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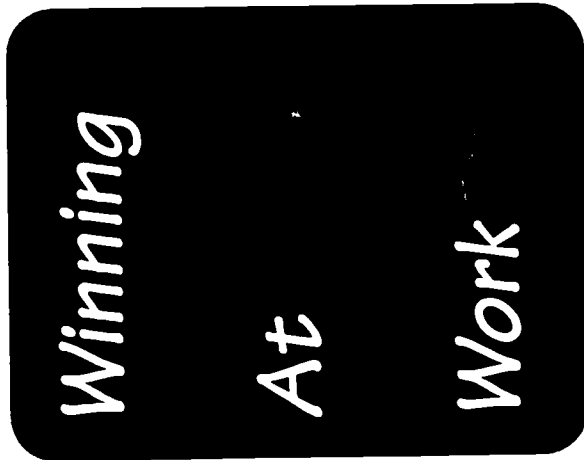
ABSTRACT

This manual is a guide to an interactive training program designed to address key skills necessary in today's high performance workplace. This module is intended to meet the learning needs of production workers by focusing on improving basic skills in English as a second language. Throughout the module's 24 lessons, which can be used to create a 36-hour training program, students are given many opportunities to practice newly developed skills such as the following: finding the correct information; identifying how to communicate and cooperate effectively in a group; reporting job-related information; locating the main idea in a paragraph; finding important facts and details; understanding sequence of events; understanding the importance of completely reading directions before beginning a task; understanding and properly using ordering words; accurately recounting step-by-step directions; using expressions to help request, give, and clarify directions; using chronological order to write step-by-step directions; utilizing correct prepositions while following directions; filling out forms correctly; and measuring return on investment for training. The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that contains two lessons on improving basic skills. (MN)

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# English as a Second Language

## Improving Basic Skills

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## ▼ **Table of Contents**

▼ Lesson 1: Getting to Know Each Other .....	5-17
▼ Lesson 2: What Makes Effective Greetings and Small Talk .....	19-31
▼ Lesson 3: ESL at Work .....	33-43
▼ Lesson 4: Word Power—Keeping the Information You Need (Part 1) .....	45-57
▼ Lesson 5: Word Power—Keeping the Information You Need (Part 2) .....	59-69
▼ Lesson 6: What's the Idea .....	71-91
▼ Lesson 7: Give Me the Main Idea.....	93-111
▼ Lesson 8: Just Give Me the Facts .....	113-131
▼ Lesson 9: Sorting Things Out.....	133-151
▼ Lesson 10: Let's Get It In Order .....	153-169
▼ Lesson 11: Keeping Things In Order .....	171-187
▼ Lesson 12: What's Your Style .....	189-207
▼ Lesson 13: It's All In The Words You Use .....	209-221
▼ Lesson 14: I Thought I Knew What I Was Supposed to Do.....	223-235
▼ Lesson 15: Using Key Words To Take Notes .....	237-249
▼ Lesson 16: Requesting, Giving, and Clarifying Directions.....	251-265
▼ Lesson 17: Using Learning Styles to Remember Information .....	267-281
▼ Lesson 18: The Ins and Outs of Prepositions .....	283-293
▼ Lesson 19: Following Directions to Achieve a Team Goal .....	295-309
▼ Lesson 20: The Process of Elimination .....	311-325
▼ Lesson 21: Filling Out Forms: The How To .....	327-341
▼ Lesson 22: Filling Out Forms .....	343-355
▼ Lesson 23: Return on Investment .....	357-375
▼ Lesson 24: Wrapping it Up .....	377-389

## ▼ **An Introduction**

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### **English as a Second Language:**

Improving Basic Skills offers a work-centered approach to ESL training. The module offers many opportunities to practice such newly developed skills such as finding the right information, identifying how to communicate and cooperate effectively in a group, reporting job-related information, locating the main idea in a paragraph, finding important facts and details, understanding sequence of events, understanding the importance of completely reading directions before beginning a task, understanding and properly using ordering words, accurately recounting step-by-step directions, using expressions to help request, give and clarify directions, using chronological order to write step-by-step directions, utilizing correct prepositions while following directions, filling out forms correctly, and measuring Return on Investment for training.

### **English as a Second Language:**

Improving Basic Skills is fully customizable. The twenty four lessons can be used to create a 36 hour training program, or can be mixed and matched to design a program tailored for your individual needs.



## Module 4 Materials

<b>Materials</b>	<b>Lesson#</b>
Pencils.....	All
Transparency pens.....	All
Flip chart markers.....	All
Books and/or Magazines (at least 1 per person).....	All
Blank transparencies.....	3
Notebook Paper.....	All
8.5 x 11 Card Stock Paper (1 per person).....	1
Polaroid Film.....	1
Binders.....	1
Glue.....	1
Marker Pens.....	1
Dictionaries (1 per person).....	4
Small Notebooks (for personal glossaries).....	4
Masking Tape.....	5
Juan & Lucy (1 set for the classroom).....	6,7,8,9,10,11
(by Tana Reiff, Fearon/Janus, a division of Simon & Schuster Supplementary Education Corp., 1979)	
Cathy Cards	
(Alta Book Center Publishers, San Francisco, Ca. Phone: (415) 692-1285; Fax: (415) 692-4654).....	7,9
Dictation Pairs Cards.....	8
Candy.....	10,11
Scissors.....	10,11
Playing Cards.....	17
Pictures demonstrating prepositions.....	18
Wandering through the Workplace Game.....	18
Dice (one per group).....	18
Candy in bags of six pieces each.....	19
Company Forms.....	21,22
<b>Equipment</b>	
Overhead projector.....	<b>Lesson#</b> All
Flip chart/Whiteboard.....	All
Polaroid Camera.....	1



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# English as a Second Language

Improving Basic Skills

**Lesson 1**  
**Getting to Know Each Other**

## ▼ ***Lesson Description***

---

### **Lesson Purpose:**

To help employees feel comfortable in the class and get to know each other and the instructor better.

The first class will consist of two warm up exercises. The first is to get to know the other people in the class better and begin speaking to each other in English. The second is to create name tents and begin using their written skills as well. The class will also introduce the on-going activity of sustained silent reading and journal writing.



## Objectives

By completing this lesson, students will be able to:

1. **Recognize** other people in the class.
2. **Understand** what the training program is about.

## Materials Needed

### Hardware

1. Overhead projector and screen
2. Blank transparencies, flip chart, or whiteboard
3. Transparency pens or flip chart markers
4. Polaroid Camera and film
5. Pens
6. 8 1/2 x 11 Card Stock paper (1 per person)
7. Glue
8. Marker pens
9. Personal journals filled with notebook paper

### Transparencies

"Bingo Game" (Transparency 1)

### Handouts

"Bingo Game" (Handout 1)


## Classroom Set-up


### Total Time: 90 minutes

- |                             |         |
|-----------------------------|---------|
| Opening- Large Group        | 10 min. |
| First Activity- Large Group | 25 min. |
| Second Activity- Individual | 25 min. |
| Third Activity- Individual  | 25 min. |
| Ending- Large Group         | 5 min.  |



## Key

Hardware 

Transparencies 

Handouts 

Large Group 

Small Groups 

Discussion 

Sign-in Sheet 



**▼ Activities****▼ Opening: 10 Minutes**

1. **Welcome** students and **Introduce** self.
2. **Explain** what the students can expect of the classes over the next couple of months.
3. **Tell** the students how lucky they are to work for a company like (*insert company name*) that sends them to training on company time!



English as a Second Language  
Lesson 1: Getting to Know Each Other

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**Bingo Game**

Find someone in class who...

Plays Soccer	Has been to Disneyland	Has Grandchildren
Has a sister	Likes tomatoes	Was born in California
Has been to San Francisco	Worked at your company more than 10 years	Likes to sing
Goes to school	Has children	Is not married
Has a dog	Has blue eyes	Drives a truck

Lesson 1: Getting to Know

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Handout 1

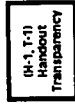
**Handout 1, Transparency 1**

## ▼ Activities

### ▼ First Activity: 25 Minutes



1. **Explain** that they are going to get to know each other since they will be together for the next couple of months.
2. **Distribute** and **project** "Bingo Game."
3. **Tell** the students that they are going to move around the room until they find someone who fits the description shown in one of the boxes on the Bingo Game card. Then they should ask that person to sign their name in the appropriate place on the Bingo Game card. They should continue to do this until they have all the boxes signed. Only one person can sign per box per card.

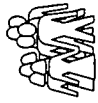


*(For example: Wendi can sign the box "Been to Disneyland" for Jorge. Even though she has 2 children she cannot sign the "Has 2 children" box for Jorge because she has already signed another one of his boxes. However, she can sign the box "Has 2 children" for Maria, if that is the only box she has signed on Maria's card.)*

4. Make sure the students understand the rules of the game.
5. Give the students approximately 10 minutes to fill their Bingo cards. **Tell** the students to sit down when they filled their Bingo card.
6. **Ask** the students, "Who plays soccer?" "Who has been to Disneyland?", etc.
7. **Explain** that now that we know each other a little better everyone should feel more comfortable

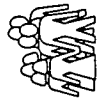
## ▼ Activities

### ▼ Second Activity: 25 Minutes



#### Tent Making

1. **Handout** 1 piece of card stock paper to each student.
2. **Explain** that they will be making name tents. (*Show an example*) **Explain** to the students that you will be taking their picture, and they will be gluing it to their name tent.
3. **Explain** that each tent should have on the front:  
Name of student  
Students picture  
On the back:  
What they want to learn in class.
4. Make sure there are pens and glue available to the students.
5. Take pictures of students. Have the students glue the pictures to the front of their name tents with their names.

▼ **Activities**▼ **Third Activity: 25 Minutes****Sustained Silent Reading and Writing**

1. **Explain** to the students that they will be spending 10 minutes during each class reading and 10 minutes writing.
2. Point out that is 400 minutes of reading and writing just during the class!
3. **Explain** that usually they will read and write at the beginning of the class.
4. **Show** the students the library and handout personal journals. Have each student pick one thing to read.
5. Give the students 10 minutes to read and 10 minutes to write.
6. **Explain** that this time we will be collecting the writing sample for later comparison. **Explain** that you will be making a copy and giving them back their original. No one at (*insert company name*) will see the writing samples.
7. Make copies of the writing samples. Give students the original back.

▼ **Activities**

▼ **Ending: 5 Minutes**

1. **Thank** the students and **welcome** them back for the next class.
2. **Say** good-bye.



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# English as a Second Language

Improving Basic Skills

**Lesson 2**

**What Makes Effective Greetings and Small Talk**

## ▼ **Lesson Description**

---

Much of being successful in conversation is the ability to make small talk. This lesson covers some basic tips and techniques in how to make small talk with someone in English.





### Objectives

By completing this lesson, students will be able to:

- Greet** someone they do not know and talk small talk with that person in order to get acquainted.
- Participate** in a small talk dialogue and give their own appropriate responses to the questions.
- Practice** greeting at least one new person every day for a week.

### Materials Needed

#### Hardware

- Overhead projector and screen
- Blank Transparencies, flip chart or whiteboard
- Transparency pens or flip chart markers
- Pens
- Name tents

#### Transparency

"Small Talk" (Transparency 2)

#### Handouts

"Small Talk" (Handout 2)

### Classroom Set-up

#### Total Time: 90 minutes

- Opening- Large Group 20 min.
- First Activity- Large Group 15 min.
- Second Activity- Large/Pairs 40 min.
- Third Activity- Large Group 10 min.
- Ending- Large Group 5 min.

### Key

Hardware

Transparencies



Handouts



Large Group



Small Groups



Discussion

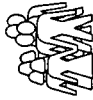


Sign-in Sheet



**▼ Activities****▼ Opening: 20 Minutes**

1. **Welcome** students as they walk in. Have each student find their name tent and put it in front of them.



2. Have each student find their notebooks and choose a book or magazine for 10 minutes of sustained silent reading.

3. Have each student **read** to themselves for 10 minutes.

4. Have each student **write** for 10 minutes in their journal section of their notebook.

5. **Explain** that at the beginning of each class the students should come in and get their notebooks and choose a book for 10 minutes of reading and 10 minutes of writing.

**Learnace Enrollment Form**  
English as a Second Language

Instructor \_\_\_\_\_  
Class Schedule \_\_\_\_\_  
Module \_\_\_\_\_

Your instructor will complete these questions:  
A. Course Number \_\_\_\_\_  
Site Location \_\_\_\_\_

B. Who completed this form?  
(PLEASE CHECK ONE BOX)  
 The learner  
 The learner with assistance from instructor or project staff  
 An instructor or project staff member  
 (Please mark the form with information provided by the instructor.)  
 Other (Please specify) \_\_\_\_\_

C. Date form completed: \_\_\_\_\_

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9. Is English the language that is spoken most often in your home?  
 Yes  No

10. How many years of school have you completed?  
 Of these, how many in the U.S.?  
 In any other country? \_\_\_\_\_

11. Are you a union member?  
 Yes- What is the name of your union? \_\_\_\_\_  
 No

12. Please rate your ability to perform each of the following activities.  
 (Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solve problems/see reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Do you have a job?  
 Yes, employed  
 Yes, on temporary layoff  
 No, retired  
 No, not employed

↑ **STC**  
↑ **STC**

Thank you. You have completed this form. Please return it to your instructor.

Successful Learning Strategies

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Page 1

Form

**▼ Activities****▼ First Activity: 15 Minutes**

1. **Explain** to students that there are some forms each person has to fill out.



2. **Distribute** the “Learner Enrollment Forms”.

3. Help the students fill out the information.


4. **Tell** the students to check that the information that is filled out is correct.

5. **Explain** that they grey box at the top of the page will be filled out by you.

6. Help the student fill out the remainder of the questions on the form. The entire form should be filled out except for the grey box which will be filled out by the instructor after class.

7. **Collect** the forms.

**INSTRUCTORS:** Forms need to be turned in to your company.



**English as a Second Language**  
Lesson 2: What Makes Effective Greetings and Small Talk

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### Small Talk

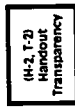
Hi. How are you?  
Fine. How are you?  
Fine. Thank you.  
What's your name?  
I'm.....  
What's yours?  
I'm.....  
What's your job at this company?  
I'm.....  
What do you do?  
I.....  
How long have you worked here?  
About.....  
How about you?  
About.....  
Do you like your job?  
Yes/no  
Why?  
Because.....  
Well, I've enjoyed talking with you. I hope I see you again.  
Me too. Good-bye.  
Bye.

Lesson 2: What Makes Effective

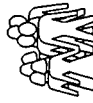
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Handout 2

## Handout 2, Transparency 2

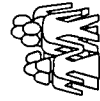
**▼ Activities****▼ Second Activity: 40 Minutes**

1. **Explain** to students that the teacher will read and model a dialogue showing how to greet and make small talk with someone new.
2. **Ask** a student to participate with the teacher in order to model the small talk dialogue.
3. **Have** students work with a neighbor to practice the dialogue, each partner taking first one part and then the other part.
4. **Have** students trade two or more times and practice with two or more new partners taking one part and then the other.
5. **Have** students regroup as a class and **discuss** how they did and **ask** any questions they might have.

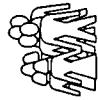


▼ **Activities**

▼ **Third Activity: 10 Minutes**

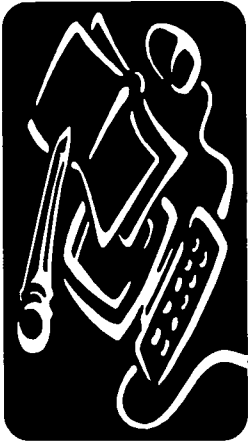


1. **Hand out** a poem, we recommend, "What's in the Sack?", by Shel Silverstein, and **discuss** the questions and greetings in the poem and the poem's meaning.

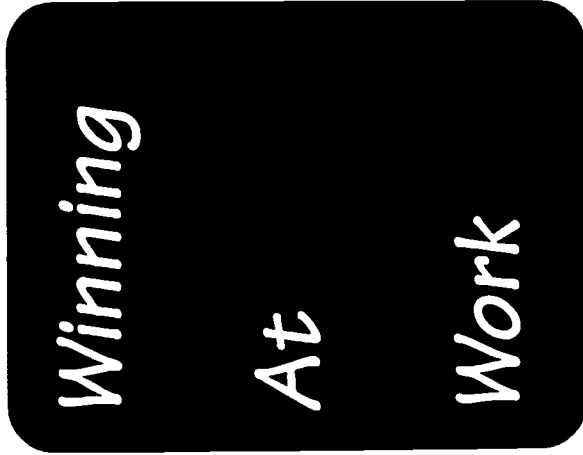
**▼ Activities****▼ Ending: 5 Minutes**

1. **ASK** students to practice a greeting and perhaps some small talk with at least one person a day during the next week. Be prepared to report to the class about this next time.
2. **say** good-bye.





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# English as a Second Language

Improving Basic Skills

**Lesson 3**  
**ESL at Work**

## Lesson Description

---

This lesson follows up on the “small talk” activity that was modeled and practiced in pairs in the previous workshop.

To begin, the teacher will **discuss** with the students their homework assignment from the previous lesson. Who has greeted someone new? How did it go? Did the person respond? Did you have a conversation?

## Objectives

By completing this lesson, students will be able to:

1. **Identify** the advantages of knowing how to make small talk with others.
2. **Identify** how to communicate and cooperate effectively in a group.
3. **Identify** how to create a dialogue and use it to make conversation with someone new.

## Materials Needed

### Hardware

1. Overhead projector
2. Flip chart
3. Pens/Pencils

### Forms

"ROI Survey" (See Supervisor - Lesson 2)

### Transparencies

"Group Activity on Small Talk" (Transparency 3)

### Handouts

"Group Activity on Small Talk" (Handout 3)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 35 min.  
 First Activity- Small Groups 35 min.  
 Second Activity- Large Group 15 min.  
 Ending- Large Group 5 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



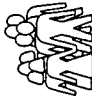
## ▼ Activities

### ▼ Opening: 35 Minutes



1. Have students sign in and get name tags.

2. **Welcome** students. Talk about how well their greeting others at work/neighborhoods is going. Are they having success?



3. **Ask** students to read for 10 minutes, and then write in their journals for ten minutes.



4. **Distribute** “ROI Survey” to each student (See Supervisor Module - Lesson 2 for directions on how to create an ROI survey). **Explain** how to fill out form. Use “ROI Survey example transparency if necessary.

5. **Collect** “ROI Survey” and return them to your company.



### Group Activity To Small Talk

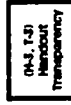
1. Each team member will write down two questions he/she might ask a new friend or co-worker in order to make small talk.
2. Each member will share his/her questions with the group.
3. The group will choose from those questions and write a "small talk" dialogue.
4. Practice the new dialogue with at least two partners from the group. Be sure each person tries to take both parts.
5. The group will choose two members to perform the dialogue for the whole class.

## Handout 3, Transparency 3

## ▼ Activities

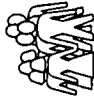
### ▼ First Activity: 35 Minutes

1. **Ask** two students to read last meeting's "Small Talk" dialogue in front of the class for review.
2. **Explain** to the students that they will participate on a team, and the team members are to form some questions that they would like to ask others and then they will create their own small talk dialogue using some of those questions.
3. **Project** transparency and **distribute** "Group Activity on Small Talk".
4. The teacher and class will **discuss** one or two questions one might ask his/her co-workers in a small talk conversation.
5. Teacher will form groups of 4-6 students and hand out a piece of paper and pencil to each.
6. Each member should write two questions he/she would like to know about a fellow worker.
7. Group will reform, **discuss** each other's questions, and now form their own small talk dialogue using some or all of these questions.
8. Members will practice the finished dialogue in pairs.
9. **Choose** two group members to perform the dialogue before the class.



## ▼ Activities

### ▼ Second Activity: 15 Minutes



1. Have each pair perform its dialogue.

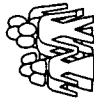


2. **Discuss** how each went.

3. **Choose** a favorite dialogue and **discuss** why the class liked it.

## ▼ Activities

### ▼ Ending: 5 Minutes



1. **Ask** students, "Do you know how to 'break the ice' with someone new and get to know him/her by making small talk?"
2. **Ask** class if they feel they can work cooperatively with others on a team?
3. **Remind** class to keep on greeting at least one new person a day.
4. **Thank** the class and **say** good-bye.





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# English as a Second Language

Improving Basic Skills

**Lesson 4**

**Word Power- Keeping the Information You Need  
(Part 1)**

## Lesson Description

---

**Lesson Purpose:**

To help employees create their own personal glossaries and use their glossaries (*and their new dictionaries*) on the job.

This lesson emphasizes the need for employees to collect and carry valuable workplace information. One key source of valuable information will be the new glossaries employees will develop. Employees will be encouraged to develop their own glossaries and to take notes, a skill often associated with higher-level workers. Leads and supervisors will be urged to take notes, a skill often associated with higher-level workers. Leads and supervisors will be urged to encourage employees to maintain their personal glossaries and their dictionaries on the job.

## Objectives

By completing this lesson, students will be able to:

1. **Create** and use a personal glossary.
2. **Identify, define, and spell** industry specific vocabulary.
3. **Identify** the benefits of maintaining and using a glossary.
4. Use a pocket dictionary to help them **define** and spell words.

## Materials Needed

### Hardware

1. Overhead projector and screen
2. Blank transparencies, flip chart or whiteboard
3. Transparency pens or flip chart markers
4. Dictionaries (one for each student)
5. Notebook paper
6. Personal glossaries/small notebooks
7. Name tents

### Handouts

"Work Words" (Handout 4)

## Classroom Set-up

### Total Time: 90 minutes

- |                              |         |
|------------------------------|---------|
| Opening- Large/Individual    | 25 min. |
| First Activity- Large Group  | 20 min. |
| Second Activity- Large Group | 30 min. |
| Ending- Large Group          | 15 min. |

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion

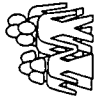


Sign-in Sheet

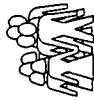


▼ **Activities**▼ **Opening: 25 Minutes**

1. Sustained Silent Reading for 10 minutes.
2. Journal writing for 10 minutes.



3. **Ask**, "What were some greetings you used since the last class? What were some greetings you heard since the last class?"
4. **Ask**, "What slang did you hear? Did you understand any of it?"

▼ **Activities**▼ **First Activity: 20 Minutes**

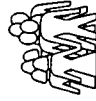
1. **Lay out** notebook paper and pens on tables.
2. **Dictate** the following questions and **ask** students to write only the answers.
  - a. "What is the name of your company?"
  - b. "What is the address of your company?"
  - c. "What is your position or job title?"
  - d. "What is your lead's first name and last name?"
  - e. "What is your supervisor's first name and last name?"
  - f. "What is your plant manager's name?"
  - g. "What is the name of your company's Chief Executive Officer (CEO) or President?"

## ▼ Activities


### ▼ First Activity: (continued)

3. **Ask** students to check with a partner to see if they agree on spellings. Spot-check student answers and quickly review the answers with the students. **Write** correct answers on a transparency or whiteboard.
4. **Ask** students the following questions and then discuss their answers.
  - a. "Why do you think I asked you these questions?"
  - b. "Is this information important?"
  - c. "Is it important you know how to spell these words? Why?"
5. **Distribute** small notebooks. Be sure to emphasize the value of their new personal glossaries! (*To write down new words, to write information down so may can ask questions later, to write down words that they use often.*) They now have their own notebooks in which they can write down important job information.



▼ **Activities**▼ **Second Activity: 30 Minutes**

1. **Distribute** dictionaries.
2. **Assign** each person in the class at least 1 word. **Tell** the students that they will be responsible for finding the meaning of the word.  
*(Instructor Note: If you have access to company related words this is a good place to use them.)*
3. **Tell** the students that they can use their dictionaries or they can ask other students what the words mean. When they find the definition have them **write** it down in their notebook.
4. Have the students find the definitions of the words.
5. When all the students have found the definition of their words bring the group back together.
6. **Ask** for the definition of each word. **Discuss** the words and definitions. Have each student write the words and their definitions in their notebook.

 English as a Second Language  
Lesson 4: Word Power (Part 1) *JobLink*

**Work Words**

Find 5 words in the workplace that you do not know already. Write them down on this sheet and find out what the definitions are.

**Word #1** \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Word #2** \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Word #3** \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

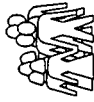
**Word #4** \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Word #5** \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

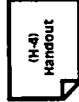
Lesson 4: Word Power (Part 1) Copyright © 1996 by Coast Community College District **Handout 4**

**Handout 4**



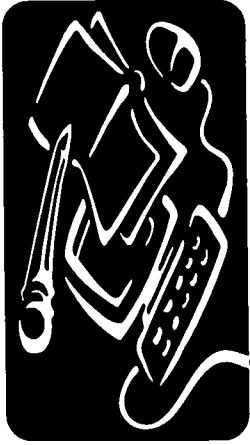
▼ **Activities**▼ **Ending: 5 Minutes**

1. **Discuss** the importance of knowing what the words mean that you see and hear everyday at work.



2. **Distribute** "Work Words."

3. **Tell** the students that their job this week is to find 5 words at work that they don't know. **Tell** the students to find out what those words mean.
4. **Say** good-bye.



*JobLink*

*Winning*

*At*

*Work*

# English as a Second Language

Improving Basic Skills

**Lesson 5**

**Word Power- Keeping the Information You Need  
(Part 2)**

## **Lesson Description**

---

### **Lesson Purpose:**

To help employees create their own personal glossaries and use their glossaries (*and their new dictionaries*) on the job.

This lesson emphasizes the need for employees to collect and carry valuable workplace information. One key source of valuable information will be the new glossaries employees will develop. Employees will be encouraged to develop their own glossaries and to take notes, a skill often associated with higher-level workers. Leads and supervisors will be urged to take notes, a skill often associated with higher-level workers. Leads and supervisors will be urged to encourage employees to maintain their personal glossaries and their dictionaries on the job.



## Objectives

By completing this lesson, students will be able to:

1. **Create** and use a personal glossary.
2. **Identify, define,** and **spell** industry specific vocabulary.
3. **Identify** the benefits of maintaining and using a glossary.
4. Use a pocket dictionary to help them **define** and spell words.

## Materials Needed

### Hardware

1. Overhead projector and screen
2. Flip chart
3. Transparency pens or flip chart markers
4. Dictionaries (*one for each student not present in lesson 4*)
5. Flip chart paper and pens
6. Personal glossaries/small notebooks (*one for each student not present in lesson 4*)
7. Name tents
8. Masking tape

### Handouts

- Blue Group (Handout 5a)
- Pink Group (Handout 5b)
- Yellow Group (Handout 5c)
- Green Group (Handout 5d)
- Using Your Dictionary Home Group (Handout 6)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 20 min.
- First Activity- Small Groups 25 min.
- Second Activity- Small Groups 40 min.
- Ending- Large Group 5 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



**▼ Activities****▼ Opening: 20 Minutes**

1. Sustained Silent Reading for 10 minutes.
2. Journal writing for 10 minutes.

## ▼ Activities

### ▼ First Activity: 25 Minutes



1. Put the class into groups of 3-5.
2. Have each student take out their copy of "Work Words" from the last class.
3. **Explain**, "During the last class I asked everyone to come up with 5 words they didn't know at work and to find the definitions of those words. In your groups I want you to share your words and definitions. Come up with a list of work words and definitions you can share with the class. Put your words in alphabetical order on a piece of flip chart paper."
4. **Handout** 1 piece of flip chart paper per group and a marker pen.
5. **walk around** and help any groups that are having trouble.
6. After the groups are finished, post all the flip chart sheets around the room.
7. Have each group share their list.

**English as a Second Language**  
Lesson 5: Word Power (Part 2)

**JobLink**

**Blue Group**

In your dictionary, find ten states of the United States. Write down the names of the states and their capitals.

	State	Capital
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

4 1 gallon = \_\_\_\_\_  
5 1 meter = \_\_\_\_\_

**Second Language**  
Lesson 5: Word Power (Part 2)

**JobLink**

**Pink Group**

Members of your group to find the information. Make sure you explain it to your home group. In your dictionary, find about measurement.

**Equivalent measure for each of the following:**

_____ cups	6 1 pound	_____ ounces
_____ inches	7 1 gram	_____ ounces
_____ pints	8 1 centimeter	_____ inches
_____ quarts	9 1 meter	_____ yards
_____ inches	10 1 kilob	_____ pounds

**English as a Second Language**  
Lesson 5: Word Power (Part 2)

**JobLink**

**Yellow Group**

In your dictionary, find the definitions of the following words

- manufacturing  
\_\_\_\_\_
- welding  
\_\_\_\_\_

**Second Language**  
Lesson 5: Word Power (Part 2)

**JobLink**

**Green Group**

Members of your group to find the information. Make sure you explain it to your home group. In your dictionary, find about measurement.

**Equivalent measure for each of the following:**

_____ cups	6 1 pound	_____ ounces
_____ inches	7 1 gram	_____ ounces
_____ pints	8 1 centimeter	_____ inches
_____ quarts	9 1 meter	_____ yards
_____ inches	10 1 kilob	_____ pounds

**English as a Second Language**  
Lesson 5: Word Power (Part 2)

**JobLink**

**Using Your Dictionary Home Group**

**White Worksheet**

- Write down the names of three states and their capitals.

State	Capital
_____	_____
_____	_____
_____	_____

- Write the equivalent measure for each of the following

1 foot	= _____ inches
1 meter	= _____ yards
1 quart	= _____ pints

- Write the definitions of the following words:

hazardous	_____
welding	_____

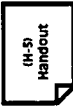
- How many Presidents of the United States were named John? \_\_\_\_\_
- How many Presidents has the United States had? \_\_\_\_\_

Lesson 5: Word Power (Part 2) Copyright ©1996 by Coast Community College District **Handout 6**

Handout 5, 5b, 5c, 5d

Handout 6

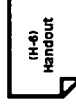
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▼ **Activities**▼ **Second Activity: 40 Minutes****Colored Handouts**

*Distribute pocket dictionaries for each student to keep.*




1. **Divide** students into 4 groups. Give each group a different color handout to complete. **Ask** each group to work together to complete the handout. If the handouts are too difficult, then **ask** them to answer only a couple of questions.

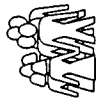
**"Using Your Dictionary" (White)**

2. When each group has finished, do one of the following:
  - a. Bring the entire class back together and **distribute** the "Using Your Dictionary" to each student. Have the class complete the handout. Call on different students to provide the information.  
**—or—**
  - b. Form new groups. This time each group should have a member that has a pink, blue, yellow, and green paper. Together each group completes the information needed for the "Using Your Dictionary" handout.



**▼ Activities****▼ Ending: 5 Minutes**

 1. **Discuss** the importance of learning the words you see around you at work.



2. **Review** how to use the personal glossaries.

3. For the next class have each student come prepared with one new word and its definition.  
(*It doesn't have to be a work word.*)

4. **Say** good-bye.



*JobLink*

*Winning*

*At*

*Work*

# English as a Second Language

Improving Basic Skills

**Lesson 6**

**What's the Idea**



▼ **Lesson Description**

This lesson focuses on finding the most important ideas when reading. The class will begin to read a book together. In this lesson, they will be learning about main ideas as they read the book and do an activity on the subject.

## Objectives

By completing this lesson, students will work in teams to:

1. **Understand** weekly vocabulary words.
2. **Learn** how to find the most important idea when reading.
3. **Understand** how to find the main idea when reading.

## Materials Needed

### Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music

### Transparencies

- "Who Can You Find?" (Transparency 4)
- "Reading/Writing Warm-Up" (Transparency 5)
- "Vocabulary List" (Transparency 6)
- "Main Ideas" (Transparency 7)

### Handouts

- "Who Can You Find?" (Handout 7)
- "Reading/Writing Warm-Up" (Handout 8)
- "Vocabulary List" (Handout 9)
- "Main Ideas" (Handout 10)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 10 min.
- First Activity- Large Group 15 min.
- Second Activity- Large Group 10 min.
- Third Activity- Partners (2) 15 min.
- Fourth Activity- Large Group 20 min.
- Fifth Activity- Large Group 10 min.
- Ending- Large Group 10 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet





### Who Can You Find?

Find someone in this class who:

1. \_\_\_\_\_ has worked at your company for more than 5 years
2. \_\_\_\_\_ goes to school
3. \_\_\_\_\_ reads directions or instructions at work
4. \_\_\_\_\_ likes to talk at team meetings
5. \_\_\_\_\_ has to talk on the phone at work
6. \_\_\_\_\_ wants to learn more English
7. \_\_\_\_\_ wants to become a U.S. citizen
8. \_\_\_\_\_ reads safety signs at work
9. \_\_\_\_\_ went on a trip to Mexico during vacation
10. \_\_\_\_\_ has an idea to tell the supervisor or boss

Lesson 6: What's the Idea

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Element 7

## Handout 7, Transparency 4

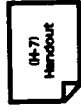
## ▼ Activities

### ▼ Opening: 10 Minutes

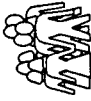
Before class, make sure the room is set up attractively. Have soft music playing.



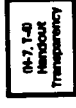
1. **welcome** students and **introduce** yourself.



2. Give each student a copy of, "Who Can You Find?" **Explain** that they are to find a different class member to sign each space.




3. **ALLOW** approximately 5 minutes for them to find a different person to sign each line.



4. When most or all of the class members have completed the people search, use "Who Can You Find?" to **write** down some of their responses.



5. **Discuss** the responses and students' varying responses, especially those regarding ideas or suggestions.

 English as a Second Language  
Lesson 6: What's the Idea

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Words:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

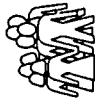
Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lesson 6: What's the Idea Copyright ©1996 by Coast Community College District **Blackboard 8**

Handout 8, Transparency 5

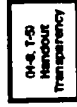
## Activities

### First Activity: 15 Minutes




#### Sustained Silent Reading

1. If students are not familiar with the concept, **introduce** them to the fact that approximately 15 minutes of each class period will be spent reading. They may choose books from your company library, or bring books, magazines, articles, etc., of their choice to class to read. In order to emphasize the importance of this activity, the instructor should also read during this time.
2. Spend a few moments sharing/discussing what you/they read.
3. Using "Reading/Writing Warm-up," **demonstrate** and have students fill in the appropriate information for the reading section of the handout.





 English as a Second Language  
LESSON 6: WHAT'S THE IDEA

*JobLink*

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lesson 6: What's the Idea Copyright ©1996 by Coast Community College District **Handout 8**

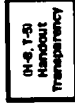
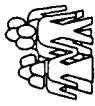
Handout 8, Transparency 5

## ▼ Activities


### ▼ Second Activity: 10 Minutes

#### Journal Writing

1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from Sustained Silent Reading. Students may share journal entries if they wish.



2. Using "Reading/Writing Warm-up," have students use the writing section of the handout for journal entries.

 English as a Second Language  
Lesson 6: What's the Idea

*JobLink*

**Vocabulary List**

1. contaminate
2. sterile
3. solution
4. filter
5. container

Lesson 6: What's the Idea      Copyright © 1996 by Coast Community College District      **Master Sheet 9**

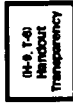
**Handout 9, Transparency 6**

## ▼ Activities

### ▼ Third Activity: 15 Minutes



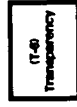
#### Vocabulary Web



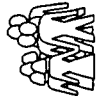
1. **Introduce** the following words using “Vocabulary List”, and **ask** students if they know what these words mean. (**Instructor: you may use any words that are appropriate for your class.**)

- contaminate
- sterile
- solution
- filter
- container

2. **Ask** if they know other words which mean about the same and **write** their responses on the board or on a transparency. Offer prompts to assist them.
3. **Ask** if there are words that they use in their company that might have similar meanings, or are related. **Write** these words on the board.
4. Determine if they know the definitions of these weekly vocabulary words, and how they relate to the company. **Say**, “Let’s see if we can write some sentences that would **explain** what these words mean if we were talking to someone who doesn’t work for your company.”

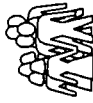
▼ **Activities**▼ **Third Activity: (continued)**

5. **Write** these sentences on the board or "Vocabulary List" transparency and have students copy them on the "Vocabulary List" handout.
6. Each student should get a partner and read the sentences to the partner.
7. **Ask** each student to bring a flyer, memo, work order, etc., which may have some new vocabulary words to the next class. Use one of these authentic company writings to gather vocabulary for each subsequent class.



## ▼ Activities

### ▼ Fourth Activity: 20 Minutes



#### Main Idea

1. **Distribute** a copy of Juan and Lucy to each student.
2. **Direct** them to follow along silently as you read Chapter 1 aloud to them.
3. After reading Chapter 1, **ask**,

“What was the most important idea in that chapter?”

Is it about a guy named Juan?

What’s the most important thing we found out about Juan?”

Lead students to the correct answer and repeat the main idea. Briefly **explain** the importance of looking for the main idea when we read. **Write** some of their answers about the important ideas on the board.

4. **Tell** students that you are going to read Chapter 2 aloud, and remind them to look for or think about the most important idea/main idea of the chapter. Read Chapter 2 aloud, while students follow along silently.

## ▼ Activities

### ▼ Fourth Activity: (continued)

5. **Ask** students, "What is Chapter 2 about? Is it about Juan? What do we know about Lucy?" After they respond, reinforce the correct answer. **Write** some of these important facts on the board.
6. **Direct** the students to read Chapter 3. This can be done individually, in pairs, or volunteers may read aloud.
7. When they finish reading Chapter 3, **ask** students to tell the main idea. **Discuss** what happened in Chapter 3. **Explain** that finding important ideas or facts is one of many reading skills they will be working on in this class.
8. **Collect** copies of Juan and Lucy, which are to be returned to your company. **Explain** that you will continue reading the story at the next class meeting.





#### Main Ideas

The following words can be put into groups. The main idea of each group is listed. Try to put the words with the correct main idea.

##### Sports

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##### Colors

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##### Clothing

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##### Tools

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hammer  
baseball  
screwdriver  
tennis  
swimming

paints  
soccer  
chisel  
brown  
skirt

orange  
shirt  
turquoise  
vest  
beige

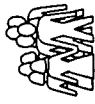
track  
jacket  
shovel  
saw  
gray

## Handout 10, Transparency 7

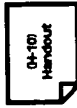


## ▼ Activities

### ▼ Fifth Activity: 10 Minutes



#### Main Ideas



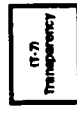
1. **Pass out** "Main Ideas".



2. Have students circle any unfamiliar words and **discuss** the meanings (without using the category, such as *color, sport, etc., in the description or definition*).

3. Pronounce each word and have students repeat the words.

4. **ASK** students to work with a partner to determine which words fit under each category or main idea.

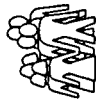


5. **ASK** for students to volunteer to come up to put the answers for each category on the transparency or on the board.

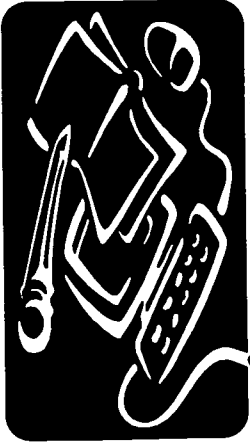
6. Have students check their papers for comprehension.

## ▼ Activities

### ▼ Ending: 10 Minutes



1. **Remind** students to bring a flyer, memo, work order, etc., to be used for vocabulary building during the next class.
2. Wish them well and **say** good-bye!



*JobLink*

**Winning  
At  
Work**

# **English as a Second Language**

Improving Basic Skills

**Lesson 7  
Give Me the Main Idea**

## **Lesson Description**

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This lesson continues to focus on finding the main idea when reading. Students will continue to read the book they began in lesson 6, and do some more exercises to practice finding the main idea in a paragraph.

## Objectives

By completing this lesson, students will work in teams to:

1. **Understand** weekly vocabulary words.
2. **Understand** the importance of looking for the main idea when reading.

## Materials Needed

### Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music

### Transparencies

- "Reading/Writing Warm-Up" (Transparency 5)
- "Main Idea Hunt" (Transparency 8)

### Handouts

- "Reading/Writing Warm-Up" (Handout 8)
- "Main Idea Hunt" (Handout 11)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 10 min.
- First Activity- Large Group 15 min.
- Second Activity- Large Group 10 min.
- Third Activity- Partners (2) 15 min.
- Fourth Activity- Large Group 20 min.
- Fifth Activity- Partners (2) 10 min.
- Ending- Large Group 10 min.

## Key

Hardware 

Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



## ▼ Activities

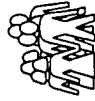
### ▼ Opening: 10 Minutes




Before class, make sure the room is set up attractively. Have soft music playing.

### "Cathy's Cards"

1. **Welcome** students.
2. Have a stack of "Cathy's Cards" on a table. **ASK** each student to choose a card. Be sure they understand what the card says.
3. **ASK** each student to think about what the card says, and then to share their thoughts with a partner.
4. **ASK** for volunteers to share their comments with the entire class. Others may want to add their own experiences, etc.
5. **Collect** the cards.



 **English as a Second Language**  
LESSON 7: WHAT'S THE IDEA? *JobLink*

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Words:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

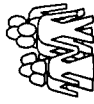
Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lesson 7: What's the Idea Copyright ©1996 by Coast Community College District **Manufactured in**

**Handout 8, Transparency 5**

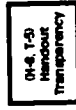
## ▼ Activities

### ▼ First Activity: 15 Minutes



#### **sustained silent reading**

1. If students are not familiar with the concept, introduce them to the fact that approximately 15 minutes of each class period will be spent reading. They may choose books from your company library, or bring books, magazines, articles, etc., of their choice to class to read. In order to emphasize the importance of this activity, the instructor should also read during this time.
2. Spend a few moments sharing/discussing what you/they read.
3. Using "Reading/Writing Warm-up", have students fill in the appropriate information for the reading section of the handout.




04-1-0  
Handout  
Transparency

142

143



 English as a Second Language  
Lesson 7: What's the Idea? *JobLink*

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lesson 4: What's the Idea Copyright © 1996 by Coast Community College District **Handout 8**

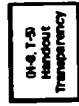
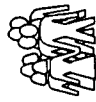
**Handout 8, Transparency 5**

## ▼ Activities

### ▼ Second Activity: 10 Minutes

#### Journal Writing

1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from Sustained Silent Reading. Students may share journal entries if they wish.




04-1-90  
Handout  
Transparency

2. Using "Reading/Writing Warm-up", have students use the writing section of the handout for journal entries.

146

147

 English as a Second Language  
LESSON 7: WHAT'S THE MAIN IDEA

**Vocabulary List**

1. contaminate
2. sterile
3. solution
4. filter
5. container

Lesson 6: What's the Main Idea Copyright © 1996 by Coast Community College District **Manufactured 9**

**Handout 9**

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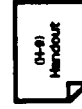
## ▼ Activities

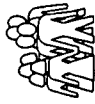
### ▼ Third Activity: 15 Minutes

#### Vocabulary



1. Using the authentic company writings students were asked to bring, direct them to circle any words on the writings which they do not understand.
2. **Collect** the authentic company writings (*memos, work orders, flyers, etc.*) that students were asked to bring. Show them to students and ask which they would like to use for today's class. If more than one student brought the same piece of writing, that may be a good place to start. Words from the Vocabulary List may be used if there is no authentic material.
3. **Choose** five words from one of the writings as the vocabulary to be studied during this class.
4. Determine if they know the definitions of these weekly vocabulary words, and how they relate to the company. **Say**, "Let's see if we can write some sentences that would **explain** what these words mean if we were talking to someone who doesn't work for your company."
5. **Write** these sentences on the board and have students copy them on the vocabulary handout.
6. Each student should get a partner and read the sentences to the partner.



▼ **Activities**▼ **Fourth Activity: 20 Minutes****Main Idea**

1. **Distribute** a copy of Juan and Lucy to each student.
2. **Direct** them to follow along silently as you read Chapter 4 aloud to them.
3. After reading Chapter 4, **ask**,

“What was the most important idea in that chapter? What did Juan do that bothered Lucy?”

Lead students to the correct answer and repeat the main idea. Briefly **explain** the importance of looking for the main idea when we read.

4. **Direct** the students to read Chapter 5. This can be done individually, in pairs, or volunteers may read aloud.

**▼ Activities****▼ Fourth Activity: (continued)**

5. When they finish reading Chapter 5, **ask** students to tell the main idea. **Ask**, "What did Juan think about mothers?" See if they can predict what will happen next in the story. **Explain** that predicting is another important reading skill.
6. Continue with Chapter 6, asking for the most important idea when students finish reading.
7. **Collect** copies of Juan and Lucy, which are to be returned to your company. **Explain** that you will continue reading the story at the next class meeting.



### Main Idea Hunt

At our company we make many products. PICs or Plastic Irrigation Containers are an important product. About 14% of our company's profits come from PICs. There are many steps to follow when PICs are made. PICs come in many sizes.

The most important idea is:

- a. Our company makes only PICs.
- b. PICs are an important product at our company.
- c. Our company makes supplies for eye doctors.

Plastic Irrigation Containers come in four sizes. Some PICs are half liter and some are one liter. PICs are also two liter and four liter. The crew can handle the smaller containers faster than the larger containers. Every size PIC must be handled with care.

The most important idea is:

- a. All PICs are the same size.
- b. The crew only handles four liter PICs.
- c. PICs are not all the same size.

Copy the sentence from the paragraph that tells the answer:

---

---

Our company manufactures all the things that are needed for IV therapies. At our company we make IV solutions and the sets that connect the patient to the solution. We also manufacture and distribute the computerized pumps that control the flow, the filters and the poles.

The most important idea is:

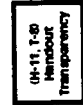
- a. Our company makes computerized pumps.
- b. Our company makes everything that is needed for IV therapy.
- c. Our company makes IV solutions.

Underline the sentence in the paragraph that tells the answer:

## Handout 11, Transparency 8

## ▼ Activities

### ▼ Fifth Activity: 10 Minutes



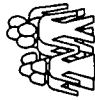
#### Main Ideas

1. **Pass out** and **project** "Main Idea Hunt".
2. **ASK** students to work with a partner, reading the paragraphs and answering the questions. Assist them with paragraphs 2 and 3, where they must copy or underline the correct sentence from the paragraph.
3. **ASK** students to volunteer answers. Check for comprehension.



## ▼ Activities

### ▼ Ending: 10 Minutes



1. If students have forgotten to bring flyers, memos, etc., **remind** them to bring these for vocabulary building for the next class.
2. Wish them well and **say** good-bye!



*JobLink*

# English as a Second Language

Improving Basic Skills

**Lesson 8**  
**Just Give Me the Facts**

Winning

At

Work

**▼ Lesson Description**

---

This lesson emphasizes finding details and information when reading. The students will continue to read the book they began in lesson 6, and do an activity on finding the most important information in a paragraph.

## Objectives

By completing this lesson, students will work in teams to:

1. **Understand** weekly vocabulary words.
2. **Understand** how to find details or information when reading.
3. **Predict** what will happen in a story.

## Materials Needed

### Hardware



1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music

### Transparencies



- "Dictation Pairs Cards" (Transparency 9,10)
- "Reading/Writing Warm-Up" (Transparency 6)
- "Let's Find Facts" (Transparency 11)

### Handouts



- "Reading/Writing Warm-Up" (Handout 8)
- "Dictation Pairs Cards" (Handout 12, 13)
- "Let's Find Facts" (Handout 14)

## Classroom Set-up



### Total Time: 90 minutes

- Opening- Large Group 10 min.
- First Activity- Large Group 15 min.
- Second Activity- Large Group 10 min.
- Third Activity- Partners (2) 15 min.
- Fourth Activity- Large Group 20 min.
- Fifth Activity- Partners (2) 10 min.
- Ending- Large Group 10 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



**English as a Second Language**  
Lesson 8: Just Give Me the Facts

**JobLink**

**Dictation Pairs – Student A**

\$6.25 \_\_\_\_\_  
\$3.40 \_\_\_\_\_  
\$1.98 \_\_\_\_\_  
\$4.19 \_\_\_\_\_  
\$10.00 \_\_\_\_\_  
\$2.90 \_\_\_\_\_  
\$5.75 \_\_\_\_\_  
\$8.50 \_\_\_\_\_

**English as a Second Language**  
Lesson 8: Just Give Me the Facts

**JobLink**

**Dictation Pairs – Student A**

\$6.25 \_\_\_\_\_  
\$3.40 \_\_\_\_\_  
\$1.98 \_\_\_\_\_  
\$4.19 \_\_\_\_\_  
\$10.00 \_\_\_\_\_  
\$2.90 \_\_\_\_\_  
\$5.75 \_\_\_\_\_  
\$8.50 \_\_\_\_\_

Lesson 8: Just Give Me the Facts Copyright ©1996 by Coast Community College District **Handout 12**

### Handout 12, Transparency 9

**English as a Second Language**  
Lesson 8: Just Give Me the Facts

**JobLink**

**Dictation Pairs – Student B**

\$3.18 \_\_\_\_\_  
\$7.16 \_\_\_\_\_  
\$2.80 \_\_\_\_\_  
\$9.60 \_\_\_\_\_  
\$1.55 \_\_\_\_\_  
\$4.15 \_\_\_\_\_  
\$8.20 \_\_\_\_\_  
\$6.17 \_\_\_\_\_

**English as a Second Language**  
Lesson 8: Just Give Me the Facts

**JobLink**

**Dictation Pairs – Student B**

\$3.18 \_\_\_\_\_  
\$7.16 \_\_\_\_\_  
\$2.80 \_\_\_\_\_  
\$9.60 \_\_\_\_\_  
\$1.55 \_\_\_\_\_  
\$4.15 \_\_\_\_\_  
\$8.20 \_\_\_\_\_  
\$6.17 \_\_\_\_\_

Lesson 8: Just Give Me the Facts Copyright ©1996 by Coast Community College District **Handout 13**

### Handout 13, Transparency 10

## ▼ Activities

### ▼ Opening: 10 Minutes

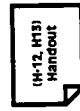


Before class, make sure the room is set up attractively. Have soft music playing.

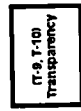
### Dictation Pairs




1. **Welcome** students.



2. Have students work with a partner. Partner A is given a list of prices on pink paper. Partner B is given a different list of prices on green paper. **Direct** students not to show their lists to their partners.



3. Partner A reads what is on her card. Partner B writes it on his paper. They compare. Then, Partner B reads his card and Partner A writes it on her paper. Again, they compare. If time permits, put answers on overhead transparency.

 English as a Second Language  
Lesson 8: What's the Idea

*JobLink*

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

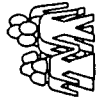
**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

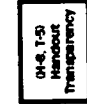
Lesson 8: What's the Idea Copyright ©1996 by Coast Community College District **Manufacture 8**

**Handout 8, Transparency 5**

▼ **Activities**▼ **First Activity: 15 Minutes****Sustained Silent Reading**


1. If students are not familiar with the concept, introduce them to the fact that approximately 15 minutes of each class period will be spent reading. They may choose books from the JobLink library, or bring books, magazines, articles, etc., of their choice to class to read. In order to emphasize the importance of this activity, the instructor should also read during this time.

2. Spend a few moments sharing/discussing what you/they read.



3. Using "Reading/Writing Warm-up", have students fill in the appropriate information for the reading section of the handout.



 **English as a Second Language**  
Lesson 8: What's the Idea? *JobLink*

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

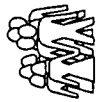
Lesson 8: What's the Idea Copyright ©1996 by Coast Community College District **Standard 8**

**Handout 8, Transparency 5**

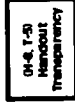
## ▼ Activities

### ▼ Second Activity: 10 Minutes

#### Journal Writing



1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from SUSTAINED SILENT READING. Students may share journal entries if they wish.



2. Using "Reading/Writing Warm-up", have students use the writing section of the handout for journal entries.

*JobLink*

**English as a Second Language**  
LESSON 8: JUST GIVE ME THE FACTS

**Vocabulary List**

1. contaminate
2. sterile
3. solution
4. filter
5. container

Lesson 8: What's the Idea      Copyright ©1996 by Coast Community College District      **Manufacturing 9**

**Handout 9**

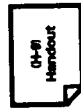
## ▼ Activities

### ▼ Third Activity: 15 Minutes

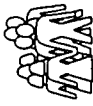
#### vocabulary



1. Using the authentic company writings students were asked to bring, direct them to circle any words on the writings which they do not understand.
2. **Collect** the authentic company writings (*memos, work orders, flyers, etc.*) that students were asked to bring. Show them to students and **ask** which they would like to use for today's class. If more than one student brought the same piece of writing, that may be a good place to start.
3. **Choose** five words from one of the writings as the vocabulary to be studied during this class or use words from the Vocabulary List.
4. Determine if they know the definitions of these weekly vocabulary words, and how they relate to the company. **Say**, "Let's see if we can write some sentences that would **explain** what these words mean if we were talking to someone who doesn't work for your company."



5. **Write** these sentences on the board and have students copy them.
6. Each student should get a partner and read the sentences to the partner.

▼ **Activities**▼ **Fourth Activity: 20 Minutes****Important Facts or Details**

1. **Distribute** a copy of Juan and Lucy to each student.
2. **Direct** them to follow along silently as you read Chapter 7 aloud to them.
3. After reading Chapter 7, **ask**,

“What was the most important idea in that chapter?”

Lead students to the correct answer and repeat the main idea. Briefly **explain** the importance of looking for the main idea when we read. **Explain** that this week’s focus will be on finding details or information.

▼ **Activities**▼ **Fourth Activity: (continued)**

4. **ASK** the students the following questions: **True or False**
  - What did Lucy plan to do Friday night?
  - Who did she call?
  - Where did they go?
  - Who did they see?
  - How did Lucy feel?
5. **DIRECT** the students to read Chapter 8. This can be done individually, in pairs, or volunteers may read aloud.
6. When they finish reading Chapter 8, **ASK** students to tell three things that occurred. See if they can predict what will happen next in the story. **EXPLAIN** that predicting is another important reading skill.
7. Continue with Chapter 9, asking students to **TELL** three things Juan and Lucy did together when they went on dates.
8. **COLLECT** copies of Juan and Lucy, which are to be returned to your company. **EXPLAIN** that you will continue reading the story at the next class meeting.



#### Let's Find Facts

A good attitude at work can help you get ahead. You can show a good attitude on your job. Be on time every day and do your work well. Help the other members of your team. Don't tell them, "That's not my job."

- At work, you should
- a. come late.
  - b. be angry with your co-workers.
  - c. help your co-workers.

Miguel had a problem at work. The same machine broke again. It had broken twice last week. Miguel called the repairman to fix it. The man did not come for two hours. Miguel got angry and yelled at the repairman. The next day the repairman called Miguel's supervisor.

- Miguel was angry because
- a. the machine worked well.
  - b. the repairman did not come for a long time.
  - c. he was tired.

Most of us work every day with many different people. We talk with co-workers and with our bosses. Sometimes we work with customers. It is important to get along with them. Working well with others and having a good attitude save the company money because production often goes up.

- Getting along with others
- a. is important.
  - b. makes other people mad.
  - c. is very easy.

- If employees work well together
- a. the company loses money.
  - b. production starts.
  - c. customers call to complain.

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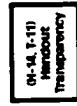
## Handout 14, Transparency 11

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## ▼ Activities

### ▼ Fifth Activity: 10 Minutes

#### Let's Find Facts



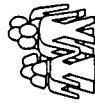
1. **Pass out** and **project** "Let's Find Facts".
2. **ASK** students to work with a partner, reading the paragraphs and answering the questions.
3. **ASK** students to volunteer answers. Check for comprehension.





## ▼ Activities

### ▼ Ending: 10 Minutes



1. If students have forgotten to bring flyers, memos, etc., **remind** them to bring these for vocabulary building for the next class.
2. Wish them well and **say** good-bye!



*JobLink*



# English as a Second Language

Improving Basic Skills

**Lesson 9**  
**Sorting Things Out**

**▼ Lesson Description**

---

This lesson emphasizes how to sort through details and information when reading. The students will continue to read the book they began in lesson 6, and do an activity on sorting out information.



### Objectives

By completing this lesson, students will work in teams to:

1. **Understand** weekly vocabulary words.
2. **Practice** sorting out information.

### Materials Needed

#### Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music

#### Transparencies

- "Reading/Writing Warm-Up" (Transparency 5)
- "Sorting Things Out" (Transparency 12)

#### Handouts

- "Reading/Writing Warm-Up" (Handout 8)
- "Sorting Things Out" (Handout 15)

### Classroom Set-up

#### Total Time: 90 minutes

- Opening- Large Group 10 min.
- First Activity- Large Group 15 min.
- Second Activity- Large Group 10 min.
- Third Activity- Partners (2) 15 min.
- Fourth Activity- Large Group 15 min.
- Fifth Activity- Partners (2) 15 min.
- Ending- Large Group 10 min.

#### Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



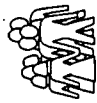
## ▼ Activities

### ▼ Opening: 10 Minutes



Before class, make sure the room is set up attractively. Have soft music playing.


### "Cathy's Cards"



1. **Welcome** students.
2. Have a stack of "Cathy's Cards" on a table. **Ask** each student to choose a card. Be sure they understand what the card says.
3. **Ask** each student to think about what the card says, and then to share their thoughts with a partner.
4. **Ask** for volunteers to share their comments with the entire class. Others may want to add their own experiences, etc.
5. **Collect** the cards.

200

201

 English as a Second Language  
Lesson 9: Sorting Things Out

**JobLink**

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lesson 9: Sorting Things Out Copyright © 1996 by Coast Community College District

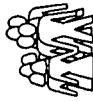
**Handout 8, Transparency 5**

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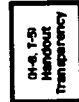
## ▼ Activities

### ▼ First Activity: 15 Minutes

#### Sustained Silent Reading




1. "Has anyone read anything during the past week, besides what you read in class?" Spend the next 15 minutes reading quietly.
2. Spend a few moments sharing/discussing what you/they read.



3. Using "Reading/Writing Warm-up", have students fill in the appropriate information for the reading section of the handout.

201

205

 English as a Second Language  
Lesson 9: Sorting Things Out

*JobLink*

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

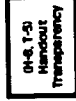
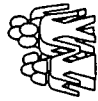
Lesson 9: What's the Job Copyright © 1996 by Coast Community College District **Handout 8**

**Handout 8, Transparency 5**



▼ **Activities**▼ **Second Activity: 10 Minutes****Journal Writing**


1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from SUSTAINED SILENT READING. Students may share journal entries if they wish.



2. Using "Reading/Writing Warm-up", have students use the writing section of the handout for journal entries.

203

209

 English as a Second Language  
Lesson 9: Sorting Things Out

**Vocabulary List**

1. contaminate
2. sterile
3. solution
4. filter
5. container

Lesson 9: Sort the Items      Copyright © 1996 by Coast Community College District      **Handout 9**

**Handout 9**

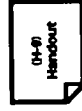
## ▼ Activities

### ▼ Third Activity: 15 Minutes

#### Vocabulary

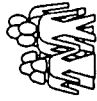


1. Using the authentic company writings students were asked to bring, direct them to circle any words on the writings which they do not understand.
2. **Collect** the authentic company writings (*memos, work orders, flyers, etc.*) that students were asked to bring. Show them to students and **ask** which they would like to use for today's class. If more than one student brought the same piece of writing, that may be a good place to start.
3. **Choose** five words from one of the writings as the vocabulary to be studied during this class or use words from the Vocabulary List.
4. Determine if they know the definitions of these weekly vocabulary words, and how they relate to the company. **Say**, "Let's see if we can write some sentences that would **explain** what these words mean if we were talking to someone who doesn't work for JobLink."
5. **Write** these sentences on the board and have students copy them.
6. Each student should get a partner and read the sentences to the partner.



## ▼ Activities

### ▼ Fourth Activity: 15 Minutes



#### Important Facts or Details

1. **Distribute** a copy of Juan and Lucy to each student.
2. **Direct** them to follow along silently as you read Chapter 10 aloud to them.
3. After reading Chapter 10, **ask**,


“What was the most important idea in that chapter?”

Lead students to the correct answer and repeat the main idea. Briefly **explain** the importance of looking for the main idea when we read. **Explain** that this week's focus will again be on finding details or information.

## ▼ Activities

### ▼ Fourth Activity: (continued)

4. **Ask** the students the following questions: **True or False**
  - Why was Lucy's mother happy?
  - Who was getting married?
  - What did Lucy want?
  - When did she want it?
5. **Direct** the students to read Chapter 11. This can be done individually, in pairs, or volunteers may read aloud.
6. When they finish reading Chapter 11, **ask** students to tell three things that occurred. See if they can predict what will happen next in the story. **Explain** that predicting is another important reading skill.
7. Continue with Chapter 12, asking the following questions when students finish reading.
  - What are some things Lucy and Juan did?
  - What did Lucy want?
  - Who did not come home one night?
  - What happened?
8. **Collect** copies of Juan and Lucy, which are to be returned to your company. **Explain** that you will continue reading the story at the next class meeting.



**English as a Second Language**  
LESSON 9: SORTING THINGS OUT

*JobLink*

### Sorting Things Out

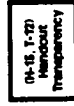
Working with your group, name four things which fit in each category

Animals	Things That Fly

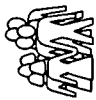
Things You Can Drink	Sweet Things

Lesson 9: Sorting Things OutCopyright ©1996 by Coast Community College DistrictStandard 1.5

Handout 15, Transparency 12

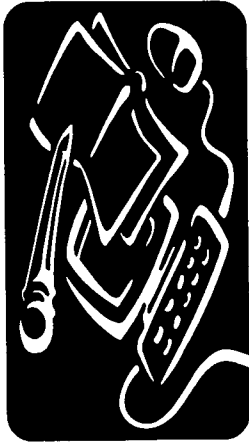
▼ **Activities**▼ **Fifth Activity: 15 Minutes****"Sorting Things Out"**

1. **Pass out** and **project** "Sorting Things Out".
2. **ASK** students to work in groups of three or four. On each handout, are four categories. In their groups, the students must name at least four things that fit in that category. For instance, if the category is "Sports," the students might answer: soccer, tennis, basketball, and baseball. A variety of answers might be correct.
3. **ASK** students to volunteer answers. Check for comprehension.

▼ **Activities**▼ **Ending: 10 Minutes**

1. If students have forgotten to bring flyers, memos, etc., **remind** them to bring these for vocabulary building for the next class.
2. Wish them well and **say** good-bye!





*JobLink*

*Winning*

*At*

*Work*

# English as a Second Language

Improving Basic Skills

**Lesson 10**

**Let's Get It In Order**

## ▼ ***Lesson Description***

---

This lesson focuses on how to put information in chronological order. The students continue to read the book they began in lesson 6, and are asked to repeat back details of the story in chronological order. The students then do an activity to practice their new skills of putting events into the correct order.



### Objectives

By completing this lesson, students will work in teams to:

1. **Understand** sequence of events.
2. **Explain** a story in chronological order.
3. **Understand** time related prepositions (before, after, etc.).

### Materials Needed

#### Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music
6. Several pairs of scissors
7. Some candy or other treats/prizes

#### Transparencies

- "Who Can You Find- #2" (Transparency 13)
- "Reading/Writing Warm-Up" (Transparency 5)
- "Order, Order, Order" (Transparency 14)

#### Handouts

- "Who Can You Find- #2" (Handout 16)
- "Reading/Writing Warm-Up" (Handout 8)
- "Order, Order, Order" (Handout 17)

### Classroom Set-up

#### Total Time: 90 minutes

- Opening- Large Group 10 min.
- First Activity- Large Group 15 min.
- Second Activity- Large Group 10 min.
- Third Activity- Partners (2) 20 min.
- Fourth Activity- Large Group 20 min.
- Ending- Large Group 15 min.

### Key

Hardware 


Transparencies 

Handouts 


Large Group 

Small Groups 

Discussion 

Sign-in Sheet 





**English as a Second Language**  
Lesson 10: Let's Get It In Order

*JobLink*

### Who Can You Find-#2?

Find someone in this class who:


1. \_\_\_\_\_ can tell you who to call for a medical emergency.
2. \_\_\_\_\_ wears hearing protection in his or her department.
3. \_\_\_\_\_ knows what "evacuation" means.
4. \_\_\_\_\_ likes to list to books on tape.
5. \_\_\_\_\_ wears safety glasses on the job.
6. \_\_\_\_\_ can give you directions to the cafeteria.
7. \_\_\_\_\_ can explain the word liter.
8. \_\_\_\_\_ works in a classroom.
9. \_\_\_\_\_ uses a weld shield at work.
10. \_\_\_\_\_ has a new idea to tell the supervisor or boss.

Lesson 10: Let's Get It In Order

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**Handout 16**

## Handout 16



**English as a Second Language**  
Lesson 10: Let's Get It In Order

*JobLink*

### Who Can You Find-#2?

Find someone in this class who:

1. \_\_\_\_\_ can tell you who to call for a medical emergency.
2. \_\_\_\_\_ wears hearing protection in his or her department.
3. \_\_\_\_\_ knows what "evacuation" means.
4. \_\_\_\_\_ likes to list to books on tape.
5. \_\_\_\_\_ wears safety glasses on the job.
6. \_\_\_\_\_ can give you directions to the cafeteria.
7. \_\_\_\_\_ can explain the word liter.
8. \_\_\_\_\_ works in a classroom.
9. \_\_\_\_\_ uses a weld shield at work.
10. \_\_\_\_\_ has a new idea to tell the supervisor or boss.

Lesson 10: Let's Get It In Order

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**Transparency 13**

## Transparency 13

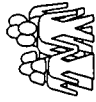
## Activities

### Opening: 10 Minutes

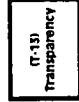


Before class, make sure the room is set up attractively. Have soft music playing.

#### "Who Can You Find- #2?"




1. **Welcome** students and ask how their week has been.
2. Give each student a copy of "Who Can You Find- #2?" **Explain** that they are to find a different class member to sign each space.
3. **Allow** approximately 5 minutes for them to find a different person to sign each line.



4. When most or all of the class members have completed the people search, use transparency to write down some of their responses.



5. **Discuss** the responses and students' varying responses, especially those regarding ideas or suggestions.

 English as a Second Language  
Lesson 10: Let's Get It In Order

*JobLink*

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_ - \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

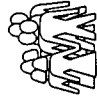
**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

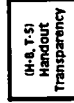
Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


Lesson 6 What's the Idea Copyright ©1996 by Coast Community College District Handout 8

Handout 8, Transparency 5

**▼ Activities****▼ First Activity: 15 Minutes****Sustained Silent Reading**

1. **Ask** students if they are enjoying what they are reading. Have they learned anything new, been entertained, or maybe even bored (although we hope not)? Have they talked to one another, their families, friends about something they may have read?
2. Spend a few moments sharing/discussing what you/they have read during the past 4 weeks.
3. Using "Reading/Writing Warm-up," demonstrate and have students fill in the appropriate information for the reading section of the handout.



 English as a Second Language  
Lesson 10: Let's Get It In Order

*JobLink*

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Writing (10+ minutes)**

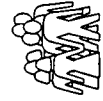
Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

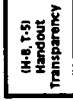
Lesson 10: Let's Get It In Order      Copyright © 1996 by Coast Community College District      **Handout 8**

**Handout 8, Transparency 5**



**▼ Activities****▼ Second Activity: 10 Minutes****Journal Writing**

1. Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from Sustained Silent Reading. Students may share journal entries if they wish.



2. Using "Reading/Writing Warm-up," have students use the writing section of the handout for journal entries.

## ▼ Activities

### ▼ Third Activity: 20 Minutes


#### The Order or Sequence of Events



1. **Distribute** a copy of Juan and Lucy to each student.
2. **Direct** them to follow along silently as you read Chapter 10 aloud to them.
3. After reading Chapter 13, **ask**, "What was the first thing that happened in this whole story?" Try to establish the chronology of the story, using the main ideas of the chapters, along with any important details. **Explain** that this week's focus will be on deciding the order of events in a story.

▼ **Activities**▼ **Third Activity: (continued)**

4. **Ask** the students the following questions: **True or False**
  - They had a real wedding before they told the truth.
  - Lucy went to see a doctor before Juan went to see the doctor.
  - They had three children and then adopted a baby.
5. **Direct** the students to read Chapter 14. This can be done individually, in pairs, or volunteers may read aloud.
6. When they finish reading Chapter 14, **ask** students to **tell** three things that occurred. See if they can use prepositions such as "before" and "after". If time permits, check students' ability to put the events of the entire story in chronological order.
7. **Collect** copies of Juan and Lucy.

  
**English as a Second Language**  
Lesson 10: Let's Get It In Order

*JobLink*

**Order, Order, Order!**

**The following is the sequence for making, filling, sealing and inspecting PKCs.**

- The bottles are made in Blow Molding.
- The solution is put in the filling line.
- The bottles and closures are sealed together.
- They are sealed with a solution made in Mixing.
- The filled container is "cooked" until it is assured that the product is sterile.
- They are dried on the packing line.
- The inspector gives them a touch test.

**Put these statements in the proper order.**

- The filled container is "cooked" until it is assured that the product is sterile.
- The solution is put in the filling line.
- The inspector gives them a touch test.
- The bottles are made in Blow Molding.
- They are sealed with a solution made in Mixing.
- They are dried on the packing line.
- The bottles and closures are sealed together.

Lesson 10: Let's Get It In Order

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**Handout 17**

**Handout 17, Transparency 14**

## ▼ Activities

### ▼ Fourth Activity: 20 Minutes



#### Order, Order, Order!

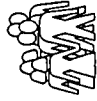
1. **Remind** students of the idea of jobs having a certain order.

For instance, if we're going to eat a peanut butter and jelly sandwich, we don't begin with the eating. First, we have to get out the bread, peanut butter, and jelly. Next, we have to spread the peanut butter and jelly on the bread. Then, we put another slice of bread on top of the peanut butter and jelly. Before we eat the sandwich, we might cut it and put it on a plate. Finally, we get to eat! Relate this to their jobs, which have sequence or order.



2. **Divide** students into groups of four.

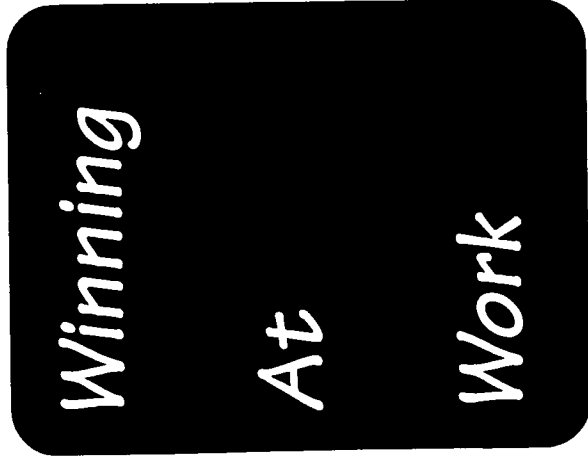
Each group should get one "Order, Order, Order" handout and a pair of scissors. Each person in the group should cut two sentence strips from the page. After all the strips are cut, the students should take turns reading their strips and then placing them in the correct order. The group which finishes first, and has all the steps correct, receives a prize (*candy treats, pencils, etc.*) Have groups compare their answers to determine the winners. Be sure to point out the importance of words like "first, next, then, before, and finally."

▼ **Activities**▼ **Ending: 15 Minutes**

1. **Remind** students to try to use some of the skills they are learning in class in other areas of their lives (*i.e., on the job, at home, while watching TV, etc.*)
2. **Remind** them that the next class will be the last in this series. **Remind** them to bring any memos, work orders, etc., that have confusing vocabulary.
3. **say** good-bye!



*JobLink*



# English as a Second Language

Improving Basic Skills

**Lesson 11**  
**Keeping Things In Order**

**▼ Lesson Description**

---

This lesson continues to focus on chronological order. The students will practice telling a story in chronological order and do more exercises practicing putting information in the correct order. Finally, each student evaluates their own progress in the class.



## Objectives

By completing this lesson, students will work in teams to:

1. **Explain** a story in chronological order
2. **Explain** the importance of understanding the main idea, finding the most important facts and information, and being able to put all the facts in chronological order.

## Materials Needed

### Hardware

1. Overhead projector and screen
2. Transparency pens
3. Whiteboard markers
4. Timer to keep you on track
5. Tape recorder with tape of soft music
6. Several pairs of scissors
7. Some candy or other treats/prizes

### Transparencies

- "Let's Make a House Or A Boat" (Transparency 15)
- "Reading/Writing Warm-Up" (Transparency 5)
- "How Are We Doing?" (Transparency 16)
- "A Busy Day" (Transparency 17)

## Materials Needed

### Handouts

- "Let's Make a House Or A Boat" (Handout 18)
- "Reading/Writing Warm-Up" (Handout 8)
- "How Are We Doing?" (Handout 19)
- "A Busy Day" (Handout 20)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 10 min.
- First Activity- Large Group 15 min.
- Second Activity- Large Group 10 min.
- Third Activity- Partners (2) 10 min.
- Fourth Activity- Large Group 30 min.
- Fifth Activity- Small Groups 15 min.
- Ending- Large Group 5 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups




Discussion



Sign-in Sheet

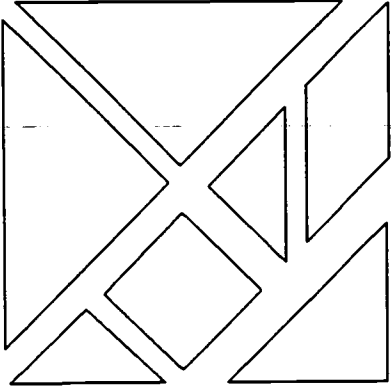


 English as a Second Language  
Lesson 11: Keeping Things In Order

**JobLink**

**Let's Make a House or a Boat**

Cut out the shapes below. Then, work with a partner to see if you can join the pieces to make the house, and then the boat. It is not as easy to put the pieces together as it looks! Your teacher has the answer!

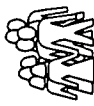


Lesson 11: Keeping Things In Order Copyright ©1996 by Coast Community College District **Manufactured 18**

**Handout 18, Transparency 15**

## ▼ Activities

### ▼ Opening: 10 Minutes

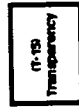
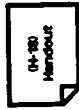



Before class, make sure the room is set up attractively. Have soft music playing.

#### "Let's Make a House or a Boat"



1. **Welcome** students and **ask** how their week has been.
2. Give each student a copy of "Let's Make a House or a Boat."
3. **ALLOW** approximately 5 minutes for them to cut out the shapes and fit them together into the shape of a house or a boat..
4. When most or all of the class members have finished creating a house or a boat, use transparency to have students demonstrate. **ASK** them to tell the class what they did. If possible, model their directions with sequence words such as, "First, place... Next, put..."



 English as a Second Language  
Lesson 11: Keeping Things In Order

*JobLink*

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Words: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

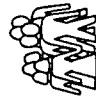
**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lesson 11: Keeping Things In Order      Copyright © 1996 by Coast Community College District      **Worksheet 8**

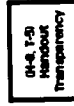
**Handout 8, Transparency 5**


▼ **Activities**▼ **First Activity: 15 Minutes****Sustained Silent Reading**

1. **ASK** students if they are enjoying what they are reading. Have they learned anything new, been entertained, or maybe even bored (although we hope not)? Have they talked to one another, their families, friends about something they may have read?

2. Spend a few moments sharing/discussing what you/they have read during the past 5 weeks.

3. Using "Reading/Writing Warm-up," demonstrate and have students fill in the appropriate information for the reading section of the handout.



 English as a Second Language  
Lesson 11: Keeping Things In Order

**JobLink**

**Reading/Writing Warm-up**

**Reading (10+ minutes)**

Title \_\_\_\_\_  
Author \_\_\_\_\_  
Today I read pages \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**New Words:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Writing (10+ minutes)**

Topic: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

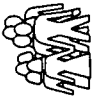
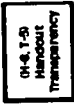
Lesson 11: Keeping Things In Order Copyright © 1996 by Coast Community College District **Handout 8**

**Handout 8, Transparency 5**

## ▼ Activities

### ▼ Second Activity: 10 Minutes

#### Journal Writing

1.  Use the journal topics for each week, topics of your choice, or topics which were generated from discussion following the opening activity or from Sustained Silent Reading. Students may share journal entries if they wish.
2.  Using "Reading/Writing Warm-up," have students use the writing section of the handout for journal entries.

**How Are We Doing?**

Please choose the answer which most nearly matches your opinion.

- |                         |                  |                     |       |
|-------------------------|------------------|---------------------|-------|
| I am learning           | nothing          | a little bit        | a lot |
| My reading is improving | not at all       | a little bit        | a lot |
| English is              | always difficult | sometimes difficult | easy  |
| I like my work          | not at all       | a little bit        | a lot |

The best thing about this class is \_\_\_\_\_  
I would like this class more if \_\_\_\_\_

**Handout 19, Transparency 16**

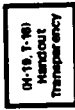


## ▼ Activities

### ▼ Third Activity: 10 Minutes



#### Self Evaluation



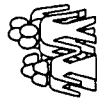
1. Using "How are We Doing", **ask** students to evaluate themselves and the class. **Explain** that they should circle the answer which nearly matches their opinion.



2. If students wish, **discuss** their answers.

## ▼ Activities

### ▼ Fourth Activity: 30 Minutes



#### The Order or Sequence of Events

1. **Distribute** a story/article to each student.
2. **Direct** them to follow along silently as you read aloud to them.
3. After reading the story, **ask**, "What was the first thing that happened in this whole story?"

Try to establish the chronology of the story, using the main ideas of the chapters, along with any important details. **Explain** that this week's focus will be on deciding the order of events in a story.



4. Talk about the story, the main idea, important details and **ask** students to **tell** the order of events in the story. **Write** the events in order on the board.



5. **Direct** the students to choose a partner and **tell** the story in their own words.



**A BUSY DAY**

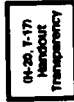
Anna and Maria had a busy day. Put the sentences in the correct order to tell what they did.

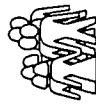
- \_\_\_ a. After dinner, Anna washes the dishes and does her homework.
- \_\_\_ b. Anna goes to bed at 10:00.
- \_\_\_ c. Anna gets up at 6:00.
- \_\_\_ d. Anna and Maria eat dinner at 6:50.
- \_\_\_ e. At 7:00 in the morning Maria takes Anna to school.
- \_\_\_ f. Anna finishes school at 3:00.
- \_\_\_ g. Maria picks Anna up after school.
- \_\_\_ h. Maria makes breakfast for Anna.
- \_\_\_ i. Maria makes dinner and Anna sets the table.

**Handout 20, Transparency 17**

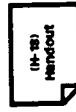
▼ **Activities**▼ **Fifth Activity: 15 Minutes****A Busy Day!**

1. **Distribute and project "A Busy Day!"**. Direct students to put the events of the day in the correct order, numbering from 1–9.
2. Using the transparency to correct the students' responses.

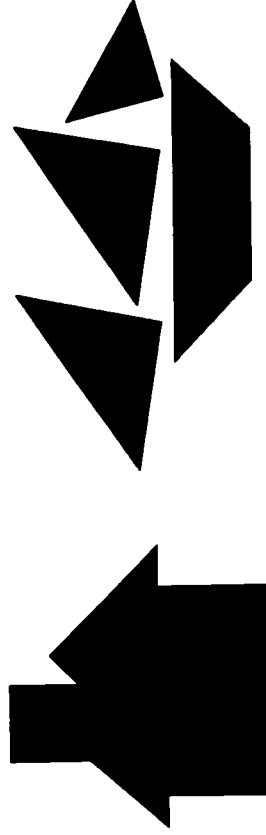


▼ **Activities**▼ **Ending: 5 Minutes**

1. **Remind** students to try to use some of the skills they are learning in class in other areas of their lives (*i.e., on the job, at home, while watching TV, etc.*)
2. **Say** good-bye!



Answer to "Let's Make a House or Boat"





*JobLink*

# English as a Second Language

Improving Basic Skills

**Lesson 12**

**What's Your Style**

*Winning*

*At*

*Work*

## ▼ Lesson Description

---

The first lesson in the introductory module builds rapport with the students. Students will have an opportunity to identify their own **personal learning styles**. Students will be introduced to the concept of *visual, auditory, and tactile learning*.

The instructor will present information about all three styles and explain how one's style can affect learning. Students will take a Learning Styles Inventory and then discuss how to take advantage of one's personal style to learn more quickly.

Finally, if time permits, students will divide into small groups to use the learning styles information to solve different workplace dilemmas. *(This lesson requires that the instructor thoroughly understand the information and have a good sense of timing.)*

## Objectives

By completing this lesson, students will be able to:

1. **Identify** the purposes of the first worksite module.
2. **Define** several traits of visual, auditory, and tactile learners.
3. **Demonstrate** effective learning strategies for different learning styles.

## Materials Needed

### Hardware



1. Overhead projector and screen
2. Transparency pens
3. Calculators
4. Pencils and paper
5. Index cards (3x5)
6. Whiteboard marker
7. Timer to keep you on track

### Transparencies



- "Getting to Know You" (Transparency 18)
- "Learning Styles" (Transparency 19)
- "Learning Styles Inventory" (Trans. 20)
- "Inventory Scoring" (Transparency 21)
- "Learning Styles Suggestions" (Transparency 22)

## Materials (cont'd)

### Handouts



- "Getting to Know You" (Handout 21)
- "Learning Styles" (Handout 22)
- "Learning Styles Inventory" (Handout 23)
- "Inventory Scoring" (Handout 24)
- "Learning Styles Suggestions" (Handout 25)

## Classroom Setup



### Total Time: 110 minutes

- Opening- Large Group 20 min.
- First Activity- Large Group 15 min.
- Second Activity- Large Group 55 min.
- Third Activity- Large Group 10 min.
- Ending- Large Group 10 min.

## Key



Hardware

Transparencies



Handouts



Large Group



Small Groups



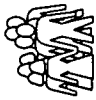
Discussion




Sign-in Sheet





▼ **Activities**▼ **Opening: 20 minutes**

1. **Brief introduction** of the instructor to the students.
2. **Explanation** of why they are in the class and what they hope to gain.



**English as a Second Language**  
Lesson 12: What's Your Style

*JobLink*

### Getting to Know You

**Find someone in class who:**

- Has to read work orders at work. \_\_\_\_\_
- Had to learn something new on the job in the last 6 months. \_\_\_\_\_
- Has to write notes at work. \_\_\_\_\_
- Has to use the computer at work. \_\_\_\_\_
- Is on a team at work. \_\_\_\_\_
- Goes to school. \_\_\_\_\_
- Wants to learn a new job at work. \_\_\_\_\_
- Had to make a presentation at work. \_\_\_\_\_
- Has changed jobs in the last year. \_\_\_\_\_

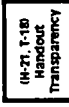
Lesson 12: What's Your Style

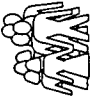
Handout 21

## Handout 21, Transparency 18

## Activities

### First Activity: 15 minutes

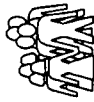


1. **Distribute** "Getting to Know You" to each student.
2. **Read** statements. Students have 5 minutes to find someone for each statement and to write that person's name in the space next to the statement. Once students have used someone's name, they cannot use the same name again.
3.  When the time is up, go through the handout to find one student who has experienced the situation outlined in each statement.
4. **Explain** how the workplace is changing. The exercise shows how each of us is affected by the changes taking place in the workplace.

5. Have students put a star next to the statements on the "Getting to Know You" handout that affects them. **Explain** that all of us need to learn how to learn in order to be able to deal effectively with these changes. **Tell** students to think about how the information in this lesson will help them at work and at home. **Tell** them to hold on to this sheet. They will be using it at the end of class.

## ▼ Activities

### ▼ Second Activity: 55 minutes



Have paper in the middle of each table, and ask students to do the following:

1. "Using the paper on your table, take a minute and write your signature." (This could also be done on a whiteboard or overhead for all to see.)
2. "Look at the signatures of the people around you. Do they all look the same? Your signature is unique! What else is unique about you?" Encourage students to **discuss** uniqueness: fingerprints, DNA, teeth...
3. "Did you know that you also have a unique learning style? What do you think that means?"
4. "I like to think of a learning style like this:

"If you asked me to come over to your house and visit you, I would need directions. I would like you to **tell** me how to get to your house. If you asked my husband/wife to come to your house, he/she would like you to **write** down the directions. And if you asked my son, to come to your house, he would like you to draw him a map and **describe** how to get there by using **hand and body movements**." (Demonstrate this one.) "We all want to come to your house, but we all would want you to explain the directions in a different way.

"Which one of us asked for the right way? You are absolutely right—there is no right way.

"We each have a different learning style, and that is what we are going to be talking about today."

**English as a Second Language**  
Lesson 12: What's Your Style

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**Learning Styles**

A learning style means the way an individual likes to learn. A person's learning style is influenced by nature and environment. Three learning styles which we will discuss today are:

1. Visual Learners
2. Auditory Learners
3. Tactile Learners

Lesson 12: What's Your Style      Copyright © 1994 by Coast Community College District      Handout 22

Handout 22, Transparency 19

## ▼ Activities

### ▼ Second Activity (continued)



#### Distribute "Learning Styles"

**Definition:** Give the following information to students:

A **learning style** refers to an individual's natural, habitual, and preferred way of learning new information and skills. Everyone has a learning style, and it is a unique style. A person's style is influenced by nature and by environment. Today we are going to discuss three kinds of learning styles:



Visual  
(Learn by seeing)



Auditory  
(Learn by hearing and discussion)



Tactile  
(Learn by doing)

**Say:**

"A *visual learner* is one who learns best when he or she *sees* the information. Visual learners use their eyes to learn.

"An *auditory learner* is one who likes to *hear* the information. An auditory learner prefers to learn by listening to information. These learners use their ears to learn.

"A *tactile learner* learns best by *doing* or *moving* or by hands-on experiences. These learners do not like to get information by reading or hearing."



## Adult Learning Style Profile

Directions: Read each statement. Place a 1, 3, or 5 in the box at the end of the statement.

- 1 indicates least like you  
3 indicates somewhat like you  
5 indicates a lot like you

Work quietly - do not sit and ponder. **There are no right or wrong answers.**

1. I'm good at remembering things I hear or that people tell me.
2. I like to read and usually read a lot.
3. I notice that I often bear down extremely hard with pen or pencil when writing.
4. I often find diagrams, graphs, and charts difficult to understand.
5. I do better at following directions if I read them, not just hear them.
6. I enjoy doing work/sewing or woodworking or working on machines.
7. I like group-type projects which allow for lots of discussion and exchange of ideas.
8. Graphs, charts, and diagrams help me to understand the subject/presentation.
9. I notice that I often handle objects such as coins, keys, or pencils while studying/reading, listening or talking.
10. I understand academic subjects better when listening to lectures or tapes.
11. I remember best by taking notes in classes/meetings; making lists of things to do.
12. I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working.
13. I find that I can spell difficult words if I "sound them out."
14. I'm good at using maps to find places.
15. I like classroom or work projects where I can create/make things or build models.
16. I enjoy attending and listening to a good lecture/speech play or drama.
17. I enjoy spending time reading or looking through magazines, books and newspapers.
18. I exercise regularly by doing aerobics, jogging, walking or participating in sports activities.
19. To solve a problem/difficult situation, I need/like to talk it over/discuss it with others.

Lesson 12: What's Your Style

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Handout 23

Adult Learning Style Profile  
(continued)

20. It helps me to spell difficult words if I write them down or see them in print.
21. I feel comfortable in physical contact of touching others, hugging, and handshaking.
22. I'm good at remembering and following oral directions.
23. I am good at working and solving jigsaw puzzles and mazes.
24. I enjoy sight-seeing and visiting new places.
25. I enjoy music: singing, listening, going to musicals or concerts.
26. I'm good at researching topics articles or stories and/or writing reports.
27. I doodle during meetings, lectures, or while listening on the phone.
28. I read aloud/whisper to myself when trying to understand new or difficult material.
29. I'm good at doing layout and design work: formatting drawing, sketching and coloring.
30. I like working with computers or other electronic technology for learning/working.

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Handout 23b

Lesson 12: What's Your Style

## Handout 23, Transparency 20

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## ▼ Activities

### ▼ Second Activity (continued)

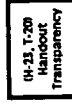
#### Ask students:

"If you had to guess right now, what kind of learning style do you think you have? Next to your signature, **write** down your guess, and then we'll try to find out if you guessed correctly."

5. Two things to keep in mind:

One style is not "better" than another.

You use all three styles, but you probably prefer one and use one more frequently.



#### Distribute "Learning Styles Inventory"

#### Explain to students:

6. "Now we are going to do this exercise together. We are going to read the questions together, and you are going to mark the answer that is right for you. Is there a right answer?"

**NO! NO! NO!**

"We will go through this exercise quickly. Don't think about each answer too long— I will read and explain the meaning and choose seldom, sometimes or often."

**Read** 1, 2, and 3 and make sure students understand how to score each question.

302





### Inventory Scoring

- Put the point value number (1, 3, 5) on the line next to its corresponding item number.
- Add each column to get your total score under each heading.

1 point = Seldom  
3 points = Sometimes  
5 points = Often

AUDITORY	NO. OF PTS.	VISUAL	NO. OF PTS.	TACTILE	NO. OF PTS.
1	___	2	___	5	___
4	___	5	___	6	___
7	___	8	___	9	___
10	___	11	___	12	___
13	___	14	___	15	___
16	___	17	___	18	___
19	___	20	___	21	___
22	___	23	___	24	___
25	___	26	___	27	___
28	___	29	___	30	___
<b>Total</b>	___	<b>Total</b>	___	<b>Total</b>	___



### Scoring

1. Write things down because you remember them better that way.

2. Look at a person when he or she is talking.

3. It is better for you to work in a quiet place and usually by yourself.

4. Use color highlighters to mark important information.

5. Write vocabulary words on index cards in color and study the information.

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say: "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing):

1. Try working with a friend so you can talk over information.

2. Make tape cassettes of information and listen to them.

3. Read information aloud to yourself.

4. Write vocabulary or other information on index cards in color and read aloud.

5. Retite aloud the things you want to remember.

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say: "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing):

1. When trying to learn something, walk around while saying the information to yourself.

2. When trying to memorize information, try closing your eyes and writing the information in the air.

3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing.

4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak.

5. You probably like to have quiet music playing when you are working.

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might

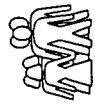
## Handout 24, Transparency 21

## Handout 25, Transparency 22

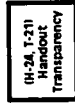
## Activities

### Second Activity (continued)

#### "Learning Styles Inventory" (cont'd)



- Complete the exercise as a group activity. Take the time needed to **explain** the vocabulary.



#### Distribute "Inventory Scoring Sheet"

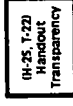
*Have students use calculators.*



- Have students use the scoring sheet to enter their scores. Do it together. At this point take a survey on learners, styles and **show** "Inventory Scoring Sheet". How many visual learners? auditory? tactile?
- Divide** students into three groups by type of learner. Pass out paper to all groups. Have students brainstorm in groups what they could say to a supervisor if they didn't understand training. Have groups share information with entire class.



#### Distribute "Learning Styles Suggestions"



- Hand out a sheet explaining 3 learning tips for each learning style.

**Review** with students different ways they can take advantage of the information they learned today. **Show** examples of how they can implement each suggestion. How can they go back to their jobs and use this information? **Ask** them to think about their styles during the week and to focus on how knowing their styles could help them in the workplace.

**JobLink**

**English as a Second Language**  
Lesson 12: What's Your Style

**Getting to Know You**

**Find someone in class who:**

- Has to read work orders at work. \_\_\_\_\_
- Had to learn something new on the job in the last 6 months. \_\_\_\_\_
- Has to write notes at work. \_\_\_\_\_
- Has to use the computer at work. \_\_\_\_\_
- Is on a team at work. \_\_\_\_\_
- Goes to school. \_\_\_\_\_
- Wants to learn a new job at work. \_\_\_\_\_
- Had to make a presentation at work. \_\_\_\_\_
- Has changed jobs in the last year. \_\_\_\_\_

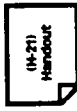
Lesson 12: What's Your Style      Copyright © 1996 by Coast Community College District      **Handout 21**

**Handout 21**

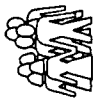
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## ▼ Activities

### ▼ Third Activity: 10 minutes



1. **ASK** students to look at "Getting to Know You" again.



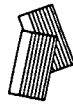
Would knowing how to learn help them with any of the items on this sheet? Which of the items are personal? Which are work-related?

2. **Remind** them that you asked them to think about how the information they learned in this lesson would help them at home and at work.

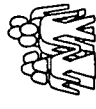
## ▼ **Activities**

### ▼ **Ending: 10 minutes**

1. **Hand out** 3x5 cards.



On one side *ask* students to answer the question: "What did you like best about the class today?"



On the other side *answer* this question: "How could today's class be improved?"

2. **Next session** we will be reading.
3. **say** your good-byes!



*JobLink*

*Winning*

*At*

*Work*

# English as a Second Language

Improving Basic Skills

**Lesson 13**  
**Its All In The Words You Use**

## ▼ **Lesson Description**

---

This lesson covers basic workplace vocabulary and the use of that vocabulary. Students are introduced to generic workplace vocabulary words and through the various exercises become familiar with the use of those words. The lessons ends with the students learning about workplace idioms.

## Objectives

By completing this lesson, students will be able to:

1. **Identify** 15 common workplace words.
2. **Use** all 15 words in sentences.
3. **Explain** the meaning of 3 common idioms.

## Materials Needed

### Hardware

1. Overhead projector
2. Flip chart

### Transparencies

- "15 Workplace Words" (Transparency 23)
- "The Matching Game" (Transparency 24)
- "Using the Words" (Transparency 25)
- "Workplace Idioms" (Transparency 26)

### Handouts

- "The Matching Game" (Handout 26)
- "Using the Words" (Handout 27)
- "Workplace Idioms" (Handout 28)
- "More Workplace Words" (Handout 29)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Individually 20 min.
- First Activity- Small Groups 25 min.
- Second Activity- Small Groups 15 min.
- Third Activity- Large Group 20 min.
- Ending- Large Group 10 min.

## Key

Hardware 

Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet

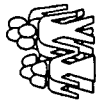




**▼ Activities****▼ Opening: 20 Minutes**

1. **welcome** students.

2. Help students pick reading material for 10 minutes of reading.



3. Have students write in their journals for 10 minutes.

**English as a Second Language 2**  
Lesson 13: Its All In The Words You Use

**JobLink**

**15 Workplace Words**

Supervisor	
Customer	
Eliminate	
Improve	
Process	
Talk	
Promotion	
Shift	
Assembly	
Notice	
Team	
Meeting	
Memo	
Salary	
Benefits	

Lesson 13: Its All In The Words You Use Copyright ©1996 by Coast Community College District Transparency 23

**English as a Second Language 2**  
Lesson 13: Its All In The Words You Use

**JobLink**

**The Matching Game**

Match each word to its correct definition.

To put something together	_____
To make things better	_____
A written or printed announcement	_____
A group of people who work or play together	_____
The work hours	_____
The person in charge of a department	_____
The person we make our product or service for	_____
To get rid of	_____
A piece of work set to be done	_____
A gathering, an assembly	_____
A payment in return for work	_____
The method to make a product	_____
A letter	_____
What you might get when you work at a company (insurance, bonus plan, etc.)	_____
A rise in rank or position, an advancement	_____

Supervisor	Promotion
Customer	Shift
Eliminate	Assembly
Improve	Notice
Process	Team
	Meeting

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**English as a Second Language 2**  
Lesson 13: Its All In The Words You Use

**JobLink**

**Using the Words**

One day the \_\_\_\_\_ who told him that we needed to improve our \_\_\_\_\_ in my department was talking to one of our \_\_\_\_\_.

Our supervisor felt that this was not going to be an easy \_\_\_\_\_ of employees from our department and he put together a \_\_\_\_\_ for us to get together on Friday. On Friday, we talked about improving what we do by \_\_\_\_\_ some of the \_\_\_\_\_ we have in the \_\_\_\_\_ area (the place where we put together the parcel). After the meeting, our supervisor sent out a \_\_\_\_\_ to let everyone know what we had decided. We posted a \_\_\_\_\_ on the floor so everyone on both \_\_\_\_\_ would know what to do. The suggestion our \_\_\_\_\_ learned made was very successful. We all got a \_\_\_\_\_ and a raise in our \_\_\_\_\_ program. The company was so happy they added a bonus plan to our \_\_\_\_\_ program.

Supervisor	Shift
Customer	Assembly
Eliminate	Notice
Improve	Team
Process	Meeting
	Memo
	Salary
	Benefits
	Talk
	Promotion

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Transparency 23

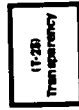
Handout 26, Transparency 24

Handout 27, Transparency 25

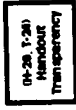
## Activities

### First Activity: 25 Minutes

1. **Introduce** the "15 Workplace Words".



2. **Put** students into small groups.



3. **Distribute** "The Matching Game" and "Using the Words".



3. **Tell** students they need to match up the definition to the words on The Matching Game. **Tell** the students they can use their dictionaries if they have them available. **Explain** that when they are finished matching the words to the definitions they should try to put the correct words in the blanks in the "Using the Words" handout.




4. Have the groups fill out the handouts. If one group finishes much faster than another you can have the group that is finished alphabetize the vocabulary words.
5. **Place** the transparency on the overhead projector. Go over the correct answers. Make sure everyone understands the words and uses them properly.

**▼ Activities****▼ Second Activity: 15 Minutes**

1. Put the class into three groups. Give each group 5 words.
2. **Tell** each group to write a sentence using each word.
3. Have each group share their sentences.

326

327

 English as a Second Language  
Lesson 13: Its All In The Words You Use

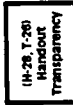
**Workplace Idioms**

1. Cream of the crop
2. Work like a dog
3. My feet are killing me
4. Bread winner
5. Top banana
6. Bite off more than I can chew
7. Moonlight

Lesson 13: Its All In The Words You Use Copyright ©1996 by Coast Community College District **Handout 28**

**Handout 28, Transparency 26**

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**▼ Activities****▼ Third Activity: 20 Minutes**

1. **Distribute** and **project** "Workplace Idioms".




2. **Explain** that an idiom is an expression that is made of words that when put together mean something different than the words do separately. **Explain** that sometimes knowing the meaning of the word doesn't seem to help when the word is used in an idiom.

3. Go over the idioms. **Explain** what each idiom means.

4. **Ask** the students, Do you have any idioms in your language? **Ask** for examples.

330

331

 English as a Second Language  
Lesson 13: Its All In The Words You Use

*JobLink*

**More Work Words**

Word #1: \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_

Word #2: \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_

Word #3: \_\_\_\_\_  
Definition: \_\_\_\_\_  
\_\_\_\_\_

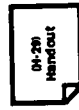
Lesson 13: Its All In The Words You Use Copyright ©1996 by Coast Community College District **Blackboard 29**

**Handout 29**

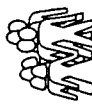
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## ▼ Activities

### ▼ Ending: 10 Minutes



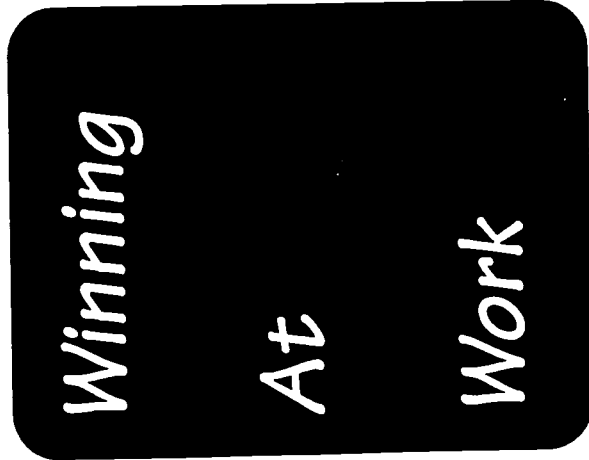
1. **Ask** the students to look for 3 new words at work this week. **Distribute** "More Work Words". **Tell** the students to fill it out by the next class.
2. **Thank** the class and **say** good-bye.







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# English as a Second Language

Improving Basic Skills

**Lesson 14**  
**I Thought I Knew What I Was Supposed to Do**

## **Lesson Description**

---

This lesson focuses on the importance of reading and understanding directions before beginning a task and on writing clear, step-by-step directions.

Employees are asked to fill out the "Pre-Module Information Survey". They are asked to read and follow the directions on the survey. The first entry instructs them to read all of the directions before beginning. If they correctly read all of the directions first, they will read the last entry before beginning, which tells them that they don't have to fill out the survey after all.

Employees discuss the importance of carefully reading and following directions.

Employees are introduced to ordering words that are used in directions.

Employees write their own step-by-step directions.


▼ **Objectives**

By completing this lesson, students will be able to:

1. **Understand** the importance of completely reading directions before beginning a task.
2. **Understand** and use vocabulary found in directions.
3. **Understand** and use ordering words.
4. **Write** step-by-step directions.

▼ **Materials Needed**▼ **Hardware** 

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers


▼ **Transparencies** 

- “Chronological Order” (Transparency 27)
- “Organizing and Writing Step-by-Step Directions” (Transparency 28)

▼ **Handouts** 

- “Pre-Module Information Survey” (Handout 30)
- “Chronological Order” (Handout 31)
- “Organizing and Writing Step-by-Step Directions” (Handout 32)

340

▼ **Classroom Set-up** ▼ **Total Time: 90 minutes**

- Opening- Large Group 25 min.
- First Activity- Large Group 10 min.
- Second Activity- Pairs 15 min.
- Third Activity- Individual 35 min.
- Ending- Large Group 5 min.

▼ **Key**

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



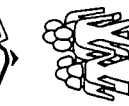
Sign-in Sheet



341

**▼ Activities****▼ Opening: 25 Minutes**

1. **Welcome.**



2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."

3. Journal Writing

342

343



English as a Second Language  
Lesson 14 Writing Step-by-Step Directions

### Pre-Module Information Survey

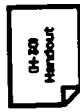
1. Read all of the directions below before answering any of the questions on this page.
2. Print your last name \_\_\_\_\_.
3. Print your first name: \_\_\_\_\_.
4. Print the name of your company: \_\_\_\_\_.
5. How many years have you worked for this company? \_\_\_\_\_.
6. What is your job title? \_\_\_\_\_.
7. What tools or equipment do you use on the job? \_\_\_\_\_.
8. How many employees are in your department? \_\_\_\_\_.
9. How many employees are in your class? \_\_\_\_\_.
10. How many languages do you speak? \_\_\_\_\_.
11. How many members of your family speak more than one language? \_\_\_\_\_.
12. What percentage of the time do you use English on the job? \_\_\_\_\_ %.
13. What percentage of the time do you have to write English on the job? \_\_\_\_\_ %.
14. Do you use a computer on the job? \_\_\_\_\_.
15. Do you use a computer at home? \_\_\_\_\_.
16. Put a check in the box in front of the English language skill that you think is your strongest skill:     Reading     Writing     Speaking
17. Put a check in the box in front of the English language skill that you think is your weakest skill:     Reading     Writing     Speaking
18. Do not answer any of the questions above. This is just a test to see how well you read directions.

Lesson 14 Writing Step-by-Step Directions    Copyright ©1996 by Coast Community College District    Handout 30

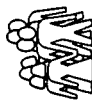
## Handout 30

## ▼ Activities


### ▼ First Activity: 10 Minutes




1. **Hand out** "Pre-Module Information Survey". (This is not really a survey. It is an exercise about reading directions before beginning a task. The employees who read the directions first will notice that #18 informs them not to answer any of the questions. If they don't read all of the directions as asked, they will not know that they don't have to fill out the survey.)



2. **Tell** the employees the following:
  - "Fill out the survey yourselves. Please do not talk to your classmates."
  - "Read the directions before filling out the survey."
  - "The directions will tell you how to fill out the survey."
  - "When you are finished, put your paper upside-down in front of you."
3. After 5 minutes, most of the employees will still be working on the survey. Interrupt them and **ask** them to read question #1 and then question #18.
4. Point out the importance of reading instructions before beginning a task.
5. **ASK** the employees for examples of times they made mistakes because they didn't read directions.



English as a Second Language  
Lesson 14: Writing Step-by-Step Directions



### Chronological Order

**Ordering Words**  
The following words may be used to help order the steps of a process.

- first
- second (third, fourth, etc.)
- then
- next
- after
- finally

Put the following steps in order by writing the number in front of each step that shows which number it is in the process. Use the ordering words in bold to help you.

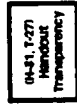
- After that, I put on sterile gloves.
- When I arrive in the locker room, I wash my hands.
- 1** Every day, I arrive at work at 7:00 a.m.
- Then, I put on a sterile gown and mask.
- The first thing I do is clock in.
- I am finally ready to go to my work area.
- Secondly, I walk to the locker room.

Lesson 14: Writing Step-by-StepCopyright ©1996 by Coast Community College DistrictManufactured 3/1

## Handout 31, Transparency 27

**▼ Activities****▼ Second Activity: 15 Minutes**


1. **Explain** "Chronological Order".
2. Work in pairs on "Chronological Order".
3. **write** the answers on the transparency.



350

351





**English as a Second Language**  
Lesson 14: Writing Step-by-Step Directions

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### Organizing and Writing Step-by-Step Directions

YOUR NAME \_\_\_\_\_

TITLE OF INSTRUCTIONS: \_\_\_\_\_

Write down all of the steps involved:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Lesson 14: Writing Step-by-Step

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Handout 32

## Handout 32, Transparency 28

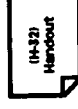
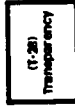
## ▼ Activities

### ▼ Third Activity: 35 Minutes



1. Employees work individually.

2. **Project** the transparency "Organizing and Writing Step-by-Step Directions" and pattern an example of a task that requires many steps to be done in order. (*Suggestions: calibrating a machine, gowning up, preparing the work station for the day's work, steps used to manufacture a product*). Include the *ordering words introduced in this lesson*.



3. **Hand out** "Organizing and Writing Step-by-Step Directions".

4. **Explain** that employees will each be writing step-by-step directions. **Explain** that they will be passing their directions to another employee in the next lesson, so their directions must be clearly written and easy to read and understand.

5. Help employees choose their title and instruct them to **write** it on their handout.

6. **Remind** employees to use ordering words.

7. Employees **write** their step-by-step directions on the handout.

8. **Assist** with vocabulary, spelling, and editing.

354

355

▼ **Activities**▼ **Ending: 5 Minutes**

1. **save** written directions in notebooks for presentation in the next lesson.
2. **say** good-bye.

350

357



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# English as a Second Language

Improving Basic Skills

**Lesson 15**  
**Using Key Words To Take Notes**

## **Lesson Description**

---

This lesson focuses on taking notes with key words and on using key words to help understand directions.

Employees are read an example of step-by-step directions by the instructor. As they listen, they write down key words to help them remember the order of the directions and important information. They then read the same selection to themselves, finding and underlining the key words that they wrote while listening.

Employees break into groups of three or four. One-by-one, the directions they wrote in the previous lesson are passed around and read by the other members of the group. Each employee writes down key words for each set of directions. Employees compare the key words they chose for each set of directions with those chosen by the other members of the group.

Each employee retells one set of directions to the group. Accuracy is evaluated by the original writer.

## Objectives

By completing this lesson, students will be able to:

1. **Demonstrate** the ability to use key words to take notes.
2. **Demonstrate** comprehension of written step-by-step directions.
3. **Accurately** recount step-by-step directions.

## Materials Needed

### Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

### Handouts

- “Organizing and Writing Step-by-Step Directions” (Handout 32 from previous lesson)
- “Using Key Words to Take Notes” (Handout 33)
- “What Key Words Did You Use?” (Handout 34)
- “Evaluation” (Handout 35)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 25 min.
- First Activity- Individual 10 min.
- Second Activity- Small Groups 30 min.
- Third Activity- Small Groups 20 min.
- Ending- Large Group 5 min.

302

303

## Key

Hardware 

Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



**▼ Activities****▼ Opening: 25 Minutes**

1. **welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing



### Using Key Words to Take Notes

Key words are the words in written and spoken material that carry the most information.

Writing down key words when we listen, or underlining key words when we read helps us remember important information.

You have just finished listening to your instructor read the selection below. While you listened, you wrote down a few key words to help you remember the important points.

In the selection below, underline all of the key words that you wrote down as you listened:

#### Instructions for Using Hearing Protection

Hearing protection is required in noisy work areas. There are signs posted in all areas where ear plugs are required. Before entering a posted area, take a pair of ear plugs from the box at the door. First, unwrap the ear plugs. Then, insert an ear plug into each ear. Be sure the ear plugs are in securely. Throw the plastic packaging into the waste receptacle. After exiting the posted area, throw the ear plugs away in the waste receptacle.

## Handout 33

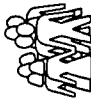


## ▼ Activities

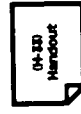
### ▼ First Activity: 10 Minutes


#### Note Taking

1. **Explain** the technique of note-taking. **Explain** that it is not physically possible to write down every word that a speaker says. Emphasize that **note-taking is not dictation**. Employees should only write down key words –only the words that contain important information.



2. **Explain** that you will read a short selection, one time only. Do this before passing out the handout.
3. Read aloud, one time only, Instructions for Using Hearing Protection found in the box of "Using Key Words to Take Notes".
4. While listening, employees write the key words on a piece of paper.
5. **Hand out** "Using Key Words to Take Notes". **Ask** each employee to read Instructions for Using Hearing Protection and to underline the key words that they wrote down while listening.
6. **Write** the employees' words on the transparency. **Discuss** why the employees chose certain words and bring to their attention any key words that they may have missed.



 English as a Second Language 3  
Lesson 14 Writing Step-by-Step Directions

**Organizing and Writing Step-by-Step Directions**

YOUR NAME \_\_\_\_\_

TITLE OF INSTRUCTIONS: \_\_\_\_\_


Write down all of the steps involved.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Lesson 14 Writing Step-by-Step \_\_\_\_\_ Copyright ©1996 by Coast Community College District Handout 32

Handout 32

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 English as a Second Language 7  
Lesson 15 Using Key Words to Take Notes

**What Key Words Did You Use?**

Your Name \_\_\_\_\_

<p><b>#1</b></p> <p>Title _____</p> <p>By _____</p> <p>Key Words _____</p> <p>Ordering Words _____</p>	<p><b>#2</b></p> <p>Title _____</p> <p>By _____</p> <p>Key Words _____</p> <p>Ordering Words _____</p>	<p><b>#3</b></p> <p>Title _____</p> <p>By _____</p> <p>Key Words _____</p> <p>Ordering Words _____</p>
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Lesson 15 Using Key Words to... Copyright ©1996 by Coast Community College District Handout 34

Handout 34

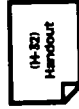
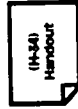
## Activities

### Second Activity: 30 Minutes



#### Understanding Directions

1. **Break** into small groups of 3-4 employees.
2. **Hand out** "What Key Words Did You Use?". Employees write their name at the top of the page. They keep their own handout throughout the remainder of this activity.
3. Employees **pass** the "Organizing and Writing Step-by-Step Directions" that they wrote in the previous lesson (Lesson 14) to another member of their group.
4. Employees **write** the title and author of the directions they receive in Box #1 of "What Key Words Did You Use?" (H-2).
5. Each employee silently **reads** the "Organizing and Writing Step-by-Step Directions" that they were given.
6. Employees look for key words and ordering words in the directions and write them in Box #1.
7. Employees keep their handout and **pass** the "Organizing and Writing Step-by-Step Directions" to another member of the group. They follow the same procedure with their new set of directions in Box #2, and so on, until all members of the group have read each set of directions and filled out a box for each one.



### Evaluation

1. Choose one set of directions from your group.  
Title: \_\_\_\_\_ By: \_\_\_\_\_
2. List the **key words** that were used by **every group member** as the directions were passed along. These are called **key words** in common.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. List the **key words** that were only used by some members of the group.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

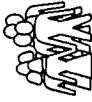
4. What **ordering words** did group members use?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How did these ordering words help others understand the step-by-step directions?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

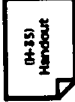
## Handout 35

## ▼ Activities

### ▼ Third Activity: 20 Minutes



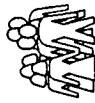
#### Evaluation



1. **Hand out** "Evaluation".
2. As a group, employees decide on one set of directions to evaluate.
3. Employees work together to **compare** the key words and ordering words that each group member wrote down for the set of directions.
4. The evaluation includes listing all of key words that they chose in common and listing the key words that only some of them used.

▼ **Activities**

▼ **Ending: 5 Minutes**



1. **summarize** the purpose of today's lesson.
2. **say** good-bye.



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# English as a Second Language

Improving Basic Skills

**Lesson 16**

**Requesting, Giving, and Clarifying Directions**

## ▼ ***Lesson Description***

---

The students are introduced to useful expressions to help them begin conversations. The steps in giving directions are explained and students are given the opportunity to practice by giving someone else directions to do their job.



## Objectives

By completing this lesson, students will be able to:

1. **Use** many expressions to help them request, give, and clarify directions.
2. **Use** chronological order to write step-by-step workplace directions.

## Materials Needed

### Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or white board with markers

### Transparencies

- "Dialogue" (Transparency 29)
- "Useful Expressions" (Transparency 30)
- "Making Directions Easy to Understand" (Transparency 31)

### Handouts

- "Dialogue" (Handout 36)
- "Useful Expressions" (Handout 37)
- "Making Directions Easy to Understand" (Handout 38)
- "Directions for the New Employee" (Handout 39)

384

383 3

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Individual 25 min.
- First Activity- Large Group 10 min.
- Second Activity- Large Group 10 min.
- Third Activity- Large Group 20 min.
- Fourth Activity- Pairs/Ind. 20 min.
- Ending- Large Group 5 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



**▼ Activities****▼ Opening: 25 Minutes**

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing

386

387

### Dialogue

Jose is a new employee. Carmela is his new lead. They are talking in Carmela's office. Carmela is giving directions to Jose. She is telling him the steps he will need to do his job. Work with a partner. Read the following dialogue to see how Jose asks for the information he needs.

CARMELA: Jose, you will be in charge of keeping our parts bins supplied with parts. When you see that we need parts, you will fill out a requisition form and take it to inventory. They will give you the parts and you will bring them back to our department.

JOSE: Would you mind if I asked you some questions?

CARMELA: Sure, go ahead.

JOSE: What requisition form do I need?

CARMELA: You need Requisition Form #210. The forms are kept in the folder next to the computer.

JOSE: Do you mean the red folder between the computer and the printer?

CARMELA: Yes, that's the one.

JOSE: O.K. Who fills out the form?

CARMELA: You need to complete the form.

JOSE: Could you please explain how I fill out the form?

CARMELA: Sure. Just fill in the date, the part number and the quantity.

JOSE: I'm sorry, I forgot where I'm supposed to pick up the parts.

CARMELA: That's all right. You pick up the parts in Inventory.

JOSE: Where is Inventory?

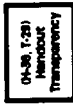
CARMELA: It's in the warehouse.

JOSE: Who do I give the form to?

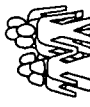
CARMELA: Give it to the person at the desk. Wait for them to bring you the parts. Then, bring the parts back here and put them in the correct bin.

JOSE: I understand now. Thank you.

## Handout 36, Transparency 29

▼ **Activities**▼ **First Activity: 10 Minutes**

1. **Distribute** and **project** "Dialogue".

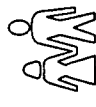


2. As a class, read the introduction to the dialogue and define any difficult vocabulary.



3. **ASK** the students to read the dialogue individually to themselves. **Discuss** any comprehension questions which arise.

4. Have two volunteers read the dialogue to the class.



5. Then in pairs, have students read the dialogue aloud.

300

391

**English as a Second Language**  
Lesson 16: Requesting, Giving, and Clarifying Directions

*JobLink*

**Useful Expressions**

**Polite Expressions To Use When Giving and Receiving Directions:**

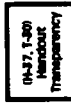
Could you please...?	Excuse me...	Please.
Would you please...?	I'm sorry...	Would you mind...?

**What To Say When You Don't Understand**

I don't understand. Could you please explain that again?  
I don't understand. Could you please show me?  
What do you mean?  
Do you mean...?  
Did you say...?  
I'm not sure I understand. Could you please give me an example?

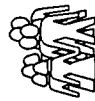
Lesson 16: Requesting, Giving... Copyright © 1996 by Coast Community College District **Handout 37**

**Handout 37, Transparency 30**

▼ **Activities**▼ **Second Activity: 10 Minutes**


1. **Hand out** and **project** "Useful Expressions".

2. Read expressions as a class.




3. Look at "Dialogue" from previous activity. Underline the expressions from the "Useful Expressions" handout which are used in the dialogue.

4. **Assign** the expressions which were not used in the dialogue, one per student, to use in a sentence. You can do this verbally or in written form.



**English as a Second Language**  
Lesson 16: Requesting, Giving, and Clarifying Directions



### Making Directions Easy to Understand

Carmela's directions did not have enough information. She did not include all the key ideas. Joe had to ask many questions to understand his new job. Carmela could have helped Joe if she had used ordering words to tell him the steps involved in his new job.

Use the information from the dialogue to write down all of the steps Joe needs for his new job. Be sure to put the steps in chronological order and include all of the details for each step.

**Directions for Joe's Job: Keeping the Parts Supplied with Parts**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Lesson 16: Requesting, Giving, and Clarifying Directions

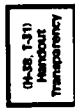
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**Worksheet 58**

## Handout 38, Transparency 31

## ▼ Activities

### ▼ Third Activity: 20 Minutes




1. **Hand out** "Making Directions Easy to Understand" (H-3, T-3).
2. This exercise can be done as a class, in small groups, or individually (*based on the needs of your class*).
3. **Read** the instructions for the handout and **write** the directions for Jose's job.
4. When complete, have students **compare** answers with each other and **encourage** them to come to consensus and modify their answers as necessary.

393

393



 **English as a Second Language**  
Lesson 16: Requesting, Giving, and Clarifying Directions

*JobLink*

**Directions for the New Employee**

Write *step-by-step* instructions for your job. Remember to use at least one verb (action word) in each step. Remember to use *ordering* words.

My job is \_\_\_\_\_


Directions for doing my job:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Lesson 16: Requesting, Giving, and Clarifying Directions      Copyright ©1996 by Coast Community College District      Worksheet 39

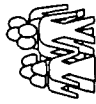
**Handout 39**

▼ **Activities**▼ **Fourth Activity: 20 Minutes**

1. **ASK** the students to think of their jobs and imagine that they are teaching a new employee how to do their job.
2. **Hand out** "Directions for the New Employee". **ASK** the students to write directions for the new employee to follow.  

3. **Demonstrate** with a class example first. Some ideas for examples are: how to get gas at a self-serve pump; how to be a goalie on a soccer team; how to prepare a picnic; or how to get lunch at the company cafeteria.
4. Point out that each step in the directions must have at least one action word (verb).
5. **Remind** the students to use Ordering Words to help the new employee to better understand the directions.

402

403

**▼ Activities****▼ Ending: 5 Minutes**

1. **Remind** the students of the objectives for this lesson.
2. **Discuss** whether they would feel comfortable asking for, giving and clarifying directions.
3. **say** good-bye.



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# English as a Second Language

Improving Basic Skills

**Lesson 17**

**Using Learning Styles to Remember Information**



▼ ***Lesson Description***

---

Students are shown the importance of giving directions in different ways through a card game activity.



## Objectives

By completing this lesson, students will be able to:

1. **Define** and identify nouns, verbs, and adjectives.
2. **Identify** key ideas to remember when being given directions.
3. **Explain** how to do their jobs using visual, auditory, and tactile cues.

## Materials Needed

### Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or white board with markers
4. Playing cards (one deck)

### Transparencies

- "Word Power" (Transparency 32)
- "Learning Styles Groups" (Transparency 33)
- "How to Play War" (Transparency 34)
- "Teaching My Job To Others" (Transparency 35)

### Handouts

- "Word Power" (Handout 40)
- "Learning Styles Groups" (Handout 41)
- "How to Play War" (Handout 42)
- "Teaching My Job To Others" (Handout 43)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 25 min.
- First Activity- Small Groups 30 min.
- Second Activity- Individual 30 min.
- Ending- Large Group 5 min.

## Key

Hardware 

Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



**▼ Activities****▼ Opening: 25 Minutes**

1. **welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing



English as a Second Language  
Lesson 17: Using Learning Styles to Remember Information

JobLink

### Word Power

#### Card Game Vocabulary

**Nouns** (people, places, or things):

- player
- deck
- suck
- pair
- bottom

**Verbs** (action words):

- divide
- collien
- count

**Adjectives** (describe nouns):

- face up
- face down

**Ordering Words** (Remember these from Lesson 14?)

- first, second, third, fourth, fifth, etc.
- then
- next
- after
- finally

Lesson 17: Using Learning Styles

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Handout 40

## Handout 40, Transparency 32



English as a Second Language  
Lesson 17: Using Learning Styles to Remember Information

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### Learning Styles Groups

- Group #1 = auditory** learning group. The volunteer from this group will listen to directions then restate them to the group. The volunteer is **not** permitted to look at the directions or have cards to play with.
- Group #2 = visual** learning group. The volunteer from this group will read a set of directions then restate them to the group. The volunteer **does not** receive any verbal explanation of cards to play with.
- Group #3 = tactile** learning group. The volunteer from this group will be shown by one or two of the group members how to play the game using cards as props. The group is **not** allowed to explain the directions verbally or show the written directions to the volunteer.

Lesson 17: Using Learning Styles

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
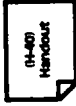


Handout 41

## Handout 41, Transparency 33



## Activities

### First Activity: 30 Minutes

-  1. **Explain** that this activity will compare the level of difficulty in remembering directions through hearing them, reading them, and being shown how to do them.
-  2. **Hand out** "Word Power" and **discuss** definitions for the card game vocabulary. If the students are not familiar with the grammatical expressions "noun/verb/adjective" then spend some time defining these terms and categorize additional words as "noun/verb/adjective" as extra practice.
-  3. **Divide** the class into three groups. **Ask** for one volunteer from each group to participate in the activity and another person from each group to act as recorder. The other group members will be observers.
-  4. Give each group their assignment and **hand out** "Learning Styles Groups".

**Group #1** = **auditory** learning group. The volunteer from this group will listen to directions then restate them to the group. The volunteer is **not** permitted to look at the directions or have cards to play with.

**Group #2**= **visual** learning group. The volunteer from this group will read a set of directions then restate them to the group. The volunteer does **not** receive any verbal explanation of cards to play with.

**Group #3** = **tactile** learning group. The volunteer from this group will be shown by one or two of the group members how to play the game using cards as props. The group is **not** allowed to explain the directions verbally or show the written directions to the volunteer.



### How to Play War

War is a popular card game in the United States. It is played mostly by children and teenagers. War requires two players. To play:


1. Divide a deck of cards in half. Give one half to Player #1 and the other half to Player #2.
2. Each player places his cards in a stack. He puts the stack face down in front of him.
3. Next, each player takes the top card from his stack and places it face up in the center of the table. The player with the highest card wins. The winner takes the two cards from the center of the table and puts them face up next to his stack of cards.
4. Repeat step #3 until all cards in the face down stack have been played or until the cards in the center are a pair (have the same number or face).
5. If the cards in the center are a pair, each player places one card face down next to his card in the center. Then each player places another card face up in the center of the table. The highest card wins, and the winner collects all six cards from the center.
6. When both players have played all the cards in their stacks, they count the cards face up in front of them. The player with the most cards is the winner of the game.

## Handout 42, Transparency 34

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## Activities

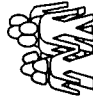
### First Activity: (continued)

5. **ASK** the three volunteers to leave the room for a few minutes while the other students are given the directions and a chance to briefly **discuss** them.
6. **Distribute**  "How to Play War" to all students in the classroom, including two copies of the handout to each recorder. The recorders will use the second copy to track which key phrases/ideas the volunteers use in restating the directions.
7. **Direct** the students in the classroom to underline the key phrases/ideas which they would need to remember if they were to accurately restate the directions. Quickly **compare** which words were underlined and have each group reach consensus about which ideas are key or necessary to understanding how to play the game.
8. Invite the volunteers to re-enter the room and return to their original groups.
9. The three groups simultaneously present the directions on how to play the card game war to the volunteers. Remember that each group is using **only one** learning style to transmit the information as described above in Step #3. Volunteers may **not** take notes during this activity.

**Note:** This activity works best when the groups are located as far from each other as possible so that they are not distracted by the activities in the other groups.

▼ **Activities**▼ **First Activity: (continued)**

10. As each volunteer restates the directions to his or her group, the recorder should be noting which key ideas the volunteer uses in restating the directions and which are excluded.
11. Bring the class together as one group once all the volunteers have finished restating the directions.
12. The recorder from each group states to the class the key ideas which were excluded by the volunteer when restating the directions. **Ask** the students to compare how much information was retained by the volunteers and to **discuss** why the differences occurred.
13. Lead the students to understand that the best way to learn is when the information is given in all three formats (*auditory, visual, and tactile*). Have the students **describe** how they have been taught to play card games by others. Were all three learning formats utilized? Explore the idea that teaching to all three learning styles is the optimal approach.





### Teaching My Job To Others

**Directions:** Describe how you would teach another employee to do your job. Use cues that are:

1. auditory (give verbal directions)
2. visual (give written information)
3. tactile (physically demonstrate what you do)

**Auditory Cues** (What would you say to the new employee?)

**Visual Cues** (What written information would you give to the new employee?)

**Tactile Cues** (What would you ask the new employee to do to learn your job?)

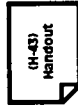
## Handout 43, Transparency 35

## Activities

### Second Activity: 30 Minutes



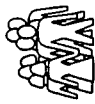
1. **Ask** the students which of the formats they would use in teaching someone how to do their job? Their answer should be "all three".



2. **Hand out** "Teaching My Job to Others".
3. Read the directions as a class and recommend that they be as detailed as possible in answering each section of the handout.
4. **Encourage** students to share their answers with each other and **ask** for feedback.
5. The instructor should check with students individually to be sure they are on track and be available for questions.

## ▼ Activities

### ▼ Ending: 5 Minutes



1. **Remind** the students of the objectives for this lesson and how each activity worked to accomplish at least one of these objectives.
2. **Ask** for the definitions of "noun/verb/adjective", then **write** three words on the board and **ask** the students which type of word each is.
3. **Say** good-bye.



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# English as a Second Language

Improving Basic Skills

**Lesson 18**

**The Ins and Outs of Prepositions**



**▼ Lesson Description**

---

This lesson consists of a game designed to reinforce following-direction skills from the previous lessons. Workplace vocabulary pertaining to following directions is reinforced and prepositions are introduced within the framework of following directions.

## Objectives

By completing this lesson, students will be able to:

1. **Use** workplace vocabulary while following directions.
2. **Use** correct prepositions while following directions.
3. **Communicate** with each other in a team setting.

## Materials Needed

### Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers
5. Pictures demonstrating prepositions
6. One die for each group
7. Wandering Through the Workplace Game Pieces (included)

### Transparencies

- "Word Power" (Transparency 36)
- "Wandering Through The Workplace Game" (Transparency 37)

### Handouts

- "Word Power" (Handout 44)
- "How to Play" (Handout 45)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 25 min.
- First Activity- Large Group 20 min.
- Second Activity- Small Groups 40 min.
- Ending- Large Group 5 min.

## Key

Hardware 

Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet




**▼ Activities****▼ Opening: 25 Minutes**


1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing

436

437



**English as a Second Language**  
Lesson 18: The Ins and Outs of Prepositions



### Word Power

Preview the following vocabulary words before playing the "Wandering Through The Workplace Game"

ahead	backward	forward
bonus	obey	punctual
clockwise	counter-clockwise	rotation
schedule	observe	wander
die (singular)	error	error

### Prepositions

Preview the meaning of the following prepositions before playing the Wandering Through The Workplace Game.


above	in back of	out
at	in front of	through
below	into	to
behind	next to	under
beside	of	on
for	with	in
onto		

Lesson 18: The Ins and Outs


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Illustration: 44

### Handout 44, Transparency 36



**English as a Second Language**  
Lesson 18: The Ins and Outs of Prepositions



### How to Play

Playing the game requires setting up the cards in numerical order on a table or floor. They may be straight or curved around to resemble "Chutes and Ladders". One die is needed.

Three to four players sit in a circle with the game cards set up in numerical order between them.

Each player chooses a marker and places it in the space marked "Start". Each player needs a different marker: (The marker may be a coin, a paper clip, or any other small object.)

Players must decide who will be first. Find out who in the group arrived at work first today. That person will take the first turn. The second player is the player sitting to the left of the first player. Take turns clockwise around the circle.

Each player rolls the die and moves the number of spaces shown on the die.

The player reads the instructions on the space out loud and follows the instructions. The winner is the first player to reach the finish line.

Lesson 18: The Ins and Outs

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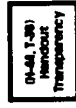
Illustration: 45

### Handout 45

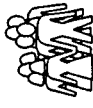
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## ▼ Activities

### ▼ First Activity: 30 Minutes




1. **Preview** the “Word Power” vocabulary used in this lesson.



2. **Introduce** the prepositions on the handout. Use the pictures provided or real objects to point out subtle differences in meanings. Give lots of examples. Prepositions are difficult for English as a Second Language students for many reasons. One preposition in a student’s native language may translate into three different prepositions in English. Also, the use of some prepositions with certain verbs is idiomatic. It is difficult to explain, for example, why we get on a bus but get in a car. Phrasal verbs, or two-word verbs (“fill in”, “fill up”, “fill out”), also present problems



3. **Review** “How to Play”. Point out the location of prepositions in the instructions **explain** the directions verbally or show the written directions to the volunteer.

 English as a Second Language  
Lesson 18: The Ins and Outs of Prepositions

**The Wandering Through The Workplace Game**

One set of game pieces is needed for each group of players. Place the cards in numerical order in a line or in a snake configuration. Pieces may be enlarged and/or printed onto index cards, but each card must still have the correct number on it.

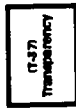
Lesson 18: The Ins and Outs... Copyright ©1996 by Coast Community College District Transparency 37

Transparency 37

## ▼ Activities

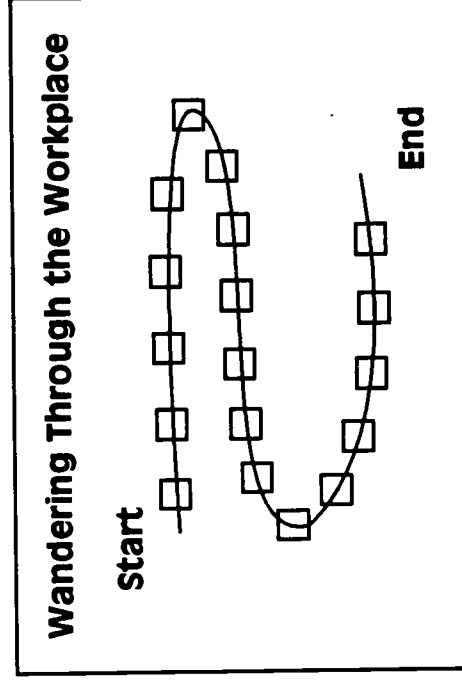
### ▼ Second Activity: 40 Minutes

1. Play the "Wandering Through The Workplace Game".



#### Instructor Directions:

Before class the "Wandering through the Workplace Game" needs to be set up. Playing the game requires setting up the cards in numerical order on a table or floor. If the class will be taught more than once, a game board may be constructed. An example of the set up is as follows:



There should be one game board or set of cards for every 3-4 players. You will also need a die for each group of players.

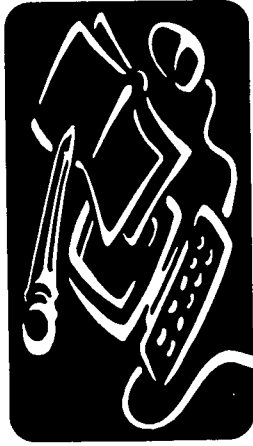
**▼ Activities****▼ Ending: 5 Minutes**

1. **Discuss** and **evaluate** today's lesson.
2. **Say** good-bye.

446

447





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# English as a Second Language

Improving Basic Skills

**Lesson 19**

**Following Directions to Achieve a Team Goal**

**▼ Lesson Description**

---

This lesson is a wrap-up of the recent lessons on following directions (Lessons 14-19). The students are asked to decode a secret message by following written directions and by using decoding information from each member of the group. Without the participation of each group member, it is impossible to decode the message. The students then practice the vocabulary they have learned in this set of six lessons by having a mini writing contest.

## Objectives

The objectives for this lesson are based on meeting the needs of your company as expressed on the ROI Survey (items #1-5).

By completing this lesson, students will be able to:

1. Be able to **assess** how well they follow written directions and work in a team.
2. **Practice** using workplace vocabulary and prepositions in their correct contexts.

## Materials Needed

### Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or white board with markers
4. Candy in bags of six pieces each

### Transparencies

"Words for Meetings" (Transparency 38)

### Handouts

"Words for Meetings" (Handout 46)

"Instructions for Decoding the Mystery Message: Group 1" (Handout 47)

"Instructions for Decoding the Mystery Message: Group 2" (Handout 48)

"Instructions for Decoding the Mystery Message: Group 3" (Handout 49)

"Instructions for Decoding the Mystery Message: Group 4" (Handout 50)

## Materials Needed

### Handouts (continued)

- "Key 1" (Handout 51)
- "Key 2" (Handout 52)
- "Key 3" (Handout 53)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Individual 25 min.
- First Activity- Large Group 30 min.
- Second Activity- Large Group 30 min.
- Ending- Large Group 5 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion




Sign-in Sheet



**▼ Activities****▼ Opening: 25 Minutes**

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing
4. Overview of Today's Class Objectives

 **English as a Second Language**  
Lesson 19: Following Directions to Achieve a Team Goal

*JobLink*

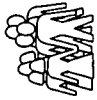
**Words for Meetings**

- notebook
- pen
- pencil
- three-hole punch
- white board
- dry erase markers
- eraser
- overhead projector
- transparency
- transparency markers
- flip chart
- permanent markers
- podium
- desk
- cabinet
- bookshelf
- table

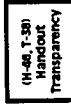
Lesson 19: Following Directions      Copyright © 1996 by Coast Community College District      **Handout 46**

**Handout 46, Transparency 38**

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▼ **Activities**▼ **First Activity: 30 Minutes**

**Important note to instructors:** Before class begins, be sure that the bags of candy used in this activity have been hidden in as many places as needed for the number of students in your class. Each bag should contain six candies. Please only hide one bag at each location so that there are enough bags for all the classes to do this exercise correctly.



1. **Distribute** handout "Words for Meetings."
2. **Ask** students to identify each vocabulary word on the handout by pointing to it in the room.
3. **Discuss** how knowing these meeting words can help the students when they attend meetings. (e.g. *understand when the speaker says to look at the transparency on the overhead or asks the student to write something on the white board; prevent embarrassing mistakes like using a permanent marker to write on the white board or not knowing what a cabinet is when asked to get some supplies*)
3. **Forewarn** the students that some of these meeting words will be used in the next activity in which they will be decoding a secret message as teams.
4. **Divide** the class into **groups of three** people. If the class does not divide evenly by three then use some groups of four and, in step #6, have one of the lower skill level students receive the same key as another student.



**English as a Second Language**  
Lesson 19: Following Directions to Achieve a Team Goal

**JobLink**

**Instructions for Decoding the Mystery Message**  
Group 1

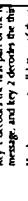
The following is a secret message. To decode the message, your group will need three different keys.  
Each person in the group has been given a key to decode the message, but you need all three keys to decode the message.  
Key 1 decodes the first part of the message, Key 2 decodes the second part of the message, and Key 3 decodes the third part of the message.  
Hyphens separate all letters of the same word.



**KEY 1**

**Instructions for Decoding the Mystery Message**  
Group 2

The following is a secret message. To decode the message, your group will need three different keys.  
Each person in the group has been given a key to decode the message, but you need all three keys to decode the message.  
Key 1 decodes the first part of the message, Key 2 decodes the second part of the message, and Key 3 decodes the third part of the message.  
Hyphens separate all letters of the same word.



**KEY 2**

**English as a Second Language**  
Lesson 19: Following Directions to Achieve a Team Goal

**JobLink**

**Instructions for Decoding the Mystery Message**  
Group 3

The following is a secret message. To decode the message, your group will need three different keys.  
Each person in the group has been given a key to decode the message, but you need all three keys to decode the message.  
Key 1 decodes the first part of the message, Key 2 decodes the second part of the message, and Key 3 decodes the third part of the message.  
Hyphens separate all letters of the same word.

**Secret Message**



**KEY 3**

**English as a Second Language**  
Lesson 19: Following Directions to Achieve a Team Goal

**JobLink**

**KEY 1**

**English as a Second Language**  
Lesson 19: Following Directions to Achieve a Team Goal

**JobLink**

**KEY 2**

**English as a Second Language**  
Lesson 19: Following Directions to Achieve a Team Goal

**JobLink**

**KEY 3**

Use the following key to decode the second part of the secret message.

1 = Z	10 = Y	19 = X
2 = W	11 = V	20 = U
3 = T	12 = S	21 = R
4 = Q	13 = P	22 = O
5 = N	14 = M	23 = L
6 = K	15 = J	24 = I
7 = H	16 = G	25 = F
8 = E	17 = D	26 = C
9 = B	18 = A	

Handout 47, 48, 49, 50

Handout 51, 52, 53

## Activities

### First Activity: (continued)

5. **Distribute** the handout “Instructions for Decoding the Mystery Message: Group 1” to the first group and the Group 2 instructions to the second group and so on until each group of three has a **different** set of instructions.
 

(H-47, 48,  
49, 50)  
Handout
6. **Distribute** the handout “Key 1” to **one member of each group**, then “Key 2” to one member of each group, and “Key 3” to one member of each group.
 

(H-51, 52, 53)  
Handout
7. Request that each group follows the directions on their group worksheet to decode the secret message. **Remind** the students to read the directions carefully. *[In the 3rd paragraph of each group’s instructions, the students need to read carefully or they may try to use the wrong key to decode each line of the message.]* If the students have trouble decoding the message, see if they are using the wrong key. If so, remind them that they need to read the directions very carefully.

The secret messages for each group are as follows:

- Group 1:** There is a bag of candy in this room.  
It is under the desk in a box.  
Find the bag and divide its contents among the members of your group.
- Group 2:** There is a bag of candy in this room.  
It is behind the flip chart.  
Find the bag and divide its contents among the members of your group.



## ▼ Activities

### ▼ First Activity: (continued)

**Group 3:** There is a bag of candy in this room.  
It is on the table behind the overhead projector.  
Find the bag and divide its contents among the members of your group.

**Group 4:** There is a bag of candy in this room.  
It is in a big box next to the black cabinets.  
Find the bag and divide its contents among the members of your group.

8. Once all the groups have successfully decoded their messages and found their candy, bring the class together as one large group. **Ask** if everyone read the instructions thoroughly of if some groups tried to decode the wrong line. **Discuss** the consequences of one person not participating in the group activity (*e.g. would not have been able to decode the full message*).

**English as a Second Language**  
Lesson 19: Following Directions to Achieve a Team Goal

*JobLink*

### Word Power

Preview the following vocabulary words before playing the "Wandering Through The Workplace Game"

ahead	backward	forward
bonus	obey	punctual
clockwise	counterclockwise	reaction
schedule	deserve	wander
dice (plural; die (singular))		error

### Prepositions

Preview the meaning of the following prepositions before playing the Wandering Through The Workplace Game:

above	in back of	out
at	in front of	through
below	into	to
behind	next to	under
beside	of	on
for	with	in
onto		

Lesson 19: The In and Out...

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Element 44

## Handout 44

**English as a Second Language**  
Lesson 19: Following Directions to Achieve a Team Goal

*JobLink*

### Words for Meetings

notebook

pen

pencil

three-hole punch

white board

dry erase markers

eraser

overhead projector

transparency

transparency markers

flip chart

permanent markers

podium

desk

cabinet

bookshelf

table

Lesson 19: Following Directions...

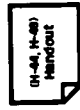
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Element 46

## Handout 46

## Activities

### Second Activity: 30 Minutes

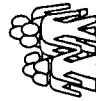


1. **Ask** the students to take out the “Word Power” handout from Lesson 18 and the “Words for Meetings” handout from this lesson.



2. Using the same groups of three or four people, **tell** the students to choose a recorder and a spokesperson.

3. **Tell** the class that the goal of this activity is to write as many sentences as they can about the objects in the training room; however, each sentence must contain one word from the preposition list and one meeting word. The recorder is responsible for writing the sentences as the group members think of them. The class will have 15 minutes to do the activity, and each team will receive one point for each preposition and each meeting word which is used correctly.



4. After 15 minutes, stop the activity and have the class come together as a group again.
5. Have a spokesperson for each group **read** his or her group’s answers. For each correct use of prepositions or meeting words, the instructor marks a point for that team on the board.
6. Declare the team with the most points to be the winner.

**▼ Activities****▼ Ending: 5 Minutes**

1. **Remind** the students of the objectives for this lesson.
2. **Discuss** whether the first activity achieved Objective #1. **ASK** the students if they have seen improvement in their ability to follow directions since the first lesson in which they took the "Pre-Module Information Survey".
3. **Discuss** whether the second activity achieved Objective #2.
4. **Say** good-bye.

470

471



*JobLink*

*Winning*

*At*

*Work*

# English as a Second Language

Improving Basic Skills

**Lesson 20**  
**The Process of Elimination**

## ▼ Lesson Description

---

### *This lesson*

- **reinforces** what employees have learned about following directions
- **introduces** the problem-solving and test-taking skill of using the process of elimination to make an educated guess
- **familiarizes** employees with use of the Material Safety Data Sheet (MSDS) and relevant vocabulary
- **teaches** employees to distinguish when it is appropriate to guess and when accurate responses are necessary.

## Objectives

By completing this lesson, students will be able to:

1. **Reinforce through practice** step-by-step directions covered in previous lessons.
2. **Use the process of elimination** to help answer questions when they are not sure of all of the answers and when "educated guessing" is suitable.
3. **Use** vocabulary related to hazardous materials.
4. **Read and understand** a Material Safety Data Sheet (MSDS).
5. **Identify** situations that require an accurate response.
6. **Take appropriate actions** to remedy critical situation.

## Materials Needed

### Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

### Transparencies

- "Process of Elimination" (Transparency 39)
- "Word Power" (Transparency 40)
- "Material Safety Data Sheet (MSDS)" (Transparency 41)
- "Questions About Hazardous Material" (Transparency 42)
- "Educated Guess or Accurate Response?" (Transparency 43)

## Materials Needed

### Handouts

- "Process of Elimination" (Handout 54)
- "Word Power" (Handout 55)
- "Material Safety Data Sheet (MSDS)" (Handout 56)
- "Questions About Hazardous Material" (Handout 57)
- "Educated Guess or Accurate Response?" (Handout 58)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 25 min.
- First Activity- Large Group 10 min.
- Second Activity- Large Group 15 min.
- Third Activity- Pairs 15 min.
- Fourth Activity- Pairs 20 min.
- Ending- Large Group 5 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



**▼ Activities****▼ Opening: 25 Minutes**

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing



**Process of Elimination**

Read these directions and be sure you understand them before filling in the answers.

- Fill in the blanks below with an answer from the box. Each answer will only be used once.
- Cross out each word in the box as you use it.
- If you don't know the answer to a question, skip the question and move on to answer the next question.
- After you have answered all of the questions you know and have crossed out the answers to other questions, return to the questions you skipped and make an "educated guess" using the words that are left.
- When you don't know the meaning of a word, see if it looks like a word you know or see if you can recognize its root.

hearing	hear	vision	tactile	senses
---------	------	--------	---------	--------

1. Touch, hearing, sight, taste, and smell are our five \_\_\_\_\_.
2. When we see perfectly, we have 20/20 \_\_\_\_\_.
3. Our ears are used for \_\_\_\_\_.
4. If something is audible it means we can \_\_\_\_\_ it.
5. A person who learns best by touching or "hands on" is a \_\_\_\_\_ learner.

Lesson 20: The Process of...

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Materials 54

**Handout 54****Process of Elimination**

Read these directions and be sure you understand them before filling in the answers.

- Fill in the blanks below with an answer from the box. Each answer will only be used once.
- Cross out each word in the box as you use it.
- If you don't know the answer to a question, skip the question and move on to answer the next question.
- After you have answered all of the questions you know and have crossed out the answers to other questions, return to the questions you skipped and make an "educated guess" using the words that are left.
- When you don't know the meaning of a word, see if it looks like a word you know or see if you can recognize its root.

hearing	hear	vision	tactile	senses
---------	------	--------	---------	--------

1. Touch, hearing, sight, taste, and smell are our five \_\_\_\_\_.
2. When we see perfectly, we have 20/20 \_\_\_\_\_.
3. Our ears are used for \_\_\_\_\_.
4. If something is audible it means we can \_\_\_\_\_ it.
5. A person who learns best by touching or "hands on" is a \_\_\_\_\_ learner.

Lesson 20: The Process of...

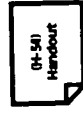
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Transparency 39

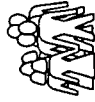
**Transparency 39**

## Activities

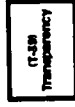
### First Activity: 10 Minutes



1. **Hand out** "Process of Elimination". (Answers at end of lesson plan.)
2. **Explain** that the word "eliminate" means to exclude, or get rid of. (Examples: eliminating waste and eliminating errors.)



3. **Explain** that, especially when test-taking, a guess is often better than no answer at all. Whenever guessing is appropriate, we can use strategies to help us make the *best guess possible*. This is called an "educated guess". An educated guess *rules out* answers that we know are incorrect so that the choice we make has a better chance of being correct. We can *cross out* information that we know is incorrect or that has been used to answer another question that we are sure of.



4. **Assist** the employees to complete "Process of Elimination" on the overhead.
5. **Emphasize that there are situations where guessing is not safe.** The process of elimination is **not** used in critical situations, when a correct answer or response is necessary. **When handling hazardous materials, it is absolutely essential to follow the procedures outlined on the Material Safety Data Sheet (MSDS).**

Word Power

1. Work with a partner.
  2. Match the word or phrase with its definition by putting the letter of the correct definition in front of the word or phrase it defines.
  3. Use the "process of elimination". Check off each definition as you use it.
- |                            |  |
|----------------------------|--|
| 1. appearance              | a) information                                       |
| 2. appropriate             | b) using what you know to make a good guess          |
| 3. contact                 | c) dangerous   |
| 4. damage                  | d) touch   |
| 5. data                    | e) smell   |
| 6. educated guess          | f) how something looks                               |
| 7. hazardous               | g) ruling out what is definitely incorrect           |
| 8. ingestion               | h) hurt, harm, or injury                             |
| 9. odor                    | i) correct for that situation                        |
| 10. physical data          | j) a piece of paper                                  |
| 11. process of elimination | k) a covering to keep you safe                       |
| 12. protection             | l) the name that a product is sold under             |
| 13. sheet                  | m) information about how a material looks and smells |
| 14. trade name             | n) swallowing, drinking                              |

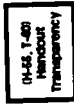
• Notice the difference between 'ingestion' and 'injection'. They are two different words with two different meanings.

Handout 55, Transparency 40

▼ **Activities**

▼ **Second Activity: 15 Minutes**

1. **Hand out** "Word Power". (*Answers at end of lesson plan.*) **Explain** that this vocabulary covers words used with hazardous materials and words that they will find on a Material Safety Data Sheet (MSDS).
2. **Assist** the employees to complete "Word Power".



**Material Safety Data Sheet (MSDS)**

PRODUCT TRADE NAME		Piper Cocktail
<b>PHYSICAL DATA:</b> Appearance Odor	Green Liquid none	
<b>HEALTH HAZARD DATA:</b> Eyes Skin Ingestion	Contact with eyes can cause burn and eye damage. Contact with skin can cause irritation. Can result in burns of the digestive tract.	
<b>PERSONAL PROTECTION:</b> Eye Protection Skin Protection	Goggles Gloves	

Lesson 20: The Process of

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Worksheet 56

**Handout 56, Transparency 41**

**Questions About Hazardous Materials**

Use the MSDS to answer the following questions:

1. What is the trade name of this product? \_\_\_\_\_
2. What color is this product? \_\_\_\_\_
3. Does this product have a smell? \_\_\_\_\_
4. What will happen if you get this product in your eyes? \_\_\_\_\_
5. What will happen if you get this product on your skin? \_\_\_\_\_
6. What may happen if you swallow this product? \_\_\_\_\_
7. What protection do you need when using this product? \_\_\_\_\_ and \_\_\_\_\_

Lesson 20: The Process of...

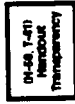
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Worksheet 57

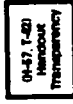
**Handout 57, Transparency 42**

## ▾ Activities

### ▾ Third Activity: 20 Minutes



1. **Hand out** the "Material Safety Data Sheet (MSDS)" and



"Questions About Hazardous Material". (*Answers at end of lesson plan.*)



2. Use the MSDS and work in pairs to answer the questions.
3. **Assist** the employees with the questions when necessary.

**Educated Guess or Accurate Response?**

Read each situation below.

Write the words "educated guess" in the blank after that statement if you think that it is all right to make a guess in that situation.

Write the words "accurate response" if you think that it is critical to respond to that situation correctly.

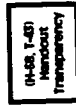
1. Your supervisor asks when you think your paperwork will be finished.  
\_\_\_\_\_
2. You are not sure of the correct answer on a test.  
\_\_\_\_\_
3. You are deciding what parts need to be rejected.  
\_\_\_\_\_
4. A co-worker asks you if you think you'll work overtime this week.  
\_\_\_\_\_
5. The machine operator asks you if her machine is turned off before she reaches in to repair it.  
\_\_\_\_\_
6. Your family asks you about what time you think you'll be home tonight.  
\_\_\_\_\_
7. You need to write down the names of the chemicals in a mixture.  
\_\_\_\_\_

Lesson 20: The Process of .

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**Handout 58, Transparency 43**

**▼ Activities****▼ Fourth Activity: 20 Minutes**

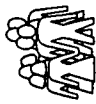
1. **Hand out** "Educated Guess or Accurate Response?" (*Answers at end of lesson plan.*).
2. Work in pairs to decide which situations require an accurate response and which can be handled with an educated guess.
3. Point out that when an accurate response is necessary and an employee doesn't know the answer, he/she must use the questioning and clarifying skills that were learned in the previous lessons and should get his/her lead or supervisor when in any doubt.



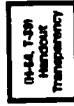


## ▼ Activities

### ▼ Ending: 5 Minutes

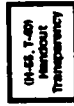


1. **Review** the points covered in this lesson.
2. **Say** good-bye.



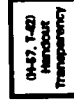
#### Answers to "Process of Elimination":

- 1) senses    2) vision    3) hearing    4) hear    5) tactile



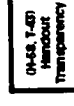
#### Answers to "Word Power":

- 1) f    2) i    3) d    4) h    5) a    6) b    7) c    8) n    9) e  
10) m    11) g    12) k    13) j    14) l



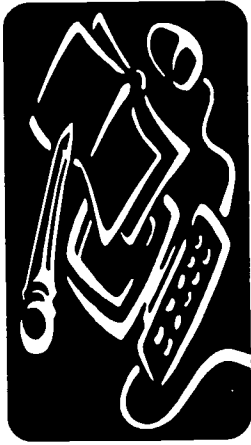
#### Answers to "Questions About Hazardous Material":

- 1) Parker Coolant    2) green    3) no    4) burn and eye damage  
5) irritation    6) burns of the digestive tract    7) gloves; goggles



#### Answers to "Educated Guess or Accurate Response?":

- 1) educated guess    2) educated guess    3) accurate response    4) educated guess  
5) accurate response    6) educated guess    7) accurate response



*JobLink*

*Winning*

*At*

*Work*

# English as a Second Language

Improving Basic Skills

**Lesson 21**  
**Filling Out Forms: The How To**



## ▼ ***Lesson Description***

---

This lesson gives the student some easy to follow tips on how to fill out forms. The student has the opportunity to practice on several forms during the lesson. Each student is then encouraged to go back to the job and find company forms they can bring back to the class.

## Objectives

By completing this lesson, students will be able to:

1. **Understand** how to fill out a form.
2. **Fill out** a form on their own.

## Materials Needed

### Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

### Transparencies

- "Filling Out Forms" (Transparency 44)
- "Group Activity: Fill in the Blanks" (Transparency 45)
- "Tips on Filling Out Forms" (Trans. 46)

### Handouts

- "Filling Out Forms" (Handout 59)
- "Group Activity: Fill in the Blanks" (Handout 60)
- "Tips on Filling Out Forms" (Handout 61)

## Materials Needed

### Handouts (continued)

- "Writing Activity: Filling Out a Voter Registration Form" (Handout 62) or "Filling Out An Application for a Driver's License." (Handout 62b)
- "Individual Activity: Filling Out a Survey" (Handout 63)

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 20 min.
- First Activity- Large Group 10 min.
- Second Activity- Large Group 15 min.
- Third Activity- Pairs 25 min.
- Fourth Activity- Individual 15 min.
- Ending- Large Group 5 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



**▼ Activities****▼ Opening: 20 Minutes**

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing

505

504



## Filling Out Forms

On the blank line, write the letter of the correct answer.

1. When you fill out a form, you must
  - a. Use a pencil
  - b. Always type
  - c. Use a form
  - d. Write clearly
2. When filling out a form, you should
  - a. Write fast
  - b. Use cursive writing
  - c. N/A means
  - d. No answer
3. Does not apply
  - a. No answer
  - b. Does not apply
  - c. Not applying
  - d. Abbreviations must
4. Abbreviations must
  - a. be in all capital letters
  - b. always be underlined
  - c. be written in lower case
  - d. begin with a capital letter
5. Names of people, companies, streets, cities, and states should
  - a. be written in cursive writing
  - b. be written in all lower case letters
  - c. On an application or form, your name will always be written with your first name first
  - d. will always be written with your last name first
6. Your signature should be
  - a. printed
  - b. in cursive writing
  - c. written by someone else
  - d. An affidavit
7. An affidavit
  - a. is a statement that the information contained in a form is correct
  - b. is not an important part of a form
  - c. must not be signed
  - d. is very important to
8. Stop some answers
  - a. fill in all blanks that apply
  - b. do not fill in information that you don't know
  - c. do not fill in information that you are not sure of
  - d. If someone calls your house or comes to the door and asks you to take a survey, you are not obligated to give out any information
9. If someone calls your house or comes to the door and asks you to take a survey, you are not obligated to give out any information
  - a. it is probably a government survey
  - b. you must answer all of the questions
  - c. it is probably a government survey
  - d. you are not obligated to give out any information

Lesson 21: Filling Out Forms

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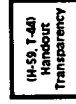
Handout 59

## Handout 59, Transparency 44

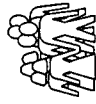
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## ▼ **Activities**

### ▼ **First Activity: 10 Minutes**



1. **Distribute** "Filling Out Forms". **Explain** to the students that this is a short quiz to see how much they know about filling out forms.



2. When the students finish "Filling Out Forms" have the class correct their own papers. (*Answers are at the end of the lesson plan.*)

3. **Ask** the class, "How many of you have to fill out forms at work?" "How many of you have to fill out forms outside of work?"

4. **Ask**, "What kinds of forms do you fill out?" **write** their answers on a flip chart or whiteboard.

5. **Explain**, "Filling out forms is a part of life! In this class and the next class we are going to give you some tips on how to fill out forms correctly."

503

503

**Group Activity: Fill in The Blanks**

Directions: Each of the following answers belong in a blank in the survey below. Work as a group. Write each answer in the correct blank. It will help if you cross out each answer as you use it.

(714) 555-5555	Avenue	Mon., Wed., Fri.
(714) 555-5556	B	Orange
2553	California	part time
47	East Chapman	permanent
5 years	electronic assembler	Robert
92669	Johnson	supervisor
ABC Widget Co.	M	yes

Name	First	Last	MI	P
Company	Company Address			
Job Title	Full or Part Time?	Permanent or Temporary?		
Name of that Position	Are you interested in training for another position?	What position would you be interested in?		
What days would you be available for training? Circle all available days:	Phone Number	daytime ( ) ( )	evenings ( ) ( )	
Mon Tue Wed Thurs Fri Sat Sun				

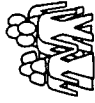
Lesson 21: Filling Out Forms Copyright ©1996 by Coast Community College District Handbook 60

**Handout 60, Transparency 45**



▼ **Activities**▼ **Second Activity: 15 Minutes**


1. **Distribute** "Group Activity: Fill in the Blanks" and put it on the overhead projector. Read the directions out loud and do the activity. Make sure the class fills in the form in front of them as the class is filling out the form on the overhead transparency.



2. **Explain**, "Each of these boxes is asking for a different piece of information."
3. **Ask**, "What information does this form ask for? What other information might a form ask for?"

512

513



English as a Second Language  
Lesson 21: Filling Out Forms: The How To

JobLink

### Tips on Filling Out Forms


1. Look at the whole form.  
Which of the questions do you already know the answers to?
2. Answer the questions that you know the answers to.  
For now, skip the questions you do not know the answers to.
3. Look at the questions you left blank.  
What information do you need to answer those questions?
4. If there is a question that does not apply to you.  
Write N/A in the space.  
*(For example, if the question asked "List the names of your children," but you do not have children, you would write N/A in the space.)*
5. What else can you do if you don't know the answer?
  - a. Ask if you can have some extra time to fill out the survey or form.
  - b. Ask someone who might know the answer.
  - c. Look up the answer in a book, dictionary, manual, etc.

Lesson 21: Filling Out Forms

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Handout 61

## Handout 61, Transparency 46



English as a Second Language  
Lesson 21: Filling Out Forms: The How To

JobLink

### Filling Out A Voter Registration Form

Review the information below. It contains an explanation of instructions for filling out a voter registration form, definitions of terms, and the spelling of some words you may want to include. You make look up more words in the dictionary. Directions: Fill out the voter registration form on the back of this page.

**INSTRUCTIONS**

1. **WRITE ONLY IN BLUE.** Use a black or blue pen. Do not use a pencil.
2. **WRITE CLEARLY.** The user such lines are easily read.
3. **PLEASE MARK IN A CIRCLE OR TWO SQUARES TO FILL OUT.** In this case, you only fill out the blank that applies to you.
4. **DO NOT LEAVE BLANKS UNLESS IT IS APPROPRIATE.**

**DEFINITIONS**

1. **N/A** This means "does not apply." Use N/A when the information requested on the form does not apply to you.
2. **enrollment:** registering.
3. **residence:** your home address.
4. **height:** how tall you are when standing.
5. **length:** how long you are when standing. (Example: your length of time at your residence is how long you have lived in your present home.)
6. **birthdate:** the city where you were born. There is a separate blank to fill in if your birthplace is not in the U.S.
7. **previously:** already been done.
8. **present name:** the name you legally use now.
9. **party enrollment:** you may register in one of five political parties but you may check another box if you do not want to register in any particular party.
10. **secretary:** a person who helps you fill out and send in by mail. When you vote by absentee ballot, you do not need a secretary.
11. **applicant:** a person who is applying for something.
12. **affidavit:** a sworn statement. You are taking an oath that the information is correct.
13. **postage:** is under oath.
14. **witness:** to mark the name of a person that observed you, and only you, sign the application.

**SPELLING OF IMPORTANT WORDS**

admission	black	blue	brown	dark green	hazel	light	red
album	blank	blonde	black	blue	brunet	dark green	hazel
admission	black	blue	brown	dark green	hazel	light	red

Lesson 21: Filling Out Forms

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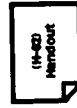
Handout 62

## Handout 62, 62b

## ▼ Activities

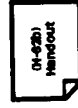
### ▼ Third Activity: 25 Minutes

1. **ASK**, "How do you fill out a form?"
2. **EXPLAIN**, "There are some tips I can give you for filling out forms. Let's talk about them."
3. Put "Tips on Filling Out Forms" on overhead projector. **DISCUSS** the handout.
4. Have students get into pairs.



For more advanced students:

**DISTRIBUTE** "Writing Activity: Filling Out a Voter Registration Form".



For beginning students:

**DISTRIBUTE** "Filling out Forms - Driver's License".

5. Have the students work in pairs to fill out the form. **REMINDE** the students to use the tips they just learned and to help each other.

Individual Activity: Filling Out A Survey

Glossary of Terms

1. Abbreviate a letter or letters that stand for a longer word. Abbreviations always end with a period. Common abbreviations are Mrs. (Ms.), Avenue (Ave. or Av.), Boulevard (Bvd.), Road (Rd.), number three (no. 3), California (Calif. or CA), Orange County (O.C.)
2. Capitalize the first letter of the name of a person, a company, a city, a state, or a country.
3. Capitalize the first letter of a first or middle name. Because initials are abbreviations of names, they are capitalized and followed by a period.
4. Occupational job
5. Occupational: voluntary, by choice, not necessary
6. Print: block letters, not cursive writing
7. Signature: a name signed by a person in cursive writing
8. Survey: a form that asks you to fill out answers to questions. Most surveys are optional unless they are part of an application. You are not obligated to provide personal information to companies you buy from or for people who come to your door or call you on the phone.

**Directions:** Fill out the following survey. Use a pen. Check off all of your answers. Look up any words you are not sure of in the dictionary so that you will copy them all correctly. Be careful that you print your name in the correct order because some surveys and applications ask for your last name first.

Car Pool Survey

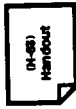
Name	First	Last	Initial	M	F							
Company	Address											
Job Title	Time Your Shift Begins	a.m.	p.m.	Time Your Shift Ends	a.m.	p.m.						
Do You Car Pool?	YES	NO	Would You Be Interested in Carpooling with Us?									
Daytime Phone Number:	1	1	0	9	8	7	6	5	4	3	2	1

Lesson 21: Filling Out Forms. Copyright © 1996 by Coast Community College District. Worksheet 63

Handout 63

**▼ Activities****▼ Fourth Activity: 15 Minutes**

1. **Explain**, "Now that you have practiced filling out forms in the large group and you have filled out forms with a partner, let's try to do it on our own."

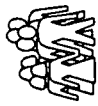


2. **Distribute** "Individual Activity: Filling Out a Survey".

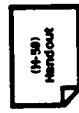
3. Have the students fill out the car pool survey on their own.

520

521

▼ **Activities**▼ **Ending: 5 Minutes**

1. **Remind** students of the tips for filling out forms.
2. **Ask** the students to bring 1 example of a form they have to fill out at work to the next class.
3. **Say** good-bye.



## Answers to "Filling Out Forms"

- |      |       |
|------|-------|
| 1. b | 6. c  |
| 2. a | 7. b  |
| 3. b | 8. a  |
| 4. b | 9. b  |
| 5. a | 10. b |

522

523



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# English as a Second Language

Improving Basic Skills

**Lesson 22**

**Filling Out The Forms: Bringing It Back To Work**

**▼ Lesson Description**

---

This is a companion lesson to Lesson 21. Students have more opportunities to fill out more complex forms and to also practice on a form he/she uses back at work.





## Objectives

By completing this lesson, students will be able to:

1. **Define** words used on common forms as well as on your company forms.
2. **Fill out** a form on their own.

## Materials Needed

### Hardware



1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

### Transparencies



- "Common Forms" (Transparency 47)  
Hospital Form  
(2) Application for Employment Forms  
Employee's Withholding Allowance Certificate

### Handouts



- "Paired Activity" Oral Questionnaire" (Handout 64a and 64b)  
"Common Forms"  
Social Security Application  
Hospital Form  
Application for Employment Forms  
Employee's Withholding Allowance Certificate

## Classroom Set-up



### Total Time: 90 minutes

- Opening- Large Group 20 min.
- First Activity- Pairs 25 min.
- Second Activity- Small Groups 30 min.
- Third Activity- Individual 10 min.
- Ending- Large Group 5 min.

## Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



**▼ Activities****▼ Opening: 20 Minutes**

1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing

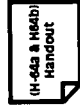


## ▼ Activities

### ▼ First Activity: 25 Minutes



1. **Explain.** "We will be working on filling out forms again today."
2. Have students get into pairs.



3. **Distribute** "Paired Activity: An Oral Questionnaire". **Remind** students of the Tips on Filling Out Forms from the last lesson.
4. **Explain** the directions for the activity and have the students complete the activity.

▼ **Activities**▼ **Second Activity: 30 Minutes**

1. Have students take out the forms they brought from work. If none of the students brought in any forms, use the common forms provided.
2. Have the students get into groups of 3-4 and review the forms. **Ask** the students to make a list of words they do not understand.
3. Have the groups share their lists. **Write** the words on the whiteboard or flip chart.
4. **Assign** words to the groups and have them find the definitions of the words in the dictionary.
5. Have the groups share their definitions with the rest of the class.

536

537

## ▼ Activities

### ▼ Third Activity: 10 Minutes



1. **ASK** "What else do you need to know to fill out these forms?" Answer any questions.
2. Have each student fill out the form he/she brought to class. If the students did not bring a form to class, have him/her fill out one of the forms provided with this lesson.

533

533

**▼ Activities****▼ Ending: 5 Minutes**

1. **Remind** students of tips on how to fill out forms.
2. **say** good-bye.

540

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# English as a Second Language

Improving Basic Skills

**Lesson 23**

**Return on Investment**



## ▾ ***Lesson Description***

---

### **Purpose of this lesson:**

Students and teachers will do an evaluation of student goals and progress.

Move student understanding of ROI as a measure of personal return to understanding the application of ROI to the individual's job.



### Objectives

By completing this lesson, students will be able to:

1. **Revisit** ROI survey and rank their current status.
2. **Discuss** the application of ROI to jobs.
3. **Complete** a writing sample and compare with earlier work.
4. **Discuss** their goals and make suggestions for working towards those goals.

### Materials Needed

#### Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers

#### Form

"ROI Survey"



### Classroom Set-up

#### Total Time: 90 minutes

- |                             |         |
|-----------------------------|---------|
| Opening- Individual         | 30 min. |
| First Activity- Large Group | 20 min. |
| Second Activity- Individual | 20 min. |
| Ending- Large Group         | 20 min. |



### Key

Hardware



Transparencies



Handouts



Large Group



Small Groups



Discussion



Sign-in Sheet



## ▼ Activities

### ▼ Opening: 30 Minutes



1. **Say.** "I know that all of you are eager to make good progress in this class. Some of you have said you are wondering how you are doing. Some of you feel you are making good progress and others feel that you are not making any progress. Today, we'll take a look at where we are now. First we'll focus on your feelings about your progress and then we'll do a couple of activities to measure how much you've learned since the classes began."



2. **Say.** "I am returning to you the ROI survey you completed over a month ago. Today we'll fill this in again and you can indicate the areas where you feel you are improving."

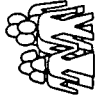


3. **Distribute "ROI"** to students. (See note below.)  
*(Instructors, return ROI surveys to students and supply new surveys to those who haven't completed a survey earlier, (see Lesson 3). We suggest using an overhead of the first question on the survey. Write in a response on the first line, just as the students did when they filled in the survey before. Then show them how there is a second line for the response this time. Tell them to fill the date in on this line and walk around the class to make sure everyone understands. Talk the class through the first question.)*

4. **After,** the students have completed the surveys you can use them as a discussion starter, asking students which of these areas are important to them on their jobs and which ones are important to their supervisors or leads, but not to them. Encourage honesty during the discussion.

## ▼ Activities

### ▼ First Activity: 20 Minutes



#### Connecting the ROI survey to ROI on the job

1. **Say**, "We've talked a little bit about Return on Investment. What do you think it means?" Record all responses on flip chart and note that all are correct definitions of ROI.
2. **Ask**, "In the world of business, what is an investment?" Again, encourage brainstorming but do not record responses on the flip chart. If students have trouble identifying what an investment might be, offer this explanation:
  3. **Say**, "People invest their money in many ways. The purpose of an investment is to use your money to make more money! Sometimes people make an investment by buying a house. They hope that someday they will be able to sell the house for more money than they paid when they bought it. This would be a good investment. Some people invest their money in a business, either their own business or someone else's business. If a person wanted to start an auto repair business, he or she would have to **invest** money in buying tools and renting a place to run the business. What other **investments** would the person have to make?" (*Students may suggest advertising, supplies like oil, or any number of other set-up costs.*) Go over any important findings.
4. **Say**, "Let's say the person has spent \$10,000 to set up the business. If this was his or her own money, this would be the owner's **investment** in the business. Let's say that after two years, the business is closed down. After everything is sold, the owner is left with \$15,000. Was this a good investment? We call this \$15,000 the Return on Investment...this was a good return on investment!"

550

▼ **Activities**▼ **First Activity: (continued)**

5. **Say**, "What does this have to do with your company and your jobs?" (*After students have had a chance to offer ideas, suggest the following*)

**Say**, "Your company would like a good Return on Investment for these classes. That means, they would like to see that the things you are learning will make it possible for you to do your job better. How might this work?" (*Again, record responses on flip chart. If it doesn't come out during student discussions, suggest the following:*) "Will anything you are learning make it possible for you to do your job faster?" (*If the answer is yes, ask for examples and record these*). "Is it possible that you might be able to catch more mistakes or avoid mistakes as a result of some things you are learning?" (*Again, record and discuss responses.*)

6. **Ask**, "Do you think your lead or supervisor might save some time as a result of you being able to work with less help from him or her?" (*Again, record and discuss.*)

## ▼ Activities

### ▼ First Activity: (continued)

7. **Emphasize**, "All of these are items that could save money for your company or help your company make more money. If this happened, they would say that they got a good Return on Investment for this training. Do you know your hourly wage? Can you figure out how much it costs your company to send you to class each week?" (3 hours x hourly wage). (Help students make this calculation)

**ASK**, "If you could make a change in your job to save this much each week, your company would have a good Return on Investment!"

*(Encourage discussion of this concept and record for us any other ideas that surface in your class. In their notebooks, students may want to record an idea or ideas for how they might be able to make a job improvement or change. You can also tell the B level classes that they will be beginning a lesson next class meeting that will help them develop ideas for ways to improve what they do on the job. Also, encourage them to share ideas during any class and let them know that these ideas will be discussed again at the end of the classes in September.)*

8. At the end of the discussion, **collect** the surveys and **explain** that the student will have a chance to rank themselves again at the end of the class in September. ROI surveys and other ideas that have come up during the discussion should be put in the designated place in the instructors' cabinet.

▼ **Activities**▼ **Second Activity: 20 Minutes****Am I Improving?**

Writing Sample Comparison

1. **Say,** “There are many ways to see the improvements you are making. You may not notice them because you make improvements one small step at a time. During the first or second class, you wrote something about yourself. Today, I will give you sometime to write once, again. then I will help you see if your writing is improving. This is important, because we know that if your writing is improving, your speaking and reading are also improving. You know that your reading is part of the test you took before the classes, so I know that you are eager to see if you are becoming better readers. After you have finished writing, we’ll also talk about your reading.”

556

557

## ▼ Activities

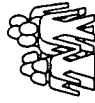
### ▼ Second Activity: (continued)

2. **ASK** students to write a description of their job. If you had them write about something in specific in the first writing assignment have them write about the same topic. When students have finished writing, ask them to find the first journal entry in their notebooks and begin with a general discussion about the differences they see. Then lead them through the following self analyses items:
  1. Count the number of words in each sample. You were given the same amount of time for both writing samples. Your ability to write more words in the same amount of time is one of the first indicators that your writing is improving.
  2. New words- Find and circle words in your second sample that you did not know how to write or would not have used when you wrote your first sample.
  3. Are your sentences getting longer? This is another indicator that you are writing better.
3. Instructor **say**, "If you will give me both of your writing samples, I will review them and return them to you. Before giving them to me, write your name on each one. If you want me to mark spelling and grammar errors, put an "S" below your name. If you do not put an "S" on your papers, I will write you some comments about your writing, but I will not mark these errors. In addition to the things you just looked at, I will also look for other signs that you are improving and I will tell you about these things. I will also give you ideas for things to work on. When I return your samples next week, we can talk about all these things."



## ▼ Activities

### ▼ Ending: 20 Minutes



#### Setting Goals For Improvement

1. **say.** "In addition to improving your writing, what are some of the other goals you have for yourself in these classes?" (*List these on the flip chart and discuss them along with discussing how the class is helping in each area and what students can do on their own to further improve these areas and skills.*)
2. **ASK.** "What can you do to reach these goals?" Some examples might be:
  - Read at least 10 minutes a day.
  - Do simple math problems
  - Read more and ask yourself what you have read afterwards
  - Ask yourself the 5 W questions.
  - Get a book of simple math problems and practice those you don't know
  - Use your memo book to write down words you want to learn and bring those words to class with you
  - When you don't understand, ask questions!
  - Be a student everyday. Be proud that you are learning.

## ▼ Activities

### ▼ Ending: (continued)

3. You may want to help students formulate some specific goals for themselves and **write** these down in their notebooks.
4. If there is time left, students might want to **discuss** or promote some of the books they have been reading during Sustained Silent Reading or from the your company library. **Encourage** them to tell others about the books they are reading.

502

503



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# English as a Second Language

Improving Basic Skills

**Lesson 24**  
**Wrapping it Up**

## ▼ **Lesson Description**

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This is a wrap up class. The writing samples will be returned and the students will fill out evaluations of the program. Students will receive certificates. Continuing learning opportunities will be discussed.

## Objectives

By completing this lesson, students will be able to:

1. **Evaluate** the module.
2. **Get** feedback on their writing.

## Materials Needed

### Hardware

1. Overhead projector
2. Transparency markers
3. Flip chart or whiteboard
4. White board markers



### Form

"Learner Assessment Form"

## Classroom Set-up

### Total Time: 90 minutes

- Opening- Large Group 20 min.
- First Activity- Large Group 20 min.
- Second Activity- Individual 20 min.
- Third Activity- Large Group 20 min.
- Ending- Large Group 5 min.


503

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## Key

Hardware 

Transparencies 

Handouts 

Large Group 

Small Groups 

Discussion 

Sign-in Sheet 

## ▼ Activities

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### ▼ Opening: 20 Minutes



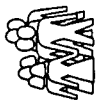
1. **Welcome**
2. Sustained Silent Reading. "See 3rd activity in Lesson 1 for further explanation."
3. Journal Writing

570

571

## ▼ Activities


### ▼ First Activity: 20 Minutes



1. **say.** "Today is the last class."
2. **Hand back** the writing samples from the last lesson. **Explain** how you used them or graded them. Go over any important findings.
3. **Tell** the group how they did. Go over any overall improvements that you saw.
4. Have the students compare the writing samples. **Ask** the students to share any changes they see from their different samples.

572

573



**Learner Assessment Form V**  
English as a Second Language

**JobLink**

Your instructor will complete these questions

**A. Course Number** \_\_\_\_\_ **Instructor** \_\_\_\_\_  
**Site Location** \_\_\_\_\_ **Class Schedule** \_\_\_\_\_  
**B. Who completed this form? (CHECK ONE BOX)** **Module** \_\_\_\_\_

The learner  
 The learner with assistance from instructor or project staff  
 An instructor or project staff member with information provided by the learner  
 Other (Please specify) \_\_\_\_\_

**C. Due form completes** \_\_\_\_\_

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_
3. Phone Number: ( ) \_\_\_\_\_
4. Social Security Number: \_\_\_\_\_

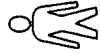
5. In the future, do you plan to take any of the following courses?  
*(Mark one for each line)*

Plan to Take	DO NOT Plan to Take
A basic skills course in reading, writing or math.....	<input type="checkbox"/>
A course in using English (such as ESU).....	<input type="checkbox"/>
A computer course.....	<input type="checkbox"/>
A GED course or the GED exam.....	<input type="checkbox"/>
Courses to get an occupational certificate.....	<input type="checkbox"/>
A job training course.....	<input type="checkbox"/>
Courses leading to a 2-year or 4-year college degree.....	<input type="checkbox"/>
A home-study course.....	<input type="checkbox"/>

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Form



▼ **Activities**▼ **Second Activity: 20 Minutes**

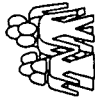
1. **Explain**, "Now, we want to find out what you thought of the class. I am going to be handing out an evaluation form called 'Learner Assessment'. Please fill it out honestly. Your feedback is very important to us."



2. **Distribute** "Learner Assessment" forms. **Ask** for questions before the students begin.
3. **Explain** how to fill out the form.

576

577

▼ **Activities**▼ **Third Activity: 20 Minutes**

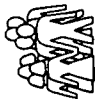
1. **Compliment** the students on a job well done.
2. **Distribute** certificates.

573

573

## ▾ Activities

### ▾ Ending: 5 Minutes



1. **Thank** everyone for their participation.
2. **Explain** the importance of continuing their education. **Tell** the students about learning opportunities in your area.
3. **Say** good-bye.



## Bingo Game

Find someone in class who...

Plays Soccer	Has been to Disneyland	Has Grandchildren
Has a sister	Likes tomatoes	Was born in California
Has been to San Francisco	Worked at your company more than 10 years	Likes to sing
Goes to school	Has children	Is not married
Has a dog	Has blue eyes	Drives a truck



## Small Talk

Hi. How are you?

Fine. How are you?

Fine, thank you.

What's your name?

I'm.....

What's yours?

I'm.....

What's your job at this company?

I'm.....

What do you do?

I.....

How long have you worked here?

About.....

How about you?

About.....

Do you like your job?

Yes/no

Why?

Because.....

Well, I've enjoyed talking with you. I hope I see you again.

Me too. Good-bye

Bye.



## Group Activity To Small Talk

1. Each team member will write down two questions he/she might ask a new friend or co-worker in order to make small talk.
2. Each member will share his/her questions with the group.
3. The group will choose from those questions and write a "small talk" dialogue.
4. Practice the new dialogue with at least two partners from the group. Be sure each person tries to take both parts.
5. The group will choose two members to perform the dialogue for the whole class.



## Work Words

Find 5 words in the workplace that you do not know already. Write them down on this sheet and find out what the definitions are.

**Word #1** \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Word #2** \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Word #3** \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Word #4** \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Word #5** \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Blue Group

In your dictionary, find ten states of the United States. Write down the names of the states and their capitals.

	<b>State</b>	<b>Capital</b>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

On which pages in your dictionary did you find the names of the states?  
Write down the page numbers. page \_\_\_\_\_ to page \_\_\_\_\_.





## Pink Group

Work with the members of your group to find the information. Make sure you understand it and can explain it to your home group. In your dictionary, find the section which tells about measurement.

**Write down the equivalent measure for each of the following:**

- |             |   |              |                 |   |              |
|-------------|---|--------------|-----------------|---|--------------|
| 1. 1 pint   | = | _____ cups   | 6. 1 pound      | = | _____ ounces |
| 2. 1 foot   | = | _____ inches | 7. 1 gram       | = | _____ ounces |
| 3. 1 quart  | = | _____ pints  | 8. 1 centimeter | = | _____ inches |
| 4. 1 gallon | = | _____ quarts | 9. 1 meter      | = | _____ yards  |
| 5. 1 meter  | = | _____ inches | 10. 1 kilo      | = | _____ pounds |

On which pages in your dictionary did you find the measurements?

Write down the page numbers. page \_\_\_\_\_ to page \_\_\_\_\_.



## Yellow Group

In your dictionary, find the definitions of the following words:

1. manufacturing

---

---

---

2. welding

---

---

---

3. soldering

---

---

---

4. assembling

---

---

---



## Green Group

In your dictionary, find the definitions of the following words:

1. hazardous

---

---

---

2. waste

---

---

---

3. flammable

---

---

---

4. caution

---

---

---



# Using Your Dictionary Home Group

## White Worksheet

1. Write down the names of three states and their capitals.

State	Capital
_____	_____
_____	_____
_____	_____

2. Write the equivalent measure for each of the following:

1 foot = \_\_\_\_\_ inches

1 meter = \_\_\_\_\_ yards

1 quart = \_\_\_\_\_ pints

3. Write the definitions of the following words:

hazardous \_\_\_\_\_  
\_\_\_\_\_

welding \_\_\_\_\_  
\_\_\_\_\_

4. How many Presidents of the United States were named "John"? \_\_\_\_\_

5. How many Presidents has the United States had? \_\_\_\_\_



## Who Can You Find?

Find someone in this class who:

1. \_\_\_\_\_ has worked at your company for more than 5 years.
2. \_\_\_\_\_ goes to school.
3. \_\_\_\_\_ reads directions or instructions at work.
4. \_\_\_\_\_ likes to talk at team meetings.
5. \_\_\_\_\_ has to talk on the phone at work.
6. \_\_\_\_\_ wants to learn more English.
7. \_\_\_\_\_ wants to become a U.S. citizen.
8. \_\_\_\_\_ reads safety signs at work.
9. \_\_\_\_\_ went on a trip to Mexico during vacation.
10. \_\_\_\_\_ has an idea to tell the supervisor or boss.



## Reading/Writing Warm-up

### Reading (10+ minutes)

Title \_\_\_\_\_

Author \_\_\_\_\_

Today I read pages \_\_\_\_\_ - \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### New Words:

\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_

### Writing (10+ minutes)

Topic: \_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Vocabulary List

1. contaminate
2. sterile
3. solution
4. filter
5. container



## Main Ideas

The following words can be put into groups. The main idea of each group is listed. Try to put the words with the correct main idea.

### Sports

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### Colors

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### Clothing

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### Tools

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hammer  
baseball  
screwdriver  
tennis  
swimming

pants  
soccer  
chisel  
brown  
skirt

orange  
shirt  
turquoise  
vest  
beige

track  
jacket  
shovel  
saw  
gray





## Main Idea Hunt

At our company we make many products. PICs or Plastic Irrigation Containers are an important product. About 14% of our company's profits come from PICs. There are many steps to follow when PICs are made. PICs come in many sizes.

The most important idea is:

- a. Our company makes only PICs.
  - b. PICs are an important product at our company.
  - c. Our company makes supplies for eye doctors.
- 

Plastic Irrigation Containers come in four sizes. Some PICs are half liter and some are one liter. PICs are also two liter and four liter. The crew can handle the smaller containers faster than the larger containers. Every size PIC must be handled with care.

The most important idea is:

- a. All PICs are the same size.
- b. The crew only handles four liter PICs.
- c. PICs are not all the same size.

Copy the sentence from the paragraph that tells the answer.

---

---

Our company manufactures all the things that are needed for IV therapies. At our company we make IV solutions and the sets that connect the patient to the solution. We also manufacture and distribute the computerized pumps that control the flow, the filters and the poles.

The most important idea is:

- a. Our company makes computerized pumps.
- b. Our company makes everything that is needed for IV therapy.
- c. Our company makes IV solutions.

Underline the sentence in the paragraph that tells the answer.



### Dictation Pairs – Student A

\$6.25

\_\_\_\_\_

\$3.40

\_\_\_\_\_

\$1.98

\_\_\_\_\_

\$4.19

\_\_\_\_\_

\$10.00

\_\_\_\_\_

\$2.90

\_\_\_\_\_

\$5.75

\_\_\_\_\_

\$8.30

\_\_\_\_\_



### Dictation Pairs – Student A

\$6.25

\_\_\_\_\_

\$3.40

\_\_\_\_\_

\$1.98

\_\_\_\_\_

\$4.19

\_\_\_\_\_

\$10.00

\_\_\_\_\_

\$2.90

\_\_\_\_\_

\$5.75

\_\_\_\_\_

\$8.30

\_\_\_\_\_



### Dictation Pairs – Student B

\$3.18

---

\$7.16

---

\$2.80

---

\$9.60

---

\$1.55

---

\$4.15

---

\$8.20

---

\$6.17

---



### Dictation Pairs – Student B

\$3.18

---

\$7.16

---

\$2.80

---

\$9.60

---

\$1.55

---

\$4.15

---

\$8.20

---

\$6.17

---



## Let's Find Facts

A good attitude at work can help you get ahead. You can show a good attitude on your job. Be on time every day and do your work well. Help the other members of your team. Don't tell them, "That's not my job."

At work, you should

- a. come late.
- b. be angry with your co-workers.
- c. help your co-workers.

Miguel had a problem at work. The same machine broke again. It had broken twice last week. Miguel call the repairman to fix it. The man did not come for two hours. Miguel got angry and yelled at the repairman. The next day the repairman called Miguel's supervisor.

Miguel was angry because

- a. the machine worked well.
- b. the repairman did not come for a long time.
- c. he was tired.

Most of us work every day with many different people. We talk with co-workers and with our bosses. Sometimes we work with customers. It is important to get along with them. Working well with others and having a good attitude save the company money because production often goes up.

Getting along with others

- a. is important.
- b. makes other people mad.
- c. is very easy.

If employees work well together

- a. the company loses money.
- b. production rises.
- c. customers call to complain.



## Sorting Things Out

Working with your group, name four things which fit in each category.

Animals

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Things That Fly

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Things You Can Drink

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Sweet Things

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---

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## Who Can You Find-#2?

Find someone in this class who:

1. \_\_\_\_\_ can tell you who to call for a medical emergency.
2. \_\_\_\_\_ wears hearing protection in his or her department.
3. \_\_\_\_\_ knows what "evacuation" means.
4. \_\_\_\_\_ likes to listen to books on tape.
5. \_\_\_\_\_ wears safety glasses on the job.
6. \_\_\_\_\_ can give you directions to the cafeteria.
7. \_\_\_\_\_ can explain the word litter.
8. \_\_\_\_\_ works in a cleanroom.
9. \_\_\_\_\_ uses a weld shield at work.
10. \_\_\_\_\_ has a new idea to tell the supervisor or boss.



## **Order, Order, Order!**

**The following is the sequence for making, filling, sealing and inspecting PICs.**

The bottles are made in Blow Molding.  
The solution is put in in the filling line.  
The bottles and closures are sealed together.  
They are sealed with a solution made in Mixing.  
The filled container is "cooked" until it is assured that the product is sterile.  
They are dried on the packing line.  
The inspector gives them a touch test.

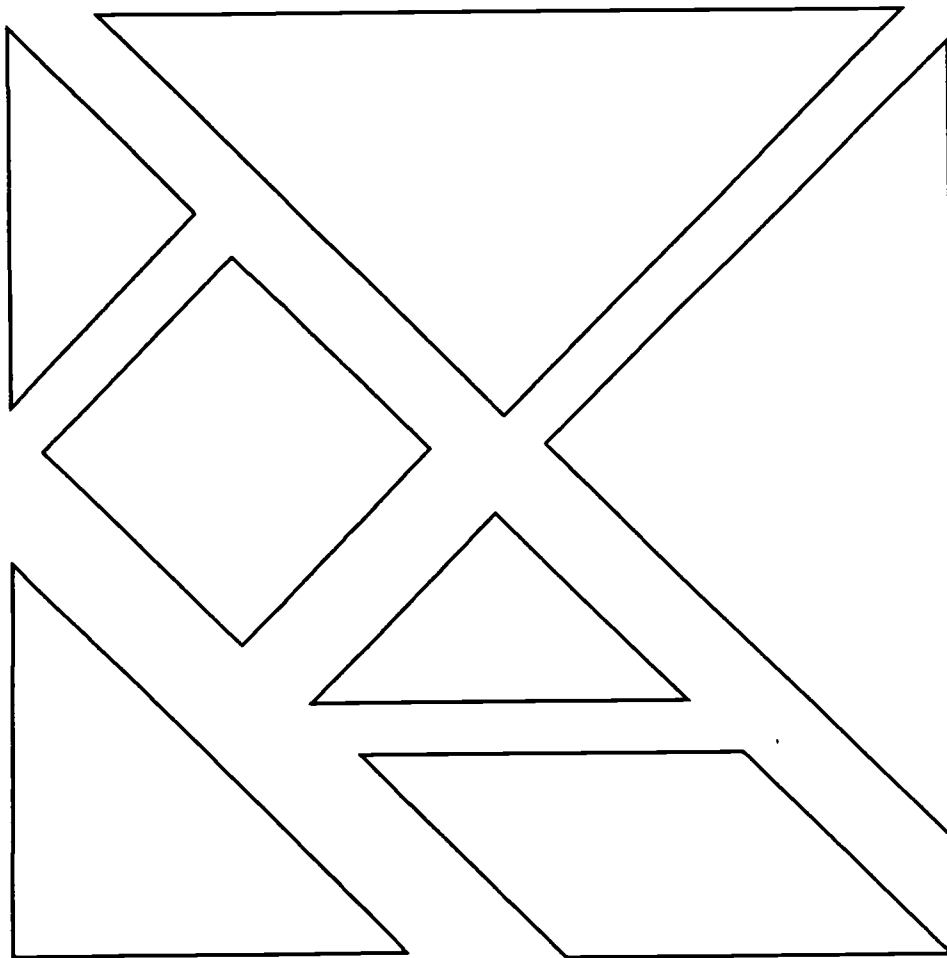
**Put these statements in the proper order.**

The filled container is "cooked" until it is assured that the product is sterile.  
The solution is put in in the filling line.  
The inspector gives them a touch test.  
The bottles are made in Blow Molding.  
They are sealed with a solution made in Mixing.  
They are dried on the packing line.  
The bottles and closures are sealed together.



## Let's Make a House or a Boat

Cut out the shapes below. Then, work with a partner to see if you can join the pieces to make the house, and then the boat. It is not as easy to put the pieces together as it looks! Your teacher has the answers.







## How Are We Doing?

Please **circle** the answer which most nearly matches your opinion.

I am learning	nothing	a little bit	a lot
My reading is improving	not at all	a little bit	a lot
English is	always difficult	sometimes difficult	easy
I like my work	not at all	a little bit	a lot

The best thing about this class is \_\_\_\_\_

I would like this class more if \_\_\_\_\_



## A Busy Day

Anna and Maria had a busy day. Put the sentences in the correct order to tell what they did.

- \_\_\_\_\_ a. After dinner, Anna washes the dishes and does her homework.
- \_\_\_\_\_ b. Anna goes to bed at 10:00.
- \_\_\_\_\_ c. Anna gets up at 6:00.
- \_\_\_\_\_ d. Anna and Maria eat dinner at 6:30.
- \_\_\_\_\_ e. At 7:00 in the morning Maria takes Anna to school.
- \_\_\_\_\_ f. Anna finishes school at 3:00.
- \_\_\_\_\_ g. Maria picks Anna up after school.
- \_\_\_\_\_ h. Maria makes breakfast for Anna.
- \_\_\_\_\_ i. Maria makes dinner and Anna sets the table.



## Getting to Know You

**Find someone in class who:**

Has to read work orders at work.

---

Had to learn something new on the job in the last 6 months.

---

Has to write notes at work.

---

Has to use the computer at work.

---

Is on a team at work.

---

Goes to school.

---

Wants to learn a new job at work.

---

Had to make a presentation at work.

---

Has changed jobs in the last year.

---



## Learning Styles

A *learning style* means the way an individual likes to learn. A person's learning style is influenced by nature and environment. Three learning styles which we will discuss today are:

1. Visual Learners

2. Auditory Learners

3. Tactile Learners



## Adult Learning Style Profile

**Directions:** Read each statement. Place a 1, 3, or 5 in the box at the end of the statement:

- 1 Indicates least like you
- 3 Indicates somewhat like you
- 5 Indicates a lot like you

Work quickly- do not sit and ponder. **There are no right or wrong answers.**

- \_\_\_ 1. I'm good at remembering things I hear or that people tell me.
- \_\_\_ 2. I like to read and usually read a lot.
- \_\_\_ 3. I notice that I often bear down extremely hard with pen or pencil when writing.
- \_\_\_ 4. I often find diagrams, graphs, and charts difficult to understand.
- \_\_\_ 5. I do better at following directions if I read them, not just hear them.
- \_\_\_ 6. I enjoy doing work/sewing or woodworking or working on machines.
- \_\_\_ 7. I like group-type projects which allow for lots of discussion and exchange of ideas.
- \_\_\_ 8. Graphs, charts, and diagrams help me to understand the subject/presentation.
- \_\_\_ 9. I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening, or talking.
- \_\_\_ 10. I understand academic subjects better when listening to lectures or tapes.
- \_\_\_ 11. I remember best by taking notes in classes/meetings; making lists of things to do.
- \_\_\_ 12. I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working.
- \_\_\_ 13. I find that I can spell difficult words if I "sound them out"
- \_\_\_ 14. I'm good at using maps to find places.
- \_\_\_ 15. I like classroom or work projects where I can create/make things or build models.
- \_\_\_ 16. I enjoy attending and listening to a good lecture/speech play or drama.
- \_\_\_ 17. I enjoy spending time reading or looking through magazines, books and newspapers.
- \_\_\_ 18. I exercise regularly by doing aerobics, jogging, walking or participating in sports activities.
- \_\_\_ 19. To solve a problem/difficult situation, I need/like to talk it over/discuss it with others.



## Adult Learning Style Profile (continued)

- \_\_\_20. It helps me to spell difficult words if I write them down or see them in print.
- \_\_\_21. I feel comfortable in physical contact of touching others, hugging, and handshaking.
- \_\_\_22. I'm good at remembering and following oral directions.
- \_\_\_23. I am good at working and solving jigsaw puzzles and mazes.
- \_\_\_24. I enjoy sight-seeing and visiting new places.
- \_\_\_25. I enjoy music: singing, listening, going to musicals or concerts.
- \_\_\_26. I'm good at researching topics articles or stories and/or writing reports.
- \_\_\_27. I doodle during meetings, lectures, or while listening on the phone.
- \_\_\_28. I read aloud/whisper to myself when trying to understand new or difficult material.
- \_\_\_29. I'm good at doing layout and design work: formatting drawing, sketching and coloring.
- \_\_\_30. I like working with computers or other electronic technology for learning/working.



## Inventory Scoring

- Put the point value number (1, 3, 5) on the line next to its corresponding item number.
- Add each column to get your total score under each heading.

1 point = Seldom  
3 points = Sometimes  
5 points = Often

<u>AUDITORY</u>	<u>VISUAL</u>	<u>TACTILE</u>
No. of Pts.	No. of Pts.	No. of Pts.
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____
16. _____	17. _____	18. _____
19. _____	20. _____	21. _____
22. _____	23. _____	24. _____
25. _____	26. _____	27. _____
28. _____	29. _____	30. _____
<hr/> <b>Total</b>	<hr/> <b>Total</b>	<hr/> <b>Total</b>

609



## Inventory Scoring (continued)

Copy your highest, second highest, and lowest scores below:

Scores:	_____ - _____ - _____
	Highest      Second      Lowest
<b>Your Learning Style Profile</b>	
"Style Letters":	_____ - _____ - _____

Example:

38	-	34	-	28
V		T		A





## Learning Styles Suggestions

If you are a **visual learner** (learn by seeing):

1. Write things down because you remember them better that way.
2. Look at a person when he or she is talking.
3. It is better for you to work in a quiet place, and usually by yourself.
4. Use color highlighters to mark important information.
5. Write vocabulary words on index cards in color, and study the information.

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say: "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing):

1. Try working with a friend so you can talk over information.
2. Make tape cassettes of information and listen to them.
3. Read information aloud to yourself.
4. Write vocabulary or other information on index cards in color, and read aloud.
5. Recite aloud the things you want to remember.

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say: "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing):

1. When trying to learn something, walk around while saying the information to yourself.
2. When trying to memorize information, try closing your eyes and writing the information in the air.
3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing.
4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak.
5. You probably like to have quiet music playing when you are working.

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might



# The Matching Game

Match each word to its correct definition:

To put something together

To make things better

A written or printed announcement

A group of people who work or play together

The work hours

The person in charge of a department

The person we make our product or service for

To get rid of

A piece of work set to be done

A gathering, an assembly

A payment in return for work

The method to make a product

A letter

What you might get when you work at a company (insurance, bonus plan, etc.)

A rise in rank or position, an advancement

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Supervisor

Customer

Eliminate

Improve

Process

Promotion

Shift

Assemble

Notice

Team

Memo

Salary

Benefits

Task

Meeting



## Using the Words

One day the \_\_\_\_\_ in my department was talking to one of our \_\_\_\_\_ who told him that we needed to improve our \_\_\_\_\_. Our supervisor felt that this was not going to be an easy \_\_\_\_\_ and he put together a \_\_\_\_\_ of employees from our department and called a \_\_\_\_\_ for us to get together on Friday. On Friday, we talked about improving what we do by \_\_\_\_\_ some of the waste we have in the \_\_\_\_\_ area (the place where we put together the parts). After the meeting, our supervisor sent out a \_\_\_\_\_ to let everyone know what we had decided. We posted a \_\_\_\_\_ on the floor so everyone on both \_\_\_\_\_ would know what to do. The suggestion our team made was very successful. We all got a \_\_\_\_\_ and a raise in our \_\_\_\_\_. The company was so happy they added a bonus plan to our \_\_\_\_\_ program.

Supervisor

Shift

Memo

Customer

Assembly

Salary

Eliminate

Notice

Benefits

Improve

Team

Task

Process

Meeting

Promotion



## Workplace Idioms

1. Cream of the crop.
2. Work like a dog.
3. My feet are killing me.
4. Bread winner
5. Top banana
6. Bite off more than I can chew
7. Moonlight



## More Work Words

Word #1: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Word #2: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Word #3: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Pre-Module Information Survey

1. Read all of the directions below before answering any of the questions on this page.
2. Print your last name: \_\_\_\_\_
3. Print your first name: \_\_\_\_\_
4. Print the name of your company: \_\_\_\_\_
5. How many years have you worked for this company? \_\_\_\_\_
6. What is your job title? \_\_\_\_\_
7. What tools or equipment do you use on the job? \_\_\_\_\_
8. How many employees are in your department? \_\_\_\_\_
9. How many employees are in your class? \_\_\_\_\_
10. How many languages do you speak? \_\_\_\_\_
11. How many members of your family speak more than one language? \_\_\_\_\_
12. What percentage of the time do you use English on the job? \_\_\_\_\_ %
13. What percentage of the time do you have to write English on the job? \_\_\_\_\_ %
14. Do you use a computer on the job? \_\_\_\_\_
15. Do you use a computer at home? \_\_\_\_\_
16. Put a check in the box in front of the English language skill that you think is your **strongest** skill:     Reading     Writing     Speaking
17. Put a check in the box in front of the English language skill that you think is your **weakest** skill.     Reading     Writing     Speaking
18. Do not answer any of the questions above. This is just a test to see how well you read directions.



## Chronological Order

### Ordering Words

The following words may be used to help order the steps of a process:

**first**

**second (third, fourth, etc.)**

**then**

**next**

**after**

**finally**

Put the following steps in order by writing the number in front of each step that shows which number it is in the process. Use the ordering words in bold to help you:

- \_\_\_ After that, I put on sterile gloves.
- \_\_\_ When I arrive in the locker room, I wash my hands.
- 1** \_\_\_ Every day, I arrive at work at 7:00 a.m.
- \_\_\_ Then, I put on a sterile gown and mask.
- \_\_\_ The first thing I do is clock in.
- \_\_\_ I am finally ready to go to my work area.
- \_\_\_ Secondly, I walk to the locker room



## Organizing and Writing Step-by-Step Directions

**YOUR NAME:** \_\_\_\_\_

**TITLE OF INSTRUCTIONS:** \_\_\_\_\_

**Write down all of the steps involved:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_





## Using Key Words to Take Notes

Key words are the words in written and spoken material that carry the most information.

Writing down key words when we listen, or underlining key words when we read helps us remember important information.

You have just finished listening to your instructor read the selection below. While you listened, you wrote down a few key words to help you remember the important points.

In the selection below, **underline** all of the key words that you wrote down as you listened:

### Instructions for Using Hearing Protection

Hearing protection is required in noisy work areas. There are signs posted in all areas where ear plugs are required. Before entering a posted area, take a pair of ear plugs from the box at the door. First, unwrap the ear plugs. Then, insert an ear plug into each ear. Be sure the ear plugs are in securely. Throw the plastic packaging into the waste receptacle. After exiting the posted area, throw the ear plugs away in the waste receptacle.



## What Key Words Did You Use?

Your Name \_\_\_\_\_

**#1**  
Title: \_\_\_\_\_ By: \_\_\_\_\_

**Key Words**


**Ordering Words**


**#2**  
Title: \_\_\_\_\_ By: \_\_\_\_\_

**Key Words**


**Ordering Words**


**#3**  
Title: \_\_\_\_\_ By: \_\_\_\_\_

**Key Words**


**Ordering Words**


630



## Evaluation

1. Choose one set of directions from your group.

Title: \_\_\_\_\_ By: \_\_\_\_\_

2. List the **key words** that were used *by every group member* as the directions were passed along. These are called key words *in common*:

_____	_____	_____
_____	_____	_____
_____	_____	_____

3. List the **key words** that were only used by *some* members of the group:

_____	_____	_____
_____	_____	_____
_____	_____	_____

4. What **ordering words** did group members use?

_____	_____	_____
_____	_____	_____
_____	_____	_____

5. How did these ordering words help others understand the step-by-step directions?

\_\_\_\_\_

\_\_\_\_\_



## Dialogue

Jose is a new employee. Carmela is his new lead. They are talking in Carmela's office. Carmela is giving directions to Jose. She is telling him the steps he will need to do his job.

Work with a partner. Read the following dialogue to see how Jose asks for the information he needs:

CARMELA: Jose, you will be in charge of keeping our parts bins supplied with parts. When you see that we need parts, you will fill out a requisition form and take it to inventory. They will give you the parts and you will bring them back to our department.

JOSE: **Would you mind** if I asked you some questions?

CARMELA: Sure, go ahead.

JOSE: What requisition form do I need?

CARMELA: You need Requisition Form #210. The forms are kept in the folder next to the computer.

JOSE: **Do you mean** the red folder between the computer and the printer?

CARMELA: Yes, that's the one.

JOSE: O.K. Who fills out the form?

CARMELA: You need to complete the form.

JOSE: **Could you please explain** how I fill out the form?

CARMELA: Sure. Just fill in the date, the part number, and the quantity.

JOSE: **I'm sorry.** I forgot where I'm supposed to pick up the parts.

CARMELA: That's all right. You pick up the parts in Inventory.

JOSE: Where is Inventory?

CARMELA: It's in the warehouse.

JOSE: Who do I give the form to?

CARMELA: Give it to the person at the desk. Wait for them to bring you the parts. Then, bring the parts back here and put them in the correct bin.

JOSE: I understand now. Thank you.



## Useful Expressions

### Polite Expressions To Use When Giving and Receiving Directions:

Could you please...?

Excuse me...

Please...

Would you please...?

I'm sorry...

Would you mind...?

### What To Say When You Don't Understand:

I don't understand. Could you please explain that again?

I don't understand. Could you please show me?

What do you mean?

Do you mean...?

Did you say...?

I'm no sure I understand. Could you please give me an example?



## Making Directions Easy to Understand

Carmela's directions did not have enough information. She did not include all the key ideas. Jose had to ask many questions to understand his new job. Carmela could have helped Jose if she had used ordering words to tell him the steps involved in his new job.

Use the information from the dialogue to write down all of the steps Jose needs for his new job. Be sure to put the steps in chronological order and include all of the details for each step:

---

### Directions for Jose's Job: Keeping the Bins Supplied With Parts

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



## Directions for the New Employee

*Write step-by-step instructions for your job. Remember to use at least one verb (action word) in each step. Remember to use ordering words.*

*My job is* \_\_\_\_\_

### **Directions for doing my job:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_



## Word Power

### Card Game Vocabulary

**Nouns** (people, places, or things):

player	step
deck	half
stack	top
pair	bottom

**Verbs** (action words):

divide  
collect  
count

**Adjectives** (describe nouns):

face up  
face down

**Ordering Words** (Remember these from Lesson 14?)

first (second, third, fourth, fifth, etc.)  
then  
next  
after  
finally





## Learning Styles Groups

- Group #1 = auditory** learning group. The volunteer from this group will listen to directions then restate them to the group. The volunteer is **not** permitted to look at the directions or have cards to play with.
- Group #2 = visual** learning group. The volunteer from this group will read a set of directions then restate them to the group. The volunteer does **not** receive any verbal explanation of cards to play with.
- Group #3 = tactile** learning group. The volunteer from this group will be shown by one or two of the group members how to play the game using cards as props. The group is **not** allowed to explain the directions verbally or show the written directions to the volunteer.



## How to Play War

*War* is a popular card game in the United States. It is played mostly by children and teenagers. *War* requires two players. To play:

1. Divide a deck of cards in half. Give one half to Player #1 and the other half to Player #2.
2. Each player places his cards in a stack. He puts the stack face down in front of him.
3. Next, each player takes the top card from his stack and places it face up in the center of the table. The player with the highest card wins. The winner takes the two cards from the center of the table and puts them face up next to his stack of cards.
4. Repeat step #3 until all cards in the face down stack have been played or until the cards in the center are a pair (have the same number or face).
5. If the cards in the center are a pair, each player places one card face down next to his card in the center. Then each player places another card face up in the center of the table. The highest card wins, and the winner collects all six cards from the center.
6. When both players have played all the cards in their stacks, they count the cards face up in front of them. The player with the most cards is the winner of the game.



## Teaching My Job To Others

**Directions:** Describe how you would teach another employee to do your job.  
Use cues that are:

1. *auditory* (give verbal directions)
2. *visual* (give written information)
3. *tactile* (physically demonstrate what you do)

**Auditory Cues** (What would you say to the new employee?)

**Visual Cues** (What written information would you give to the new employee?)

**Tactile Cues** (What would you ask the new employee to do to learn your job?)



## Word Power

Preview the following vocabulary words before playing the "Wandering Through The Workplace Game"

<b>ahead</b>	<b>backward</b>	<b>forward</b>
<b>bonus</b>	<b>obey</b>	<b>punctual</b>
<b>clockwise</b>	<b>counterclockwise</b>	<b>rotation</b>
<b>schedule</b>	<b>deserve</b>	<b>wander</b>
<b>dice (plural); die (singular)</b>		<b>error</b>

## Prepositions

Preview the meaning of the following prepositions before playing the Wandering Through The Workplace Game:

<b>above</b>	<b>in back of</b>	<b>out</b>
<b>at</b>	<b>in front of</b>	<b>through</b>
<b>below</b>	<b>into</b>	<b>to</b>
<b>behind</b>	<b>next to</b>	<b>under</b>
<b>beside</b>	<b>of</b>	<b>on</b>
<b>for</b>	<b>with</b>	<b>in</b>
<b>onto</b>		



## How to Play

Playing the game requires setting up the cards in numerical order on a table or floor. They may be snaked or curved around to resemble "Chutes and Ladders". One die is needed.

Three to four players sit in a circle with the game cards set up in numerical order between them.

Each player chooses a marker and places it in the space marked "Start". Each player needs a different marker. *(The marker may be a coin, a paper clip, or any other small object.)*

Players must decide who will be first. Find out who in the group arrived at work first today. That person will take the first turn. The second player is the player sitting to the left of the first player. Take turns clockwise around the circle.

Each player rolls the die and moves the number of spaces shown on the die.

The player reads the instructions on the space out loud and follows the instructions.

The winner is the first player to reach the finish line.



## Words for Meetings

notebook  
pen  
pencil  
three-hole punch

white board  
dry erase markers  
eraser

overhead projector  
transparency  
transparency markers

flip chart  
permanent markers

podium  
desk  
cabinet  
bookshelf  
table



## Instructions for Decoding the Mystery Message Group 1

The following is a secret message. To decode the message, your group will need three different keys.

Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

### Secret Message

#### Part One



16-12-11-24-11    21-7    1    10-1-3    23-20    19-1-14-2-9    21-14  
 16-12-21-7    24-23-23-5.

#### Part Two



24-3    24-12    20-5-17-8-21    3-7-8    17-8-12-6    24-5  
 18    9-22-19.

#### Part Three



11-17-2-7    14-15-9    3-1-13    1-2-7    7-17-18-17-7-9    17-14-12  
 5-4-2-14-9-2-14-12    1-25-4-2-13    14-15-9    25-9-25-3-9-10-12  
 4-11    24-4-16-10    13-10-4-16-6.



# Instructions for Decoding the Mystery Message

## Group 2

The following is a secret message. To decode the message, your group will need three different keys.

Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

### Secret Message

#### Part One



16-12-11-24-11 21-7 1 10-1-3 23-20 19-1-14-2-9  
21-14 16-12-21-7 24-23-23-5.

#### Part Two



24-3 24-12 9-8-7-24-5-17 3-7-8 25-23-24-13  
26-7-18-21-3.

#### Part Three



11-17-2-7 14-15-9 3-1-13 1-2-7 7-17-18-17-7-9 17-14-12  
5-4-2-14-9-2-14-12 1-25-4-2-13 14-15-9 25-9-25-3-9-10-12  
4-11 24-4-16-10 13-10-4-16-6.





## Instructions for Decoding the Mystery Message Group 3

The following is a secret message. To decode the message, your group will need three different keys.

Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

### Secret Message

#### Part One



16-12-11-24-11 21-7 1 10-1-3 23-20 19-1-14-2-9  
21-14 16-12-21-7 24-23-23-5.

#### Part Two



24-3 24-12 22-5 3-7-8 3-18-9-23-8 9-8-7-24-5-17 3-7-8  
22-11-8-21-7-8-18-17 13-21-22-15-8-26-3-22-21.

#### Part Three



11-17-2-7 14-15-9 3-1-13 1-2-7 7-17-18-17-7-9 17-14-12  
5-4-2-14-9-2-14-12 1-25-4-2-13 14-15-9 25-9-25-3-9-10-12  
4-11 24-4-16-10 13-10-4-16-6.

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## Instructions for Decoding the Mystery Message Group 4

The following is a secret message. To decode the message, your group will need three different keys.

Each person in the group has been given one key. Each key decodes part of the message, but you need all three keys to decode the whole message.

Key 1 decodes the first part of the message. Key 3 decodes the second part of the message, and key 2 decodes the third part of the message.

Hyphens separate all letters of the same word. Spaces separate words from each other.

### Secret Message

#### Part One



16-12-11-24-11   21-7   1   10-1-3   23-20   19-1-14-2-9  
 21-14   16-12-21-7   24-23-23-5.

#### Part Two



24-3   24-12   24-5   18   9-24-16   9-22-19   5-8-19-3   3-22  
 3-7-8   26-18-9-24-5-8-3-12.

#### Part Three



11-17-2-7   14-15-9   3-1-13   1-2-7   7-17-18-17-7-9   17-14-12  
 5-4-2-14-9-2-14-12   1-25-4-2-13   14-15-9   25-9-253-9-10-12  
 4-11   24-4-16-10   13-10-4-16-6.



## KEY 1



Use the following key to decode the first part of the secret message.

1 = A

10 = B

19 = C

2 = D

11 = E

20 = F

3 = G

12 = H

21 = I

4 = J

13 = K

22 = L

5 = M

14 = N

23 = O

6 = P

15 = Q

24 = R

7 = S

16 = T

25 = U

8 = V

17 = W

26 = X

9 = Y

18 = Z



## KEY 2



Use the following key to decode the third part of the secret message.

1 = A

10 = R

19 = J

2 = N

11 = F

20 = W

3 = B

12 = S

21 = K

4 = O

13 = G

22 = X

5 = C

14 = T

23 = L

6 = P

15 = H

24 = Y

7 = D

16 = U

25 = M

8 = Q

17 = I

26 = Z

9 = E

18 = V



## KEY 3



Use the following key to decode the second part of the secret message.

1 = Z

10 = Y

19 = X

2 = W

11 = V

20 = U

3 = T

12 = S

21 = R

4 = Q

13 = P

22 = O

5 = N

14 = M

23 = L

6 = K

15 = J

24 = I

7 = H

16 = G

25 = F

8 = E

17 = D

26 = C

9 = B

18 = A



## Process of Elimination

Read these directions and be sure you understand them before filling in the answers:

- **Fill in** the blanks below with an answer from the box. Each answer will only be used once.
- **Cross out** each word in the box as you use it.
- *If you don't know the answer to a question, **skip** the question and move on to answer the next question.*
- After you have answered all of the questions you know and have crossed out the answers to other questions, **return** to the questions you skipped and make an "educated guess" using the words that are left.
- When you don't know the meaning of a word, see if it looks like a word you know or see if you can **recognize** its root.

hearing	hear	vision	tactile	senses
---------	------	--------	---------	--------

1. Touch, hearing, sight, taste, and smell are our five \_\_\_\_\_ .
2. When we see perfectly, we have 20/20 \_\_\_\_\_ .
3. Our ears are used for \_\_\_\_\_ .
4. If something is audible it means we can \_\_\_\_\_ it.
5. A person who learns best by touching or "hands on" is a \_\_\_\_\_ learner.



## Word Power

1. Work with a partner.
2. Match the word or phrase with its definition by putting the letter of the correct definition in front of the word or phrase it defines.
3. Use the "process of elimination". *Check off each definition as you use it.*

- |                                |  |
|--------------------------------|--|
| ___ 1. appearance              | a) information                                       |
| ___ 2. appropriate             | b) using what you know to make a good guess          |
| ___ 3. contact                 | c) dangerous   |
| ___ 4. damage                  | d) touch   |
| ___ 5. data                    | e) smell   |
| ___ 6. educated guess          | f) how something looks                               |
| ___ 7. hazardous               | g) ruling out what is definitely incorrect           |
| ___ 8. ingestion*              | h) hurt; harm; or injury                             |
| ___ 9. odor                    | i) correct for that situation                        |
| ___ 10. physical data          | j) a piece of paper                                  |
| ___ 11. process of elimination | k) a covering to keep you safe                       |
| ___ 12. protection             | l) the name that a product is sold under             |
| ___ 13. sheet                  | m) information about how a material looks and smells |
| ___ 14. trade name             | n) swallowing; drinking                              |

- \* Notice the difference between "ingestion" and "injection". They are two different words with two different meanings.



## Material Safety Data Sheet (MSDS)

<b>PRODUCT TRADE NAME</b>		<b>Parker Coolant</b>
<b>PHYSICAL DATA:</b> Appearance Odor	Green Liquid none	
<b>HEALTH HAZARD DATA:</b> Eyes Skin Ingestion	Contact with eyes can cause burn and eye damage. Contact with skin can cause irritation. Can result in burns of the digestive tract.	
<b>PERSONAL PROTECTION:</b> Eye Protection Skin Protection	Goggles Gloves	





## Questions About Hazardous Materials

Use the MSDS to answer the following questions:

1. What is the trade name of this product? \_\_\_\_\_
2. What color is this product? \_\_\_\_\_
3. Does this product have a smell? \_\_\_\_\_
4. What will happen if you get this product in your eyes?  
\_\_\_\_\_
5. What will happen if you get this product on your skin?  
\_\_\_\_\_
6. What may happen if you swallow this product?  
\_\_\_\_\_
7. What protection do you need when using this product?  
\_\_\_\_\_ and \_\_\_\_\_



## Educated Guess or Accurate Response?

Read each situation below.

Write the words "educated guess" in the blank after that statement if you think that it is all right to take a guess in that situation.

Write the words "accurate response" if you think that it is critical to respond to that situation correctly:

1. Your supervisor asks when you think your paperwork will be finished.

\_\_\_\_\_

2. You are not sure of the correct answer on a test. \_\_\_\_\_

3. You are deciding what parts need to be rejected. \_\_\_\_\_

4. A co-worker asks you if you think you'll work overtime this week.

\_\_\_\_\_

5. The machine operator asks you if her machine is turned off before she reaches in to repair it. \_\_\_\_\_

6. Your family asks you about what time you think you'll be home tonight.

\_\_\_\_\_

7. You need to write down the names of the chemicals in a mixture.

\_\_\_\_\_



## Filling Out Forms

On the blank line, write the letter of the correct answer.

- \_\_\_ 1. When you fill out a form, you must
  - a. Use a pencil
  - b. Always type
  - c. Use a pen
- \_\_\_ 2. When filling out a form, you should
  - a. Print clearly
  - b. Write fast
  - c. Use cursive writing
- \_\_\_ 3. N/A means
  - a. No answer
  - b. Does not apply
  - c. Not applying
- \_\_\_ 4. Abbreviations must
  - a. be in all capital letters
  - b. be followed by a period
  - c. be written in lower case
- \_\_\_ 5. Names of people, companies, streets, cities, and states should
  - a. begin with a capital letter
  - b. be written in cursive writing
  - c. be written in all lower case letters
- \_\_\_ 6. On an application or form, your name
  - a. will always be written with your first name first
  - b. will always be written with your last name first
  - c. may have either your first name or your last name first
- \_\_\_ 7. Your signature should be
  - a. printed
  - b. in cursive writing
  - c. written by someone else
- \_\_\_ 8. An affidavit
  - a. is a statement that the information contained in a form is correct
  - b. is not an important part of a form
  - c. must not be signed
- \_\_\_ 9. When filling out a form, it is very important to
  - a. skip some answers
  - b. fill in all blanks that apply
  - c. make up information that you don't know
- \_\_\_ 10. If someone calls your house or comes to the door and asks you to take a survey.
  - a. you must answer all of the questions
  - b. you are not obligated to give out any information
  - c. it is probably a government survey



## Group Activity: Fill In The Blanks

Directions: Each of the following answers belong in a blank in the survey below. Work as a group. Write each answer in the correct blank. It will help if you cross out each answer as you use it:

(714) 555-5555

(714) 555-5556

2553

47

5 years

92669

ABC Widget Co.

Avenue

B.

California

East Chapman

electronic assembler

Johnson

M

Mon., Wed., Fri.

Orange

part time

permanent

Robert

supervisor

yes

<b>Name</b>				<b>M</b>	<b>F</b>	
<b>last</b>	<b>first</b>	<b>M.I.</b>	<b>circle one</b>		<b>age</b>	
<b>Company</b>			<b>Company Address</b>			
			<b>street</b>	<b>city</b>	<b>state</b>	<b>zip</b>
<b>Job Title</b>	<b>Full or Part Time?</b>	<b>Permanent or Temporary?</b>				
<b>Years at that Position</b>	<b>Are you interested in training for another position?</b>	<b>What position would you be interested in?</b>				
<b>What days would you be available for training?</b>			<b>Phone Number</b>			
<b>Circle all available days:</b>			daytime: (    ) -			
			evenings: (    ) -			
<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>	<b>Sat</b>	<b>Sun</b>



## Tips on Filling Out Forms

1. Look at the whole form.  
Which of the questions do you already know the answers to?
2. Answer the questions that you know the answers to.  
For now, skip the questions you do not know the answers to.
3. Look at the questions you left blank.  
What information do you need to answer those questions?

4. If there is a question that does not apply to you.  
Write N/A in the space.

*(For example: If the question asked "List the names of your children", but you do not have children, you would write N/A in the space.)*

5. What else can you do if you don't know the answer?
  - a. Ask if you can have some extra time to fill out the survey or form.
  - b. Ask someone who might know the answer.
  - c. Look up the answer in a book, dictionary, manual, etc.



## Filling Out A Voter Registration Form

Review the information below. It contains an explanation of instructions for filling out a voter registration form, definitions of terms, and the spelling of some words you may want to include. You may look up more words in the dictionary.

**Directions:** Fill out the voter registration form on the back of this page.

### Glossary of Instructions, Definitions, and Spelling of Important Words

#### INSTRUCTIONS

1. **WRITE ONLY IN INK:** Use a black or blue pen. Do not use a pencil.
2. **PRINT CLEARLY:** Be sure each letter can be easily read.
3. **THERE MAY BE A CHOICE OF TWO BLANKS TO FILL OUT.** In this case, you only fill out the blank that applies to you.
4. **DO NOT LEAVE BLANKS UNFILLED UNLESS IT IS APPROPRIATE.**

#### DEFINITIONS

1. N/A: This means "does not apply". Use N/A when the information requested on the form does not apply to you.
2. enrollment: registering
3. residence: your home address
4. height: how tall you are in feet and inches (Example: five feet, eight inches is written 5'8")
5. length: how long something is (Example: Your length of time at your residence is how long you have lived in your present home.)
6. birthplace: the city where you were born. There is a separate blank to fill in if your birthplace is not in the U.S.
7. previously: already been done
8. present name: the name you legally use now
9. party enrollment: you may register in one of five political parties but you may check another box if you do not want to register in any particular party
10. absentee ballot: a ballot you fill out and send in by mail. When you vote by absentee ballot, you do not vote at a local polling place.
11. affidavit: a sworn statement. You are taking an oath that the information is correct.
12. perjury: to lie under oath
13. witness to mark: the name of a person that observed you, and only you, sign the application

#### SPELLING OF IMPORTANT WORDS

auburn    black    blonde    blue    brown    dark green    hazel    light    red



## Filing Out An Application for a Driver's License

<b>APPLICATION FOR DRIVER'S LICENSE</b>				
<b>PLEASE PRINT IN SPACES NEXT TO ARROWS</b>				
1	▶ Last Name	▶ First Name	▶ Middle Initial	
2	▶ Date of Birth ▶	▶ Month	▶ Day	▶ Year
				Sex <input type="checkbox"/> M <input type="checkbox"/> F
3	▶ Number and Street (Mailing Address)			
4	▶ City or Town	▶ State	▶ ZIP Code	
5	▶ County of Residence			
6	▶ Legal Address if different from Mailing Address			
7	▶ Has your address changed since your last license was issued?			<input type="checkbox"/> Yes <input type="checkbox"/> No
8	▶ Height		▶ Eye Color	



# Individual Activity: Filling Out A Survey

## Glossary of Terms

- Abbreviation:** a letter or letters that stand for a longer word. Abbreviations always end with a period. Common abbreviations are: Street (St.), Avenue (Ave. or Av.), Boulevard (Blvd.), Road (Rd.), number (no.), month (mo.), year (yr.), California (Calif. or CA.), Orange County (O.C.)
- Applicant:** the name of the person applying for a job or position
- Initial:** the first letter of a first or middle name. Because initials are abbreviations of names, they are capitalized and followed by a period.
- Occupation:** job
- Optional:** voluntary; by choice; not necessary
- Print:** block letters, not cursive writing
- Signature:** a name signed by a person in cursive writing
- Survey:** a form that asks you to fill out answers to questions. Most surveys are optional unless they are part of an application. You are not obligated to provide personal information to companies you buy from or for people who come to your door or call you on the phone.

**Directions:** Fill out the following survey. Use a pen. Clearly print all of your answers. Look up any words you are not sure of in the dictionary so that you will correctly spell all words. Be careful that you print your name in the correct order because some surveys and applications ask for your last name first.

## Car Pool Survey

Name			M	F	
last	first	M.I.	circle one	age	
Company		Address			
		street	city	state	zip
Job Title	Time Your Shift Begins		Time Your Shift Ends		
	a.m.	p.m.	a.m.	p.m.	
Do You Car Pool?	Would You Be Interested In Joining a Car Pool?		Days (circle days)		
YES NO	YES NO		S	M	Tu W Th F Sat
Daytime Phone Number: ( ) -					





## Paired Activity: An Oral Questionnaire

**Read all of the directions below before beginning this assignment:**

1. You are going to be filling out a questionnaire for your partner by reading the questions on a form aloud to your partner and writing down his/her answers.
2. Your partner will not see his/her form until you have completed it.
3. If you do not know how to spell a word, ask your partner to spell it for you. If neither of you know the correct spelling, use the dictionary.
4. **Print** all answers in blue or black ink.
5. Begin at the arrow and make sure that you fill in each box. If a question does not apply to your partner, fill in the box with "N/A" (meaning: "does not apply").
6. After you complete your partner's form, have your partner do the same for you with your form.
7. When both forms are completed, **proofread** the form that your partner filled out to be sure all answers are correct. When you are sure that all answers are correct, you may sign your own form.



# Filing Out An a Voter Registration Form

FORM 5-78  
REV. 1988

## APPLICATION FOR REGISTRATION AND ENROLLMENT BY MAIL

(Please Print)

**Section 1**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Initial \_\_\_\_\_ Jr. or Sr. \_\_\_\_\_  
 Residence Address No. \_\_\_\_\_ Street or Road \_\_\_\_\_ City, Town (Zip Code) \_\_\_\_\_  
 If Apartment Dweller or Lodger \_\_\_\_\_ Between what side streets? \_\_\_\_\_  
 Room No. \_\_\_\_\_ Floor No. \_\_\_\_\_ Apartment No. \_\_\_\_\_  
 Mailing Address if different \_\_\_\_\_ If you live in incorporated village, give village name \_\_\_\_\_ Telephone Number (if listed) \_\_\_\_\_  
 Born in U.S.A. \_\_\_\_\_ Sex \_\_\_\_\_ Height \_\_\_\_\_ Color Hair \_\_\_\_\_ Color Eyes \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Yes  No

Ser. No. \_\_\_\_\_  
 Tr. \_\_\_\_\_ AD \_\_\_\_\_ ED \_\_\_\_\_  
 Reg. Date \_\_\_\_\_  
 SC. \_\_\_\_\_ V. \_\_\_\_\_ Z. \_\_\_\_\_  
 Length of Time at Residence: Years \_\_\_\_\_ Months \_\_\_\_\_ Days \_\_\_\_\_

**Section 2**

BIRTHPLACE (If Born in the United States)	BIRTHPLACE (If Not Born in the United States)	NAME AT BIRTH (If Different)

Have you been previously registered? Yes  No  Did you register under your present name? Yes  No  If not, under what name did you register? \_\_\_\_\_  
 Did you then reside at your present address? Yes  No  If not, from what address did you register? No. \_\_\_\_\_ St. \_\_\_\_\_ City, Town (Zip Code) \_\_\_\_\_ County \_\_\_\_\_  
 Were you registered immediately before moving? Yes  No  In what year did you last vote at a General Election in this State? \_\_\_\_\_  
 Name and Address of Present Employer or School \_\_\_\_\_

**FILL IN ONLY IF APPLICANT IS FOREIGN BORN**

Naturalization Papers	Date of Papers	City and State	Court	Name of Person to _____ issued
Own <input type="checkbox"/> Father's <input type="checkbox"/> Mother's <input type="checkbox"/> Husband's <input type="checkbox"/>				

Other explanation of citizenship \_\_\_\_\_

**Section 3**

THIS YEAR'S PRIMARY MAIL APPLICATION TO:  
 THIS YEAR'S GENERAL ELECTION.

**Be sure to complete this section!**

### PARTY ENROLLMENT

If you wish to enroll in a political party, check the party of your choice:

Democratic  Republican  
 Conservative  Right to Life  Liberal  
 Transfer my present party enrollment to my new address. (See Instruction No. 7C).  
 I do not wish to enroll in any political party.  
 I am herewith changing my enrollment (See Instruction No. 8)

**AFFIDAVIT**

"I affirm that the information provided herein is true and I understand that this application will be accepted for all purposes as the equivalent of an affidavit, and if it contains a material false statement, shall subject me to the same penalties for perjury as if I had been duly sworn."

Signature or Mark of Applicant \_\_\_\_\_ Date \_\_\_\_\_  
 Witness to Mark \_\_\_\_\_ Date \_\_\_\_\_

652





## Common Forms: Filling Out A Social Security Number Application

A SOCIAL SECURITY NUMBER APPLICATION						
Please type or print. Don't use pencil.						
NAME TO BE SHOWN ON CARD	First	Middle	Last			
FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last			
OTHER NAME(S) USED						
MAILING ADDRESS						
CITY		STATE		ZIP		
CITIZENSHIP (Check one only) <input type="checkbox"/> a. U.S. citizen <input type="checkbox"/> b. Legal alien allowed to work <input type="checkbox"/> c. Legal alien not allowed to work <input type="checkbox"/> d. Other	SEX <input type="checkbox"/> Male <input type="checkbox"/> Female	DATE OF BIRTH	MONTH	DAY	YEAR	PRESENT AGE
		PLACE OF BIRTH	CITY		STATE OR FOREIGN COUNTRY	
MOTHER'S NAME AT HER BIRTH	First	Middle	Last (her maiden name)			
FATHER'S NAME	First	Middle	Last			
a. Have you or someone on your behalf applied for a social security number before? <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes						
b. Enter social security number		c. In what State did you apply?		What year?		
d. Enter the name shown on your most recent social security card						
TODAY'S DATE:	MONTH	DAY	YEAR	Telephone number where we can reach you during the day	HOME	OTHER
YOUR SIGNATURE						

BEST COPY AVAILABLE





## Common Forms: Employee's Withholding Allowance Certificate

<b>Form W-4</b> (Rev. October 1979)	Department of the Treasury—Internal Revenue Service <b>Employee's Withholding Allowance Certificate</b>
Print your full name ▶ _____ Your social security number ▶ _____	
Address (including ZIP code) ▶ _____	
Marital status: <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate <i>Note: If married, but legally separated, or spouse is a nonresident alien, check the single block.</i>	
1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . . .	\$ _____
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . .	_____
3 I claim exemption from withholding because (see instructions and check boxes below that apply):	
a <input type="checkbox"/> Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND	
b <input type="checkbox"/> This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both	
a and b apply, enter "EXEMPT" here . . . . . <input type="checkbox"/> Yes <input type="checkbox"/> No	
c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . . <input type="checkbox"/> Yes <input type="checkbox"/> No	
<small>Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.</small>	
Employee's signature ▶ _____	Date ▶ _____, 19____
Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY) _____	
Employer identification number _____	

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# Common Forms: Application for Employment

APPLICATION FOR EMPLOYMENT				
<b>PERSONAL INFORMATION</b>				
			DATE	SOCIAL SECURITY NUMBER
NAME		AGE	SEX	
LAST	FIRST	MIDDLE		
PRESENT ADDRESS				PHONE NO.
STREET		CITY	STATE	
DATE OF BIRTH	HEIGHT	WEIGHT	COLOR OF HAIR	COLOR OF EYES
<b>EMPLOYMENT DESIRED</b>				
POSITION		DATE YOU CAN START	SALARY DESIRED	
<b>FORMER EMPLOYERS</b> (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)				
DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
<b>EDUCATION</b>				
EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
<b>REFERENCES:</b> GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.				
NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED	
1				
2				
3				
DATE		SIGNATURE		



# Common Forms: Application for Employment

**PERSONAL:**

NAME \_\_\_\_\_ SOC. SEC. NO. \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

**WORK EXPERIENCE:**

NAME of company where you worked last \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
(number, street, city, state, zip code)

WHEN you worked: Started \_\_\_\_\_ Left \_\_\_\_\_ (If still there, write present)  
(month & year) (month & year)

JOB TITLE \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
 DUTIES \_\_\_\_\_ SALARY \_\_\_\_\_  
 WHY YOU LEFT \_\_\_\_\_ (If still there, put a dash)

NAME of company where you worked before the one above \_\_\_\_\_  
 ADDRESS \_\_\_\_\_

WHEN you worked: Started: \_\_\_\_\_ Left \_\_\_\_\_  
(month, year) (month, year)

JOB TITLE \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
 DUTIES \_\_\_\_\_ SALARY \_\_\_\_\_  
 WHY YOU LEFT \_\_\_\_\_

**EDUCATION:**

NAME of high school \_\_\_\_\_ CITY & STATE \_\_\_\_\_  
 YEARS ATTENDED \_\_\_\_\_ WHEN (did you, will you) GRADUATE \_\_\_\_\_

NAME of other school  
 (business, vocational, college) \_\_\_\_\_ CITY & STATE \_\_\_\_\_  
 YEARS ATTENDED \_\_\_\_\_ SPECIAL SUBJECTS studied \_\_\_\_\_

**SPECIAL SKILLS:** (Such skills as: Drive a car, type [what speed?], take steno, operate a Xerox machine,  
 speak a second language)

**REFERENCES:** (Think of 3 people, not relatives, who know you well)

NAME \_\_\_\_\_ JOB TITLE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

NAME \_\_\_\_\_ JOB TITLE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

NAME \_\_\_\_\_ JOB TITLE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_



## Bingo Game

Find someone in class who...

Plays Soccer	Has been to Disneyland	Has Grandchildren
Has a sister	Likes tomatoes	Was born in California
Has been to San Francisco	Worked at your company more than 10 years	Likes to sing
Goes to school	Has children	Is not married
Has a dog	Has blue eyes	Drives a truck





## Small Talk

Hi. How are you?

Fine. How are you?

Fine, thank you.

What's your name?

I'm.....

What's yours?

I'm.....

What's your job at this company?

I'm.....

What do you do?

I.....

How long have you worked here?

About.....

How about you?

About.....

Do you like your job? ,

Yes/no

Why?

Because.....

Well, I've enjoyed talking with you. I hope I see you again.

Me too. Good-bye

Bye.



## Group Activity To Small Talk

1. Each team member will write down two questions he/she might ask a new friend or co-worker in order to make small talk.
2. Each member will share his/her questions with the group.
3. The group will choose from those questions and write a "small talk" dialogue.
4. Practice the new dialogue with at least two partners from the group. Be sure each person tries to take both parts.
5. The group will choose two members to perform the dialogue for the whole class.



## Who Can You Find?

Find someone in this class who:

1. \_\_\_\_\_ has worked at your company for more than 5 years.
2. \_\_\_\_\_ goes to school.
3. \_\_\_\_\_ reads directions or instructions at work.
4. \_\_\_\_\_ likes to talk at team meetings.
5. \_\_\_\_\_ has to talk on the phone at work.
6. \_\_\_\_\_ wants to learn more English.
7. \_\_\_\_\_ wants to become a U.S. citizen.
8. \_\_\_\_\_ reads safety signs at work.
9. \_\_\_\_\_ went on a trip to Mexico during vacation.
10. \_\_\_\_\_ has an idea to tell the supervisor or boss.



## Reading/Writing Warm-up

### Reading (10+ minutes)

Title \_\_\_\_\_

Author \_\_\_\_\_

Today I read pages \_\_\_\_\_ - \_\_\_\_\_

This book was about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### New Words:

\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_  
\_\_\_\_\_ = \_\_\_\_\_

### Writing (10+ minutes)

Topic: \_\_\_\_\_  
\_\_\_\_\_

Your thoughts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Vocabulary List

1. contaminate

2. sterile

3. solution

4. filter

5. container



## Main Ideas

The following words can be put into groups. The main idea of each group is listed. Try to put the words with the correct main idea.

### Sports

---

---

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### Colors

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### Clothing

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### Tools

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---

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hammer  
 baseball  
 screwdriver  
 tennis  
 swimming

pants  
 soccer  
 chisel  
 brown  
 skirt

orange  
 shirt  
 turquoise  
 vest  
 beige

track  
 jacket  
 shovel  
 saw  
 gray



## Main Idea Hunt

At our company we make many products. PICs or Plastic Irrigation Containers are an important product. About 14% of our company's profits come from PICs. There are many steps to follow when PICs are made. PICs come in many sizes.

The most important idea is:

- a. Our company makes only PICs.
  - b. PICs are an important product at our company.
  - c. Our company makes supplies for eye doctors.
- 

Plastic Irrigation Containers come in four sizes. Some PICs are half liter and some are one liter. PICs are also two liter and four liter. The crew can handle the smaller containers faster than the larger containers. Every size PIC must be handled with care.

The most important idea is:

- a. All PICs are the same size.
- b. The crew only handles four liter PICs.
- c. PICs are not all the same size.

Copy the sentence from the paragraph that tells the answer.

---

---

Our company manufactures all the things that are needed for IV therapies. At our company we make IV solutions and the sets that connect the patient to the solution. We also manufacture and distribute the computerized pumps that control the flow, the filters and the poles.

The most important idea is:

- a. Our company makes computerized pumps.
- b. Our company makes everything that is needed for IV therapy.
- c. Our company makes IV solutions.

Underline the sentence in the paragraph that tells the answer.



### Dictation Pairs – Student A

\$6.25	_____
\$3.40	_____
\$1.98	_____
\$4.19	_____
\$10.00	_____
\$2.90	_____
\$5.75	_____
\$8.30	_____



### Dictation Pairs – Student A

\$6.25	_____
\$3.40	_____
\$1.98	_____
\$4.19	_____
\$10.00	_____
\$2.90	_____
\$5.75	_____
\$8.30	_____





## Dictation Pairs – Student B

\$3.18

---

\$7.16

---

\$2.80

---

\$9.60

---

\$1.55

---

\$4.15

---

\$8.20

---

\$6.17

---



## Dictation Pairs – Student B

\$3.18

---

\$7.16

---

\$2.80

---

\$9.60

---

\$1.55

---

\$4.15

---

\$8.20

---

\$6.17

---



## Let's Find Facts

A good attitude at work can help you get ahead. You can show a good attitude on your job. Be on time every day and do your work well. Help the other members of your team. Don't tell them, "That's not my job."

At work, you should

- a. come late.
- b. be angry with your co-workers.
- c. help your co-workers.

Miguel had a problem at work. The same machine broke again. It had broken twice last week. Miguel call the repairman to fix it. The man did not come for two hours. Miguel got angry and yelled at the repairman. The next day the repairman called Miguel's supervisor.

Miguel was angry because

- a. the machine worked well.
- b. the repairman did not come for a long time.
- c. he was tired.

Most of us work every day with many different people. We talk with co-workers and with our bosses. Sometimes we work with customers. It is important to get along with them. Working well with others and having a good attitude save the company money because production often goes up.

Getting along with others

- a. is important.
- b. makes other people mad.
- c. is very easy.

If employees work well together

- a. the company loses money.
- b. production rises.
- c. customers call to complain.



## Sorting Things Out

Working with your group, name four things which fit in each category.

Animals

---

---

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Things That Fly

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---

---

Things You Can Drink

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---

---

---

---

Sweet Things

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---

---

---

---



## Who Can You Find-#2?

Find someone in this class who:

1. \_\_\_\_\_ can tell you who to call for a medical emergency.
2. \_\_\_\_\_ wears hearing protection in his or her department.
3. \_\_\_\_\_ knows what "evacuation" means.
4. \_\_\_\_\_ likes to listen to books on tape.
5. \_\_\_\_\_ wears safety glasses on the job.
6. \_\_\_\_\_ can give you directions to the cafeteria.
7. \_\_\_\_\_ can explain the word litter.
8. \_\_\_\_\_ works in a cleanroom.
9. \_\_\_\_\_ uses a weld shield at work.
10. \_\_\_\_\_ has a new idea to tell the supervisor or boss.



## **Order, Order, Order!**

**The following is the sequence for making, filling, sealing and inspecting PICs.**

- The bottles are made in Blow Molding.
- The solution is put in in the filling line.
- The bottles and closures are sealed together.
- They are sealed with a solution made in Mixing.
- The filled container is "cooked" until it is assured that the product is sterile.
- They are dried on the packing line.
- The inspector gives them a touch test.

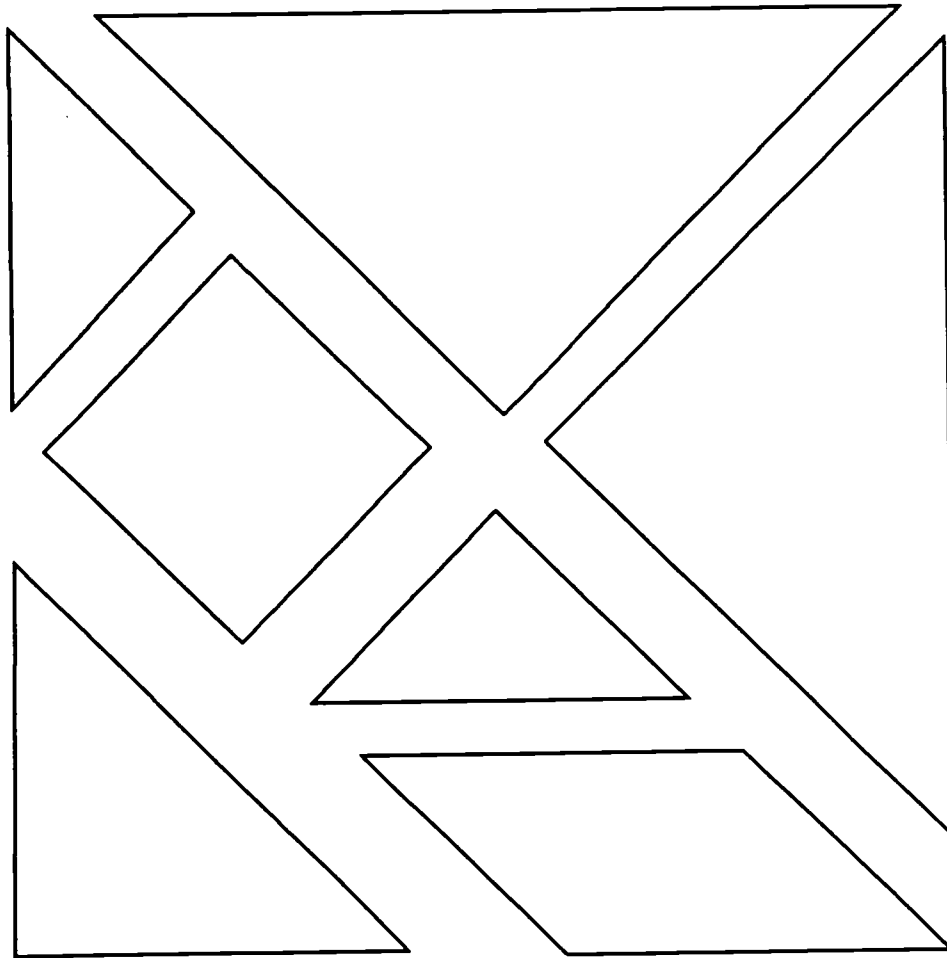
**Put these statements in the proper order.**

- The filled container is "cooked" until it is assured that the product is sterile.
- The solution is put in in the filling line.
- The inspector gives them a touch test.
- The bottles are made in Blow Molding.
- They are sealed with a solution made in Mixing.
- They are dried on the packing line.
- The bottles and closures are sealed together.



## Let's Make a House or a Boat

Cut out the shapes below. Then, work with a partner to see if you can join the pieces to make the house, and then the boat. It is not as easy to put the pieces together as it looks! Your teacher has the answers.





## How Are We Doing?

Please **circle** the answer which most nearly matches your opinion.

I am learning	nothing	a little bit	a lot
My reading is improving	not at all	a little bit	a lot
English is	always difficult	sometimes difficult	easy
I like my work	not at all	a little bit	a lot

The best thing about this class is \_\_\_\_\_

I would like this class more if \_\_\_\_\_



## A Busy Day

Anna and Maria had a busy day. Put the sentences in the correct order to tell what they did.

- \_\_\_\_\_ a. After dinner, Anna washes the dishes and does her homework.
- \_\_\_\_\_ b. Anna goes to bed at 10:00.
- \_\_\_\_\_ c. Anna gets up at 6:00.
- \_\_\_\_\_ d. Anna and Maria eat dinner at 6:30.
- \_\_\_\_\_ e. At 7:00 in the morning Maria takes Anna to school.
- \_\_\_\_\_ f. Anna finishes school at 3:00.
- \_\_\_\_\_ g. Maria picks Anna up after school.
- \_\_\_\_\_ h. Maria makes breakfast for Anna.
- \_\_\_\_\_ i. Maria makes dinner and Anna sets the table.





## Getting to Know You

### Find someone in class who:

Has to read work orders at work.

\_\_\_\_\_

Had to learn something new on the job in the last 6 months.

\_\_\_\_\_

Has to write notes at work.

\_\_\_\_\_

Has to use the computer at work.

\_\_\_\_\_

Is on a team at work.

\_\_\_\_\_

Goes to school.

\_\_\_\_\_

Wants to learn a new job at work.

\_\_\_\_\_

Had to make a presentation at work.

\_\_\_\_\_

Has changed jobs in the last year.

\_\_\_\_\_



## Learning Styles

A *learning style* means the way an individual likes to learn. A person's learning style is influenced by nature and environment. Three learning styles which we will discuss today are:

1. Visual Learners

2. Auditory Learners

3. Tactile Learners



## Adult Learning Style Profile

**Directions:** Read each statement. Place a 1, 3, or 5 in the box at the end of the statement:

- 1 Indicates least like you
- 3 Indicates somewhat like you
- 5 Indicates a lot like you

Work quickly- do not sit and ponder. **There are no right or wrong answers.**

- \_\_\_ 1. I'm good at remembering things I hear or that people tell me.
- \_\_\_ 2. I like to read and usually read a lot.
- \_\_\_ 3. I notice that I often bear down extremely hard with pen or pencil when writing.
- \_\_\_ 4. I often find diagrams, graphs, and charts difficult to understand.
- \_\_\_ 5. I do better at following directions if I read them, not just hear them.
- \_\_\_ 6. I enjoy doing work/sewing or woodworking or working on machines.
- \_\_\_ 7. I like group-type projects which allow for lots of discussion and exchange of ideas.
- \_\_\_ 8. Graphs, charts, and diagrams help me to understand the subject/presentation.
- \_\_\_ 9. I notice that I often handle objects such as coins, keys, or pencils while studying, reading, listening, or talking.
- \_\_\_ 10. I understand academic subjects better when listening to lectures or tapes.
- \_\_\_ 11. I remember best by taking notes in classes/meetings; making lists of things to do.
- \_\_\_ 12. I notice that I like to have snacks or drinks available or chew gum or smoke while studying or working.
- \_\_\_ 13. I find that I can spell difficult words if I "sound them out"
- \_\_\_ 14. I'm good at using maps to find places.
- \_\_\_ 15. I like classroom or work projects where I can create/make things or build models.
- \_\_\_ 16. I enjoy attending and listening to a good lecture/speech play or drama.
- \_\_\_ 17. I enjoy spending time reading or looking through magazines, books and newspapers.
- \_\_\_ 18. I exercise regularly by doing aerobics, jogging, walking or participating in sports activities.
- \_\_\_ 19. To solve a problem/difficult situation, I need/like to talk it over/discuss it with others.



## Adult Learning Style Profile (continued)

- \_\_\_20. It helps me to spell difficult words if I write them down or see them in print.
- \_\_\_21. I feel comfortable in physical contact of touching others, hugging, and handshaking.
- \_\_\_22. I'm good at remembering and following oral directions.
- \_\_\_23. I am good at working and solving jigsaw puzzles and mazes.
- \_\_\_24. I enjoy sight-seeing and visiting new places.
- \_\_\_25. I enjoy music: singing, listening, going to musicals or concerts.
- \_\_\_26. I'm good at researching topics articles or stories and/or writing reports.
- \_\_\_27. I doodle during meetings, lectures, or while listening on the phone.
- \_\_\_28. I read aloud/whisper to myself when trying to understand new or difficult material.
- \_\_\_29. I'm good at doing layout and design work: formatting drawing, sketching and coloring.
- \_\_\_30. I like working with computers or other electronic technology for learning/working.



# Inventory Scoring

- Put the point value number (1, 3, 5) on the line next to its corresponding item number.
- Add each column to get your total score under each heading.

1 point = Seldom  
 3 points = Sometimes  
 5 points = Often

### AUDITORY

No. of Pts.

- 1. \_\_\_\_\_
- 4. \_\_\_\_\_
- 7. \_\_\_\_\_
- 10. \_\_\_\_\_
- 13. \_\_\_\_\_
- 16. \_\_\_\_\_
- 19. \_\_\_\_\_
- 22. \_\_\_\_\_
- 25. \_\_\_\_\_
- 28. \_\_\_\_\_

          
**Total**

### VISUAL

No. of Pts.

- 2. \_\_\_\_\_
- 5. \_\_\_\_\_
- 8. \_\_\_\_\_
- 11. \_\_\_\_\_
- 14. \_\_\_\_\_
- 17. \_\_\_\_\_
- 20. \_\_\_\_\_
- 23. \_\_\_\_\_
- 26. \_\_\_\_\_
- 29. \_\_\_\_\_

          
**Total**

### TACTILE

No. of Pts.

- 3. \_\_\_\_\_
- 6. \_\_\_\_\_
- 9. \_\_\_\_\_
- 12. \_\_\_\_\_
- 15. \_\_\_\_\_
- 18. \_\_\_\_\_
- 21. \_\_\_\_\_
- 24. \_\_\_\_\_
- 27. \_\_\_\_\_
- 30. \_\_\_\_\_

          
**Total**



## Inventory Scoring (continued)

Copy your highest, second highest, and lowest scores below:

Scores:	_____ - _____ - _____
	Highest      Second      Lowest
<b>Your Learning Style Profile</b>	
"Style Letters":	_____ - _____ - _____

**Example:**

38	-	34	-	28
V		T		A



## Learning Styles Suggestions

If you are a **visual learner** (learn by seeing):

1. Write things down because you remember them better that way.
2. Look at a person when he or she is talking.
3. It is better for you to work in a quiet place, and usually by yourself.
4. Use color highlighters to mark important information.
5. Write vocabulary words on index cards in color, and study the information.

If your supervisor gives you oral directions that you do not completely understand, consider asking him/her to write the directions down for you. You might say: "I didn't understand everything you said. Could you write it down for me?"

If you are an **auditory learner** (learn by hearing and discussing):

1. Try working with a friend so you can talk over information.
2. Make tape cassettes of information and listen to them.
3. Read information aloud to yourself.
4. Write vocabulary or other information on index cards in color, and read aloud.
5. Recite aloud the things you want to remember.

If your supervisor gives you written directions and after reading them you still do not understand, you could ask him or her to discuss the information with you. You might say: "I read the information, but I don't clearly understand these directions. Could you tell me what you want?"

If you are a **tactile learner** (learn by doing):

1. When trying to learn something, walk around while saying the information to yourself.
2. When trying to memorize information, try closing your eyes and writing the information in the air.
3. When you get job information in writing, look at the pictures and the section headings before reading the whole thing.
4. When you are in a meeting, cross your legs or jiggle your foot. You may even want to squeeze a tennis ball or nerf ball when listening to someone speak.
5. You probably like to have quiet music playing when you are working.

If your supervisor gives you directions orally or in writing and you do not clearly understand, you could ask him or her to show you what the directions mean. You might



## 15 Workplace Words

Supervisor

Customer

Eliminate

Improve

Process

Task

Promotion

Shift

Assembly

Notice

Team

Meeting

Memo

Salary

Benefits





## The Matching Game

*Match each word to its correct definition:*

To put something together

\_\_\_\_\_

To make things better

\_\_\_\_\_

A written or printed announcement

\_\_\_\_\_

A group of people who work or play together

\_\_\_\_\_

The work hours

\_\_\_\_\_

The person in charge of a department

\_\_\_\_\_

The person we make our product or service for

\_\_\_\_\_

To get rid of

\_\_\_\_\_

A piece of work set to be done

\_\_\_\_\_

A gathering, an assembly

\_\_\_\_\_

A payment in return for work

\_\_\_\_\_

The method to make a product

\_\_\_\_\_

A letter

\_\_\_\_\_

What you might get when you work at a company (insurance, bonus plan, etc.)

\_\_\_\_\_

A rise in rank or position, an advancement

\_\_\_\_\_

Supervisor

Promotion

Memo

Customer

Shift

Salary

Eliminate

Assemble

Benefits

Improve

Notice

Task

Process

Team

Meeting



## Using the Words

One day the \_\_\_\_\_ in my department was talking to one of our \_\_\_\_\_ who told him that we needed to improve our \_\_\_\_\_.

Our supervisor felt that this was not going to be an easy \_\_\_\_\_ and he put together a \_\_\_\_\_ of employees from our department and called a \_\_\_\_\_ for us to get together on Friday. On Friday, we talked about improving what we do by \_\_\_\_\_ some of the waste we have in the \_\_\_\_\_ area (the place where we put together the parts). After the meeting, our supervisor sent out a \_\_\_\_\_ to let everyone know what we had decided. We posted a \_\_\_\_\_ on the floor so everyone on both \_\_\_\_\_ would know what to do. The suggestion our team made was very successful. We all got a \_\_\_\_\_ and a raise in our \_\_\_\_\_.

The company was so happy they added a bonus plan to our \_\_\_\_\_ program.

Supervisor

Shift

Memo

Customer

Assembly

Salary

Eliminate

Notice

Benefits

Improve

Team

Task

Process

Meeting

Promotion



## Workplace Idioms

1. Cream of the crop.
2. Work like a dog.
3. My feet are killing me.
4. Bread winner
5. Top banana
6. Bite off more than I can chew
7. Moonlight



## Chronological Order

### Ordering Words

The following words may be used to help order the steps of a process:

**first**

**second (third, fourth, etc.)**

**then**

**next**

**after**

**finally**

Put the following steps in order by writing the number in front of each step that shows which number it is in the process. Use the ordering words in bold to help you:

- \_\_\_ After that, I put on sterile gloves.
- \_\_\_ When I arrive in the locker room, I wash my hands.
- 1** \_\_\_ Every day, I arrive at work at 7:00 a.m.
- \_\_\_ Then, I put on a sterile gown and mask.
- \_\_\_ The first thing I do is clock in.
- \_\_\_ I am finally ready to go to my work area.
- \_\_\_ Secondly, I walk to the locker room



## Organizing and Writing Step-by-Step Directions

**YOUR NAME:** \_\_\_\_\_

**TITLE OF INSTRUCTIONS:** \_\_\_\_\_

**Write down all of the steps involved:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## Dialogue

Jose is a new employee. Carmela is his new lead. They are talking in Carmela's office. Carmela is giving directions to Jose. She is telling him the steps he will need to do his job.

Work with a partner. Read the following dialogue to see how Jose asks for the information he needs:

CARMELA: Jose, you will be in charge of keeping our parts bins supplied with parts. When you see that we need parts, you will fill out a requisition form and take it to inventory. They will give you the parts and you will bring them back to our department.

JOSE: **Would you mind** if I asked you some questions?

CARMELA: Sure, go ahead.

JOSE: What requisition form do I need?

CARMELA: You need Requisition Form #210. The forms are kept in the folder next to the computer.

JOSE: **Do you mean** the red folder between the computer and the printer?

CARMELA: Yes, that's the one.

JOSE: O.K. Who fills out the form?

CARMELA: You need to complete the form.

JOSE: **Could you please explain** how I fill out the form?

CARMELA: Sure. Just fill in the date, the part number, and the quantity.

JOSE: **I'm sorry.** I forgot where I'm supposed to pick up the parts.

CARMELA: That's all right. You pick up the parts in Inventory.

JOSE: Where is Inventory?

CARMELA: It's in the warehouse.

JOSE: Who do I give the form to?

CARMELA: Give it to the person at the desk. Wait for them to bring you the parts. Then, bring the parts back here and put them in the correct bin.

JOSE: I understand now. Thank you.



## Useful Expressions

### Polite Expressions To Use When Giving and Receiving Directions:

Could you please...?

Excuse me...

Please...

Would you please...?

I'm sorry...

Would you mind...?

### What To Say When You Don't Understand:

I don't understand. Could you please explain that again?

I don't understand. Could you please show me?

What do you mean?

Do you mean...?

Did you say...?

I'm no sure I understand. Could you please give me an example?



## Making Directions Easy to Understand

Carmela's directions did not have enough information. She did not include all the key ideas. Jose had to ask many questions to understand his new job. Carmela could have helped Jose if she had used ordering words to tell him the steps involved in his new job.

Use the information from the dialogue to write down all of the steps Jose needs for his new job. Be sure to put the steps in chronological order and include all of the details for each step:

---

### Directions for Jose's Job: Keeping the Bins Supplied With Parts

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_





## Word Power

### Card Game Vocabulary

**Nouns** (people, places, or things):

player	step
deck	half
stack	top
pair	bottom

**Verbs** (action words):

divide  
collect  
count

**Adjectives** (describe nouns):

face up  
face down

**Ordering Words** (Remember these from Lesson 14?)

first (second, third, fourth, fifth, etc.)  
then  
next  
after  
finally



## Learning Styles Groups

- Group #1 = auditory** learning group. The volunteer from this group will listen to directions then restate them to the group. The volunteer is **not** permitted to look at the directions or have cards to play with.
- Group #2 = visual** learning group. The volunteer from this group will read a set of directions then restate them to the group. The volunteer does **not** receive any verbal explanation of cards to play with.
- Group #3 = tactile** learning group. The volunteer from this group will be shown by one or two of the group members how to play the game using cards as props. The group is **not** allowed to explain the directions verbally or show the written directions to the volunteer.



## How to Play War

*War* is a popular card game in the United States. It is played mostly by children and teenagers. *War* requires two players. To play:

1. Divide a deck of cards in half. Give one half to Player #1 and the other half to Player #2.
2. Each player places his cards in a stack. He puts the stack face down in front of him.
3. Next, each player takes the top card from his stack and places it face up in the center of the table. The player with the highest card wins. The winner takes the two cards from the center of the table and puts them face up next to his stack of cards.
4. Repeat step #3 until all cards in the face down stack have been played or until the cards in the center are a pair (have the same number or face).
5. If the cards in the center are a pair, each player places one card face down next to his card in the center. Then each player places another card face up in the center of the table. The highest card wins, and the winner collects all six cards from the center.
6. When both players have played all the cards in their stacks, they count the cards face up in front of them. The player with the most cards is the winner of the game.



## Teaching My Job To Others

**Directions:** Describe how you would teach another employee to do your job.  
Use cues that are:

1. *auditory* (give verbal directions)
2. *visual* (give written information)
3. *tactile* (physically demonstrate what you do)

**Auditory Cues** (What would you say to the new employee?)

**Visual Cues** (What written information would you give to the new employee?)

**Tactile Cues** (What would you ask the new employee to do to learn your job?)



## Word Power

Preview the following vocabulary words before playing the "Wandering Through The Workplace Game"

<b>ahead</b>	<b>backward</b>	<b>forward</b>
<b>bonus</b>	<b>obey</b>	<b>punctual</b>
<b>clockwise</b>	<b>counterclockwise</b>	<b>rotation</b>
<b>schedule</b>	<b>deserve</b>	<b>wander</b>
<b>dice (plural); die (singular)</b>		<b>error</b>

## Prepositions

Preview the meaning of the following prepositions before playing the Wandering Through The Workplace Game:

<b>above</b>	<b>in back of</b>	<b>out</b>
<b>at</b>	<b>in front of</b>	<b>through</b>
<b>below</b>	<b>into</b>	<b>to</b>
<b>behind</b>	<b>next to</b>	<b>under</b>
<b>beside</b>	<b>of</b>	<b>on</b>
<b>for</b>	<b>with</b>	<b>in</b>
<b>onto</b>		



## The Wandering Through The Workplace Game

One set of game pieces is needed for each group of players. Place the cards in numerical order in a line or in a snake configuration. Pieces may be enlarged and/or printed onto index cards, but each card must still have the correct number on it.



## Words for Meetings

notebook  
pen  
pencil  
three-hole punch

white board  
dry erase markers  
eraser

overhead projector  
transparency  
transparency markers

flip chart  
permanent markers

podium  
desk  
cabinet  
bookshelf  
table



## Process of Elimination

Read these directions and be sure you understand them before filling in the answers:

- **Fill in** the blanks below with an answer from the box. Each answer will only be used once.
- **Cross out** each word in the box as you use it.
- *If you don't know the answer to a question, **skip** the question and move on to answer the next question.*
- After you have answered all of the questions you know and have crossed out the answers to other questions, **return** to the questions you skipped and make an "educated guess" using the words that are left.
- When you don't know the meaning of a word, see if it looks like a word you know or see if you can **recognize** its root.

hearing	hear	vision	tactile	senses
---------	------	--------	---------	--------

1. Touch, hearing, sight, taste, and smell are our five \_\_\_\_\_.
2. When we see perfectly, we have 20/20 \_\_\_\_\_.
3. Our ears are used for \_\_\_\_\_.
4. If something is audible it means we can \_\_\_\_\_ it.
5. A person who learns best by touching or "hands on" is a \_\_\_\_\_ learner.





## Word Power

1. Work with a partner.
2. Match the word or phrase with its definition by putting the letter of the correct definition in front of the word or phrase it defines.
3. Use the "process of elimination". *Check off each definition as you use it.*

- |                                |  |
|--------------------------------|--|
| ___ 1. appearance              | a) information                                       |
| ___ 2. appropriate             | b) using what you know to make a good guess          |
| ___ 3. contact                 | c) dangerous   |
| ___ 4. damage                  | d) touch   |
| ___ 5. data                    | e) smell   |
| ___ 6. educated guess          | f) how something looks                               |
| ___ 7. hazardous               | g) ruling out what is definitely incorrect           |
| ___ 8. ingestion*              | h) hurt; harm; or injury                             |
| ___ 9. odor                    | i) correct for that situation                        |
| ___ 10. physical data          | j) a piece of paper                                  |
| ___ 11. process of elimination | k) a covering to keep you safe                       |
| ___ 12. protection             | l) the name that a product is sold under             |
| ___ 13. sheet                  | m) information about how a material looks and smells |
| ___ 14. trade name             | n) swallowing; drinking                              |

- \* Notice the difference between "ingestion" and "injection". They are two different words with two different meanings.



## Material Safety Data Sheet (MSDS)

<b>PRODUCT TRADE NAME</b> <b>Parker Coolant</b>	
<b>PHYSICAL DATA:</b> Appearance Odor	Green Liquid none
<b>HEALTH HAZARD DATA:</b> Eyes Skin Ingestion	Contact with eyes can cause burn and eye damage. Contact with skin can cause irritation. Can result in burns of the digestive tract.
<b>PERSONAL PROTECTION:</b> Eye Protection Skin Protection	Goggles Gloves



## Questions About Hazardous Materials

Use the MSDS to answer the following questions:

1. What is the trade name of this product? \_\_\_\_\_
2. What color is this product? \_\_\_\_\_
3. Does this product have a smell? \_\_\_\_\_
4. What will happen if you get this product in your eyes?  
\_\_\_\_\_
5. What will happen if you get this product on your skin?  
\_\_\_\_\_
6. What may happen if you swallow this product?  
\_\_\_\_\_
7. What protection do you need when using this product?  
\_\_\_\_\_ and \_\_\_\_\_



## Educated Guess or Accurate Response?

Read each situation below.

Write the words "educated guess" in the blank after that statement if you think that it is all right to take a guess in that situation.

Write the words "accurate response" if you think that it is critical to respond to that situation correctly:

1. Your supervisor asks when you think your paperwork will be finished.  
\_\_\_\_\_
2. You are not sure of the correct answer on a test. \_\_\_\_\_
3. You are deciding what parts need to be rejected. \_\_\_\_\_
4. A co-worker asks you if you think you'll work overtime this week.  
\_\_\_\_\_
5. The machine operator asks you if her machine is turned off before she reaches in to repair it. \_\_\_\_\_
6. Your family asks you about what time you think you'll be home tonight.  
\_\_\_\_\_
7. You need to write down the names of the chemicals in a mixture.  
\_\_\_\_\_



## Filling Out Forms

On the blank line, write the letter of the correct answer.

- \_\_\_ 1. When you fill out a form, you must
  - a. Use a pencil
  - b. Always type
  - c. Use a pen
- \_\_\_ 2. When filling out a form, you should
  - a. Print clearly
  - b. Write fast
  - c. Use cursive writing
- \_\_\_ 3. N/A means
  - a. No answer
  - b. Does not apply
  - c. Not applying
- \_\_\_ 4. Abbreviations must
  - a. be in all capital letters
  - b. be followed by a period
  - c. be written in lower case
- \_\_\_ 5. Names of people, companies, streets, cities, and states should
  - a. begin with a capital letter
  - b. be written in cursive writing
  - c. be written in all lower case letters
- \_\_\_ 6. On an application or form, your name
  - a. will always be written with your first name first
  - b. will always be written with your last name first
  - c. may have either your first name or your last name first
- \_\_\_ 7. Your signature should be
  - a. printed
  - b. in cursive writing
  - c. written by someone else
- \_\_\_ 8. An affidavit
  - a. is a statement that the information contained in a form is correct
  - b. is not an important part of a form
  - c. must not be signed
- \_\_\_ 9. When filling out a form, it is very important to
  - a. skip some answers
  - b. fill in all blanks that apply
  - c. make up information that you don't know
- \_\_\_ 10. If someone calls your house or comes to the door and asks you to take a survey.
  - a. you must answer all of the questions
  - b. you are not obligated to give out any information
  - c. it is probably a government survey

704



### Group Activity: Fill In The Blanks

Directions: Each of the following answers belong in a blank in the survey below. Work as a group. Write each answer in the correct blank. It will help if you cross out each answer as you use it:

- (714) 555-5555                      Avenue                      Mon., Wed., Fri.
- (714) 555-5556                      B.                              Orange
- 2553                                      California                      part time
- 47    East Chapman                      permanent
- 5 years                                      electronic assembler                      Robert
- 92669                                      Johnson                              supervisor
- ABC Widget Co.                      M                                      yes

<b>Name</b>				<b>M</b>	<b>F</b>	
<small>last</small>	<small>first</small>	<small>M.I.</small>	<small>circle one</small>		<small>age</small>	
<b>Company</b>			<b>Company Address</b>			
			<small>street</small>	<small>city</small>	<small>state</small>	<small>zip</small>
<b>Job Title</b>		<b>Full or Part Time?</b>		<b>Permanent or Temporary?</b>		
<b>Years at that Position</b>		<b>Are you interested in training for another position?</b>		<b>What position would you be interested in?</b>		
<b>What days would you be available for training?</b>				<b>Phone Number</b>		
<b>Circle all available days:</b>				daytime: (    )    -		
				evenings: (    )    -		
<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>	<b>Sat</b>	<b>Sun</b>



## Tips on Filling Out Forms

1. Look at the whole form.  
Which of the questions do you already know the answers to?
  
2. Answer the questions that you know the answers to.  
For now, skip the questions you do not know the answers to.
  
3. Look at the questions you left blank.  
What information do you need to answer those questions?

4. If there is a question that does not apply to you.  
Write N/A in the space.

*(For example: If the question asked "List the names of your children", but you do not have children, you would write N/A in the space.)*

5. What else can you do if you don't know the answer?
  - a. Ask if you can have some extra time to fill out the survey or form.
  - b. Ask someone who might know the answer.
  - c. Look up the answer in a book, dictionary, manual, etc.



# Common Forms: Filling Out A Social Security Number Application

A SOCIAL SECURITY NUMBER APPLICATION						
Please type or print. Don't use pencil.						
NAME TO BE SHOWN ON CARD		First	Middle	Last		
FULL NAME AT BIRTH (IF OTHER THAN ABOVE)		First	Middle	Last		
OTHER NAME(S) USED						
MAILING ADDRESS						
CITY			STATE	ZIP		
CITIZENSHIP (Check one only)		SEX	DATE OF BIRTH	MONTH	DAY	YEAR
<input type="checkbox"/> a. U.S. citizen <input type="checkbox"/> b. Legal alien allowed to work <input type="checkbox"/> c. Legal alien not allowed to work <input type="checkbox"/> d. Other		<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/>			
		PLACE OF BIRTH	CITY		STATE OR FOREIGN COUNTRY	
MOTHER'S NAME AT HER BIRTH		First	Middle	Last (her maiden name)		
FATHER'S NAME		First	Middle	Last		
a. Have you or someone on your behalf applied for a social security number before? <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Yes						
b. Enter social security number			c. In what State did you apply?		What year?	
d. Enter the name shown on your most recent social security card						
TODAY'S DATE	MONTH	DAY	YEAR	Telephone number where we can reach you during the day	HOME	OTHER
YOUR SIGNATURE						

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707



**Common Forms:  
Hospital Form**

**Hospital Payment Plan, Inc. Application for 21-180 Day Hospital Service Contract**

Instructions:  
1. Print all information in ink.  
2. Complete all items.

1 Group Number:      Sub Div:      7 Group Name: \_\_\_\_\_  
 3 Group Address (no 8 Street City State Zip Code): \_\_\_\_\_

4 Social Security Number: \_\_\_\_\_  
 5 Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ and/or Continue Middle Name Here \_\_\_\_\_  
 6 Date of Birth:      Mo:      Day:      Year: \_\_\_\_\_  
 7 Date Employed:      Mo:      Day:      Year: \_\_\_\_\_  
 8 Date of Marriage:      Mo:      Day:      Year: \_\_\_\_\_  
 9 First Name of Spouse: \_\_\_\_\_  
 10 Spouse's Birthdate:      Mo:      Day:      Year: \_\_\_\_\_  
 11 Applicant's Occupation: \_\_\_\_\_  
 12 Street Address (no and Street): \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

14 List below name(s) of unmarried children under 19 years (for who became 19 in this calendar year):  
 First Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Last in order of age (oldest first):      Mo:      Day:      Year: \_\_\_\_\_  
 Relationship:      Son      Daughter      Other: \_\_\_\_\_  
 15 \_\_\_\_\_  
 Important: To cover spouse and/or dependent children apply for a Family Contract.

Type of Contract:      Individual      Family  
 Suffix:      K      W  
 Monthly Charges:      \$20.00      \$45.00

I hereby apply for the Hospital Payment Plan of the type checked. If this application is for a family plan, the names of my spouse and unmarried children under 19 years of age are listed. Unless my employer pays all the charges for said contract, I agree to pay the charges in advance, and I direct my employer to deduct such charges from my wages or salary and to pay them to the Plan. All information furnished hereon is true and complete.

Signature: \_\_\_\_\_ Date Signed:      Mo:      Day:      Year: \_\_\_\_\_  
 FOR OFFICE USE ONLY  
 Effecting Date:      Mo:      Day:      Year: \_\_\_\_\_  
 Out Est:      Yes  No   
 Certificate Number: \_\_\_\_\_

708

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709



## Common Forms: Employee's Withholding Allowance Certificate

Form <b>W-4</b> (Rev. October 1979)	Department of the Treasury—Internal Revenue Service <b>Employee's Withholding Allowance Certificate</b>
Print your full name ▶ _____ Your social security number ▶ _____	
Address (including ZIP code) ▶ _____	
Marital status: <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Married, but withhold at higher Single rate Note: If married, but legally separated, or spouse is a nonresident alien, check the single block.	
1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . . .	_____
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . .	\$ _____
3 I claim exemption from withholding because (see instructions and check boxes below that apply):	
a <input type="checkbox"/> Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld. AND	
b <input type="checkbox"/> This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both	
a and b apply, enter "EXEMPT" here . . . . . ▶ _____	
c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . . <input type="checkbox"/> Yes <input type="checkbox"/> No	
Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.	
Employee's signature ▶ _____	Date ▶ _____, 19____
Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY)	
Employer identification number _____	

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# Common Forms: Application for Employment

**APPLICATION FOR EMPLOYMENT**

---

**PERSONAL INFORMATION**

DATE \_\_\_\_\_ SOCIAL SECURITY NUMBER \_\_\_\_\_

---

NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_  
LAST FIRST MIDDLE

---

PRESENT ADDRESS \_\_\_\_\_ PHONE NO. \_\_\_\_\_  
STREET CITY STATE

---

DATE OF BIRTH \_\_\_\_\_ HEIGHT \_\_\_\_\_ WEIGHT \_\_\_\_\_ COLOR OF HAIR \_\_\_\_\_ COLOR OF EYES \_\_\_\_\_

---

**EMPLOYMENT DESIRED**

POSITION \_\_\_\_\_ DATE YOU CAN START \_\_\_\_\_ SALARY DESIRED \_\_\_\_\_

---

**FORMER EMPLOYERS** (LIST BELOW LAST FOUR EMPLOYERS. STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				

---

**EDUCATION**

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				

---

**REFERENCES:** GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

---

DATE \_\_\_\_\_ SIGNATURE \_\_\_\_\_



## Common Forms: Application for Employment

**PERSONAL:**

NAME \_\_\_\_\_ SOC. SEC. NO. \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

**WORK EXPERIENCE:**

NAME of company where you worked last \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
(number, street, city, state, zip code)

WHEN you worked: Started \_\_\_\_\_ Left \_\_\_\_\_ (If still there, write present)  
(month & year) (month & year)

JOB TITLE \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
 DUTIES \_\_\_\_\_ SALARY \_\_\_\_\_  
 WHY YOU LEFT \_\_\_\_\_ (If still there, put a dash)

NAME of company where you worked before the one above \_\_\_\_\_  
 ADDRESS \_\_\_\_\_

WHEN you worked: Started: \_\_\_\_\_ Left \_\_\_\_\_  
(month, year) (month, year)

JOB TITLE \_\_\_\_\_ SUPERVISOR \_\_\_\_\_  
 DUTIES \_\_\_\_\_ SALARY \_\_\_\_\_  
 WHY YOU LEFT \_\_\_\_\_

**EDUCATION:**

NAME of high school \_\_\_\_\_ CITY & STATE \_\_\_\_\_  
 YEARS ATTENDED \_\_\_\_\_ WHEN (did you, will you) GRADUATE \_\_\_\_\_

NAME of other school  
 (business, vocational, college) \_\_\_\_\_ CITY & STATE \_\_\_\_\_  
 YEARS ATTENDED \_\_\_\_\_ SPECIAL SUBJECTS studied \_\_\_\_\_

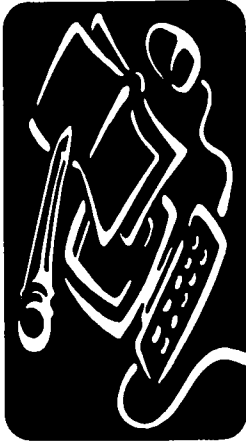
**SPECIAL SKILLS:** (Such skills as: Drive a car, type [what speed?], take steno, operate a Xerox machine, speak a second language)

**REFERENCES:** (Think of 3 people, not relatives, who know you well)

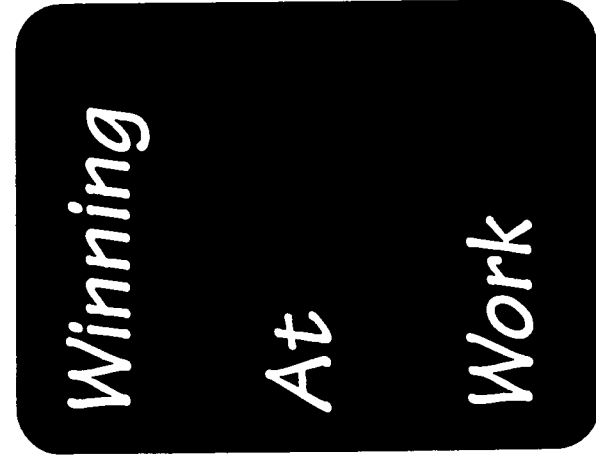
NAME \_\_\_\_\_ JOB TITLE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

NAME \_\_\_\_\_ JOB TITLE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

NAME \_\_\_\_\_ JOB TITLE \_\_\_\_\_  
 ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_



*JobLink*

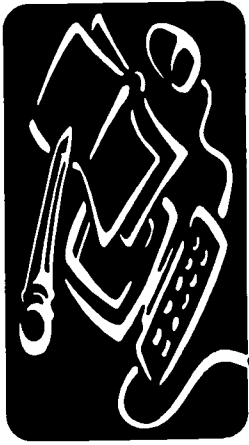


# English as a Second Language

## Supervisor—Improving Basic Skills

▼ **Table of Contents**

- ▼ **Supervisor Lesson 1: Putting Together a Supervisor Module .....3-9**
- ▼ **Supervisor Lesson 2: How To Write an ROI (Return on Investment) Survey .....11-16**



*JobLink*

*Winning*

*At*

*Work*

# English as a Second Language

Improving Basic Skills

**Supervisor Lesson 1**  
**Putting Together a Supervisor Module**

## ▼ **Lesson Description**

---

Here are some guidelines for putting together a supervisor module:





## ▼ Activities

### **Determine how often the supervisors need to meet.**

We usually recommend meeting two times: once at the beginning of the training or before it begins, and another after the training ends. In the case where the training will take place over a longer period of time (more than 6 - 8 weeks) you may want to recommend meeting more often. (For example an additional meeting in the middle of the training, or meeting every other week or every month.) The supervisor sessions typically last 60 minutes.

721

722

## ▼ Activities

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### **First Supervisor Meeting:**

The first meeting should include an introduction to the material being covered in the training. To start you can cover the objectives of the training and provide an overview of what is covered in each lesson. We also recommend you do an exercise on Return on Investment by trying to get the supervisors to determine the benefits of the training up front. Asking questions such as, "How will these skills help your employee's on the job?" and "What are the benefits of your employees having these skills?" are good starting points. If you decide to use ROI survey's this is a good time to distribute the supervisor ROI's. If it is practical you may want to have the supervisor's fill the survey's out in the meeting and give them back to you immediately. This is also a good time to find out what the supervisor's expectations of the training are. You may want to include a short activity from the training program that you feel best represents what the students will be experiencing in class. Two recommended activities are: Learning Styles exercise from lesson 12, Making Directions Easy to Understand from lesson 16.

It is also important to prepare the supervisors for participation by discussing their role in the training. *(Some examples of supervisor's training responsibilities might include: Filling out or providing forms, answering or asking questions, giving the employees the opportunity to use the new skills, etc.).* In addition, the supervisors often appreciate copies of any handouts the students may receive in class so they can prepare for any questions they may receive from their employees.

724

723

## ▼ Activities

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Sample agenda of first supervisor meeting:

<b>Activity</b>	<b>Approximate Time Needed</b>
Introduction .....	5 minutes
Overview of training .....	10 minutes
Return on Investment .....	15 minutes
Activity from training .....	15 minutes
Role of supervisor in training .....	10 minutes
Conclusion .....	5 minutes

725

726

**▼ Activities****Final Supervisor Meeting:**

The purpose of the final supervisor meeting is to get feedback about the training; including what went well and what could be done differently the next time. This is a good time to see if you met their expectations and to get the supervisors to determine any return on investment on the training. (How will the skills have helped or will help the employees to do their job better?) You can also return the supervisor ROI's and have them fill out the final portion at this time.

In this meeting it is also important to review with the supervisors the importance of their role in supporting the use of the skills back at the workplace. This can include an activity on what the supervisor can do to encourage the employees to continue using the skills learned in class. If you have time you can include an activity from the training to emphasize an important point.

Sample agenda of first supervisor meeting:

<b>Activity</b>	<b>Approximate Time Needed</b>
Introduction .....	5 minutes
Feedback .....	10 minutes
Return on Investment of training .....	15 minutes
Activity from training .....	15 minutes
The Supervisor's Continuing Role in Training .....	15 minutes



## ▼ **Activities**

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### **Other Supervisor Meetings:**

If you meet more than two times, you may decide to divide the material covered between the meetings. It is always helpful to get feedback on how things are going and what the supervisors would like to see done differently in the future. You may also choose an activity from the training to let the supervisors get a feel of what is happening in class.

729

730



*JobLink*

*Winning*

*At*

*Work*

# English as a Second Language

Improving Basic Skills

**Supervisor Lesson 2**

**How To Write an ROI (Return on Investment) Survey**

## ▼ **Lesson Description**

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An ROI or Return on Investment survey is designed to show improvement on skills learned in training. It is often difficult to measure Return On Investment for "soft skills" such as ESL training, communications and interpersonal skills. The ROI survey is designed to capture perceptions and observations of training effectiveness from both the employees participating in the training and their supervisor or leads. Whenever possible, these skills targeted on the ROI Survey should be those that can be later quantified to demonstrate a dollar return for the training.

## ▼ Activities

1. The first step in writing a ROI survey is to talk to your client and find out what skills they want their employees to learn in training. Based on the objectives of the module and the results of your discussions with your client, you can write questions that will determine if the employee/supervisor/lead perceives the skills have been acquired. A scale from 1 - 5 is typically used for the answers with the highest number indicating total mastery of the skill. For example, an employee ROI question might be:

*I understand directions the first time they are given to me.*

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

The supervisor ROI question would read as follows:

*The employee understands directions the first time they are given.*

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree



## ▼ **Activities**

2. The survey is usually given before or at the beginning of training and again when the training has been completed. It is also important to note that the employees may not use the skills learned in training immediately. Sometimes it takes weeks or even months until the skills are used. Therefore, it may be helpful to administer a third survey a few months after the training is complete.
3. The ROI survey is a tool that can help you show the return on investment on specific behaviors. It is important to note that the scores on the surveys sometimes go down between the first survey and the last. There are several reasons for this:
  - a. The employee has more of an awareness of the skill and realizes that they don't do it as well as they previously thought.
  - b. The employee is trying to relearn the skill. (*For example: they performed the skills incorrectly before, and they are now trying to change their behavior to perform the skill correctly.*)
  - c. The employee did not understand the question and guessed the first time they answered. The second time they took the survey they understood the question and answered truthfully.
4. The ROI survey is an effective tool to measure perceived skill acquisition and is more effective when compared with observations of a supervisor and/or lead. By administering an ROI survey with each of the Winning at Work modules you can measure the effectiveness of your training program and identify its value to the company.

**▼ Activities****Sample Employee ROI Questions**

1. I can ask open ended questions when I don't understand what someone says.
2. I can restate what the speaker says to make sure I understand.
3. I know how to be specific when I give feedback to avoid misunderstandings.
4. I can make suggestions to improve my work processes.
5. I can identify the benefit whenever I make suggestions.
6. I can collect and verify important information before making a suggestion.
7. I try to reach a win-win resolution when I'm in a conflict.
8. I try to look at the other person's point of view when I'm in a conflict.
9. I respect others, even when I am angry.
10. I can understand directions the first time they are given to me.
11. I can ask questions for clarification when I do not understand the directions.
12. I can accurately explain directions to others.
13. I volunteer to participate on team projects.
14. I communicate with co-workers.
15. I adapt well to unexpected changes.
16. I identify problems that need to be solved.
17. I need things translated for me.
18. I know how to ask questions.
19. I know where to find information when I need to.
20. I feel comfortable solving problems at work.
21. I know how to use a problem solving process.
22. I consider everyone's ideas when I'm trying to solve a problem.

737

747



## ▼ Activities

### Sample Supervisor ROI Questions

1. Employee can ask open ended questions when he/she does not understand what someone says.
2. Employee can restate what the speaker says to make sure he/she understand.
3. Employee knows how to be specific when giving feedback to avoid misunderstandings.
4. Employee can make suggestions to improve his/her work processes.
5. Employee can identify the benefit whenever he/she makes suggestions.
6. Employee can collect and verify important information before making a suggestion.
7. Employee tries to reach a win-win resolution when in a conflict.
8. Employee tries to look at the other person's point of view when in a conflict.
9. Employee respects others, even when he/she is angry.
10. Employee can understand directions the first time they are given.
11. Employee can ask questions for clarification when he/she does not understand the directions.
12. Employee can accurately explain directions to others.
13. Employee volunteers to participate on team projects.
14. Employee communicates with co-workers.
15. Employee adapts well to unexpected changes.
16. Employee identifies problems that need to be solved.
17. Employee needs things translated for him/her.
18. Employee knows how to ask questions.
19. Employee knows where to find information when he/she needs to.
20. Employee feels comfortable solving problems at work.



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