

DOCUMENT RESUME

ED 351 890

FL 800 560

AUTHOR Cacy, Roselynn; And Others  
 TITLE Skill Books Go to Work. The Development of a Workplace Literacy Program.  
 INSTITUTION Anchorage Literacy Project, AK. Workplace Literacy Project.  
 SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.  
 PUB DATE [92]  
 NOTE 91p.  
 PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.  
 DESCRIPTORS Computer Assisted Instruction; Curriculum Development; \*English (Second Language); Financial Support; Fund Raising; \*Hotels; \*Housekeepers; Incentives; \*Literacy Education; \*On the Job Training; Program Development; School Business Relationship; Second Language Instruction; Student Evaluation; Volunteers  
 IDENTIFIERS \*Workplace Literacy

ABSTRACT

This guide is designed to help program developers establish a literacy program geared to specific occupations. It uses examples from English second-language literacy education for the hotel housekeeper. The guide consists of seven sections addressing the following aspects of program development: getting started and overall planning; selecting a business partner; developing and modifying curriculum (including a lesson plan worksheet); funding and volunteers; computer based instruction; sites, worker incentives, and participant evaluation; and useful forms and flyers for establishing a new program. Each section contains different kinds of materials for administrator, teacher, and student, including a number of sample curriculum units and lesson plans, worksheets, and handouts. Some materials that apply specifically to working with the Anchorage Literacy Project are provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED351890

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rose Lynn  
Cracy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it  
 Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

This presentation is a cooperative effort of:

**Anchorage Workplace Literacy Project**

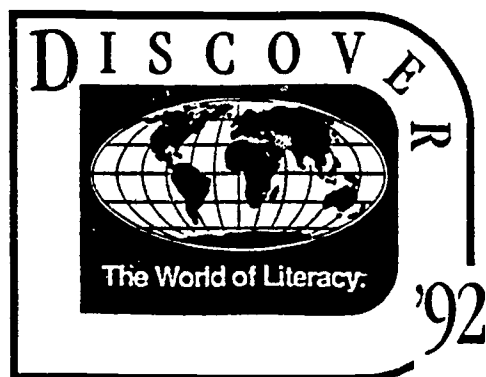
**Anchorage Literacy Project**  
1345 Rudakof Circle, Suite 104  
Anchorage, Alaska 99508  
(907) 337-1981

**Sheraton Anchorage Hotel**

401 E. 6th Avenue  
Anchorage, Alaska 99501  
(907) 276-8700

**The U.S. Department of Education**  
**National Workplace Literacy Program**

which provides funding for the Anchorage Workplace Literacy Project  
through a \$205,852 grant (58%) with matching local funds.



LAUBACH LITERACY ACTION  
BIENNIAL CONFERENCE  
RALEIGH, NORTH CAROLINA  
JUNE 11-14

---

# Skill Books Go To Work

---

The development of  
a workplace literacy program

**Anchorage Workplace Literacy Project**  
**Anchorage Literacy Project**  
1345 Rudakof Circle, Anchorage, AK 99508  
(907)337-1981

Presented By:

**Roselynn Cacy**, *Project Director*, Anchorage Workplace Literacy Project

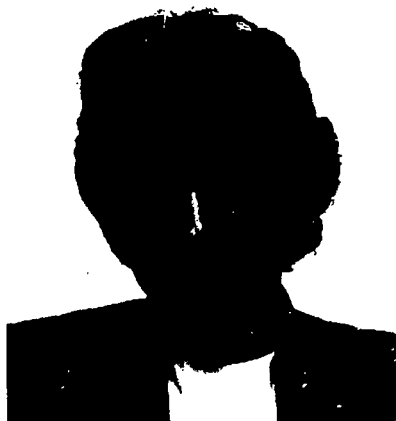
**Nancy Chamberlain**, *Executive Housekeeper*, Sheraton Anchorage Hotel

**Marilyn Gregory**, *Volunteer Tutor and Trainer*, Anchorage Literacy Project

---

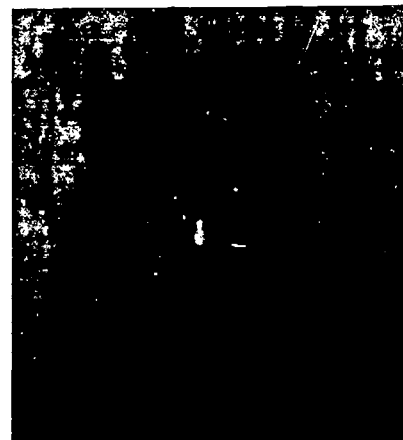
## The Presenters

---



**Roselynn Cacy:** As the director for the Anchorage Workplace Literacy Project, Roselynn is involved in all aspects of Workplace Literacy. Prior to March of 1991, she served as the Associate Director of Anchorage Literacy Project, supervising training, accounting, and newsletter production. She was also responsible for much of the grant writing. In 1966 Roselynn became involved in literacy as a VISTA Volunteer in a Yupik Eskimo village. She became a Laubach tutor in 1976 and is now a Supervising Trainer for ESL and basic literacy.

**Nancy Chamberlain:** As Executive Housekeeper at the Sheraton Anchorage Hotel, Nancy Chamberlain is in charge of a 70-member department, whose employees speak more than a dozen languages. She has been in the hotel industry for 20 years. Nancy took the Laubach ESL tutor training in 1990. She set up a workplace literacy program in partnership with the Anchorage Literacy Project. The success of this project has encouraged other companies to join the Anchorage Workplace Literacy Project.



**Marilyn Gregory:** Coming to the Anchorage Literacy Project in 1988, Marilyn Gregory has put in many volunteer hours, as a tutor, apprenticing trainer and as a board member. She has also substitute taught as a workplace tutor. Marilyn was instrumental in obtaining funding for Anchorage Literacy Project by helping to organize a corporate fund-raiser.

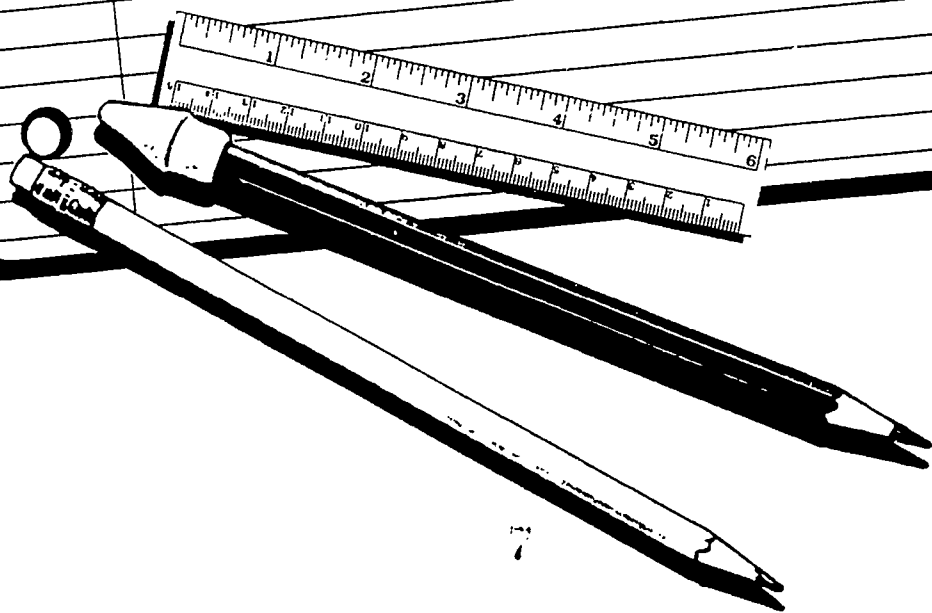
---

# Table of Contents

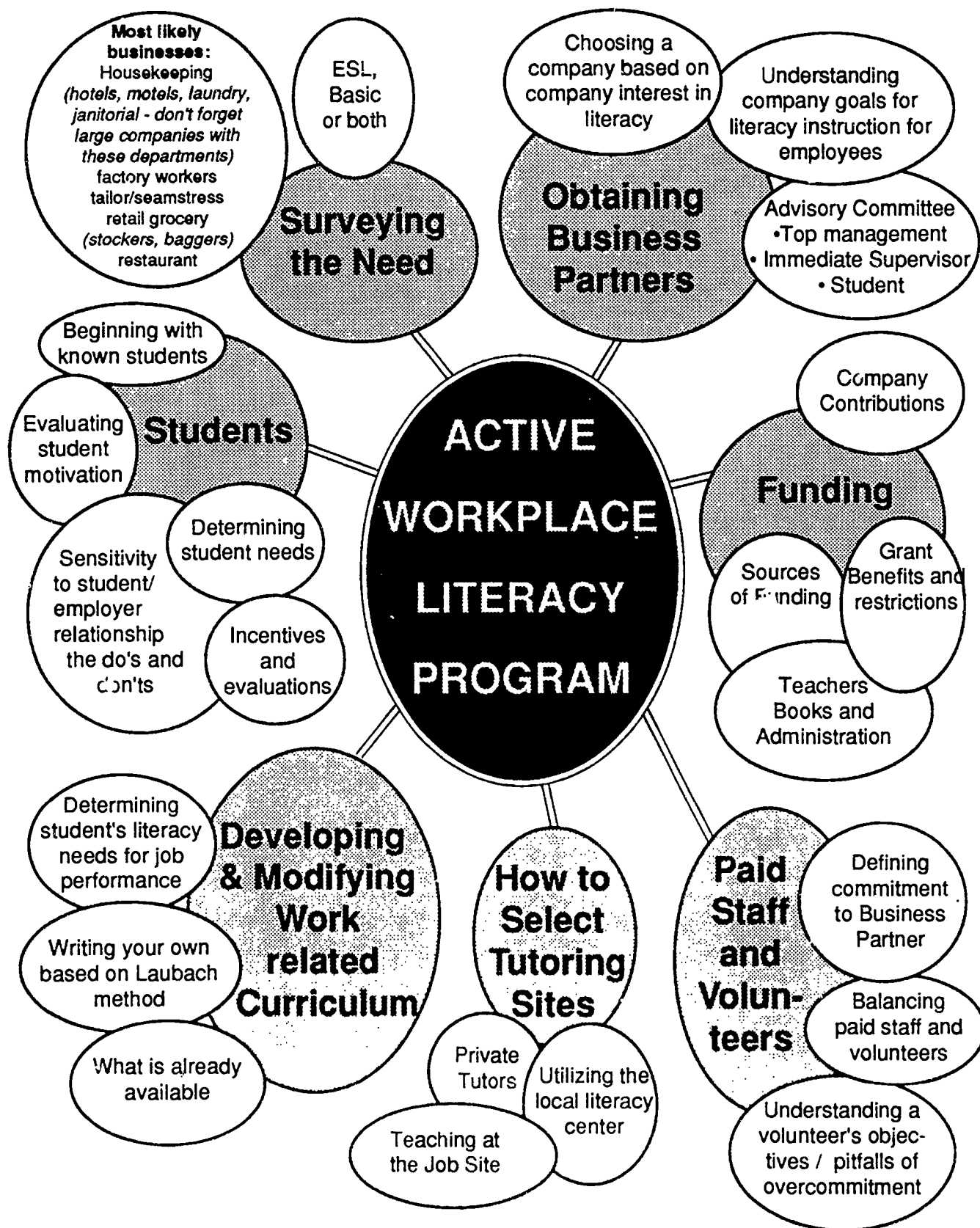
---

Getting Started.....	1
Selecting a Business Partner.....	5
Developing and Modifying Curriculum .....	9
Lesson Plan Worksheet.....	75
Funding and Volunteers .....	77
Computer Based Program.....	85
Sites, Incentives and Evaluations .....	91
Replicating the Model .....	97

# Getting Started



# The Big Picture



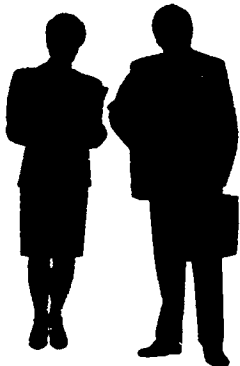


# *Why Workplace Literacy?*

✓ Labor Pool - Employee Availability



✓ Legal Responsibilities



✓ Corporate / Company Expectations

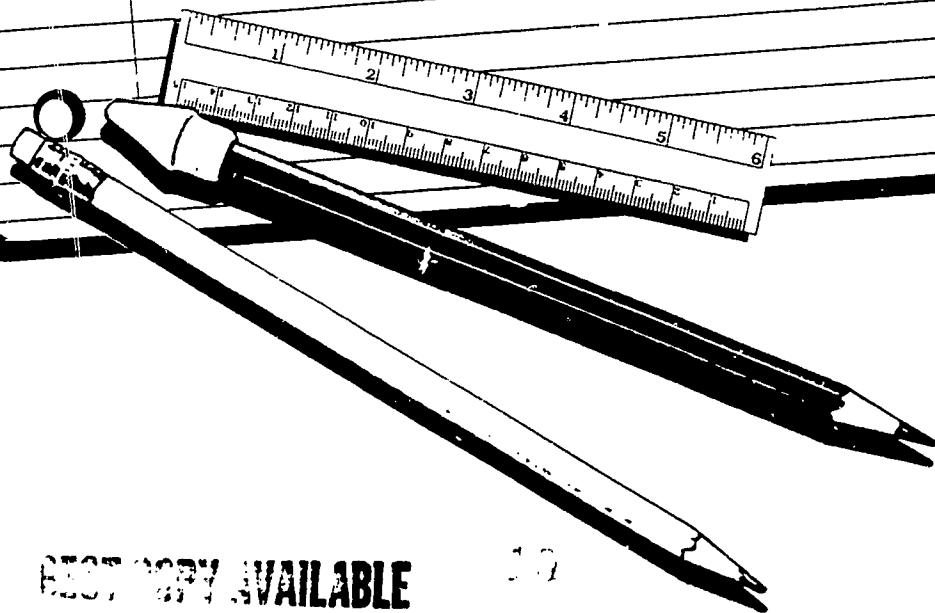
✓ Guest / Customer Expectations



✓ Personal Competency



# Selecting a Business Partner



# Selecting a Partner Worksheet

1. Where do your literacy/ESL students work? List the companies.

_____	_____
_____	_____
_____	_____
_____	_____

2. List other companies in your literacy project jurisdiction that employ potential students. (Hotels, health care facilities, cleaners, etc.)

_____	_____
_____	_____
_____	_____
_____	_____

3. Have any employees lost their jobs because of reading/writing problems or because their supervisor found out they were literacy students? If so, draw a line through those company names.

4. Are any students afraid they will lose their jobs if their employer knows they are literacy students? Do some employees ask not to be on the mailing list and/or will not give you their work number? Put parentheses around these companies.

5. Has any company come to you for assistance for a group of employees? Put a 5 in front of the company name.

6. Which companies refer students? Give them a 4.

7. Which companies have active tutors? Give them a 3.

8. Which companies have tutoring areas available? Give them a 2.

9. Which companies donate to your literacy project? Give them a 1.

10. What other company policies and procedures would be important to you? \_\_\_\_\_  
\_\_\_\_\_

11. Total up the points for each company. Select the employer that would be the best partner for your project. \_\_\_\_\_

Select one or more alternates

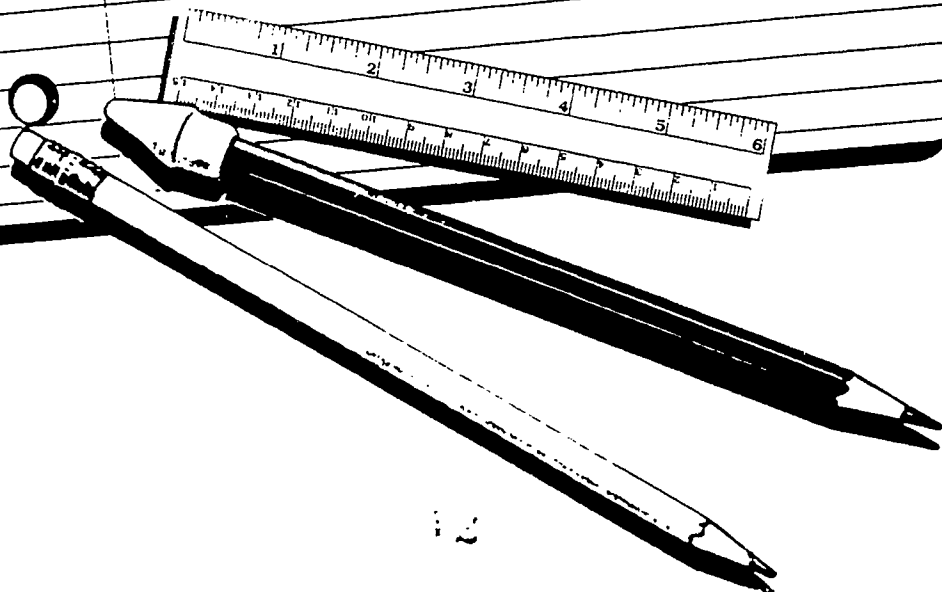
_____
_____

Developing

and

Modifying

Curriculum



# HOUSEKEEPING

Reading and writing adaptations for use  
with Skill Book 1

Used with students who work in the  
housekeeping department of a hotel

Developed by Nancy Chamberlain

**WORK  
REQUEST**

479629



BY Su Pan DATE 4-11-92

DEPARTMENT H. S. K

LOCATION Room 901

PROBLEM bathroom light out.

감사합니다.

ASSIGNED TO \_\_\_\_\_

DATE COMPL. \_\_\_\_\_ TIME SPENT \_\_\_\_\_

COMPLETED BY \_\_\_\_\_





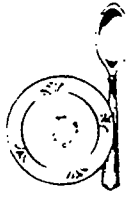








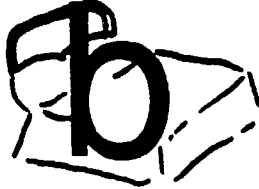
REMARKS \_\_\_\_\_

Printed in U.S.A.

T 5268 REV. 3-77

Sample Work Request from the Sheraton.

*When developing curriculum, for a workplace student it is very important to obtain the actual forms a student uses on the job.*

		bird b	b b
		cup c	c c
		dish d	d d
		fish f	f f
		girl g	g g
		hand h	h h
		bed b	b b

# BAKERY LESSON



Conversation and reading skills  
correlated with Skill Book 2 Lesson 1

Developed by Jan Jones



Workplace Adaptation: Bakery

### I. Conversation Skills

#### DIALOG

Clerk: May I help you?  
Liz: Yes, I'd like to buy a gift for my mother.  
It's her birthday.  
Clerk: Here are some nice rings.  
Liz: This one is pretty.  
How much is it?  
Clerk: \$12.95.  
Liz: I'll take it.

#### WP ADAPTATION

Student(s) create a similar dialog to fit Bakery situation:

- \* Mrs. Brown wants to buy a cake for her son's birthday.
- \* Betty Black wants some muffins for breakfast.
- \* Etc.

Pairs (If teaching One-on-One, Teacher and Student each take a role: if teaching a class, "Pairs" of students take different situations and roles.) role play.

#### VOCABULARY: Review of Chart and Story Words

This is Miss Jill Hill.  
Jill is Kim's sister.  
Jill is the big sister.  
Kim is the little sister.  
Jill gives a gift to Kim.  
Jill gives a gift to her little sister.

#### WP ADAPTATION

Teacher interviews the student(s) (unless he/she has already gathered this information). As the student answers, draw a face with the name beside it.



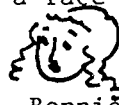
Elsie



Betty



Wanda



Bonnie

Teacher: Who works in the Bakery?

Student: Elsie does.

Teacher: What is Elsie?

Student: She's the Manager.

Teacher: What does Elsie do?

Student: (S. may not be able to answer) She manages the Bakery.

Teacher writes the information the student gave in sentences.  
Student reads and answers questions similar to those in SB2. Lesson 1.



This is Elsie Peters.  
Elsie is the Bakery Manager.  
Elsie manages the bakery at \_\_\_\_\_.  
(name of store)

Etc.

Note: Different verbs and nouns will emerge, eg.- "manages",  
"waits on customers", etc. This is the vocabulary your student  
needs to learn. The sentence structure remains the same.

VOCABULARY: *wear, put on, take off*

I'm wearing a ring.  
I'm taking off my ring.  
I'm putting on my ring.

VOCABULARY: Articles of Clothing and Jewelry

This is a coat.	These are jeans.
This is a jacket.	These are pants.
This is a sweater.	These are glasses.
This is a belt.	These are shoes.
This is a ring.	
This is a watch.	These are clothes.

WP ADAPTATION

This is a chef's hat.  
This is a vest.  
This is a name plate.  
This is a shirt.  
This is a visor/cap.  
This is an apron.

These are pants.  
These are gloves.

The woman's wearing a dress. a blouse. a skirt.	The man's wearing a suit. a shirt. a tie.
---	---

WP ADAPTATION

Mount Cartoon on Cards  
or  
Polaroid Pictures:



This is (name) .  
He's the store manager.  
What is he wearing?

This is Yu-hen Wu.  
He's the chef in the (Take-out food dept.) .  
What is he putting on?

This is (name) .  
She's your manager.  
... What is she taking off?

This is (name) .  
He is a Courtesy Clerk.  
What is he wearing?

VOCABULARY: Names of Colors with *light* and *dark*

This is gold.  
silver.  
gray.  
orange.  
purple.

This is light blue.  
dark blue.

These are colors.

WP ADAPTATION

Colors of uniform/bakery products

This is burgundy.  
pink.  
This is light brown.  
dark brown.

This is pumpernickel.  
It's a dark brown rye bread.

There are pink roses on the cake.  
The leaves are light green.

The rolls are done.  
They are light brown.

Teacher asks questions using a cartoon/picture of a bakery worker in uniform and, perhaps, pictures from the bakery ads in newspaper.

What is she wearing?



What is pumpernickel?  
What colors do you want on your cake?  
Are the muffins done?

STRUCTURE FOCUS: Two Modifiers

This is a big pet shop.  
This is a little gift shop.  
This is a big dress shop.  
This is a hot fish dinner.

WP ADAPTATION

Ask, "What do you sell in the bakery?"  
List four or five items that are sold in the bakery.  
Ask, pointing to first item, "Is this good?"  
If Student agrees, write good in column two.  
Ask, "What kind of bread is it?" (Write cinnamon, wheat, white, or whatever the Student says.)  
Continue eliciting two adjectives for each bakery item.

Bakery Item	Adjectives	
bread	good	white
donuts	jelly	powdered
muffins	blueberry	mini
etc.		

Teacher: Tell the customer, "This is good, white bread."  
Tell the customer about the donuts.

In a class, this could be expanded to Pairs of students practicing telling customers about the bakery products, and the partner deciding what to buy.

STRUCTURE FOCUS: Indirect Object with *to* (Review)

The woman	<u>is giving</u>	the book	<u>to</u> the boy.
The man	<u>is selling</u>	the book	<u>to</u> the girl.
The girl	<u>is speaking</u>	English	<u>to</u> the boy.
She	<u>is showing</u>	the books	<u>to</u> the students.

WP ADAPTATION

Make sentence strips; cut into parts:

SUBJECT	VERB	OBJECT	INDIRECT OBJECT
---------	------	--------	-----------------

Mix the phrases up. Student arranges in correct order. Reads.

I am giving the donuts to the customer.  
Ann is selling a cake to the woman.  
Betty and Ann are showing the cake to the customer.  
She is repeating the cake order to the customer.

STRUCTURE FOCUS: Indirect Object with *for*

Kim	<u>is getting</u>	a gift	<u>for</u>	her mother.
Jill	<u>is buying</u>	a ring	<u>for</u>	her mother.
I	<u>am opening</u>	the door	<u>for</u>	him.
She	<u>is closing</u>	the window	<u>for</u>	the teacher.
They	<u>are making</u>	dinner	<u>for</u>	their mother.
I	<u>am signing</u>	the paper	<u>for</u>	you.

WP ADAPTATION

Make sentence strips. cut into parts as in previous exercise.  
Mix the phrases up. Student arranges in correct order. S. reads.

Mrs. Hill is getting a birthday cake for her son.  
Mrs. Brown is buying some muffins for her family.  
I am opening the oven door for my manager.  
I am closing the refrigerator for Ann.  
I am making cookies for my manger.  
The customer is signing the check for the cashier.

Mini Skit (Mount scripts on separate cards.)

If teaching a class, give cards to two students, ask the other students to watch and listen.

- (name 1) May I help you?  
(name 2) . . . . .  
(name 1) Anything else?  
(name 2) . . . . .  
(name 1) puts 6 bran muffins in a bag.  
He/she gives the muffins to (name 2) .  
(name 1) Thank you. Please pay at the checkout counter.
- (name 1) . . . . .  
(name 2) Yes, I'd like six bran muffins.  
(name 1) . . . . .  
(name 2) No, thank you.  
\* \* \* \* \*  
(name 1) . . . . .

Discussion:

Teacher: Who did (name 1) get the muffins for?  
Who did (name 1) give the muffins to?

## STRUCTURE FOCUS: Questions with *Who* in Subject Position

Jill is the big sister.  
Who is the big sister?  
Kim is the little sister.  
Who is the little sister?  
Ann and Glenn are going home.  
Who is going home?

### WP ADAPTATION

(name) is the manager.

Who is the manager?

(name) is the assistant manager.

Who is the assistant manager?

Betty and Ann are decorating the cakes.

Who is decorating the cakes?

Teacher should find the names of key personnel in store for this exercise.

Teacher: Many people work in your store. Who are they:  
Store Manager. Who is the store manager?  
Repeat, "Who is the store manager?"

Assistant Manager  
Day Janitor  
Bakery Manager  
Repairperson

## STRUCTURE FOCUS: Short Answers to *Who* Questions

Who speaks English? I do.  
Who teaches the class? The teacher does.  
Who wears jeans? Boys and girls do.  
Who is the little sister? Kim is.  
Who has an English book? I do.

## WP ADAPTATION

### Bakery Paradigm:

<u>Who</u> manages the bakery?	<u>(name)</u> <u>does</u> .
<u>Who</u> waits on the customers?	<u>I</u> <u>do</u> .
<u>Who</u> decorates cakes?	<u>Ann and Betty</u> <u>do</u> .
<u>Who</u> is the store manager?	<u>(name)</u> <u>is</u> .

Note: The teacher should find out the key tasks in the bakery and the personnel in the bakery and in other departments with whom the student may need to interact.

Drill (Teacher should create appropriate questions.)

Who cleans the pots and pans?  
Who cleans the bakery floor?  
Who takes the customers' money?  
Who brings non-baking supplies to the bakery?  
Who makes up the work schedule?

## CONVERSATIONAL PRACTICE, A Pairs Activity

Directions: Each Pair is given a card on which is written a situation which may arise while working at the bakery.

- \* (Holiday) is on Friday.  
Your daughter's third grade class is having a party.  
You are ordering a cake for the party.
- \* A customer wants some change for a telephone call.
- \* A mother asks for a cookie for her little boy.

## PRONUNCIATION

Bakery items/vocabulary contrasting /ē/ and /i/ : /b/ and /v/.

/ē/	/i/	/b/	/v/
eat	in	bake	vest
enter	cinnamon	been	visor
cheese	pumpnickel	butter	oven
oatmeal	dinner	bagel	over
wheat	sticks	hamburger	never
coffee	Wilma's	sub	serve
brownie			
pastry			
mini			

74

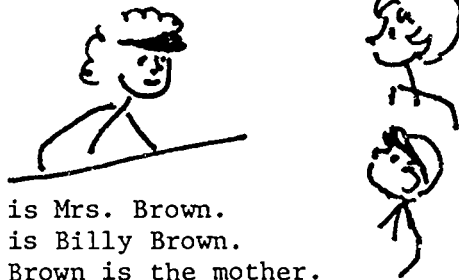


WP ADAPTATION

Reading

Teacher may either write a work-related story in advance to teach the desired vocabulary and sentence structures, or draw it out of the student with questions about his/her work experience or with a cartoon/picture.

Paradigm of a Bakery Story:



This is Mrs. Brown.  
This is Billy Brown.  
Mrs. Brown is the mother.  
Billy is her son.

The Brown are in a bakery.  
It is (name of store)'s bakery.

(name) works in the bakery.  
She is getting a chocolate chip cookie for Billy.  
She is giving the chocolate chip cookie to Billy.

Billy says, "Thank you."  
He thanks (name) for the cookie.

Mrs. Brown says, "I'd like six bran muffins for dinner."

(name) get the muffins for Mrs. Brown.  
She puts them in a bag.  
She gives the bag to Mrs. Brown.  
(name) says, " Thank you for shopping at (name of store) .



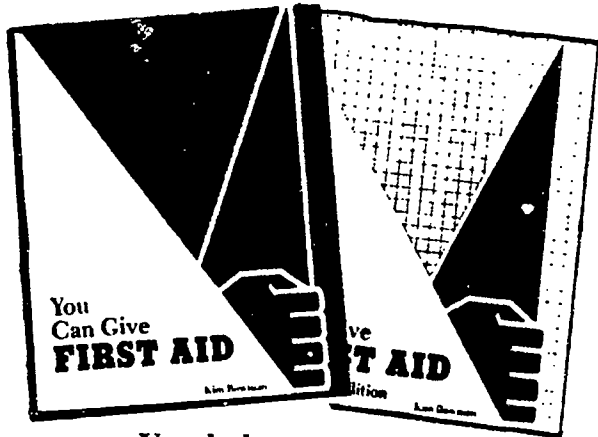
# FIRST AID

Correlated Conversation for use with  
*You Can Give First Aid,*  
*New Readers Press*

Used with workers in preparation for a  
standard first aid / CPR class.

Developed by  
Roselynn Cacy and Polly Smith

Conversation lesson for Chapter One:



Dialog

- A. Rich is hurt. Should we move him?  
 B. No. Leave him there. Is he breathing?  
 A. Yes, he is.  
 B. Good. Is he bleeding?  
 A. Yes.  
 B. Stop the bleeding.

Vocabulary

- Is he breathing? Is he in danger?  
 Is he bleeding? Is he sick?  
 Is he in shock? Is he injured?  
 Is he conscious? Is he too hot?  
 Is he too cold?

Structure Focus

- Call for help.  
 Check for poisoning.  
 Check for broken bones.  
 Check for other injuries.  
 Check for little cuts.  
 Check for burns.  
 Check for scrapes.

- T. Is he breathing? S. Are you breathing?  
 T. Is he bleeding? S. Are you bleeding?  
 Continue with all the vocabulary

- Look for a medical necklace  
 Look for a medical bracelet  
 Look for a medical wallet card

- Stay Calm  
 Talk to the victim  
 keep on eye on his breathing  
 Keep the victim warm



Pronunciation

minimal pairs /l/, /r/

- led red  
 lead read  
 lip rip

minimal pairs /bl/, /br/

- bleed breed  
 breathe bleed  
 breathing bleeding

He is breathing.  
 He is bleeding

Teach story as in Skill Book 2

## Conversation lesson for Chapter Four:

### Dialog

Are you choking?  
(silence)

Make a fist  
Push the thumb side of the fist just above  
your belly button.  
Use your other hand to grab your fist.  
Pull up and in quickly.

### Vocabulary

Choking can cause death.  
Choking happens while a person is  
eating.  
The victim will not be able to breathe.  
The victim will not be able to speak.  
The victim will not be able to cough.  
The victim will probably hold her throat.  
The victim will probably look afraid.  
The victim will probably soon turn blue.  
The victim will probably lose  
consciousness.

### Structure Focus

Just Watch her.  
Reach around the victim.  
Pull your fist back and up quickly.  
Repeat the thrusts.  
Put one hand on top of the other.  
Make a fist.

### Pronunciation

th	thr
though	throw
thumb	throat
other	thrust
breath	
breathe	

## Conversation lesson for Chapter Nine:

Props: sling, splint, balloon, newspapers,  
magazine, pillow, cardboard

### Dialog

A. My arm hurts.  
B. Where does it hurt?  
A. Right here. (*Touch the spot*)  
B. OW!!  
A. It looks swollen.  
B. It looks different. It's not like my  
other arm.  
A. Don't move. I will call for help.

### Vocabulary

The arm may swell.  
The body part may swell.  
The body part may be tender to the touch.  
The body part may be out of its normal  
shape.  
The body part hurts when moved.  
The body part may not hurt when at rest.

### Structure Focus

Where is the spot of the break?  
Where is the joint above the break?  
Where is the joint below the break?

Use newspapers.  
Use a magazine.  
Roll up the newspaper.  
Roll up the magazine.  
Pad the splint.  
Use a piece of cloth.  
Use foam rubber.  
Use a washcloth.  
Use a towel.  
Use a sling.  
Bend the elbow.  
Do not bend the elbow.

Pad between the legs.  
Pad between the knees and ankles.

# SUSHI BAR UNIT

Used in Conjunction with Skill Book 2

Developed for workers at a Sushi Bar  
using the structural patterns of SB2 as a  
guide for the material

Developed by Jan Jones

WP - Sushi Bar Unit

\* Conversation

\* Interview Byeong Sun to find out:

Supplies

cucumber	avocado
crab	tuna
ginger	shrimp
soy sauce	packets of soy sauce
ah-sah-bi	sushi trays
seaweed	cups for ginger/ah-sah-bi
vinegar	
rice	

Tools/Machines

knife  
cutting board  
rice cooker  
oven  
display case  
cooler

Tasks

punch in/clock in  
take off/hang up coat  
put on apron/cap/uniform  
check the schedule (Which sushi are we short of?)  
the sushi bar (Which sushi is old/not fresh?)  
cook the shrimp/rice  
cut up the cucumber/avocados/crab/tuna/sushi  
spread the rice on the seaweed  
roll up the sushi  
put the sushi/soy sauce/ah-sah-bi on the trays  
wrap up the sushi  
put \_\_\_\_\_ trays of sushi in the display case/cooler  
open the Sushi Bar on Sat. & Sun. 6am - 2pm  
prepare the trays/vegetables/ah-sah-bi

- \* SF Indirect Object with to/for SB2, TM 29 handout
- \* SF Questions with Who SB2, TM 32 handout
- \* SF Short Answers to Who questions SB2, TM 33 handout

\* Conversation

- \*SF WITH phrases to indicate companion TM 51
- WITH phrases to indicate instrument TM 52
- WP Adaptation - Handout

- \* SF Use of FOR to indicate purpose TM 53

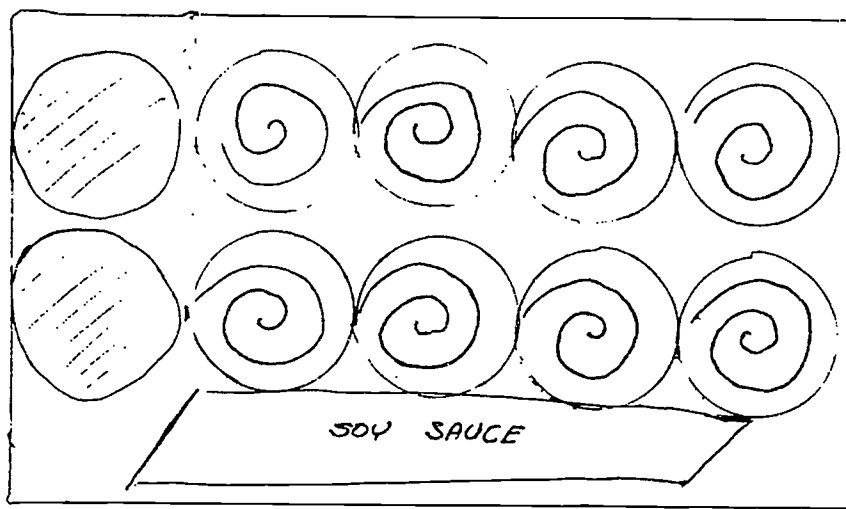
WP Adaptation - Handout

\* Story 1

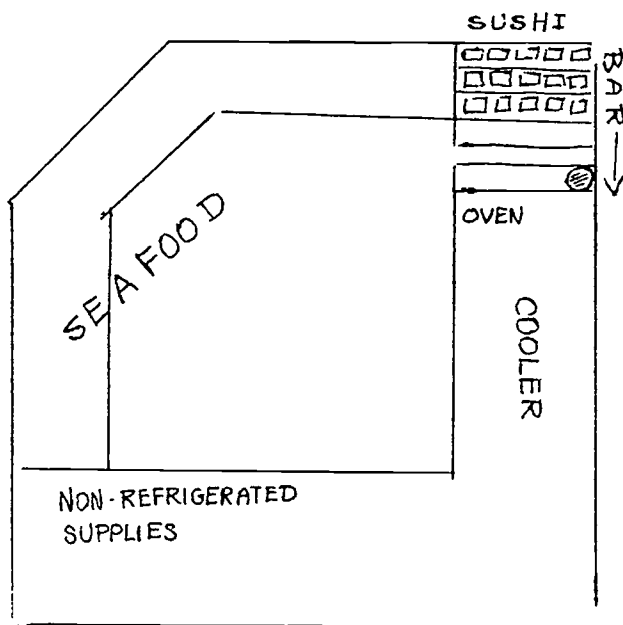
Handout - Yes/No Questions, Story 1  
Information Questions, Story 1

\* Show how to write in a journal.

What did you do this morning? (write a sentence)  
What will you do this afternoon? (write a sentence)  
What will you do this evening? (discuss)



SUSHI TRAY



GRAMMAR STRUCTURES IN THE WORKPLACE  
Skill Book 2, Lesson 1

Indirect Object with to/ for: A. Fill in the blanks with to or for.  
B. Rewrite sentence changing subject to Christy.  
C. Change subject to Christy and I.

1-A. I am selling some crab \_\_\_\_\_ the woman.

1-B. \_\_\_\_\_

1-C. \_\_\_\_\_

2-A. I am giving the knife \_\_\_\_\_ L.T.

2-B. \_\_\_\_\_

2-C. \_\_\_\_\_

3-A. I am fixing the vegetables \_\_\_\_\_ the sushi.

3-B. \_\_\_\_\_

3-C. \_\_\_\_\_

4-A. I am giving the package \_\_\_\_\_ the customer.

4-B. \_\_\_\_\_

4-C. \_\_\_\_\_

5-A. I am filling in \_\_\_\_\_ L.T.

5-B. \_\_\_\_\_

5-C. \_\_\_\_\_



GRAMMAR STRUCTURES IN THE WORKPLACE  
Skill Book 2, Lesson 1

Short Answers to Who Questions: Write short answers to each question,  
using the names of your co-workers.

Co-workers Names:	David	Mario
	Robert	Pedro
	L.T.	Ving
	Christy	I (Byeong Sun)

Who helps L.T.? \_\_\_\_\_

Who opens the Sushi Bar on Saturday and Sunday? \_\_\_\_\_

Who is the Seafood Manager? \_\_\_\_\_

Who needs to be trained? \_\_\_\_\_

Who is working with you today? \_\_\_\_\_

Who is buying supplies for the Sushi Bar? \_\_\_\_\_

GRAMMAR STRUCTURES IN THE WORKPLACE  
Skill Book 2, Lesson 2

WITH Phrases to Indicate Companion: Answer the questions. Use with.

Who do you work with?

---

Who do you live with?

---

Who do you study English with?

---

Who do you go to church with?

---

WITH Phrases to Indicate Instrument: Answer the questions. Use with.

What do you do with that knife?

---

Use of FOR to indicate Purpose: Answer the questions. Use for.

Why are you going to the cooler?

---

Why are you going to the Produce Department?

---

Why are you going to the breakroom?

---

SB 2, Lesson 2  
WP - Sushi Bar Unit

5 2

Byeong Sun Kim works in the Sushi Bar at Carrs in the Sears Mall. She is going to work very early this morning. She will open the Sushi Bar today.

Her husband and children are still sleeping when she turns off the alarm, gets out of bed and gets ready for work.

She will wear her uniform to work except for her cap and apron. She keeps them in her locker at Carrs.

ByeongSun smiles as she drives to work. It is a beautiful morning. The white mountains are lovely against the deep blue sky. The sun has not come up yet, but the days are getting longer. The streets are almost deserted; she sees only five or six other cars as she drives to work this morning. Anchorage is very different from Seoul! The traffic is always heavy there.

She smiles, too, as she thinks about her children. They are good children and very good students. ByeongSun's job will help to pay for their college education. They want to go to good schools Outside. University tuition is very high. "Maybe they will get scholarships," she thinks.

She arrives at the Mall, parks and locks her car, looks at her watch and hurries into the store. It's 5:57---just three minutes to clock in, hang up her coat and get to work!

VOCABULARY FOR STORY 1

early	get ready
except for	keep
lovely	deep (blue)
deserted	heavy traffic
education	Outside
tuition	scholarship
arrive	hang up
days are getting longer	

Directions: Fill in the blanks with the vocabulary words from the list above. Each word is used once.

Everyone is here \_\_\_\_\_ Bobby. Where is he?

Please don't put your coat on that chair. \_\_\_\_\_ it \_\_\_\_\_.

I always \_\_\_\_\_ milk in the refrigerator.

The building was \_\_\_\_\_; everyone had gone home.

If we leave Anchorage at 7pm, we should \_\_\_\_\_ in Seattle at 10pm.

It was a beautiful wedding. Ann was a \_\_\_\_\_ bride.

\_\_\_\_\_ is free in the United States from Kindergarten through Grade 12.

Good students and good athletes can get \_\_\_\_\_ to pay their college \_\_\_\_\_.

Christmas Day was very short. The days \_\_\_\_\_ now.

May I help you \_\_\_\_\_ for the party? Yes, thanks! Can you set the table while I prepare the vegetables?

I injured my arm. The bruise is a \_\_\_\_\_ purple and it really hurts.

Alaskans like to go \_\_\_\_\_ during the winter. Many Alaskans go to Hawaii because it's warm.

Let's go down town at 2 o'clock; the \_\_\_\_\_ is very \_\_\_\_\_ at 5 o'clock.

YES/ NO QUESTIONS FOR STORY 1

Directions: Write a short yes/ no answer to each question. Give more information if appropriate.

Do you have a job?

---

Do you work in Produce?

---

Are your husband and children still sleeping when you go to work?

---

Will your children go to college?

---

Are they good students?

---

Will you open the Sushi Bar today?

---

Is Carrs a good place to work?

---

Is Anchorage a beautiful city?

---

Do you wear your uniform to work?

---

Is there much traffic at 5:45 in the morning?

---

INFORMATION QUESTIONS FOR STORY 1

Directions: Write a conversationally correct answer to each question.  
Do not give more information than asked for.

Who works in the Sushi Bar at Carrs in the Sears Mall?

---

Who is still sleeping when you get up?

---

How do you get to work?

---

Where do you work?

---

Why do you smile to yourself as you drive to work?

---

What time do you clock in?

---

Why do you work?

---

How do you feel this morning?

---

What color are the mountains and the sky?

---

WP - Sushi Bar Unit

30

# BAKERY UNIT

Conversation skills designed for use  
with Skill Book 1 Lesson 10

Used with students who work in the  
bakery department of a grocery store

Developed by Jan Jones

## TAKING CAKE ORDERS IN THE BAKERY

1. Write script for cake order. Record on cassette tape.
2. Listen to cassette tape. Fill out cake order form.
3. Questions and answers about the order.
4. At another point in the lesson, perhaps at the end or at the beginning of the next lesson, read the cake order script, the Teacher taking the customer's part.



# DECORATOR'S ORDER FORM

CUSTOMER \_\_\_\_\_

ADDRESS \_\_\_\_\_ DATE \_\_\_\_\_

CITY \_\_\_\_\_ TELEPHONE \_\_\_\_\_

CAKE SIZE \_\_\_\_\_   1/4  1/2  FULL

KIND OF CAKE \_\_\_\_\_

KIND OF FILLING \_\_\_\_\_

KIND OF ICING \_\_\_\_\_

LETTERING (Must Print) \_\_\_\_\_

IDEA, THEME, OCCASION & COLORS \_\_\_\_\_

AGE \_\_\_\_\_

MALE

FEMALE

PRICE \_\_\_\_\_

DEPOSIT \_\_\_\_\_

BAL. DUE \_\_\_\_\_

**DUE!**

DATE \_\_\_\_\_

HOUR \_\_\_\_\_  A M  P M

ORDER TAKEN BY \_\_\_\_\_

THE LUCKS COMPANY · SEATTLE, WASHINGTON

41

TAKING A CAKE ORDER  
IN THE BAKERY  
# 1

\_\_\_\_\_ Carrs Bakery. May I help you?

Customer: Yes, I'd like to order a birthday cake.

\_\_\_\_\_ All right. What's your name?

Customer: Mary Holmes.

\_\_\_\_\_ How do you spell it?

Customer: M-A-R-Y H-O-L-M-E-S.

\_\_\_\_\_ M-A-R-Y H-O-L-M-E-S?

Customer: Yes.

\_\_\_\_\_ What's your address?

Customer: 2759 Loussac Drive.

\_\_\_\_\_ 2-7-5-9. How do you spell the street name?

Customer: L-O-U-S-S-A-C.

\_\_\_\_\_ 2759 Loussac. And your zip?

Customer: 99507.

\_\_\_\_\_ Your telephone number?

Customer: 279-3415.

\_\_\_\_\_ 279-3415.

Customer: That's right.

\_\_\_\_\_ What size cake do you want?

Customer: What sizes do you have?

\_\_\_\_\_ Round, a quarter, a half, and full.

Customer: How big is a full cake?

\_\_\_\_\_ It's by inches.

Customer: Oh! That's too big! I'll take a half cake.

\_\_\_\_\_ All right. Do you want white or chocolate?

Customer: Chocolate.

\_\_\_\_\_ What kind of icing do you want?  
Customer: White.  
\_\_\_\_\_ Do you want writing on the cake?  
Customer: Yes. Write "Happy Birthday, Timmy".  
\_\_\_\_\_ How do you spell "Timmy"?  
Customer: T-I-M-M-Y.  
\_\_\_\_\_ T-I-M-M-Y. Happy Birthday, Timmy?  
Customer: Yes.  
\_\_\_\_\_ What else do you want on the cake?  
Customer: Can you make a hot-air balloon?  
\_\_\_\_\_ I think so. I'll write it down. If not, do you have another idea?  
Customer: Rockets!  
\_\_\_\_\_ Please spell it.  
Customer: R-O-C-K-E-T-S.  
\_\_\_\_\_ Good. How old is Timmy?  
Customer: 10.  
\_\_\_\_\_ When do you want the cake?  
Customer: Saturday morning.  
\_\_\_\_\_ Will 10 o'clock be OK?  
Customer: Yes.  
\_\_\_\_\_ That will be \$ 18.50 . Let me read the order to you.  
Tell me if there are any mistakes.  
Customer: OK.  
\_\_\_\_\_ (Reads cake order. For date, tell day of week and date.)  
Customer: That's fine. I'll pick it up Saturday morning. Thanks.  
\_\_\_\_\_ Thank you.

CAKE ORDER #2

\_\_\_\_\_ Carrs Bakery. May I help you?

Customer: I'd like to order a cake for a Halloween party at school.

\_\_\_\_\_ All right. What's your name?

Customer: Betty Black.

\_\_\_\_\_ How do you spell it?

Customer: B-E-T-T-Y B-L-A-C-K.

\_\_\_\_\_ What's your telephone number?

Customer: 334-1257.

\_\_\_\_\_ What size cake do you want?

Customer: I'd like a half cake.

\_\_\_\_\_ What kind of cake do you want?

Customer: White.

\_\_\_\_\_ Icing?

Customer: White.

\_\_\_\_\_ Do you want any hing written on the cake?

Customer: No. No writing.

\_\_\_\_\_ What kind of decoration do you want on the cake?

Customer: I want a Halloween theme. I want a Halloween cake.

\_\_\_\_\_ What colors would you like?

Customer: Black and orange.

\_\_\_\_\_ How old are the children in this class?

Customer: 6 and 7 years old.

\_\_\_\_\_ And the cake will be \$18.50. When would you like to pick it up?

Customer: Thursday at noon.

\_\_\_\_\_ All right. That would be Thursday, October 31 at 12 o'clock noon.

\_\_\_\_\_ Let me read the order to you again.

Cake order #2, continued

Your name is Betty Black, telephone number 334-1257.

You want a half cake, white, with white icing.

You want a Halloween theme with black and orange colors.

The children are 6 and 7 years old.

You will pick it up on Thursday, October 31 at 12 o'clock noon.

Is that right?

Customer: Yes, it is.

\_\_\_\_\_ Good. That will be \$18.50.

Customer: OK. I'll come and get it on Thursday at noon. Thanks.

\_\_\_\_\_ Thank you.

Listen to tape of "Cake Order #2". Fill in the blanks with words from Word List.

\_\_\_\_\_ wants a cake.

It is for a school \_\_\_\_\_.

Her telephone number is \_\_\_\_\_.

She wants a \_\_\_\_\_ cake.

She wants a \_\_\_\_\_ cake with \_\_\_\_\_ icing.

She \_\_\_\_\_ want any lettering.

\_\_\_\_\_ is the theme.

The colors are \_\_\_\_\_ and \_\_\_\_\_.

The children are \_\_\_\_\_ and \_\_\_\_\_ years old.

The cake is \$ \_\_\_\_\_.

She wants to get the cake at \_\_\_\_\_ on \_\_\_\_\_, \_\_\_\_\_.  
(day of week)

Word List

334-1257

½

doesn't

party

noon

6 and 7

Halloween

Betty Black

Thursday

white

18.50

cake

white

black

October 31

orange

Questions for "Cake Order #2

Is the cake for a party?

---

Is it for a birthday party?

---

Is Betty Black's phone number 277-1257?

---

Does Betty Black want a Halloween cake?

---

Does she want a chocolate cake?

---

Does she want the cake in the afternoon?

---

Do you tell Betty the cake is \$18.50?

---

Where is the party?

---

What is the theme?

---

What kind of cake does Betty want?

---

How much is the cake?

---

Cake Order #3

Write a cake order.

Mary Smith is having a party.

It is for her friend, Ann.

Ann will marry Bill Black.

Mary's party is a wedding shower.

Mary's telephone number is 277-2915.

She wants a carrot cake with white icing.

Write "Best Wishes" on the cake.

Make pink roses for the cake.

Mary wants a  $\frac{1}{2}$  cake.

It is \$18.50.

She wants the cake on November 16.

She will pick it up at 10 o'clock in the morning.



CAKE ORDER #4

\_\_\_\_\_ Carrs Bakery. May I help you?

Customer: Yes. I'd like to order a Christmas cake.

\_\_\_\_\_ All right. What's your name?

Customer: Ann Brown.

\_\_\_\_\_ Brown?

Customer: Yes. B-R-O-W-N.

\_\_\_\_\_ Thank you. That's Ann Brown.

Customer: Yes.

\_\_\_\_\_ What's your telephone number?

Customer: 279-6446.

\_\_\_\_\_ What size cake do you want?

Customer: I want a round cake--a round, white cake.

\_\_\_\_\_ All right. Round. White.

Customer: And I want lemon filling.

\_\_\_\_\_ All right. Lemon. What kind of icing do you want?

Customer: White.

\_\_\_\_\_ Any lettering?

Customer: Yes. Write "Merry Christmas".

\_\_\_\_\_ Merry Christmas. What colors do you want?

Customer: Red and green. I'd like red poinsettias on the cake.

\_\_\_\_\_ Can you spell poinsettias?

Customer: I think it's P-O-I-N-S-E-T-T-I-A-S.

\_\_\_\_\_ P-O-I-N-S-E-T-T-I-A-S. Is this for a childrne's party?

Customer: Oh, my no! It's for my bridge club!

\_\_\_\_\_ All right. When do you want to pick up the cake?

Customer: Tuesday morning.

\_\_\_\_\_ Tuesday, December 10. Is 10 o'clock all right?

Customer: No, I'd better get it by 9. Is that OK?

\_\_\_\_\_ Of course. Let me read the order to you.

(Reads Order) Is everything OK?

Customer: Yes.

\_\_\_\_\_ Good. That will be \$22.50.

Customer: All right. I'll pick it up on Tuesday morning.

\_\_\_\_\_ Yes. It will be ready at 9 o'clock, Tuesday, December 10.

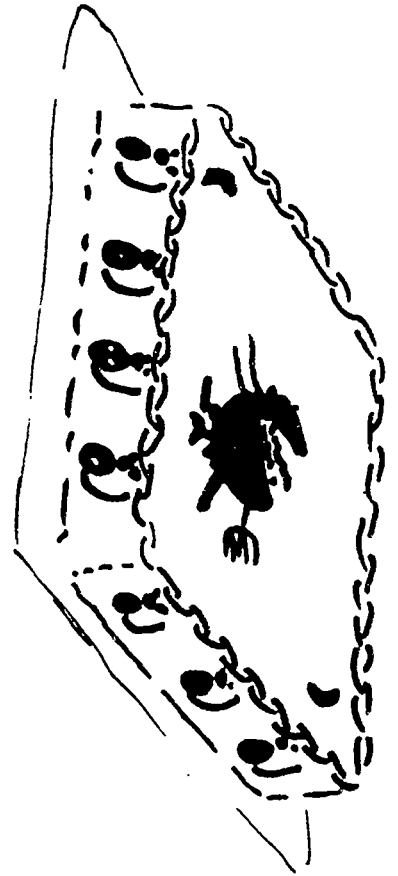
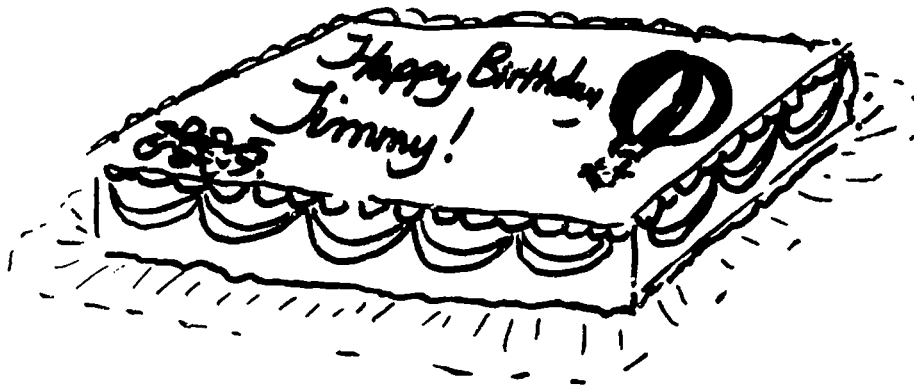
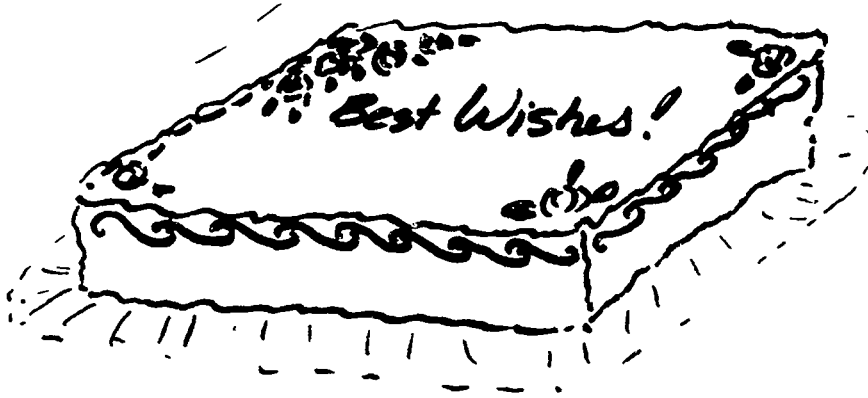
Customer: Thank you very much.

\_\_\_\_\_ Thank you.

WP - Bakery Unit

CAKES FROM THE BAKERY

Directions: Color according to Cake Orders 1-4. Cut out and mount on cards.



PRONUNCIATION

/ ā /

wheat

raisin

grain

angel

cake

/ a /

apple

happy

bran

hamburger

SPELLING

Sunday

Sun.

Sun

Monday

Mon.

M

Tuesday

Tue.

T

Wednesday

Wed.

W

Thursday

Thur.

Th

Friday

Fri.

F

Saturday

Sat.

Sat

WP - Bakery Unit

PRONUNCIATION IN THE BAKERY

/ wh /  
white  
wheat

/ ou /  
sour  
round  
brownies

/ ul /  
bagel  
pumpernickel  
angel

/ ch /  
French  
cheese

/ br /  
bread  
brownies  
brioche  
bran

/ cr /  
cracked  
crusty

/ gr /  
grain

/ fr /  
French  
free

/ st /  
stick

/ ēe /  
cheese  
coffee  
free

/ ēa /  
wheat

/ āi /  
grain  
raisin

/ ōa /  
hoagies  
loaf  
cat

/ īe /  
pie

Silent e at end

date  
white  
rye  
hole  
cake  
pie  
scone  
size  
theme  
telephone

/ ou /  
now  
how  
Wow  
cow  
plow  
allow

/ ō /  
snow  
show  
low  
grow  
mow  
bow  
tow  
row

CONTRASTS

/ s /      / k /  
cinnamon / coffee

/ g /      / j /  
garlic      / angel

/ p /      / b /  
pumpernickel / butter  
pudding      / bagel

/ v /      / f /  
Vienna      / Fat Free

## ABBREVIATIONS

Directions: Draw a line from the abbreviation in the first column to the correct word in the second column.

LG	small
SM	cinnamon
pkg.	large
ct.	count
CINN	package

### SHORT VOWEL SOUNDS

/ a /	/ e /	/ i /	/ o /	/ u /
bran	egg	dinner	hot	sub
hamburger	French	stick	dog	crusty
hot	English	Wilma's		pumpnickel
dog		mini		muffin
baguette				donut
packet				butter
fat				

### HOMONYMS

hole (donut hole)  
 whole (whole cake)

### NO SOUND

whole	( h o l )
baguette	( b a g e t )
sourdough	( s o u r d o )

### / CK /

crack / cracked  
 pumpnickel  
 stick / cheese stick  
 packet / pack

Excerpts from a  
**JANITORIAL UNIT**

Writing lesson and "Talk/Listen"  
designed for use with  
Skill Book 2 Lesson 9

Used with students who work as  
janitors in a grocery store

Developed by Jan Jones

STRUCTURE FOCUS: VERY, TOO, & ENOUGH  
A Workplace Adaptation

Directions: Fill in the blanks with very, too, or enough.

1. Luz: The floor is \_\_\_\_\_ dirty.  
You don't have \_\_\_\_\_ Pine Sol in the water.  
Boy: Oh, Luz! You're \_\_\_\_\_ particular!
  
2. Luz: I need some more toilet paper.  
We don't have \_\_\_\_\_ toilet paper.  
Mgr: Really! I think you use \_\_\_\_\_ much paper.  
I put a lot of toilet paper in the closet yesterday.  
This is \_\_\_\_\_ bad!  
Luz: Yes, it's bad, but I still need toilet paper.  
We don't have \_\_\_\_\_ for the upstairs bathroom.  
Mgr: (Sigh) OK, Luz. I'll get you some more.
  
3. Mgr: Luz, the walks are \_\_\_\_\_ icy.  
Would you please put some de-icer on them?  
Luz: I put some on the walks 30 minutes ago.  
Mgr: Well, you didn't put \_\_\_\_\_ de-icer on.  
Please do it right away.  
Luz: OK, but \_\_\_\_\_ much de-icer makes a mess on the floors!  
Mgr: (Sighs) I know, but it would be \_\_\_\_\_ bad if a  
customer fell and got hurt.



TALK/ LISTEN

Directions: Mount each person's part on a separate card. After exchange, ask questions to provide practice with whatever grammatical structures the student(s) need practice, as well as to get student(s) to listen to English as spoken by others.

A: I need a break! 1-A

May I take a break now?

Mgr: . . . . .

A: No. I have worked all day.

Mgr: . . . . .

A: Thanks.

A: . . . . . 1-B

Mgr: Haven't you had a break yet?

A: . . . . .

Mgr: Go on. Take your break.

I'll bag groceries.

A: . . . . .

CAN in the Workplace

1. Can you hear the intercom when you're cleaning the restrooms?

---

2. Can you clean the bathrooms in 40 minutes?

---

3. Can you carry out groceries for this customer before you clean the Breakroom?

---

4. Can you do a wet cleanup with a broom?

---

5. Can you tell me where the restrooms are?

---

6. Can you put de-icer on the walks when they need it?

---

7. Can you speak English?

---

8. Can you clean the mirrors with Pine Sol?

---

9. Can you get off work early tomorrow?

---

10. How can you fix a toilet that's plugged?

---

WP - Use with SB2, Lesson 8

---

## Sample Workplace Curriculum - 8

---

Skill Book 3 Lesson 4

# LESSON PLANS FOR HOTEL WORKERS

Classes were one hour in length

This sample illustrates how workplace issues were incorporated into a lesson using both the conversation manual and reading/writing manual. Holiday information was also added to prepare students for the event. A story of local interest is included to illustrate the need for conversation competency between guests and workers.

Developed by  
Polly Smith and Richard King

10/24/91

3:00 - LWE, Lesson 4

Dialog, pg 31, expand with additional tools and repairs, i.e. hammer, scissors, pliers, nails, screwdriver-flathead and philips head

Give a tool to a pair - develop a dialog using tool and a probable repair for that tool.

Note: Students found high interest in the tools and language used with each

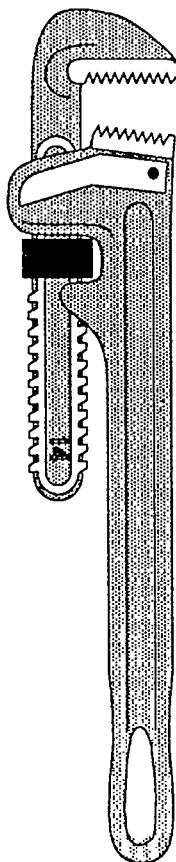
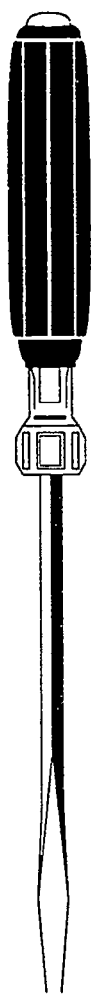
---

10/29/91

3:00 - Add additional tools: saw, drill, wire cutter, screws, extension cord

Discuss the use of tool, write verbs to describe use

Pair work - develop a dialog with given tool. Read dialog to group and \_leave out\_ the name of the tool used for the repair work. Class has to identify tool.



## Extension of Skill Book 3, Lesson 4 (10/28/91)

### Tools (vocabulary - examples)

Wrench - open end

box end

combination (one of each above)

Ratchet - (drive size) 1/4", 3/8", 1/2"-3/4" «Socket - English and metric sizes  
English sizes 1", 1/2", 1/4", 1/8", 1/16", 1/32", 1/64"

(no 1/3, 1/6 etc sizes)

Metric - mm

Hammer - claw/ball pein/sledge

Nails - common/finish/special size by "penney" - no relation to length.

Screwdriver flat tip (slotted)

Screws - by Allen + # size/length/ Torx - star shaped, purpose

Cap screws - allen head screw/bolt.

Allen wrench - size, English/metric

Bolt, nut, washer «Size - English, metric - by diameter threads per inch

Washers - flat, lock (special) «Bolts - plain/self-locking

Electrical cords - extension cords

plug - male/female

prongs - 2-prong/3-prong

Pliers >always w/s for the two scissor jaws/blades (like pants).

Slip jaw - (water pump), plain

Wire Cutter

\*Vice grips (locking pliers)

\*Crescent wrench (adjustable wrench)

\*manufacturer's name - common use.

Light bulbs - measured by watts - not working "burned out"

Paint

Paint brush

Paint roller

(drop cloth)

Vocabulary - action words

Electrical Cord - plug in/unplug (pull the plug)

Light switch: turn-on switch-on

turn-off switch-off (put out)

plugs - 2-prong, 3-prong

Mechanical (demonstration)

fix-repair

hammer - hit with hammer

\*pound nails - drive nails - pull nails

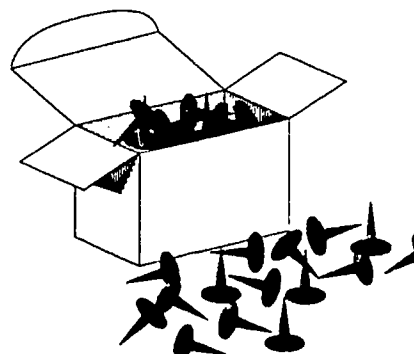
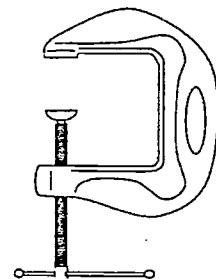
screws - drive in - screw in - screw out

tight loose - screw/bolt

tighten - loosen screw/bolt

screw on bolt/nut

unloosen



10/31/91

3:00 - LWE, Lesson 4

Group discussion of Halloween include:

costume  
trick or treat  
custom  
tradition

LWE, pg 32, vocabulary - use Halloween costumes to expand the use of vocabulary

SF - use of shall, pg 33 - see attached page

SF - when clauses, expand to:

When a repair order comes, I will do the work.

- “ “trick or treater knocks, I will .....
- “ “guest asks a question, .....
- “ “light bulb is out, .....
- “ “chair is broken, .....
- “ “supervisor asks for help, .....
- “ “stoplight turns yellow,



---

Extension Skill Book 3, Lesson 4 10/30/91

Explain Halloween - Holy Eve of old All Saints Day - Big American Holiday  
Spooks and goblins/trick or treat  
Devil's night (Detroit)

Face Parts

cut out - assemble - discuss  
lip - upper - bottom  
eye - eye lid/eye lash  
cheeks - chin (cleft in chin)  
ears - ear lobe/ear ring«brow - eye brow  
forehead  
mouth - teeth/tongue  
wink - one/blink - both/dimple  
blind - can't see  
deaf - can't hear

dumb - can't speak

Polite - nice/pleasant/subordinate to boss

Please/thank you/you are welcome

Shall I/may I

---

11/5/91

3:00 - LWE, Lesson 4

SF, pg 35, verb & infinitive

SF, pg 36, verb, object - infinitive

free reply - encourage personal or work related replies

Listening Comprehension - pg 37

- 1) Read twice - students retell the story collectively, teacher writes retell on board.
- 2) One student reads story and one student "checks" the retell. Entire class confirms, changes, corrects, retell for the checker.

Oral Evaluation, pg 37

Reading, LWR, pg 37, TM

Chart & Story

---

11/7/91

3:00 - LWR, Lesson 4

Review story on page 20 in LWR

*Reading Between the Lines.* Ask questions of entire group - pair discuss first, then tell answer to entire group for discussion.

Story Check-up - pg 22

Reading for Living - pg 23

Skills Practice 3 - add landlord

Writing Lesson - dictation of words, sentences and study

Practice - pg 24 & 25 in SB 3

### The Iditarod Sled Dog Race

In 1925 there were many sick people in Nome. Medicine was needed. Nome is far away. Medicine had to get there fast. No way by air --no way by train. The medicine had to go by dog sled.

One man and his dogs started.

When he was tired another man carried the medicine. Then another man and his dogs met him. The medicine got to Nome. The medicine helped the people. The path the men ran is called the Iditarod.

Today many men and women run dogs at one time. The Iditarod to Nome is over 1,000 miles. It takes 12 to 16 days. Many people go to Nome to meet the dog sleds. Today the Iditarod is not a race with sickness. It is a race for fun.

*Stories of local interest serve many purposes.*

- *They raise a worker's competency in conversation with customers and guests.*

- *They give a break from normal lesson material.*

- *They give added material for conversation, and supplemental reading and writing.*





A guest from Japan sees you in the hallway.

Guest: What is the Iditarod?

You: It's a sled dog race from Anchorage to Nome.

Guest: That's a long way. How many miles is it?

You: It's over 1000 miles long.

Guest: How long does it take?

You: The fastest time was this year. It took 10 days, 19 hours and 17 minutes.

Guest: Who won it?

You: Martin Buser.

### Check-up

- |   |     |    |
|---|-----|----|
| 1. The Iditarod is a dog sled race.         | YES | NO |
| 2. Susan Butcher won the race this year.    | YES | NO |
| 3. This year the race was the fastest ever. | YES | NO |

Write the contractions here:

# Workplace Lesson Plan - Worksheet

Place of Employment: \_\_\_\_\_

Scenario: (briefly describe the situation the lesson will address): \_\_\_\_\_  
\_\_\_\_\_

## Brainstorm Vocabulary:

(write anything that comes to mind about topic. Circle 6 - 8 to teach for the lesson.)

## Dialog:

(Keep it short, 2 or 3 exchanges. Establish relationship, ie. Customer/clerk, guest/house-keeper, supervisor/employee.)

A. \_\_\_\_\_

B. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

## Structure Focus:

(Decide what to teach, based on : 1. Oral instructions an employee must understand, 2. related written material, and/or 3. Corresponding skill book lesson. Adapt skill book structure focus by using the same grammar with work-related vocabulary.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Pronunciation:

(Sounds, minimal pairs, similar sounding job related words, phrases that a student needs to say understandably on the job.)

\_\_\_\_\_

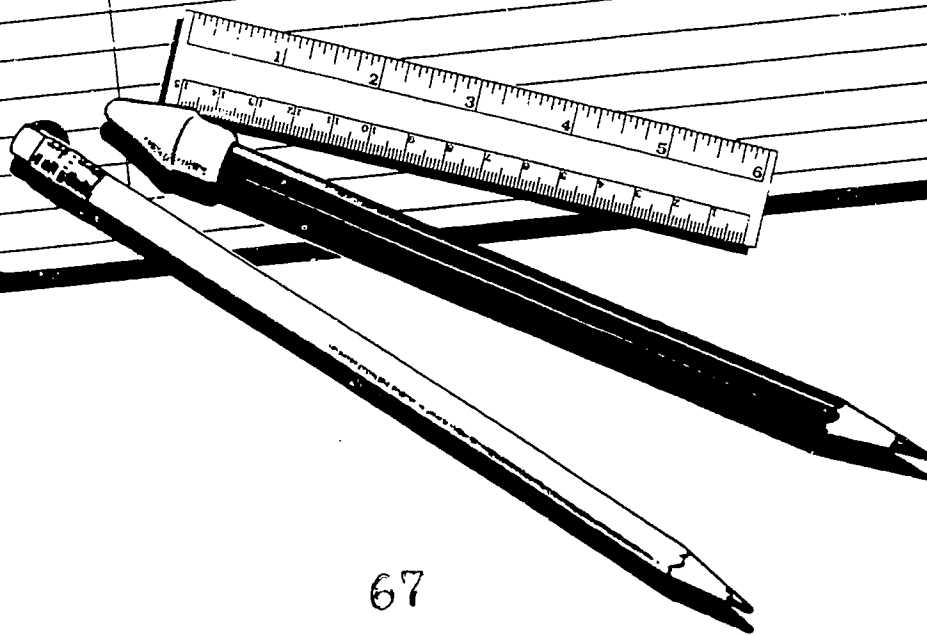
\_\_\_\_\_

\_\_\_\_\_

Funding

and

Volunteers



---

# Energy Sources: *Money & People*

---

## Why do You Need Funding?

Administration

Materials

Teachers

## Funding Sources

**United Way** - *If no contacts with your local United Way write :*

United Way of America

701 North Fairfax Street, Alexandria, VA 22314

### **Government Grants**

Municipal/City/County

State

Federal Register- *Examples:* Marian Banfield, National Workplace Literacy Program

Switzer Building, Room 4512, U.S. Department of Education

Washington D.C. 20202-7327

National Institute for Literacy

800 Connecticut Avenue, NW Suite200

Washington D.C. 20202-7560

**Foundations** - *Example:* Barbara Bush Foundation for Family Literacy

1002 Wisconsin Avenue North West, Washington D.C. 20007

### **Board of Directors**

Fundraising

### **Civic Organizations**

### **Corporations**

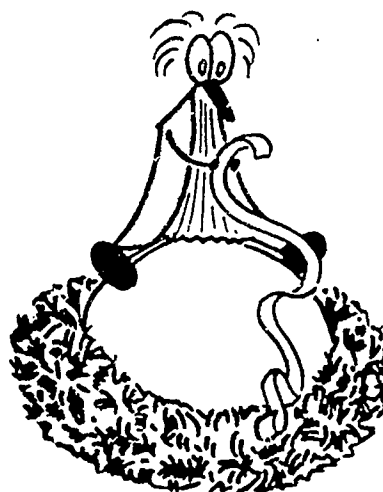
Dollars

In-Kind Donations

Grants

### **Unions**

### **Individuals**



## Volunteers

---

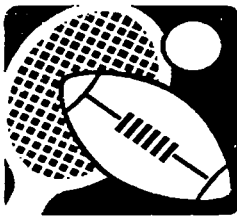
# Address the Needs of Your Energy Source

---

## *Thoughts to Ponder*



Vision



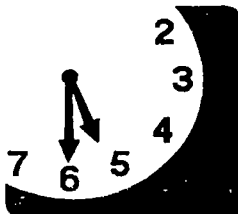
Diversity



Visibility



Enthusiasm



Timing

*Each one do what he or she is good at and likes to do*



# Anchorage Literacy Project Newsletter

OCTOBER 1990

1345 RUDAKOF CIRCLE, ANCHORAGE, AK 99508

337-1981

## Inservice for ESOL Tutors November 8 - Adapting a Lesson to Your Student's Needs!

By Jan Jones

Mark November 8 on your calendars, ESOL Tutors! Janice Gullickson, an exciting ESL Trainer with statewide experience, will be leading inservice training on "Adapting a Laubach Lesson to Your Student's Vocabulary and Situational Needs." Ms. Gullickson has taught Spanish in the public schools and at the university level, as well as methodology courses for teachers of second languages. Don't miss this training event at the Central Lutheran Church at 1420 Cordova St. from 6-9pm on November 8.



*BP and ALP Tee Off to Checkmate Illiteracy. Left to Right Jim Palmer, Rick Brown, Marilyn Gregory and Bob Cadieux.*

## LEARNING TO LEARN

Marcia Heiman, Behavioral Psychologist, from Cambridge, Massachusetts, will give a 3-day Learning to Learn workshop October 15, 16, 17, 1990, at the Sheraton Anchorage Hotel, 9-5 Monday and Tuesday, 9-12 on Wednesday. ALP tutors may attend this seminar free of charge. Please call ALP to register so you'll be sure to have a packet.

What is Learning to Learn? Learning to Learn (LTL) is a system of reasoning strategies for teaching adults. When applied, LTL significantly increases the adult

student's grade point average, impacts student retention by reducing student attrition 20-50%. LTL has been researched and developed over 20 years and has been endorsed by the U.S. Department of Education.

The LTL workshop will be presented in conjunction with the Adult Basic Education Regional Director's Meeting for staff development.

Be sure to call right away to reserve your place in the workshop!

*BP Exploration held a golf tournament with all the proceeds going toward the fight against illiteracy.*



# Anchorage Literacy Project Newsletter

OCTOBER 1991

1345 RUDAKOF CIRCLE, ANCHORAGE, ALASKA 99508

337-1981



## BP EXPLORATION

### *THANK YOU!* BP EXPLORATION & BP EMPLOYEES

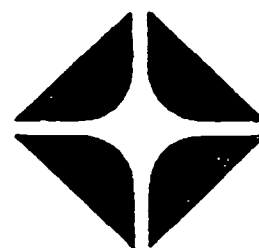
At the barbecue following the BP Employees' Golf Tournament benefitting ALP, BP Exploration CEO, Julian Darley, presented Douglas Everhart, ALP Board member and golf player extraordinaire, a check in the amount of \$25,000! The funds will be applied toward sponsorship of tutor training workshops and literacy services for the homeless, as well as other needs the ALP Board deems appropriate.

#### New ALP Hours

Monday, Wednesday,  
Thursday, & Friday:  
9 am - 5 pm

Tuesday: 9 am - 6 pm

*Thank  
You  
For  
Helping  
In The  
Fight  
Against  
Illiteracy!*



### *THANK YOU* ARCO ALASKA, INC AND THE ARCO FOUNDATION!

ARCO has granted Anchorage Literacy Project \$11,600, the full amount of their 1991 request! The ARCO funds will help sponsor ALP's winter tutor training workshops and 16 new students in ALP's literacy computer lab, PALS, as well as provide funds for the purchase of a larger TV monitor and VHS VCR to be used in tutor training sessions and student instruction.



*A year later, another golf tournament and grants, fund training, equipment needs, literacy services for the homeless as well as other needs approved by the ALP Board.*



# Anchorage Literacy Project Newsletter

AUGUST 1991

1345 RUDAKOF CIRCLE, ANCHORAGE, ALASKA 99508

337-1981



## CORPORATE SPELLING BEE TO BENEFIT ALP

The BizBee, sponsored by the Anchorage Daily News, will be an exciting, entertaining evening! Don't miss it!

THURSDAY, SEPTEMBER 12  
6:30 PM to 9:00 PM

SHERATON ANCHORAGE  
HOTEL BALLROOM

Audience Admission: \$5.00

Companies of all types, from small retailers to international corporations will gather with their teams of three for an old-fashioned spelling bee. Team members will be allowed to collaborate so no one risks embarrassment. They'll have 20 seconds to begin spelling the word OR they may pass a word to another team up to three times during the evening; HOWEVER, if they pass, it will cost them money!

The official Spelling Bee word list will be used. Teams are already memorizing words! There will be judges, a pronouncer, the works! During the evening, 10 spelling words will be given at random to the audience to write down. The lists will be collected, graded and prizes awarded!

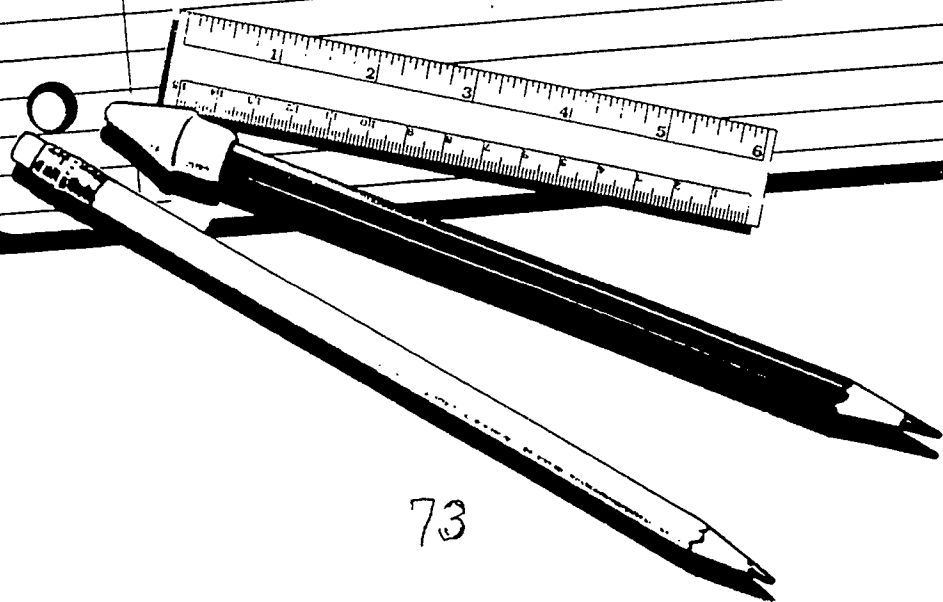
We need 10-15 ALP volunteers to help out during the evening — you won't have to spell! Call Jackie or Anne at 337-1981 if you can help.

Please make plans now to attend the BizBee! It will be fun! Let's show our appreciation to the Daily News and the local business community for their terrific support!

*Sponsored by the Board, this fundraiser, an old-fashioned spelling bee for companies, generated public awareness of illiteracy and lots of fun between businesses as well as project funds.*



Computer  
Based  
Program



## **PALS - *The Principle of the Alphabet Literacy System***

*“I am a student. I really enjoy this class because I’m getting to learn so many things--especially computers. There are so many things to do because you can use the computer anywhere you go now. It teaches me so many things that I didn’t know before, so I am very glad to be in the program.”*

*“There is no other program that has worked for me like this program. It’s great! I’m reading out loud lately. The words are coming out of my mouth. They are not wrong. It’s one of the best gifts anyone could ever give me - to learn how to read.”*

*“Since I learned to read, everything seems brighter, like the sun coming out on a cloudy day.”*

QUOTES BY PALS’ STUDENTS

### **What is PALS?**

PALS is an advanced computer-based system that addresses the problem of adult and adolescent illiteracy. The Principle of the Alphabet Literacy System (PALS) is a phonetic-based system that uses animated video and computer-stored voice to enable low level readers to associate sounds with letters, letters with words, and use words to create sentences.

This multi-sensory system is designed to be used in a laboratory environment. By simply touching the video screen, students can control the flow of information, repeat instructions and learn at their own pace. In addition, they learn touch typing and the skills that are necessary to interact with computer-assisted literacy instruction. It accommodates students for daily one-hour sessions over a prescribed 100 hours of instruction.

The PALS Lab opened at Anchorage Literacy Project in May 1990 and serves up to 16 students at one time.

The lab consists of IBM computers, both with and without a hard drive, laser disk systems and software. The software will run on IBM compatible machines as well. Software comes in three sizes: Quarter lab (4 persons), Half Lab (8 persons), and Full Lab (16 persons.)



## How is PALS used with Workplace Literacy?

PALS is an option for students who have completed Skill Book 3 or who test in at a Skill Book 4 level. Employees also take the PALS lab when their jobs require them to use a computer.

Modifications are made for workplace students such as having them type workplace related materials and preparing job bids for advancement at their company instead of resumes.



## How Did ALP Acquire the PALS Lab?

IBM awarded funding to eleven non-profits worldwide where IBM employees were volunteering. The past president of our Board of Directors and another Director work for IBM. They submitted a proposal from the Anchorage IBM office. The Anchorage Literacy Project was one of eight in the United States to receive a computer lab.

Anything you can say, you can write.

Nothing worth writing can be written in one try.

John Henry Martin  
Author of PALS Program

This person is a mother. She raised four children. She's a grandmother. She always used to think she was too stupid to learn to read. She is beginning to find out that she isn't so stupid. She is beginning to find out that she is a whole new person. She is finding what life is all about. Back then when she got married, she went from her mother's apron strings to her husband. He kind of took over. He did everything until five years ago. Now in 1990 it is like I'm living for the first time. I can read.

*This sample is a story written by PALS Lab student, Rosemary Peace utilizing her newly aquired computer, reading, and writing skills.*

*Responses to a TV interview by a workplace employee*

I started school in the second grade.

I started behind and then I stayed behind; I never received the proper help I needed to catch up. Being behind after you get to the 3rd or 4th grade, you kind of give up, and you don't have any more enthusiasm.

Sometimes I would be in a crowd of people, and they were going to play a word game. I would shy away - people would always wonder why. I never tried to hide the problem. I just never wanted to discuss it with anyone.

Being illiterate, you feel left out of the world. You feel like you have a handicap. It's not a noticeable handicap, yet it's a handicap that holds you back and keeps you from making it in your life.

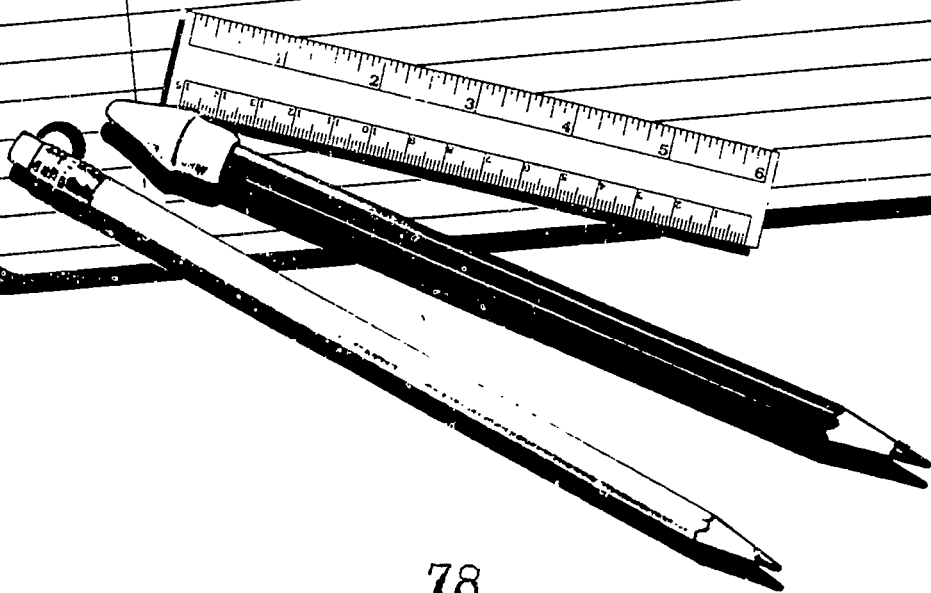
If it's something that you want and you're too embarrassed to go and get it, then you don't deserve it. But if you really want it, embarrassment comes and goes - whenever you achieve what your goal is.

Sites

Incentives

and

Evaluations



---

## A B C's for Site Selection

---

A. \_\_\_\_\_

Ask these questions.

1. Is the managements supportive, receptive, innovative?
2. Do the students/employees have a desire to learn or are they comfortable in the "little Cuba" they've developed in the workplace?
3. Can work schedules be modified to make attendance convenient?
4. Can the method of instruction be modified to meet the needs of the student and the employer?
5. Can the goals of the program be met.?

B. \_\_\_\_\_

C. \_\_\_\_\_

---

# Incentives

---

Flex-schedules

Class during paid time

Child care arrangements

Transportation assistance

Bonuses at completion of phases

Attendance pay

Memos, widely distributed

Newspaper articles

"Publish" written works

*The ideas for incentives are only limited by the imagination.*





# Sheraton Students Celebrate Achievements!

Students enrolled in the Anchorage Workplace Literacy classes at the Sheraton Hotel had a grand celebration September 24, 1991.

Invitations were issued to family, friends and hotel staff to join their celebration of achievement. Many people came to show their support. Mr. Forrest Paulson, General Manager of the Sheraton Hotel, thanked the students for their efforts in pursuing their studies.

Lisa Behrends, Linen Room, and Nancy Chamberlain, Executive Housekeeper, were instrumental in obtaining Ballroom A at the Sheraton and arranging the refreshments.

Jim Egan, a board member for the Anchorage Literacy Project, spoke to the group. He complimented the Sheraton for their contribution towards literacy in Anchorage. He told the students their studies benefit not just themselves, but their families, the community and the country.

Roselynn Cacy, Director of the Anchorage Workplace Literacy Project, and Jim Egan awarded diplomas to the students who completed ESL Skill Books and certificates of merit for class attendance.

Students receiving diplomas were: Primativo Cato, Jung Soon Chon, Young A. Choi, Jung Ja Hong, BoSun Yi, Alvaro Avosta, Thomas Mosquete, Raul Henriques, Luis Sosa, Kum Sun Sa, Vitalina Guzman, Elda Lorenzo and Su Ran Pak.

Awards for outstanding class attendance were given to Jung Soon Chon, Young A. Choi, BoSun Yi, Alvaro Avosta, Thomas Mosquete, Raul Henriques, Luis Sosa, Su Ran Pak, and Miquel Guzman.

Awards for attending fifteen or more hours of classes were given to Juan Wong, Kum Sun Sa, Vitalina Guzman, Elda Lorenzo, Stuart Mejia, Judith Alarcon, Wan Soon Song, Jung Ja Hong, Primativo Cato, Gullarmina "Lin" Sosa, Maria Ledesma and Maria Vidal.

Recognition was given to Sandy Smith who completed GED requirements by awarding her an Anchorage Literacy Project tee-shirt.



*Instructors Liz Leng (left) and Polly Smith (right), and Forrest Paulson, Sheraton general manager congratulate Su Ran Pak.*

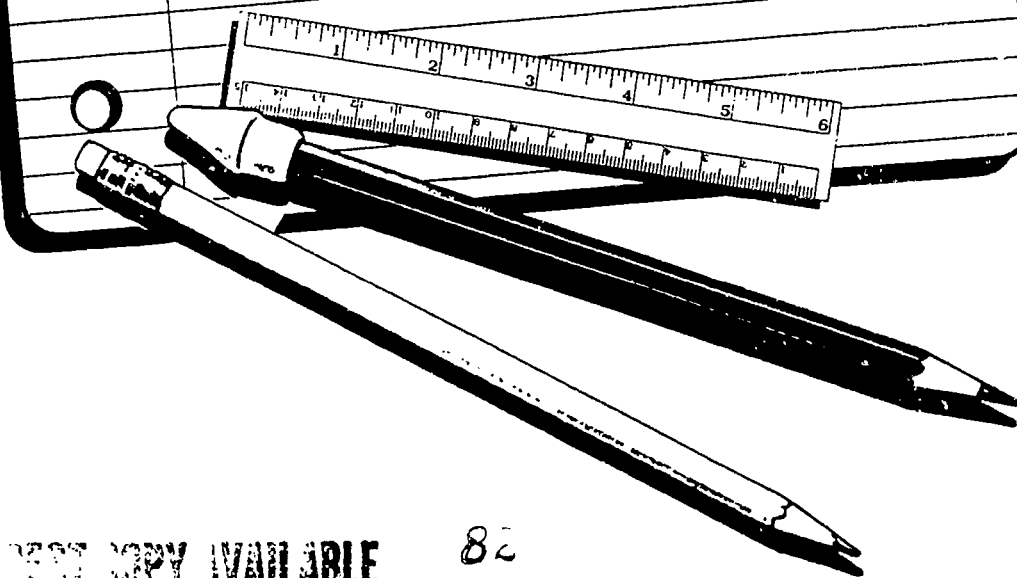


*Liz Leng, Sandra Smith and Forrest Paulson enjoy the literacy achievement celebration.*



*Luis Sosa receives a warm handshake of congratulations for his studies in English.*

# Replicating the Model



---

# Replicating the Model

---

## Brochure

Trilingual with room for an additional language as needed.  
Can be easily duplicated on office copier. Used within a company to reach potential students

## Poster

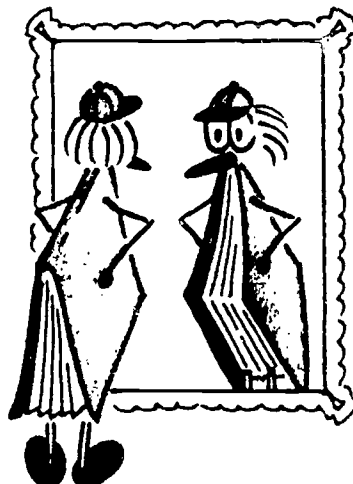
Matches brochure, used within a workplace.

## 5-Step Model for a Workplace Program

Sample letter to be sent to a corporate executives inquiring about establishing a literacy program in their company.

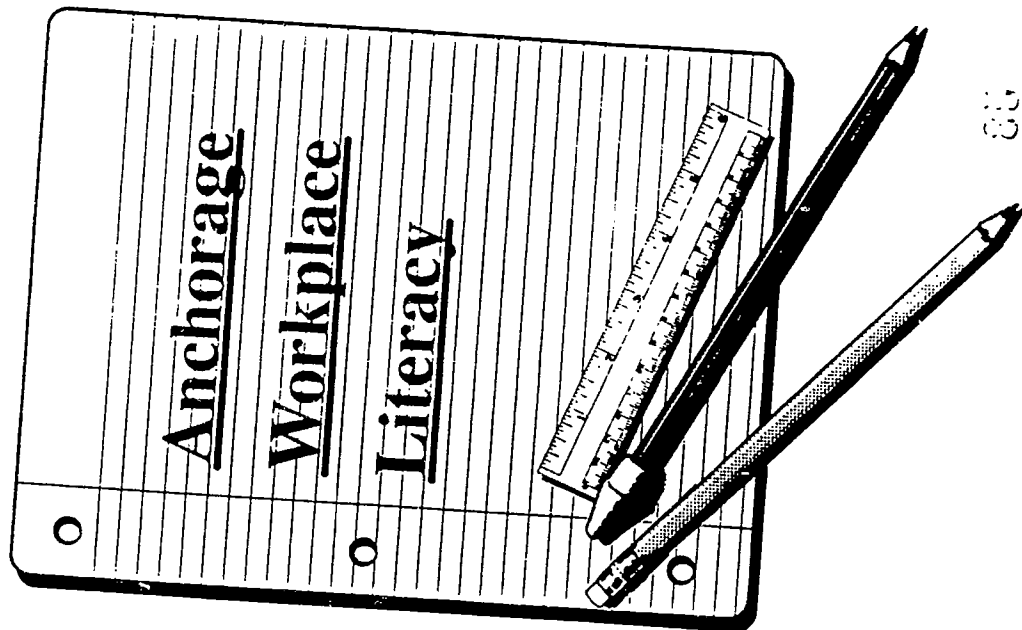
## Handout

Outlines the specific programs of study available through ALP. Used in presentations to corporate supervisors.



# FREE CLASSES

Classes Gratis  
무료 공부반



Anchorage Workplace Literacy Project can help you improve your literacy skills through worksite classes, a literacy computer lab and individual tutoring.

Classes are designed to meet individual and workplace needs.

Funding for the Anchorage Workplace Literacy Project is provided through a \$205,852 grant (58%) from the U.S. Department of Education, National Workplace Literacy Program with matching local funds.

PLACE  
STAMP  
HERE

**Anchorage Workplace Literacy Project**  
ANCHORAGE LITERACY PROJECT  
1345 RUDAKOF CIRCLE, SUITE 104  
ANCHORAGE, ALASKA 99508

# FREE CLASSES

Clases Gratis

무료 공부반

## GED

Diploma de Educación General  
고등학교 수료증 예비반

## Spelling

Clases de Ortografía  
기초영어반

## Typing

Escribir a Máquina  
타이핑반

## English Classes

Clases de Inglés  
외국인을 위한 영어반

## Reading

Clases de Lectura  
읽는 영어반

## Math

Clases de Matemática  
수학반

## Communication Skills

Habilidad de comunicarse  
영어회화반

For Information ask your manager  
or call Bumpy at 337-1981 (confidential Hotline)

Para más información, pregunte a su director o llame a Bumpy,  
numero de telefono confidencial 337-1981  
상세한 문의는 당신의 매니저에게나 또는 뱀피  
(337-1981)이기로 하십시오.

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

### I can attend classes:

- mornings
- afternoons
- evenings

### I am interested in the following classes:

- English classes
- GED
- Reading/Writing/Spelling
- Math
- Other \_\_\_\_\_

Please return this form to:

Roselynn Gacy or Bumpy Poole  
Anchorage Workplace Literacy Project  
1345 Rudakof Circle #104  
Anchorage, AK 99508

337-1981

(confidential hotline)

# FREE CLASSES

Clases Gratis

무료공부반



## GED

Diploma de Educación General  
고등학교 수료증 예비반

## Spelling

Clases de Ortografía  
기초영어반

## Typing

Escribir a Máquina  
타이핑반



## English Classes

Clases de Inglés  
외국인을 위한 영어반

## Reading

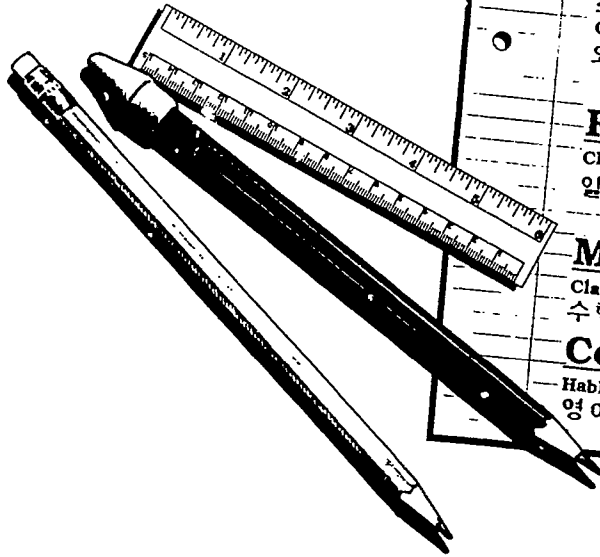
Clases de Lectura  
일반영어반

## Math

Clases de Matemática  
수학반

## Communication skills

Habilidad de Comunicarse  
영어회화반



For Information ask your manager

or call Bumpy at 337-1981 (confidential hotline)

Para más información, pregunte a su director o llame a Bumpy,  
numero de telefono confidencial 337-1981

상세한 문의는 당신의 매니저에게나 또는 범피

(337-1981)에게로 하십시오.

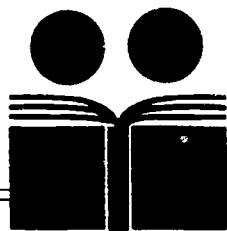
Anchorage Workplace Literacy

Anchorage Oficina de alfabetización en inglés.

앵커리지 직업영어 교육소

Anchorage

# Literacy Project



"EACH ONE TEACH ONE"



United Way

Member of Laubach Literacy Action and LLI

1345 Rudakof Circle, Suite 104  
Anchorage, Alaska 99508  
Phone: (907) 337-1981

May 27, 1992

Corporate Executive  
1000 Any Street  
Anchorage, AK

Dear Corporate Executive:

Enclosed please find samples of our workplace poster and brochure. I am presently Project Director for the Anchorage Workplace Literacy Project, a cooperative effort of the Anchorage Literacy Project, three business partners, two worksites, and the U.S. Department of Education. We are developing a model for workplace literacy for use in Anchorage.

Our model for a workplace program has the following steps:

- 1) Identify at least 3 employees to advise us in the project - one in management, one student, and a supervisor who is interested in having the program for the employees he or she supervises. The supervisor may want to take our tutor training.
- 2) Provide information to the employees about the program. I've enclosed a sample of the poster and brochure we developed. We have left space to add another language when appropriate. We could also give a ten to twenty-minute presentation with an opportunity for questions.
- 3) Set up interviews for employees that want instruction. Usually, they meet with Bumpy Poole, our Student-Tutor Coordinator, who helps them determine whether they can be best served in our computer lab, a regular ESL (English as a Second Language) class, with a private tutor, or in a worksite class.
- 4) Set up worksite classes based on job specific needs and/or English-speaking ability with input from the immediate supervisor and the employees.
- 5) Provide recognition and an opportunity for celebration and evaluation after six months.

Number 4 can be done earlier in the program, but it is the only step for which ALP currently does not have funding.

Page 2

As a part of our current workplace literacy grant which continues through August, we can assist other companies in starting programs, but only have approval to develop curricula for and teach in the companies that signed on the previous year.

The Anchorage Literacy Project has funding to train tutors and match students, but the teaching is done by volunteers, and there is a waiting list of students.

However, if you are willing to be the management person involved, we can get started. It will be easier to get the specific curriculum, instructor and funding if we know how many employees with what interests are going to be in the project, and we can get some people started right away.

Sincerely,

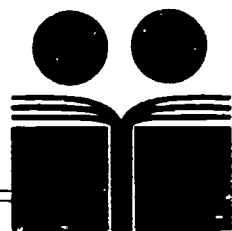
Roselynn Cacy  
Project Director  
Anchorage Workplace Literacy Project

Enclosures



Anchorage

# Literacy Project



"EACH ONE TEACH ONE"



Member of Laubach Literacy Action and LLI

1345 Rudakof Circle, Suite 104  
Anchorage, Alaska 99508  
Phone: (907) 337-1981

## ANCHORAGE WORKPLACE LITERACY SERVICES

Prior to beginning instruction, each student will have an intake/assessment with the student/tutor coordinator to determine:

1. Goals
2. Level of competency in reading, writing, English and, in some cases, math
3. Recommended program of study

The student/tutor coordinator will answer any questions the student may have. Students who are reticent to have their skill level or participation made known will be assured of complete confidentiality to relieve any apprehensions.

### RECOMMENDED PROGRAMS OF STUDY WILL INCLUDE:

1. English as a Second Language class to enhance communication skills along with reading and writing.
2. PALS (Principles of Alphabet Learning System), a computer assisted program designed for intermediate students to increase their writing, spelling and reading skills while learning touch typing and keyboarding.
3. GED preparation.
4. Individual volunteer tutors for basic reading, writing, spelling and math skills.

### SITE:

The site of class/instruction can be the worksite, Anchorage Literacy Project, the tutor's home, or the student's home in the case of a one-on-one situation, or any other mutually agreeable place.

### FOR EMPLOYEES WANTING TO SHARE THEIR SKILLS:

Training and certification available to become Laubach ESL (English as a Second Language) tutors, Laubach Literacy tutors, or PALS Lab assistants.