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ABSTRACT

This packet contains five lesson plans designed to teach reading and writing skills to grocery store employees. The lesson plans were developed, using the Laubach literacy method, for a workplace literacy project at Carr Grocery Store in Anchorage, Alaska. The lesson plans, which are correlated with Laubach skills books levels 1-2, include conversational skills (dialogue, vocabulary, grammar, pronunciation, and free conversation) and reading and writing skills and practice. The lessons focus on topics from the workplace in the following areas: bakery, cake orders, courtesy clerk, and sushi bar. Content focuses on work skills, work attitudes and behaviors, and workplace conversation. (KC)

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**Lesson Plans Prepared for Carr Grocery Employees  
Conversation and Reading Skills Correlated with  
Skill Books 1-2 of "The Laubach Way to English"**

**Workplace Curriculum**

**Anchorage Workplace Literacy Program**

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## Workplace Curriculum

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# BAKERY LESSON

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills  
correlated with Skill Book 1

of the

Laubach Way to English

by Jeanette D. Macer and Martha A. Lane

New Readers Press

Developed by Jan Jones  
with Josephina Chavez

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

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Education National Workplace Literacy  
program with matching local funds.

TPR Exercise to use with Skill Book 1, Lesson 2  
Present Continuous Tense Aspect to go with "A Shopping Trip"

Stand up.

Sit down.

Stand up.

Raise your right hand.

Shake hands with someone.

Sit down.

Raise your left hand.

Raise your right hand.

Clap your hands.

Raise your right hand.

Pick up your pen.

Write your name.

Put down your pen.

Stand up.

Turn around.

Raise your left hand.

Put it down.

Turn left.

Walk to the door.

Close the door.

Open the door.

Turn around.

Walk to your chair.

Raise your right hand.

Turn right.

Sit down.

Pick up your pen.

Write your name.

Put down your pen.

Open your book.

Close your book.

- T. follows directions as recorded on tape.
- S.s join T. in following directions.
- T. reads directions, substitution the present continuous, and models them.
- T. gives directions in the present continuous until students join in following them.
- T. reads directions in the imperative as written, asking only one S to follow them; T. then asks another S, "What is he/she doing?" T. makes proper response if S. cannot.

Shopping trip, continued  
Page 4

Open the door.

---

Get in.

---

Fasten your seat belt.

---

Start the car.

---

Drive home.

---

Pick up some eggs.

---

Put them in your basket.

---

Pick up some cereal

---

Put it in your basket.

---

Walk to the Express Checkout Counter.

---

Stand in line.

---

Put the basket on the counter.

---

Give your money to the cashier.

---

Say, "Thank you."

Thank you.

---

Pick up your bag of groceries.

---

Walk to the car.

---

Open the trunk.

---

Put the bag in the trunk.

---

Close the trunk.

---

Unlock the car.

---

Open the door.

---

Get in the car.

---

Close the door.

---

Fasten your seat belt.

---

Start the car.

---

Drive to the store.

---

Open the door.

---

Get out of the car.

---

Lock the door.

---

Close the door.

---

Walk to the store.

---

Get a basket.

---

Pick up some milk.

---

Put it in your basket.

---



A SHOPPING TRIP  
1-B

Rule: BE + verb ING = NOW.

Write the sentences with this form of verb.

Sit down.

I am sitting down.

Pick up your paper and pen.

Make a list.

Write milk, eggs, and cereal.

Put down your pen.

Put your list in your pocket.

Stand up.

Pick up your purse/wallet and keys.

Walk to the door.

Open it.

Close the door.

Lock it.

Walk to the car.

in / at

I live \_\_\_\_\_ Anchorage.

Put the cookies \_\_\_\_\_ the bag.



I work \_\_\_\_\_ Carrs.

I work \_\_\_\_\_ the Bakery.

Glenn is \_\_\_\_\_ the Front Booth.

Jan is \_\_\_\_\_ the door.

Workplace Lesson  
SB 1 Carrs-Huffman

9/26/91

We went downstairs -

I am going downstairs

I am going upstairs

This is a ladder

These are stairs

We are going .....

Where are we going?

We are going through the double doors.

This is produce

This is the meat department

Where is the seafood?

flowers?

frozen food?

Where is the ice cream?

In the frozen food department?

These are Mexican foods

Oriental foods

This is the Bakery

Snack Shop

Pharmacy

Deli

Natural Foods

Where is the Pepsi?

Where is the medicine?

my shoes

Roselynn's shoes

your pencil

Josefina's pencil

Where is Alaska Cleaners?

Pacific Linen

Oaken Keg

The Connexion

Book Cache

cat

kitten

kitty

dog

pup

puppy

TM p. 156-8

Conversations in the Workplace

Talk and Listen

Directions: Mount the following exchange in sets of cards.  
May use with Pairs of Students or Student/Teacher.  
More advanced students may be given only one card and prepare  
their own response.

1A A: Good morning.  
B: . . . . .  
A: May I help you?  
B: . . . . .  
A: Anything else?  
B: . . . . .

1B A: . . . . .  
B: Good morning.  
A: . . . . .  
B: Yes, I'd like a bran muffin.  
A: . . . . .  
B: No, thank you.

2A A: May I help you?  
B: . . . . .  
A: Not today. Do you want something else?  
B: . . . . .  
A: I'm sorry.

2B A: . . . . .  
B: Yes. Do you have any pecan rolls?  
A: . . . . .  
B: No. I want pecan rolls!  
A: . . . . .

3A A: This is Carrs on Huffman.  
B: . . . . .  
A: I'm sorry to hear that.  
B: . . . . .  
A: Yes, don't worry. Just take care of yourself.  
Will you be back tomorrow?  
B: . . . . .

3B A: . . . . .  
B: This is Josephina Chavez.  
I am very sick today.  
I cannot work.  
A: . . . . .  
B: Thank you.  
Will you tell my manager?  
A: . . . . .  
B: I think so.

4A Intercom: . . . . .  
A: Did you page me?  
B: . . . . .  
A: Is she sick?  
B: . . . . .  
A: Oh, I see.  
Thank you.

4B Intercom: (name)  
Please come to the Booth.  
A: . . . . .  
B: Yes, I did.  
Your teacher, (name), called.  
She cannot teach English tomorrow.  
A: . . . . .  
B: No, she's OK.  
She has some other work to do.  
A: . . . . .

HELPING A CUSTOMER IN THE BAKERY  
A TPR Exercise

Walk to the display case.  
Say, "May I help you?" to the customer.  
Listen. He is saying, "I'd like a jelly donut."  
Say, "Strawberry or lemon?"  
Listen. He's saying, "Strawberry please."  
Say, "Anything else?"  
Listen. He's saying, "No, thank you."  
Pick up a sack.  
Pick up a pen.  
Write 39¢ on the sack.  
Put the pen on the counter.  
Turn around. Get the jelly donut for the customer.  
Walk to the bread cart.  
Pick up a tissue.  
Pick up a strawberry jelly donut.  
Put it in the sack.  
Turn around.  
Walk to the display case.  
Give the sack to the customer.  
Smile.  
Say, "Thank you."  
Listen, he is saying, "Thank you. Have a nice day."  
Say, "You too."  
Smile.

- Step 1: Make tape of these imperatives and model.  
Step 2: Student follows imperatives.  
Step 3: Student enacts imperatives, Teacher describes in continuous present, eg.- "He's/she's walking to the display case."  
Step 4: Homework- student transforms sentences into continuous present, using 1st person singular subject:

Walk to the display case.

I'm walking to the display case

Josephina in the Bakery

This is Josephina.

This is Carrs Bakery.

This is a customer.

Josephina picks up the poppyseed muffin.

She puts the poppyseed muffin in the bag.

She gives the bag to the customer.

The customer has the bag.

She takes the bag to the checkstand.

She gives the cashier \$.79.

SEE APPENDIX

HELPING A CUSTOMER IN THE BAKERY  
A TPR Exercise

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Say, "May I help you?" to the customer.  
Listen. He is saying, "I'd like a jelly donut."  
Say, "Strawberry or lemon?"  
Listen. He's saying, "Strawberry please."  
Say, "Anything else?"  
Listen. He's saying, "No, thank you."  
Pick up a sack.  
Pick up a pen.  
Write 39¢ on the sack.  
Put the pen on the counter.  
Turn around. Get the jelly donut for the customer.  
Walk to the bread cart.  
Pick up a tissue.  
Pick up a strawberry jelly donut.  
Put it in the sack.  
Turn around.  
Walk to the display case.  
Give the sack to the customer.  
Smile.  
Say, "Thank you."  
Listen, he is saying, "Thank you. Have a nice day."  
Say, "You too."  
Smile.

- Step 1: Make tape of these imperatives and model.  
Step 2: Student follows imperatives.  
Step 3: Student enacts imperatives, Teacher describes in continuous present, eg.- "He's/she's walking to the display case."  
Step 4: Homework- student transforms sentences into continuous present, using 1st person singular subject:

Walk to the display case.

I'm walking to the display case.



I am Josefina Chavez.  
I am Mrs. Chavez.  
My husband is Mr. Chavez.  
I have four children.  
My children are in school.

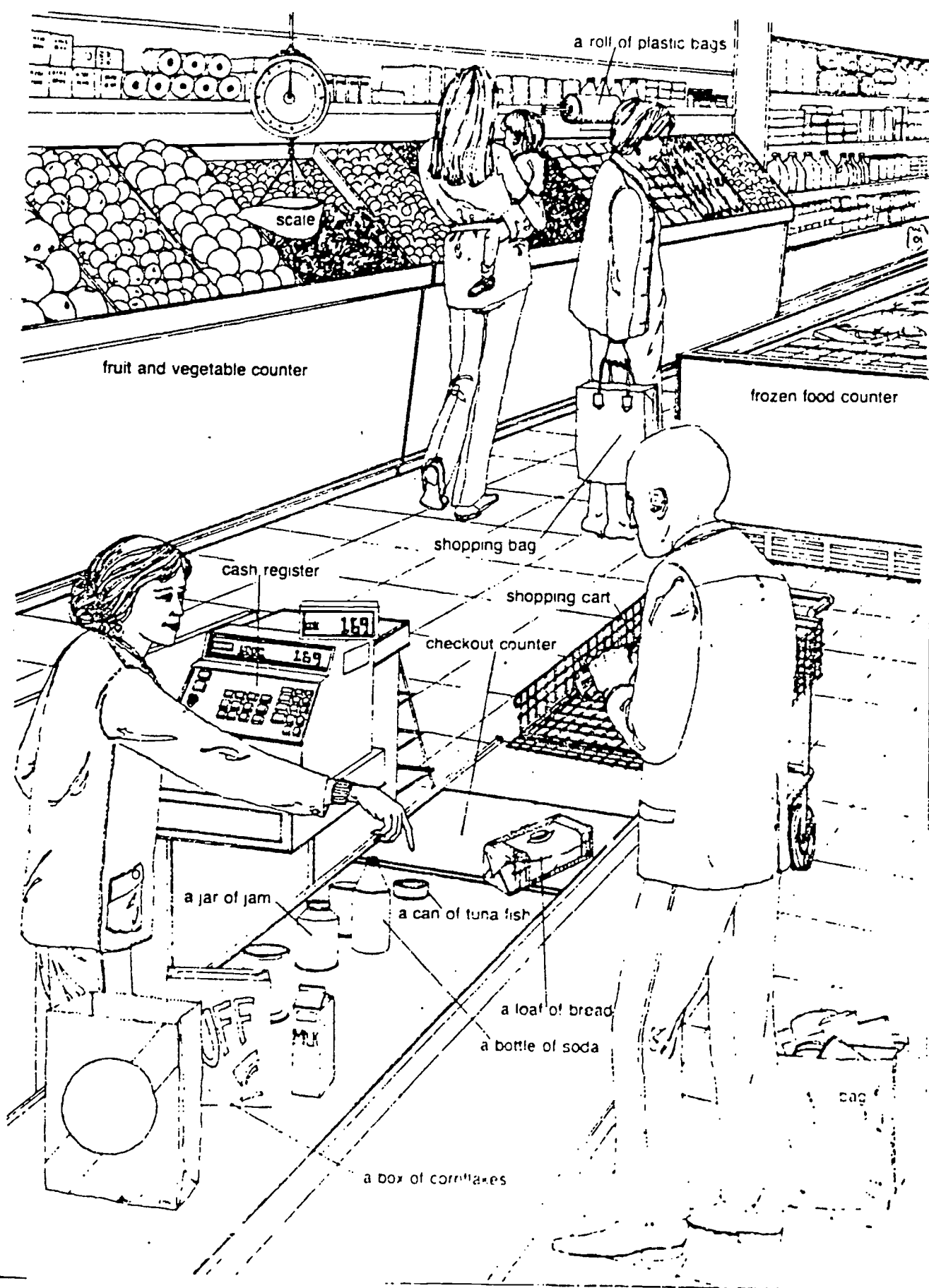
I have two dogs.  
Their names are Bob and Sadie.  
Sadie is a girl.  
Bob is a boy.

SOME/ANY

What's different about these pictures?

Directions: Give student two pictures of a supermarket. (If teaching a class, have pairs of students work together.) The student should describe the differences using some and any, eg.-"That man doesn't have any hair." "This man is buying some eggs."

Ask questions of each other, eg.- "Does this woman have any shoes?"  
"Is the man buying any cookies?"



fruit and vegetable counter

a roll of plastic bags

scale

frozen food counter

shopping bag

cash register

shopping cart

checkout counter

a jar of jam

a can of tuna fish

a loaf of bread

a bottle of soda

a box of cornflakes

bag

## POSSESSIVE PRONOUNS IN THE WORKPLACE

Directions: Give student(s) copies of Cake Orders 1, 2, 3, & 4 and cards with pictures of these four cakes.

Review possessive form of noun + 's.

Whose cake is this?  
Whose order is this?

Directions: Students put one or more objects in a bag. (If teaching only one student put name tags on puppets. Be sure to have both male and female puppets.) The teacher should also participate so that your will have meaning.

Student(s) and teacher take turns taking objects out of the bag, asking. . .

Whose \_\_\_\_\_ do you have?  
Whose \_\_\_\_\_ do I have?  
Whose \_\_\_\_\_ does she have?  
Whose \_\_\_\_\_ does he have?  
Whose \_\_\_\_\_ does Ann have?  
Whose \_\_\_\_\_ does Bob have?

## INDIRECT OBJECT WITH TO

Directions: Give pairs of students a situation to enact (Teacher may play a role if teaching one-on-one. Teacher will ask, "What is (name) doing?" The student will answer in the present continuous followed by TO + object. eg.- card reads, "Read a book to your son/daughter." The pair of students will enact that and the teacher will ask, "What is (name) doing?" Answer: "(name) is reading a book to his/her son/daughter."

Tell the teacher your phone number. Tell her/him again. (repeat)

Give a quarter to (name) .

Sell a watch to (name) .

Show your pass to the bus driver.

Speak Spanish/Japanese/Korean/etc. to (name) .

You are a waitress. Give a cup of coffee to your customer.

## WORKPLACE

Give a bag of donuts to the customer.

Show the pictures of decorated cakes to the customer.

Take the dirty pans to the sink.

Give the chocolate chip cookie to the little girl.

Talk to Ann Smith. She wants to buy a birthday cake for her son.

Read the cake order to Ms. Smith. Is it correct?

MORE QUESTIONS IN THE WORKPLACE

WHEN + BE

1. When is Elsie coming in?

---

2. When are you going to take your break?

---

3. When is (name) going home?

---

4. When are we supposed to make the cookies?

---

5. When is Carrs Christmas party?

---

WHEN + DO

1. When do you get off work?

---

2. When do you have lunch?

---

3. When does Elsie come in?

---

4. When does (name) decorate the cakes?

---

5. When do you start work?

---

MORE QUESTIONS IN THE WORKPLACE

WHERE + BE

1. Where is the manager?

---

2. Where are the public phones?

---

3. Where are the cakes?

---

4. Where are you going? (6 pm)

---

5. Where is the Break Room?

---

WHERE + DO

1. Where do you live?

---

2. Where do you want me to put the old bread?

---

3. Where does the cake decorator work?

---

4. Where does Elsie keep the schedules?

---

5. Where do I put my coat and boots?

---

TALK / SPEAK

Directions: Mount dialogs on cards. Give part A to one student. Give part B to another student, or the Teacher may read it. Use as a basis for questions and answers. In a class situation the other students must listen and try to understand another's spoken English as well as evaluate the action that they see.

A: (Is walking) 1-A

B: . . . . .

A: OK! OK! Don't shoot!

B: . . . . .

A: You can have it.

Don't shoot!

A: . . . . . 1-B

B: Your money or your life!

A: . . . . .

B: Give me your watch, too!

A: . . . . .

A: I want to check out this book. 2-A

B: . . . . .

A: Here it is.

B: . . . . .

A: Thank you.

A: . . . . . 2-B

B: OK. I need your library card.

A: . . . . .

B: Thank you.

These books are due in three weeks.

A: . . . . .



A: Oh, good. We can park here. 3-A  
B: . . . . .  
A: Oh, dear! I have some bills, but I  
don't have any change.  
B: . . . . .  
A: Thanks.  
B: . . . . .

A: . . . . . 3-B  
B: Great! It's only a block from Penneys.  
A: . . . . .  
B: I have some quarters and a dime.  
A: . . . . .  
B: You're welcome.  
Let's go shopping!

A: May I help you? 4-A  
B: . . . . .  
A: I'm sorry. We don't have any money in the  
Bakery.  
B: . . . . .  
A: (Pointing) The cashier at that checkout  
counter can help you.  
B: . . . . .  
A: You're welcome.

A: . . . . . 4-B  
B: Yes. I need to make a phone call.  
Can you give me some change for a dollar?  
A: . . . . .  
B: Where can I get some change?  
A: . . . . .  
B: Thanks.  
A: . . . . .

A: May I help you? 5-A  
B: . . . . .  
A: Is it a birthday cake?  
B: . . . . .  
A: Here it is. Do you like it?  
B: . . . . .  
A: \$18.50. Please pay at the checkout counter.

A: . . . . . 5-B  
B: Yes. I'm Sue Smith.  
I want to pick up the cake I ordered.  
A: . . . . .  
B: Yes. It has Mickey Mouse on it.  
A: . . . . .  
B: Yes, it looks great!  
How much is it?  
A: . . . . .

QUESTIONS IN THE WORKPLACE

BE

1. Is Elsie your manager?  
\_\_\_\_\_
2. Is she working today?  
\_\_\_\_\_
3. Is it time for your break?  
\_\_\_\_\_
4. Is this a chocolate cake?  
\_\_\_\_\_
5. Is it cheaper to buy a dozen donuts?  
\_\_\_\_\_
6. Are these cakes fresh?  
\_\_\_\_\_
7. Are your children happy to be in school?  
\_\_\_\_\_
8. Are there many people working at 4 am?  
\_\_\_\_\_
9. Are you sure this is raspberry jelly?  
\_\_\_\_\_
10. Are there any public restrooms?  
\_\_\_\_\_

Jan Jones  
Anch. Workplace Literacy  
WP - Bakery Unit  
Skill Book 1

QUESTIONS IN THE WORKPLACE

DO

1. Do you have any chocolate cheese cake?

---

2. Do you like your job?

---

3. Do you have the time?

---

4. Do you know where Elsie is?

---

5. Do you make the flans here at Carrs?

---

6. Does Jamie ever work in the Bakery?

---

7. Does your husband drive you to work?

---

8. Does your family like oriental food?

---

9. Does Elsie want to talk to me?

---

10. Does the Bakery bake bread on Monday?

---

QUESTIONS IN THE WORKPLACE

WHO

Who with BE. (Answer with BE.)

1. Who is your manager?

---

2. Who is the store manager?

---

3. Who is going to clean the Bakery now?

---

4. Who is always right?

---

5. Who is your cake decorator?

---

Who with other verbs. (Answer with DO.)

1. Who works in the Bakery?

---

2. Who serves the customers?

---

3. Who manages the Bakery?

---

4. Who cleans the Bakery?

---

5. Who helps with the housework when you work?

---

MORE QUESTIONS IN THE WORKPLACE

BE

Answer with NOT.

1. Are you busy?

---

2. Is Elsie here?

---

3. Are you the manager?

---

4. Are these cakes fresh?

---

5. Is it time for your break?

---

DO

Answer with DO + NOT.

1. Does Jan teach you in the afternoon?

---

2. Do you bake cookies for Carrs?

---

3. Do I speak too fast?

---

4. Do you get off work at 5 o'clock?

---

5. Does your husband like his new job?

---

## 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
baguette	English	Wilma's		pumpnickel
packet		mini		muffin
fat				donut
				butter

### 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

### Use of "DAILY THRO-A-WAY" Chart

All bakery products are marked with an expiration date including month and day (by numbers); eg.- 11 6 would be November 6.

Bakery workers remove bakery products that have today's date marked on them; they are then 4 days old. Bakery workers count the number of each item that they remove and mark it on the "DAILY THRO-A-WAY" chart according to the day of the week it is. For example: On Thursday, November 7, Josefina removes 4 loaves of LG white bread, 2 loaves of SM white, 1 loaf of Honey Wheat and 0 loaves of Cracked Wheat. Josefina will mark the chart:

ITEM	MON	TUE	WED	THU	FRI	SAT	SUN
LG WHITE				4			
SM WHITE				2			
HONEY WHEAT				1			
CRACKED WHEAT				0			



DAILY THRO-A-WAY

ITEM	MON	TUE	WED	THU	FRI	SAT	SUN	ITEM	MON	TUE	WED	THU	FRI	SAT	SUN
LG. WHITE								CRUSTY BREAD							
SM. WHITE								FRENCH BREAD							
HONEY WHEAT								FRENCH ROUND							
CRACKED WHEAT								RYE BREAD							
RAISIN								PUMPERNICKEL							
CINNAMON BREAD								6-GRAIN BREAD							
OATBRAN BREAD								FRENCH ROLLS							
CHEESE BREAD								ONION RYE							
PUMPERNICKEL								SMALL BREADS							
OATMEAL BREAD								CHEESE BREAD							
RYE BREAD								WHITE BREAD							
100% WHEAT								RAISIN BREAD							
ENGLISH MUFFIN								ENGLISH MUFFIN							
WHOLE GRAIN								100%							
GARLIC BREAD								OAT BRAN							
WHEAT DINNER								2.89 DONUT HOLES							
EGG & BUTTER								CHEESE STICKS							
								BREAD STICK							
VIENNA ROLLS								PUDDING-CAKES							
WHEAT HAMBURGER								WILMA'S 6 PKG							
HAMBURGER								WILMA'S 4 PKG							
HOT DOGS								COFFEE-CAKES							
								4 ct							
HOAGIES								MUFFIN PACKETS							
								9 ct							
KAISER								MUFFIN PACKETS							
								1.99							
WHEAT KAISER								ANGEL-FOOD							
BAGELS								BROWNIES							
								3.99							
FRENCH ROLLS								ANGEL-FOOD							

ITEM	MON	TUE	WED	THU	FRI	SAT	SUN	ITEM	MON	TUE	WED	THU	FRI	SAT	SU
SUB ROLLS								PIES							
WHEAT SUB								9 pack CINN. ROLLS							
FRENCH BREAD								3.99 PASTRY BRIOCHE							
WHEAT FRENCH								3.49 PASTRY SCONES							
BAGUETTE BREAD								5.29 PASTRY CINN ROLLS							
SOURDOUGH ROUND								2.79 PASTRY CINN ROLLS							
SOURDOUGH LOAF								2.79 PASTRY PECAN ROLLS							
								2.89 FAT FREE MUFFINS							
								4.79 MINI MUFFINS							

## PRONUNCIATION

/ ā /

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

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  
oat

/ ĩe /  
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  
WP - Bakery Unit

DAILY THRO-AWAY GAME

Directions: Make six copies of these specialty breads. Cut apart. Mark each with a date. Mark one or two with the current date; these will be "pulled" as that is the expiration date. Mark a few with the month and two days earlier; mark the rest with the month and four days earlier, eg.,

LG WHITE	LG WHITE	LG WHITE	LG WHITE	LG WHITE	LG WHITE
1 - 15	1 - 11	1 - 15	1 - 13	1 - 13	1 - 13

The student(s) will remove the bread with the current date and mark the number of loaves removed on the DAILY THRO-AWAY sheet in the proper week-day slot.

The loaves remaining on the shelves must be arranged by type and by date.

LG. WHITE

SM. WHITE

HONEY WHEAT

CRACKED WHEAT

RAISIN

CINNAMON BREAD

OATBRAN  
BREAD

CHEESE BREAD

PUMPERNICKEL

OATMEAL  
BREAD

RYE BREAD

100% WHEAT

ENGLISH  
MUFFIN

WHOLE  
GRAIN

GARLIC BREAD

WHEAT  
DINNER

EGG &  
BUTTER

VIENNA ROLLS

WHEAT  
HAMBURGER

HAMBURGER

HOT DOGS

HOAGIES

KAISER

WHEAT KAISER

CHEESE STICKS

BREAD STICKS

PUDDING-  
CAKES

Wilma's 6pkg.

Wilma's  
4 pkg.

COFFEE-CAKES

MUFFIN  
PACKETS  
4 CT

MUFFIN  
PACKETS  
9 ct.

ANGEL-FOOD  
\$1.99

BROWNIES

ANGEL-FOOD  
\$3.99

PIES

9 pack  
CINN. ROLLS

PASTRY  
BRIOCHE  
\$3.99

PASTRY  
SCONES  
\$3.49

PASTRY  
CINN ROLLS  
\$5.29

PASTRY  
CINN ROLLS  
\$2.79

PASTRY  
PECAN ROLLS  
\$2.79

FAT FREE  
MUFFINS  
\$2.89

MINI  
MUFFINS  
\$4.79

BAGELS

FRENCH ROLLS

SUB ROLLS

WHEAT SUB

FRENCH BREAD

WHEAT  
FRENCH

BAGUETTE  
BREAD

SOURDOUGH  
ROUND

SOURDOUGH  
LOAF

CRUSTY  
BREAD

FRENCH  
ROUND

RYE BREAD

PUMPERNICKEL

6-GRAIN  
BREAD

FRENCH  
ROLLS

ONION  
RYE

SMALL  
BREADS

CHEESE  
BREAD

WHITE BREAD

RAISIN BREAD

ENGLISH  
MUFFIN

100%

OAT BRAN

\$2.89 DONUT  
HOLES



Skills Practice: Adding 's

leg	legs
wing	wings
cake	cakes
donut	donuts
turkey	turkeys

pick	picks
jump	jumps
run	runs
look	looks
write	writes
take	takes

At the Bakery

This is Jane Smith.

This is her daughter, Betty.

Jane and Betty live on Upper O'Malley Road.

They are going to Carrs on Huffman.

They are looking at the baked goods.

They are looking at the cakes and cookies.

Josefina goes to the display case.

She says, "May I help you?"

Betty says, "Look at the turkeys, Mother!"

Josefina says, "The turkeys are ginger cookies.

Would you like to taste one?"

She picks up a turkey,

She gives it to Betty and Jane.

"M-m-m-m-m!" This is a good cookie," says Betty.

Jane says, "We'll take a dozen turkey cookies."

Josefina picks up the cookies.

She puts them in a bag.

She writes the price on the bag.

She gives the bag to Jane Smith.

Josefina says, "Thank you. Have a nice Thanksgiving."

Questions for "At the Bakery"

Par 1 Who is Betty?

---

Where do Jane and Betty live?

---

Where are they going?

---

Par 2 Where are Jane and Betty?

---

What are Jane and Betty looking at?

---

Par 3 What does Josefina say to Jane and Betty?

---

Par 4 & 5 Are the turkeys cookies?

---

Par 6 Do Jane and Betty taste the cookie?

---

Does Betty like the cookie?

---

Par 7 How many turkey cookies does Jane want?

---

Par 8 Does Josefina put them in a box?

---

Doew Josefina give the bag to Betty?

---

What does Josefina say to Jane and Betty?

---

---

## Workplace Curriculum

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# BAKERY LESSON

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills  
Adapted from Skill Book 2 Lesson 1

of the

Laubach Way to English  
by Jeanette D. Macer and Martha A. Lane  
New Readers Press

Developed by Jan Jones

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

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# The Bakery

LWE Skill Book 2 Lesson 1

WorkPlace Adaptation

## 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.

TM PG 24

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 role play. (If teaching one-on-one, teacher and student each take a role; if teaching a class, pairs of students take different situations and roles.)

## 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.

TM PG 25

Teacher interviews the student(s). (unless she/he has already gathered this information). As the student(s) 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: She manages the Bakery.

(Student may not be able to answer)

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 \_\_\_\_\_.  
(store name)  
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.

TM PG 26

I'm wearing an apron.  
I'm taking off my apron.  
I'm putting on my apron.

**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.

The woman's wearing a dress.  
a blouse.  
a skirt.

The man's wearing a suit.  
a shirt.  
a tie.

TM PG 26

This is a chef's hat.      These are pants.  
This is a vest.          These are gloves.  
This is a nameplate.  
This is a shirt.  
This is a visor/cap.  
This is an apron.

Mount cartoon on cards or polaroid pictures:



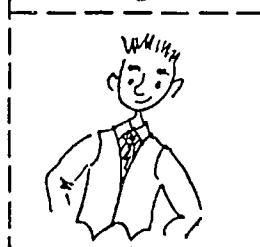
This is (name).  
He's the store manager.  
What is he wearing?



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:

Name of Colors with *light* and *dark*

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

This is light blue.  
 dark blue.

These are colors.

TM PG 28

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.

These 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 the newspaper.



What is she wearing?

What is pumpernickel?

Are the muffins done?

What colors do you want on your cake?

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.

TM PG 29

Teacher asks, *What do you sell in the bakery?*

List four or five items that are sold in the bakery.

Teacher asks, pointing to first item, *Is this good?*

If student agrees, write **good** in column two.

Teacher asks, *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	mini	blueberry

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 is giving the book to the boy.  
The man is selling the book to the girl.  
The girl is speaking English to the boy.  
She is showing the books to the students.

TM PG 29

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

TM PG 30

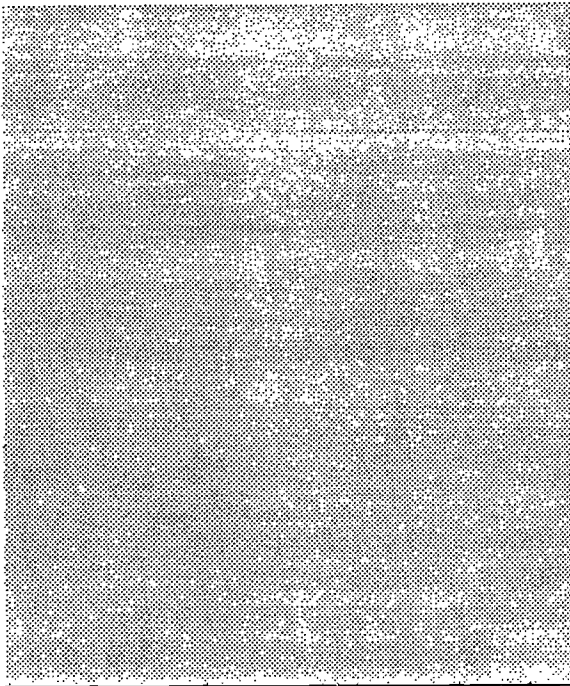
Make sentence strips; cut into parts as in previous exercise. Mix the phrases up. Student arranges in correct order. Student reads.

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 manager.  
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.

1. (Name 1) May I help you?  
(Name 2) .....  
(Name 1) Anything else?  
(Name 2) .....  
(Name 1) puts six bran muffins in a bag.  
He/She gives the muffins to (Name 2)  
(Name 1) Thank you. Please pay at the checkout counter.



2. (Name 1) .....

(Name 2) Yes, I'd like six bran muffins.

(Name 1) .....

(Name 2) No, thank you.

(Name 1) puts six bran muffins in a bag.

He/She gives the muffins to (Name 2)

(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?

TM PG 32

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

    (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?

**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.

TM PG 32

Who manages the bakery?	(Name) does.
Who waits on the customers?	I do.
Who decorates cakes?	Ann and Betty do.
Who is the store manager?	(Name) does.

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**

/ē/ and /ī/  
/b/ and /v/

Bakery item/vocabulary contrasting /ē/ and /ī/;  
/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			

## READING

## A Ring for Kim

it	getting
gift	giving

This is Miss Jill Hill.  
This is Miss Kim Hill.

Jill is the big sister.  
Kim is the little sister.

The sisters are in a gift shop.  
It is a big gift shop.  
It is Miss Oliver's gift shop.

Kim is getting a gift for Mrs. Hill.  
Jill is getting a gift for Kim.

Jill is giving the gift to Kim  
Jill is giving the gift to her little sister.  
The gift is a ring.  
It is a little ring.  
The big sister is giving to the little  
sister.

This is Kim's finger.  
It is her little finger.  
Kim puts the ring on her little finger.  
She has the ring on her little finger.

Kim thanks Jill for the ring.  
Kim thanks her big sister.

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 Browns 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) gets 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)."

SKILL BOOK PG 3

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## Workplace Curriculum

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# CAKE ORDERS IN THE BAKERY

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills  
correlated with Skill Book 1

of the

Laubach Way to English  
by Jeanette D. Macer and Martha A. Lane  
New Readers Press

Developed by Jan Jones  
with Josephina Chavez

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak. 99508.

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Literacy Project provided by a \$205,852  
grant from the U.S. Department of  
Education National Workplace Literacy  
Program with matching local funds.

# 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 \_\_\_\_\_

PRICE \_\_\_\_\_

MALE

DEPOSIT \_\_\_\_\_

FEMALE

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

**DUE!**

DATE \_\_\_\_\_

HOUR \_\_\_\_\_

A.M.  
 P.M.

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

THE LUCKS COMPANY · SEATTLE, WASHINGTON

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.



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 anything 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.

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WP - Bakery Unit

Anchorage Workplace Literacy Project

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	$\frac{1}{2}$
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.

INFORMATION QUESTIONS FOR THE WORKPLACE  
WHO and WHAT

Directions: Give student(s) copies of Cake Orders a, 2, 3, & 4 and cards with pictures of these four cakes. Have puppets with name tags: Mary Holmes, Betty Black, Mary Smith, and Ann Brown.

Ask questions with Who and What.

Who is this? (show various puppets.)

What kind of cake does Mary Holmes want?

What does Ann Brown want on her cake?

What colors does Betty Black want?

(Give the Halloween cake to Betty Black.) Who am I giving the cake to?

What does Ann get?

Etc.

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## Workplace Curriculum

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# COURTESY CLERK LESSON

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills  
correlated with Skill Book 1

Laubach Way to English  
by Jeanette D. Macer and Martha A. Lane  
New Readers Press

Developed by Jan Jones

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COURTESY CLERK  
A Unit

Materials: Job Description for Courtesy Clerk  
Map of Carrs store on Huffman  
Picture of Supermarket - Longman's Dictionary

Activities: Field Trip to Carrs  
Identify  
    Front Booth  
    Time Clock  
    Check-Out Counters  
    Aisles  
    All Department of the Store  
    A Courtesy Clerk/Uniform  
    Shopping Cart  
    Cashier  
    Cash Register  
    Express Lanes  
    Bags  
    Carry Out Carts

TPR Exercises

Skit

Game

Problem Solving

Vocabulary Exercise

POSITION: Courtesy Clerk  
ORGANIZATIONAL UNIT: Store Operations  
REPORTS TO: Assistant Store Manager

**BASIC FUNCTION:**

This position is responsible for bagging customers' orders, assisting customers to their vehicles in a pleasant, courteous manner, and general clean up work.

**PRINCIPLE ACCOUNTABILITIES:**

Job duties of Courtesy Clerks will include:

1. Bagging merchandise after customer check out.
2. Merchandise carry out to customer vehicles.
3. Maintain good customer relations.
4. General clean up work in all departments and all areas in and around the store.
5. Collection and return of shopping carts.
6. Stocking supplies in check stands.
7. Returning merchandise to shelves.
8. Other duties as assigned.

COURTESY CLERK  
A Unit

"Two Word" Verbs  
A TPR Exercise

Put on your vest.  
Clock in.  
Go to checkstand 8.  
Pick up a bag.  
Open it up.  
Pick up a can.  
Put it in the bag.  
Put more groceries in the bag.  
Pick up the bag.  
Put it on the carry-out cart.  
Pick up the carton of milk. Woops! It's leaking!  
Go get another carton of milk.  
Hurry to the Dairy Section.  
Pick up another carton of milk.  
Bring it back to checkstand 8.  
Put it in the bag.  
Carry out the bags for your customer.  
Put the bags in the car.  
Say, "Bye. Thanks for shopping at Carrs."  
Bring back some shopping carts.  
Put them back with the other carts.  
Hurry back to checkstand 8.  
Look at your watch. It's time to go home.  
Clock out.

## WORKING AS A COURTESY CLERK

### A TPR Exercise

You are a Courtesy Clerk.  
Courtesy Clerks are friendly. Smile!

Courtesy Clerks are helpful.  
Say, "Would you like a 'carry-out'?"

Courtesy Clerks are polite.  
Say, "Thank you. Have a nice day."

Today you are bagging groceries at checkstand 8. Betty is your cashier.

Here comes a customer!  
Pick up a bag.

Open it.

Smile at Betty.

Smile at the customer.

Put the groceries in the bag.

Put heavy cans on the bottom.

Put lighter things on the cans.

Put fragile and soft things on the top.

Lift the bag. Is it heavy? It must not be too heavy.

Look at the bag. Does everything fit well?  
Sharp corners will tear the bag. Make the things inside fit the bag.

Put the frozen food together.

Put cleaning supplies in a different bag.

Ask your customer, "Do you want your produce in one bag?"  
If he/she says, "Yes," put firm, heavy produce on the bottom.

Put light fragile produce on top.

When a bag is full, put it on the carry-out cart.

When all of the groceries are bagged and on the carry-out cart, Betty may call,  
"Carry-out on checkstand 8."

Maybe Betty will say to you, "Would you carry these out please?"

Say, "Sure!"

Smile.



Wait for your customer.

Let your customer walk in front of you.

Follow your customer.

Maybe your customer will say, "I wish it would stop raining."  
Say, "So do I!"

Maybe your customer will say, "Do you like living in Alaska?"

Say, "Yes, I do. It's a beautiful state, and the people are very friendly!"

Ask, "Do you like living in Alaska?"

Put the bags of groceries in the car.

Tell your customer, "Thank you for shopping at Carrs. Have a nice day/weekend."

Hurry back to the store.

Go to checkstand 8 and help Betty.

Smile.

COURTESY CLERK

A Unit

Duties of a Courtesy Clerk:

3. Maintain good customer relations.

TALK AND LISTEN: Mount the following exchanges in sets of cards.  
May use with Pairs of students, Student/Teacher.  
More advanced students may be given one card only and  
prepare their own response.

1A Cashier: Oh-oh! This bag of sugar has a hole.  
Would you get another bag for this  
customer, (name) ?

\_\_\_\_\_ . . . . .  
\_\_\_\_\_ . . . . .

Cashier: I've already rung it up.  
You can bag it.

\_\_\_\_\_ . . . . .

1B Cashier: . . . . .

\_\_\_\_\_ Sure. (Notes brand and size of bag;  
checks Carrs Map to see what aisle sugar  
is on; returns with another bag of sugar-  
same size, same brand.)

\_\_\_\_\_ Here is is. (Gives to cashier)

Cashier: . . . . .

\_\_\_\_\_ OK

2A Customer: Be careful with my produce!  
It's expensive!

\_\_\_\_\_ . . . . .

2B Customer: . . . . .

\_\_\_\_\_ You're right. I'll be very careful.  
(Smiles at customer; carefully puts  
soft produce on top of groceries.)

3A (Courtesy Clerk has already started to bag groceries.)

Customer: Oh, could you double-bag my groceries?  
I have a lot of cans.

\_\_\_\_\_ . . . . .  
Customer: I'm sorry. I should have told you  
before you started.

\_\_\_\_\_ . . . . .

3B (Courtesy Clerk has already started to bag groceries.)

Customer: . . . . .

\_\_\_\_\_ Sure.

Customer: . . . . .

\_\_\_\_\_ (Smiles) That's OK.  
The cans are heavy.

4A Customer: Now don't fill my bags too full!  
The last bagger put so much in the  
bags I hurt my back carrying them  
into the house.

\_\_\_\_\_ . . . . .

\_\_\_\_\_ . . . . .

Customer: Yes, that's all right.

\_\_\_\_\_ . . . . .

4B Customer: . . . . .

\_\_\_\_\_ OK. I won't. (Puts only a few cans in  
each bag. Fills the bags only half-full.  
Shows bag to customer.)

\_\_\_\_\_ Is this OK?

Customer: . . . . .

\_\_\_\_\_ (Smiles)

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5A Customer: (Angrily) I bought this milk yesterday.  
When I opened it today, it was sour!

\_\_\_\_\_ . . . . .

\_\_\_\_\_ . . . . .

Manager: . . . . .

\_\_\_\_\_ . . . . .

\_\_\_\_\_ . . . . .

5B Customer: . . . . .

\_\_\_\_\_ Oh, I'm sorry. Let me ask the Manager how  
to help you. I'll be right back.

\_\_\_\_\_ (to Manager) A customer got some sour  
milk yesterday. He/she is upset. What  
should I do?

Manager: . . . . .

\_\_\_\_\_ OK. (Takes Manager to Customer)

This is Glenn. He's the manager.

May I have this carton so I can match it  
with a fresh one? Thank you.

\_\_\_\_\_ (Returns with fresh carton) Here you are.  
I'm sorry the other milk was sour. This  
should be OK.

5C Customer: . . . . .

\_\_\_\_\_ . . . . .

\_\_\_\_\_ . . . . .

Manager: Where is he/she? I'll talk to him/her.

Get another carton. Check the date.

\_\_\_\_\_ . . . . .

\_\_\_\_\_ . . . . .

6A (Customer's baby breaks a bottle of ketchup over other groceries in the shopping cart.)

Cashier: Woops! This will take some time!  
(name), would you close this checkstand and help the other customers find other checkstands? Then come back and help me.

\_\_\_\_\_ . . . . .

\_\_\_\_\_ . . . . .

Cashier: Get some more paper towels. Hurry!

\_\_\_\_\_ . . . . .

Cashier:

Put the other things on the counter.

\_\_\_\_\_ . . . . .

Cashier: You'd better stop and bag for a while.

There are too many things on the counter.

\_\_\_\_\_ . . . . .

Customer: . . . . .

\_\_\_\_\_ . . . . .

6B (customer's baby breaks a bottle of ketchup over other groceries in the shopping cart.)

Cashier: . . . . .

\_\_\_\_\_ OK. (To other customers) I'm sorry, we've had a little accident. Would you go to another checkout counter?

Thank you.

\_\_\_\_\_ (Returns to cashier)

How can I help you?

Cashier: . . . . .

\_\_\_\_\_ I will! (Returns with paper towels. Opens package for Cashier.)

Cashier: . . . . .

\_\_\_\_\_ OK.

Cashier: . . . . .

\_\_\_\_\_ OK.

Customer: . . . . .

\_\_\_\_\_ (Smiles) Accidents happen.

6C

(Customer's baby breaks a bottle of ketchup over other groceries in the shopping cart.)

Cashier: . . . . .

\_\_\_\_\_ . . . . .

\_\_\_\_\_ . . . . .

Cashier: . . . . .

\_\_\_\_\_ . . . . .

Cashier: . . . . .

\_\_\_\_\_ . . . . .

Cashier: . . . . .

\_\_\_\_\_ . . . . .

Customer: I'm so sorry.

\_\_\_\_\_ . . . . .

COURTESY CLERK UNIT  
"What do you say? / What do you do?"  
A Game of Problem Solving

Directions: Mount "Problems" on a card.  
S1 draws a card. Reads it aloud.  
Tells what he/she does and/or says.  
Ss discuss appropriateness of actions.

1. A customer's baby got sick and vomited on the floor of aisle 3.
2. You are carrying out bags. A customer falls in the parking lot.
3. Your cashier checks a carton of eggs. One of the eggs is broken. The cashier says, "Get this customer another carton of eggs."
4. A customer asks, "Where's the spaghetti?"
5. A customer's child gets a nose bleed.
6. A customer does not like the way you are bagging his/her groceries.
7. A customer says, "I need to make a telephone call. Can you change my quarter?"
8. A customer's child kicks you on the shin.

9. It is winter. You are carrying out bags for a customer. Your customer has locked his/her keys in the car.
10. A customer asks, "Do you have a public restroom?"
11. You are putting bags in a customer's car. One of the bags breaks.
12. You are working, but feel sick. Your head aches; you have a fever; you feel nauseous.
13. You are at home, but you are supposed to work today. You feel very sick. You are vomiting and have a fever.
14. You work from 10am to 6:30pm Monday through Friday. You want to take a class at UAA. The class meets from 4 to 5:30pm, Monday through Thursday.
15. You are supposed to work tomorrow. Your friend invites you to go on a picnic at Alyeska. You really want to go.

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WP - COURTESY CLERK UNIT



COURTESY CLERK UNIT  
Charades - a Game

Directions: Mount "Tasks" on a card.  
S1 draws a card, reads silently, then asks,  
"What am I doing?" as he/she enacts the  
task on the card.  
Other Ss guess, "You're putting groceries in a bag."  
Exchange roles.

1. Put groceries in a shopping bag.
2. Carry groceries to a car. Put them in the car.
3. Return a box of cereal to the shelf.
4. Put gum and candy on the racks by the checkstand.
5. Help a customer find some merchandise in the store.
6. Pick up trash<sup>s</sup> in front of the store.
7. Collect the shopping carts in the parking lot  
and return them to the store.

COURTESY CLERK

"A Checkup"

Look at the job description.  
Which job was Bob doing when he ...

1. put gum and candy on the shelves by the check stands?
2. picked up towels customers had thrown on the restroom floor?
3. carried out a customer's groceries?
4. brought back some other shopping carts from the parking lot to the store?
5. smiled and said, "The weather's great, isn't it?"
6. put the customer's groceries in a shopping bag.
7. exchanged a torn package of cookies for a good package.
8. said to an angry customer, "I'm sorry this milk was bad. Would you like to talk to the Manager?"
9. swept the sidewalk, in front of the store and picked up trash.
10. took merchandise that customers didn't want back to the shelves.
11. ran to get something a customer wanted but hadn't found.
12. changed the ads displayed on the windows.
13. cleaned up some flour that had spilled on the checkout counter.
14. told a customer, "The spaghetti is on aisle 2."
- \* 15. called his co-workers by name and tried to say something pleasant to them each day.

\* BONUS. Maintain good EMPLOYEE relations. Very important for a happy business.

COURTESY CLERK  
Vocabulary

1. Bob put the gum on the top \_\_\_\_\_.
2. There were many kinds of \_\_\_\_\_ in the parking lot: cars, trucks, and campers.
3. Fruit, vegetables, meat, cereal and milk are the \_\_\_\_\_ of a food store.
4. The \_\_\_\_\_ took the groceries he wanted to buy to a \_\_\_\_\_ to \_\_\_\_\_.
5. The \_\_\_\_\_ added the price of the groceries on a cash register.
6. The courtesy clerk put the groceries in a \_\_\_\_\_.
7. The Sushi Bar is in the Seafood \_\_\_\_\_.
8. Please \_\_\_\_\_ this box of cereal to the shelf. The customer didn't want it.
9. You can usually find a manager in the \_\_\_\_\_.
10. The manager will \_\_\_\_\_ you help a cashier.
11. That cashier may ask you to \_\_\_\_\_ the shelves by the checkstand.
12. Being friendly and helpful to the customers helps to build \_\_\_\_\_. Those customers will like to shop at Carrs.
13. Keeping the carts together, picking up paper, and taking things back to the shelves are some \_\_\_\_\_ jobs courtesy clerks may be asked to do.
14. Collecting carts, sweeping up broken glass, and picking up trash are some \_\_\_\_\_ jobs courtesy clerks may be asked to do \_\_\_\_\_.

merchandise  
bag  
check out  
vehicles  
customer  
good relations  
general  
department  
around the store  
in the store  
checkstand  
front booth  
shelf  
stock  
return  
assign  
cashier

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Polite Replies to Requests in the Workplace:

1. \_\_\_\_\_, please help Betty.  
\_\_\_\_\_
2. \_\_\_\_\_, carry out this customer's groceries.  
\_\_\_\_\_
3. Please put them in the trunk.  
\_\_\_\_\_
4. Be careful with my produce!  
\_\_\_\_\_
5. Don't bend the greeting cards.  
\_\_\_\_\_
6. Put these things back on the shelves.  
\_\_\_\_\_
7. Don't drop the apple cider!  
\_\_\_\_\_
8. Pick up the trash in front of the store.  
\_\_\_\_\_
9. Don't talk to your friends when we're busy.  
\_\_\_\_\_
10. Get another bag of rice. This bag has a hole in it.  
\_\_\_\_\_
11. Go on and take your break now.  
\_\_\_\_\_
12. Please don't be late again.  
\_\_\_\_\_
13. Please call in if you're too sick to work.  
\_\_\_\_\_
14. Check with your manager if you want to change your schedule.  
\_\_\_\_\_

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# Workplace Curriculum

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# SUSHI BAR UNIT

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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.



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!

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?

---

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?

---

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 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?

---

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? \_\_\_\_\_

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)

