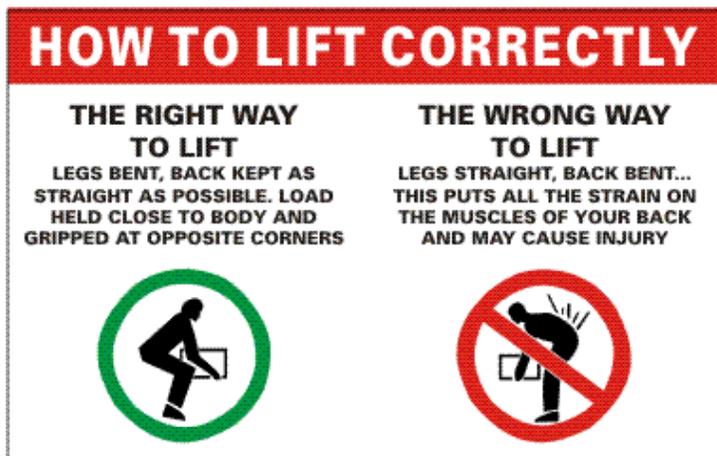
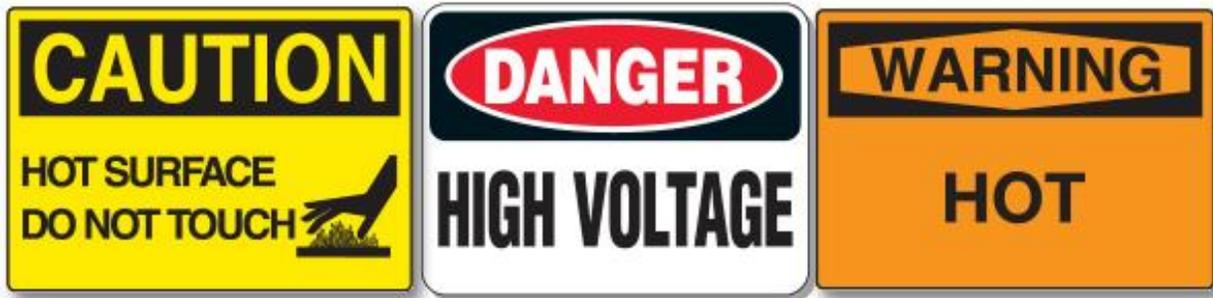
Activity – Using Color Words

Describing colors of flags: What is the color of your student's flag from the country of his/her birth? What are the colors of the American flag?

Activity – US Workplace Color Meanings

Different colors are often associated with different actions. Orange/yellow mean be aware or slow down. Green means go. Red means stop. Verify your student knows what these colors traditionally mean first by looking at a traffic light. Next look at a warning sign, what does this mean? Students do not need to understand all of the language on the sign to understand the color means they need to proceed with caution. These colors are also used in factory, and workplace settings and in equipment operation.





Activity – Describing Objects

Play a game like I Spy. This will incorporate names for items, asking questions, and colors.

Post-assessment

Repeat your pre-assessment ensuring your student can perform these tasks without hesitation. Periodically come back to colors to ensure your student has them in long-term memory.

Health and Safety

Terms: Left, right, down, straight, up, stop, middle corner, out, turn, exit, danger, caution, first aid, emergency, flammable, fire drill, safe, unsafe, hazard/hazardous (additional safety vocabulary may be applicable depending on your student's occupation/desired occupation)

Pre-assessment

If your student hears this fire alarm, does s/he know what it means? (<https://www.youtube.com/watch?v=5nyikyMD5L0>). Can your student explain what should be done when an alarm like this sounds? How comfortable is your student with left, right, and down? Using cards with the words caution, danger, exit, warning, and flammable, ask your student to explain what these words mean. If they are unable to do this, use images containing these words to see if they understand. If a workplace has a “no smoking within 25 feet of entrance” sign posted, which of the following places would be appropriate to smoke? What if their workplace is a “tobacco free campus?”





Activity – Health Issues in the Workplace

Most companies have an alcohol and drug policy they expect employees to follow. Use your judgment about which of these restrictions your student might need to respect. If your student is a smoker, discuss restrictions on smoking around any door and inside any building. Also discuss with your student some companies' policy to perform random drug tests and your student may have to give samples for these tests.



Activity – What To Do in an Emergency

An emergency checklist for you and your student to go over. Ask your student which they would or would not do in case of an emergency. Discuss the reasons for each.

- _____ Use elevator
- _____ Talk with friends
- _____ Use stairs
- _____ Go to the nearest exit
- _____ Walk quietly
- _____ Run
- _____ Push
- _____ Get your bag from your locker
- _____ Walk quickly



Activity – Safety Words and Warnings

Danger, warning, and caution! Be careful! Using the images on this page, discuss with your student how the signs on the next page might apply with implied messages to act more slowly or be aware that something might be dangerous. The way to explain these terms will vary significantly from student to student.

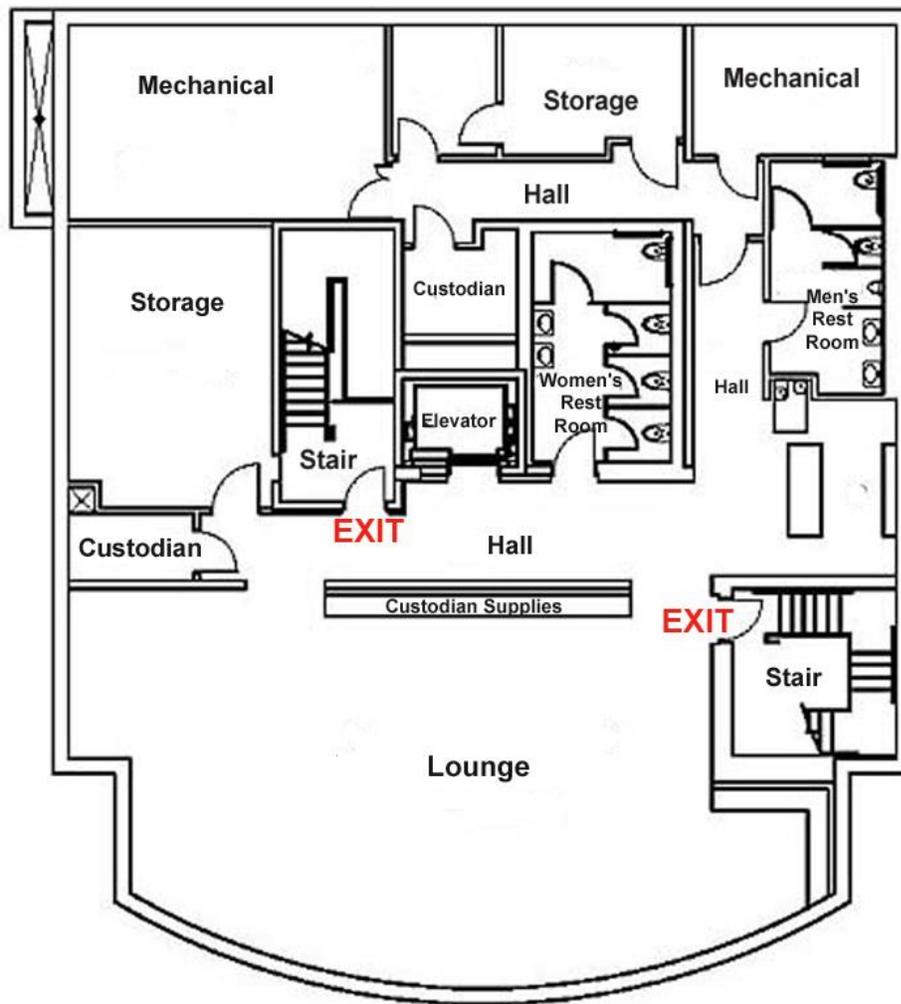




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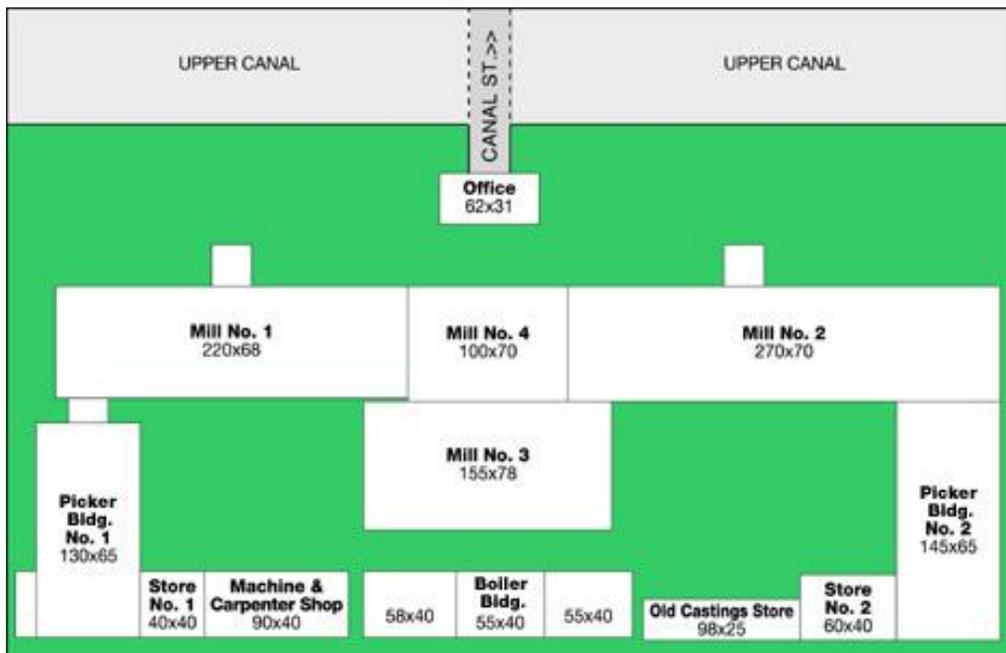
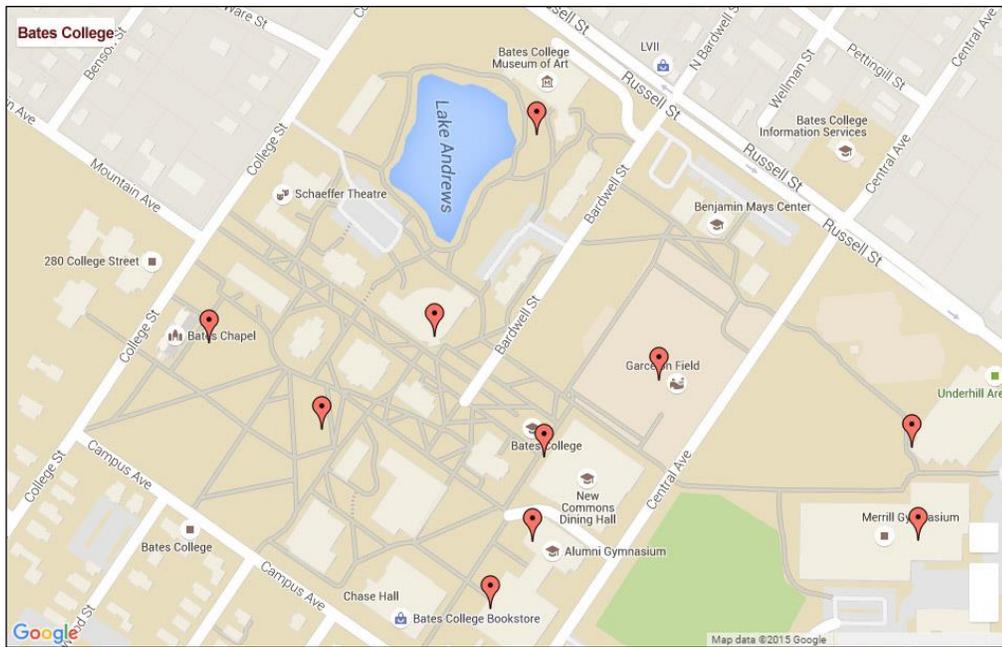
Activity – Using Emergency Exits

If meeting in a public space such as the library, practice the path you would take in case of fire, narrating the exit path as you follow it. If it is possible to get a map of the building or sketch one, it might be helpful to your student to view how the building is laid out. Most public buildings have blueprint maps displayed indicating emergency exits. Make sure you close any open doors behind you and any windows.



Activity – Using Maps

Use a map such as one of these below. Make up directions using left, right, up, down, middle, and straight based on the meeting space you and your student use or on the floor included. Arms and legs are great tools for helping to remember left and right! Are they able to identify left and right and follow directions based on a map?



Activity – Safety Gear

Safe or Unsafe: New Readers Press, *On the Job English*, p.44. This “Try It Out”

Additional Resources:

Print

Key Vocabulary for a Safe Workplace, New Readers Press (available in LV office)

This book has a lot of exercises that can be helpful to students identifying safe and unsafe behaviors, warning signs they might encounter, and how to act safely.

Websites

New Readers Press Key Vocabulary for a Safe Workplace Photocopy Master

http://www.newreaderspress.com/filebin/pdf/KeyVocab/KeyVocab_PCMS.pdf

Eastside Literacy

http://www.eastsideliteracy.org/tutorsupport/Work/Work_Safety.htm

UMass Health and Safety Curriculum

<https://www.umass.edu/roundtable/projects/Health-Safety-ESOL.pdf>

Transportation

Employers want to be assured employees are able to get to work on time regardless of weather and may inquire if students have reliable transportation. Students should be able to describe how they plan on getting to and from work and be able to call a taxi or use a bus.

Terms: reliable transportation, bus, car, taxi, walk, bicycle, pick up, drop off, license

Activity – Types of Transportation

Matching images of local transportation to the words that describe them.

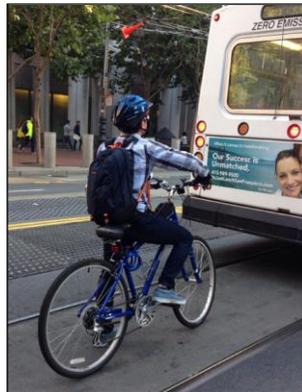
Driving a car, van, or pickup

Riding a bike

Walking

Riding the bus

Taking a cab or taxi



Activity – Reliable Transportation

Ask your student how s/he gets to your lessons.

Sources:

Bus routes and schedules

Examples:

Lewiston: CityLink: <http://www.avcog.org/index.aspx?NID=884>

Greater Portland Metro: <http://gpmetrobus.net/>

Greater Bangor Community Connector: [http://www.bangormaine.gov/
communityconnector](http://www.bangormaine.gov/communityconnector)

Include taxi info for your area

What does reliable transportation mean?

Activity – Transportation as an Interview Topic

What forms of transportation do you use? What is reliable transportation and why are you being asked about this in an interview?

Interview Prep

Terms: background, strengths, weakness, goals, experience

Now that you have practiced conversation skills your student will need in the workplace, it's time to start preparing your student for the interview process, a process that can be intimidating to native English speakers too!

In conversation with your student(s), ask them about their marketable experience, either work or volunteer.

Did they have a title?

Where did they work?

How did they communicate with their superiors (email, phone, in person etc.)?

How did they get to work?

What rules did they have at their job? (Example: Always washing hands before touching food)?

What were their responsibilities and duties?

What did they like or dislike about that job/volunteer position?

Is your student able to articulate their strengths and weaknesses?

Talking about what a great employee they would be might be a bit uncomfortable for some students. Answering these questions may be difficult at first so make sure each question has only one component (Example: "What were your responsibilities/tasks?" *Response*. "Why did you like that job?" *Response*. Vs. "What were your responsibilities and why did you like that job?"); multiple part questions can be overwhelming!

Additional Resources

Website

Teach This, ESL EFL Teaching Activities, Worksheets, Lessons & Games

<http://www.teach-this.com/images/resources/the-job-interview.pdf>

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