



**The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.**

# **MASTER**

## **On The Job: Week 2 of 3**

### **Unit Overview:**

This three-week unit will focus on using English at work.

**Week one of this unit has a reading and writing focus.** Students will use and write about various written materials commonly found in the workplace (paychecks, timesheets, signs). Students will also write notes to a supervisor.

**Week two of this unit has a speaking and listening focus.** Students will say and write phrases and dialogues for common interactions in the workplace (asking questions, reporting problems, reporting mistakes). Students will leave (simulated) voicemail messages for a supervisor.

**Week three of this unit has a focus on workers' rights.** Students will read and listen to information about workers' rights topics (wages, overtime, workers' comp, safety and health, unions). Students will watch a video about workers' compensation.

Throughout the three weeks of this unit, students will use regular and irregular past tense verbs, both in writing and speaking.

### **Unit Objectives:**

- Students will discuss and use appropriate vocabulary and phrasing to use when speaking with a supervisor or manager in English.
- Students will read, comprehend and fill out written materials on the job, including paychecks, timesheets and signs.

- Students will write for a work context, especially notes to supervisors.
  - Students will be able to listen and ask questions about workers' rights.
  - Students will use past tense in the context of writing about and talking about what happened on the job.
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## **MATERIALS**

### **BOOKS**

Robinson, C and Rowekamp, J. Speaking Up at Work. New York: Oxford University Press, 1985. ISBN: 0-19-434196-8

Sabbagh, S and Jenkins, R. Stand Out 3 USA: Heinle, 2002 ISBN: 08388422209

Newman, C. Lifeprints 3 New York: New Readers Press, 2002. ISBN:1-56420-314-x

### **VIDEO SERIES**

Division of Adult Career Education (DACE) of the Los Angeles Unified School District. English for All. Los Angeles, 2003.

### On the Job: Monday, Week 2 of 3

Speaking and understanding spoken English on the job (Day 1 of 4)

Lesson Objectives:	Materials
Students will orally <b>report safety problems</b> at work. Students will <b>leave voicemail messages</b> for a supervisor. Students will use the <b>past tense accurately</b> in speaking.	<u>Safety problems:</u> <b>Stand Out 3:</b> 130 <b>Lifeprints 3:</b> 52-53 (and Lifeprints tape/CD)

#### Activity Ideas:

##### Safety problems:

1. Show pictures of safety issues from **Stand Out 3**, pg. 130. (Consider making them larger and/or showing on the OHP). Discuss what the problem/issue is, and what the solution might be. Note the vocab words listed in Part B on pg. 129 and be sure Ss know/understand those terms.
2. In pairs, have Ss create dialogues for one or more of the pictures. One S should be the supervisor, the other the worker.
3. Give Ss the exercise from **Lifeprints 3**, pg 53. Go over some of the key vocab: trim, trimmer, hedges, foreman. Let Ss try to put the story in order, after they have worked independently for a few minutes, encourage them to discuss with a partner. After some time, as a class put the story in the correct order. Discuss the story together.
4. Listen to the listening on pg. 5. Note: it is NOT necessary to copy pg. 47 for the Ss. Discuss the differences in Stan's story and Bert's story (Stan = worker, Bert = foreman).

##### Voicemail messages:

1. On OHP, show a picture of one of the safety issues from above activities. Brainstorm together a story of what happened in the picture. You may want to post key words or phrases that students suggest on the board so that they can refer to them, don't write the whole message though.) Give them these phrases to get started:  
"Hi, \_\_\_\_\_ this is \_\_\_\_\_. I'm calling because.... "
2. Tell Ss they need to call and leave a voicemail for their supervisor telling him/her what happened. Model for the Ss what you would say in a voicemail message.
3. In pairs, Ss take turns pretending to call their supervisor and leave a message. (Students may want to hold their cell phone for authenticity.) Encourage Ss to listen carefully to each other and help each other.
4. Have several Ss who volunteer say their message for the class. Discuss together good elements and one or two suggestions.

##### Past tense:

1. Say your message again and have Ss listen for past tense verbs. You may want to repeat it 2-3 times and have students copy down past tense verbs that you used.
2. Discuss which verbs are regular (take -ed) and which are irregular (don't take -ed, e.g. write-wrote, take-took, etc.).
3. Have Ss think back over their own voicemail messages (or listen again to their partners) and list the verbs in the past tense.

## On the Job: Tuesday, Week 2 of 3

Speaking and understanding spoken English on the job (Day 2 of 4)

Lesson Objectives:	Materials
Students will ask <b>questions</b> related to work. Students will <b>leave voicemail messages</b> for a supervisor.	<u>Asking questions:</u> <b><i>Speaking Up at Work</i></b> : 6-7, 44-46

### Activity Ideas:

#### Asking questions:

1. Copy the picture from ***Speaking Up at Work***, pg. 6. Put it up on an overhead. Have Ss brainstorm what these two people are talking about, especially focusing on what questions are being asked.
2. Read together/out loud the dialogue on pgs. 6 - 7. Note what questions are asked.
3. Together as a class, brainstorm a list of questions that one might use on the job. (You might use the pictures on *Speaking Up at Work* p. 44-45 to stimulate ideas. Don't use the text on p44.) Encourage Ss to think about/ask about things they actually need to say at their jobs. Here are some suggestions to get the list started: What should I do next? Where does this go? How do I do this? What do I do when I'm finished? Could you repeat that? Can you help me?
4. Pair Ss up. Assign each pair a different pictures from ***Speaking Up at Work***. They create a dialogue using at least one question. Pairs take turns performing for the class.

#### Voicemail messages: (continued from yesterday)

1. On OHP, show a picture from ***Speaking Up at Work***, pgs. 44 - 46. Brainstorm together what is the question in the picture.
2. Tell Ss they need to call and leave a voicemail for their supervisor asking him/her about the question they have. Model for the Ss what you would say in a voicemail message. Give them these phrases to get started:  
"Hi, \_\_\_\_\_ this is \_\_\_\_\_. I'm calling because.... "
3. In pairs, Ss take turns pretending to call their supervisor and leave a message. Encourage Ss to listen carefully to each other and help each other. Students may want to hold their cell phones for authenticity.
4. Have several Ss who volunteer say their message for the class. Discuss together good elements and suggestions for improvement.

### On the Job: Wednesday, Week 2 of 3

Speaking and understanding spoken English on the job (Day 3 of 4)

Lesson Objectives:	Materials
Students will <b>orally report mistakes</b> at work. Students will <b>leave voicemail messages</b> for a supervisor. Students will speak using the <b>past tense</b> .	<u>Reporting mistakes:</u> <b><i>Speaking Up at Work</i></b> : 94-95 <b><i>Lifeprints 3</i></b> : 75-77 (and Lifeprints tape/CD)

Activity Ideas:
<p><u>Reporting mistakes:</u></p> <p>Use pictures from <i>Speaking Up at Work</i>, pg 94 - 95 to get students thinking about mistakes at work, apologizing and offering help.</p> <ol style="list-style-type: none"><li>1. Put pictures up on the OHP and/or give them out to students. Discuss together or in pairs what happened between the two people.</li><li>2. Solicit from students key phrases for apologizing and offering help (I'm sorry, excuse me, let me help you, etc.) Add phrases if needed.</li><li>3. As students to work in pairs and brainstorm what people in pictures might be saying to each other.</li></ol> <p>Do listening practice from <b><i>Lifeprints 3</i></b>, pg 75-77.</p> <ol style="list-style-type: none"><li>1. Put the picture from pg 65 up on the OHP. Discuss what's happening. Have Ss come up with short examples dialogues of what the people in the picture might be saying.</li><li>2. Listen to the conversation that accompanies the picture (pg. 66. - not necessary to photocopy pg. 66 for Ss). Listen to it several times. The second time you listen, stop the tape periodically to clarify, ask questions and discuss key vocab. After you listen, discuss these questions: What was the problem? Why did it happen? What did the waiter do to make things better?</li><li>3. Listen to the following conversations, between Roberto (waiter) and Marcel (manager). (pg. 67 - not necessary to photocopy for students). Note that there are two different conversations - one in which Roberto is apologetic and one where he is not. Listen to both conversations several times. Pause the tape for key words and questions. Discuss the difference between the two conversations and in which one Roberto acts more appropriately.</li></ol> <p><u>Voicemail messages:</u></p> <ol style="list-style-type: none"><li>1. On OHP, show a picture of one of the "mistakes" from above activities. Brainstorm together a story of what happened in the picture. Encourage students to put key phrases that will be useful for following activity on the board.</li><li>2. Tell Ss they need to call and leave a voicemail for their supervisor telling him/her what happened. Give them these phrases to get started: "Hi, _____ this is _____. I'm calling because.... "</li></ol> <p>Model for the Ss what you would say in a voicemail message.</p> <ol style="list-style-type: none"><li>3. Have Ss get out their cell phones (they only need one per pair of students so it's ok if not everyone has one). In pairs, Ss take turns pretending to call their supervisor and leave a message. Encourage Ss to listen carefully to each other and help each other.</li><li>4. Have several Ss who volunteer say their message for the class. Discuss together good</li></ol>

elements and one or two suggestions for improvement.

Past tense:

1. Say your message again and have Ss listen for past tense verbs. You may want students to write down the verbs as you repeat the message again.
2. Discuss which verbs are regular (take -ed) and which are irregular (don't take -ed, e.g. write-wrote, take-took, etc.).
3. Have Ss think back over their own voicemail messages and pay attention to saying the verbs in the past tense. Their partner can write down the past tense verbs. Then students can switch roles.

### On the Job: Thursday, Week 2 of 3

Speaking and understanding spoken English on the job (Day 4 of 4)

Lesson Objectives:	Materials
Students will speak using work appropriate polite phrases. Students will <b>leave voicemail messages</b> for a supervisor.	<u>Being polite:</u> <b><i>Speaking Up at Work:</i></b> 76-79, 95 <b><i>Stand Out 3:</i></b> 134-135

Activity Ideas:
<p><u>Being polite:</u></p> <ol style="list-style-type: none"><li>1. Use pgs 75 - 79 of <b><i>Speaking Up at Work</i></b> to introduce the concept of being polite and talk about polite phrases Ss probably already know. First, use pictures from pg. 76 to start talking about polite phrases - (thank you, excuse me, etc.) Then give out pictures from pgs. 78-79 to pairs and have them brainstorm dialogues to accompany the pictures. (Note that this part is probably just review and can be done fairly quickly.)</li><li>2. Use pg 134 of <b><i>Stand Out 3</i></b> to talk more in depth about levels of politeness, from formal to casual. Talk through/go over/practice conversations and phrases listed on pg. 134. Discuss different levels of formality.</li><li>3. Use pictures on pg. 95 of <b><i>Speaking Up at Work</i></b>. Have Ss make different dialogues matching the pictures - first a dialogue using very formal, polite language, then another dialogue using more informal language.</li></ol> <p><u>Voicemail messages:</u></p> <ol style="list-style-type: none"><li>1. On OHP, show a picture from one of the above activities. Brainstorm together a story of what happened in the picture.</li><li>2. Tell Ss they need to call and leave a voicemail for their supervisor telling him/her what happened. Facilitate students generating words and phrases they might use and post them on board. Give them these phrases to get started: "Hi, _____ this is _____. I'm calling because.... "</li></ol> <p>Model for the Ss what you would say in a voicemail message.</p> <ol style="list-style-type: none"><li>3. Have Ss get out their cell phones (they only need one per pair of students so it's OK if not everyone has one). In pairs, Ss take turns pretending to call their supervisor and leave a message. Encourage Ss to listen carefully to each other and help each other.</li><li>4. Have several Ss who volunteer say their message for the class. Discuss together good elements and suggestions for improvement.</li></ol> <p>Note: Ss have been doing this activity all week. To add another layer, ask if there's a student who is willing to give out their cell phone number to the class, then using other phones, Ss take turns going out into the hallway, calling that student and leaving voicemail messages (pretending it's the supervisor's phone). When as many students have done this as possible, listen to the messages on speakerphone. Discuss good elements and suggestions for improvement.</p>