**Overview**

*Conversations for Work* is designed to help low-beginning ESL students develop the oral/aural skills they need to communicate effectively on the job. It is suitable for use in workplace programs, as well as job readiness programs in vocational schools, community colleges, and learning centers.

Lessons focus on oral skills and are based on workplace themes. This thematic approach introduces students to the culture of the American workplace. Throughout the book they are encouraged to supply vocabulary and other information specific to their own work sites and jobs.

In exercises, students practice the words and expressions they need in order to function at work. There are dialogs, language activities, discussion topics, stories, role plays, and more. Students practice using vocabulary, giving information, asking questions, and responding appropriately. The lessons in *Conversations for Work* give students the framework for transferring and customizing the material to their own work situations, thereby increasing their opportunities to develop language skills.

The *Conversations for Work* program includes a student book, and an audio recording and supplementary photocopy masters in this Teacher’s Guide. The Teacher’s Guide also provides a wide variety of suggestions for effective lessons, as well as expansion activities that help make lessons applicable to all students at this level, whether or not they are currently working.

**Key Features of Conversations for Work**

**Book Opener, To the Student, and To the Teacher**

*Conversations for Work* begins with a brief overview of the book for students and a note to teachers. The illustrations on the book opener depict workers at several different work sites. Ask students to say anything they can about the pictures, including simple identification of the jobs and work items shown. Put responses on the board or on chart paper, to reinforce new vocabulary. The pictures can help students see that *Conversations for Work* will help them communicate with different people (e.g., their bosses, co-workers, etc.) and is applicable to any workplace. To the Student introduces the kinds of skills students will practice as they use the book. At this level it may be most appropriate to read this introduction to students as they follow along. Clarify any unfamiliar vocabulary. Students can then discuss their needs and goals, as well as ways in which they think the book will help them. To the Teacher provides a brief reminder of the additional resources available to complete the *Conversations for Work* curriculum.

**Features of Units 1-4**

*Conversations for Work* is divided into four units, with four lessons in each unit.

- **People and Places at Work** focuses on giving personal information, locating people and places, talking about the job and related tasks, and finding supplies.
- **Time and Work** focuses on understanding schedules, punctuality, time off, and pay.
- **Job Safety** focuses on safety gear, equipment, signs, labels, and rules, as well as reporting safety problems and emergencies.
- **Working Together** focuses on reporting work problems, socializing at work, helping others, asking for help, and understanding the expectations of the American workplace.

The opening page for each unit introduces the main theme that will be developed in each of the four lessons of the unit. A large illustration representing the unit theme can stimulate discussion of that theme and elicit students’ prior experience as well as key vocabulary. A list of the lesson titles in each unit allows students to think about the subject matter in lessons to come.

Each unit ends with a short unit checklist that gives students a chance to assess themselves on the
key skills and concepts introduced and practiced in the unit.

Features of the Lessons

Each lesson focuses on a critical workplace topic and the related language needed for communication. The lessons include:

- A core conversation to introduce the topic and the key grammar and vocabulary
- Illustrated vocabulary for use in the lesson and on the job
- Listening and speaking activities practicing interactions for work
- Grammar and critical thinking exercises that build on the main theme of each lesson
- Exercises that focus on workplace issues, including asking for help, reporting problems, customer service, and personal responsibility
- Application and expansion activities for building on text material and transferring new language skills to other contexts, in and out of the workplace

Each of the lesson elements is discussed in Using the Lessons (pages 6 and 7). Additional suggestions for effectively carrying out the repeated activity types are presented in the General Suggestions section of the Lesson Notes (pages 9 to 11).

Listening Exercise Prompts and Answer Key

Following the lessons is the script containing prompts for listening activities. Depending on learning style, it may be helpful for some students to read the prompts as well as listen to them. These scripts can be used for role plays as well as prompts for discussions and writing activities. They can be adapted to work and nonwork situations. The prompts are followed by an answer key for short-answer questions. Students can check their work independently, in pairs, or in small groups.

Useful Words

These lists of words and phrases at the back of the student book include vocabulary and expressions useful to people working, or preparing to work, in the U.S. Following the lists are several pages on which students can write personal lists of words and phrases that they want to remember and use. Encourage students to write definitions in English and/or in their native languages, to draw pictures that will help them remember the meaning, and to write example sentences for the words they choose.

Jobs

This is a list of some common jobs in the U.S., including many that low-level ESL students are likely to hold. Encourage students to discuss, expand this list, and share information about jobs they know about in the U.S. and in their native countries.

Verbs

This is a list of verbs commonly used at work. The verbs can be helpful to both you and your students when describing job tasks and expanding exercises in the book. Add site-specific verbs to the list. Include these verbs in your lessons and encourage students to learn them. Exercises with flashcards can help promote use and retention.

Safety Equipment, Safety Signs and Warnings

These lists include common safety terms that students will need to recognize and use at work; many of the terms can also be seen and used outside of work. Encourage students to talk about the equipment and the signs or warnings they know from work or home and to add items to both lists as they encounter additional safety gear, signs, and warnings. Ask them to copy the wording on safety signs and warnings that they see, then bring that material in and share with the class.

Expressions

This is a list of commonly used expressions students will hear and need to use on the job and elsewhere. Encourage students to learn them and add expressions they hear. Encourage students to create and practice role plays or dialogs using these expressions in a variety of work or other contexts.

My Own Words for Work

Following the lists of Useful Words are several blank pages for students to use for personal lists of words and expressions they particularly want to remember and use. Encourage students to include a definition (from a dictionary or in their own words), an example sentence, a small drawing if appropriate, and a native-language translation if they wish.

Overview 5
Supplemental Materials

Audio CD  The audio CD that is included in this Teacher’s Guide provides an oral presentation of selected student book material to enhance students’ listening and speaking skills. For each lesson, it includes the opening conversation, “Words to Know,” “Say it at work,” chants, and prompts for all listening activities, including the stories for “Let’s think about it” activities. The recording models natural pronunciation and intonation, and exposes learners to different voices. It can be used for class, small-group, or independent practice. Extensive practice understanding natural language and producing comprehensible speech is essential for meeting the listening and speaking demands of the workplace. To facilitate development of the necessary aural/oral skills, integrate use of the audio recording on a regular basis.

Lesson Notes  This Teacher’s Guide contains Lesson Notes that focus on suggestions for reinforcement and extension activities, as well as on ways to vary specific exercises in order to help students better understand and retain the material in the text. The Lesson Notes include ideas for customizing lessons and class work to accommodate the language needs of students who are not working. They also provide life skills extension suggestions to meet the daily needs of all students outside the workplace.

Photocopy Masters  The photocopy masters section in this Teacher’s Guide contains additional exercises and activities to supplement each lesson of the student book. The additional material provides variety as well as reinforcement of each lesson. These activities can be used in class or assigned for homework to review and expand on lesson material. Many are suitable for customizing to students’ workplaces or other relevant contexts.

Using the Lessons

This section provides general suggestions for using the main lesson elements and activity types. For more specific suggestions for working with each activity type as well as specific notes on each lesson and ideas for expansion activities, see the Lesson Notes starting on page 9.

Opening Illustration, Conversation, and Focus Question

The illustration and opening conversation, as well as the follow-up question, help students focus on the topic of the lesson. Have students look at the illustration and tell you what they see. Help students relate the illustration to the title of the lesson and to their personal experiences. This gives students the opportunity to use any vocabulary they know, as well as relate any experiences they might associate with the illustration and topic. The focus question that follows each conversation further encourages students to relate the topic specifically to personal experience.

Words to Know

This page introduces key vocabulary words for each lesson, in the form of labeled illustrations related to the lesson topic. Play the audio recording or read the words aloud to students. Have them repeat each word. Correct pronunciation is very important since students will have to produce many of these words at work.

Language Practice

The grammar in these lessons is practiced using language that is both practical and particularly useful at work. Grammar includes:

- Unit One
  Lesson 1 - Present Tense with Be
  Lesson 2 - Present Tense Questions with Be
  Lesson 3 - Present Tense of Regular Verbs
  Lesson 4 - Prepositions of Place

- Unit Two
  Lesson 5 - Prepositions of Time
  Lesson 6 - Question Words
  Lesson 7 - Present Tense with Have
  Lesson 8 - Present Tense Questions with Have

- Unit Three
  Lesson 9 - Present Tense Questions
  Lesson 10 - Present Tense Negative
  Lesson 11 - Past Tense of Regular Verbs
  Lesson 12 - Past Tense of Irregular Verbs

- Unit Four
  Lesson 13 - Past Tense—Negative Form
  Lesson 14 - Past Tense—Question Form
Lesson 15 - Time Words and Phrases
Lesson 16 - Adjectives—Opposites

Oral Practice

Oral Practice activities include conversations, questions for class discussion, discussion of building maps and other workplace diagrams, and short chants for practicing useful workplace phrasing as well as pronunciation and stress.

Conversations These dialogs are practical and typical of those that students will have to use at work. Model and practice the conversation with your class so that students hear the correct pronunciation and intonation, and become familiar with the procedure. You may want to repeat the practice over several sessions until students can say the conversation naturally from memory, so that they do not need to depend on reading it. This will also accommodate students who have difficulty reading.

Say it at work. These four-line oral chants give students practice with common words and phrases. The brevity, rhythm, and repetition of these exercises make them an effective learning tool. Play the audio recording and/or model them for the class. Have students repeat and practice.

Listening Practice

These exercises are designed to help students understand words and phrases heard at work, such as directions, corrections, or requests. The prompts are on the CD as well as in the back of the student book. Play the CD or read the prompts. Listening practice can be difficult and frustrating for many students; repeat as many times as necessary to ensure understanding. It may be helpful to break an activity into small chunks for focused practice.

Let’s think about it.

These exercises include stories with follow-up questions, pictures or workplace diagrams, and a variety of discussion topics. They are designed to stimulate conversation and develop critical thinking skills. Help students relate the exercises to their jobs and experiences.

Application

This section of activities extends the lesson by providing additional oral exercises. Students are asked to practice dialogs, answer questions, and discuss lesson topics in relation to their workplaces. Use these exercises as a springboard to help students transfer and customize material. These additional practice opportunities increase students’ understanding of the American workplace and ability to use at work the material they are learning.

Adapting Lessons to Specific Workplace Settings

Conversations for Work helps students develop the communication skills they need for work. Lessons also include exercises to help students develop critical thinking skills as well as an understanding of the culture of the American workplace and the qualities they need to be successful at work in the U.S. These workplace competencies have been identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS). If students are not yet working, this material can help prepare them for future employment and participation in the community.

Use work-related vocabulary, signs, rules, and expressions to connect the classroom to students’ work sites. If students are not working, connect the lessons in the text to other aspects of their lives. Giving personal information, asking for and understanding directions, talking about illness, following safety signs and labels, and making social conversation are topics relevant to everyone.

Both students and employers want to see that class work is directly relevant to jobs. This connection is key to the success of any workplace or job-readiness program. Here are some helpful hints:

• Find out how students need to communicate at work, at home, and in the community. If possible, interview workers, supervisors, Human Resource personnel, police, landlords, etc. Also, conduct a needs assessment with students.
• Visit work sites and other buildings in the community. Make note of physical surroundings, as well as equipment, materials, signs, etc.

• Talk to students regularly about their progress, needs, changes in their work conditions, and problems at work and in the community.

• If students are working, communicate regularly with supervisory personnel to monitor students’ progress and ongoing needs.

• Compare and contrast the material in the text to students’ work conditions and life experiences. Have students make these comparisons as well.

• Throughout the course, encourage students to bring in written documents from their workplaces. Also ask them to share what they remember of oral exchanges, including problems and successes.
Lesson Notes

These Lesson Notes begin with general suggestions for effectively using each activity type in the student book. Then, specific notes for each lesson contain suggestions for reinforcing and expanding exercises. Suggestions include games, ideas for cultural exchanges and problem-solving activities, oral practice that targets specific pronunciation problems, role plays, topics for discussion, and stories. The Lesson Notes also contain life skills extension suggestions for expanding text material to include all students, whether they are working or not.

General Suggestions

Opening Illustration and Conversation

Play the audio recording with books opened or closed. Ask students several brief questions to check for comprehension. Play the audio recording a second time. Have students practice the conversations. This can be done with the entire class or in pairs. Check students’ pronunciation and understanding.

Have students discuss the conversation in relation to their own experiences. Then elicit their answers to the follow-up questions and encourage discussion.

Words to Know

Have students repeat each word. Correct their pronunciation. Define or have students define and explain the words, and discuss items they are familiar with. Make a list of related words or phrases from students’ workplaces.

Make flash cards with the words. Have students put them in sentences. Use these cards for a quick review, and return to them periodically for reinforcement. Students can also work with cards individually. You can expand this activity to include vocabulary from other places students go to frequently (e.g., stores, hospitals, restaurants, etc.). Use words from signs, labels, menus, receipts, etc.

Have students use the My Own Words for Work pages at the back of the student book to compile personal dictionaries. You can also set up a “word wall” in your classroom so that key vocabulary is always in view. Words should include those your students see and hear both at work and in the greater community. Use them often in oral and written exercises such as role plays, language practices, and dictations.

Language Practice

Make flash cards with the grammatical structures presented in each lesson. (e.g., “I am a mechanic,” “Where is the _____,” “The soap is _____,” etc.). Have students complete the sentences orally with words from the book and their workplaces. Review periodically for reinforcement. Expand the practice with vocabulary from students’ lives at home and in the community.

Create sentences using the grammatical structures in the lesson. Put each word of the sentence on an index card. Have students put the cards in order to make sentences. Students can work individually, in pairs, or in teams.

Oral Practice

Correct pronunciation is very important for work in the U.S. Many students need repeated practice. These are some suggestions to provide that focus on pronunciation:

- Have students memorize conversational exchanges in the oral practice activities as much as possible. This increases confidence and language development. Help students to be comfortable and natural in their oral delivery.
- Record oral practices as much as possible. Listening to themselves speak is an effective evaluation tool for students, and teachers can use the recordings to evaluate oral production easily.

Conversations Make sure students understand each of the prompts. Then, say the conversation with the prompts. Repeat several times so students
hear correct pronunciation and intonation and become familiar with the procedure. Continue in the following ways:

- Teacher takes one part (the role students need to understand rather than produce); the whole class says the second part.
- Half the class takes one part, the other half takes the other; then reverse.
- Teacher takes one part; one student takes the other. Repeat with several students.
- Students work in pairs and present their conversations to the class.

Have students create additional conversations using their own ideas, site-specific material, and experiences. Expand this activity to include conversations with landlords, store personnel, doctors and other hospital workers, etc.

**Say it at work.** Practice each chant individually. Play the audio recording or say the chant. Have students repeat several times. If necessary, practice each line separately and then put lines together to build the whole chant. The class can work as a group or in pairs.

You or your students can create additional chants like these with vocabulary and expressions from their workplaces.

**Supplemental Pronunciation Practice** Where appropriate, the notes for specific lessons include supplemental practice suggestions that target specific problem sounds or contrasting pairs of sounds. Exercise suggestions include word practice and tongue twisters. To make the activity fun, have students try saying the tongue twisters as fast as they can.

For additional reinforcement, have students look in a mirror when practicing a sound or word. This helps them focus on the position of the mouth, tongue, lips, etc. Also, have them write the letter(s) while pronouncing the corresponding target sound(s), to help them make the sound/symbol connection.

**Listening Practice**

Oral comprehension is difficult and frustrating for many students. These are some helpful suggestions for using the listening activities in the book:

- Practice these exercises with the entire class, in pairs or in small groups. Repeat as much as necessary to ensure understanding.
- Use these exercises as a springboard to elicit from students the kinds of oral communications they need to understand for their jobs. Develop additional activities based on those needs, such as role plays, dictations, etc. This helps students connect class work to their specific work sites.
- Expand these exercises to include oral communications students may need in their communities.

**Let’s think about it.**

For activities based on a story, play the audio recording or read the story aloud. Answer the questions and discuss. Then have students relate the story, questions, or the situation to their workplaces or personal experiences.

Expand the exercises in one or more ways:

- Have students create a role play dealing with one or more of the issues dealt with in this section of the lesson.
- Include in these exercises similar situations in students’ communities.
- Expand these exercises by contrasting and comparing stories and issues to ones from students’ native cultures. This technique is a valuable tool in helping your students understand cultural issues relevant for living and working in the U.S.

Document any of your students’ personal stories to use as oral or reading exercises in class or to include in a class book. Read one of the stories with the class. Draw or cut out pictures depicting the people, places, or things in the story. Reread the story with the pictures. Then, using the pictures only as prompts, have the class or a particular student retell the story.

**Application**

This section is designed to connect the material in the text to students’ workplaces. Here are some ways to carry out the activities:
• Have students complete conversations or discuss topics in relation to their specific workplaces. Students at the same workplace can work together.
• You can use these exercises as homework assignments. Ask for feedback from students and supervisory personnel.
• Expand this exercise to help students who are not working connect the material to their school or community.
• If possible, make arrangements to go to different work sites and have students explain jobs, report activities, etc., using the skills they are learning in class.

Unit One
People and Places at Work

Lesson 1: Starting A New Job

Students need to be able to communicate basic information about themselves at work and elsewhere. This lesson helps students understand requests for personal information and give appropriate responses.

Opening Conversation (page 6)

Make name cards or have students make their own. Place a name card in front of each student during class. This helps everyone get acquainted and remember names.

Language Practice (page 8)

This is a good place to review and reinforce subject pronouns. If necessary, do a grammar exercise.

Oral Practice II (page 9)

Reinforce personal information throughout the course, with particular emphasis on clear pronunciation. Recording this exercise can help both you and your students identify matters that need additional practice.

Listening Practice (page 10)

Review the questions in this activity throughout the course. You may want to ask additional questions, such as these:

- Where are you from?
- Where do you live now?

Application (page 11)

If students’ workplaces don’t have departments, ask students if they know of departments at other work sites (e.g., hospitals, stores, etc.). Give hints if necessary.

Tell students to listen carefully to their partners so they can repeat the information. Encourage students to ask their partners to repeat information to clarify what was said.

Life Skills Extension

Hang up a world map. Ask students to show the class their native countries. Put a star or pin on each student’s country. If many students are from the same country, have them show their city, town, or area. This is also an opportunity for students to tell their stories about coming to or living in the U.S. To help them, ask when they came to the U.S. Prompt discussion with follow-up questions: What is different here? What is the same? What do you like here? What do you miss? What was your first job in your native country? In the U.S.? Help students document these stories.

Ask students where they have to give information about themselves (e.g., at school, the doctor’s office, etc.). Ask if they get help. Encourage them to explain.

Bring some forms to class. Have students practice identifying the words used to ask for personal information. If possible, make copies and have students fill in selected sections of the forms.

Lesson 2: Finding Places at Work

Workers have to know the locations of places at work. They often have to ask for or understand directions and sometimes are asked to give directions. In this lesson students practice listening to and giving directions, as well as reading a map and using it to give directions.

Lesson Notes 11
Words to Know (page 13)
Ask students if they know the places listed and if these places exist where they work. Ask them about other places at their work sites.

Oral Practice (page 15)
Before doing the exercise, you may want to review ordinal numbers. Then talk about the map. Say each place and have students repeat it. Pay particular attention to pronunciation.

You can expand the lesson by introducing turn right/left, take a right/left, and straight ahead, and asking questions that students may hear at work, such as these:
- Excuse me, where’s the telephone?
- How do I get to the elevator?
- Is there a soda machine on the second floor? (If yes: Where is it?)
- Do you know where the coffee shop is? (If yes: Can you tell me how to get there?)
- Can you please tell me how to get to the storage room?

Students may have to read charts, blueprints, and other instructional diagrams for their jobs. Practice in map reading helps develop their skills in reading graphic material that they will encounter at work. If possible, bring in copies of real building maps.

Listening Practice (page 16)
Ask students where people and things are in the classroom. Have students practice giving directions to others, telling them where to go in the classroom and, if possible, in the hall or other parts of the building.

Let's think about it. (page 17)
Class Discussion Discuss the importance of gestures, expressions, tone of voice, and attitude when talking to customers, patients, visitors, guests, and co-workers. Discuss the importance of smiling, looking someone directly in the eye, etc.

Using the story as a springboard, have students create and practice their own dialogs, responding to requests and questions. These dialogs should be site-specific and provide students with a usable script. This can be a pair or group activity.

Application (page 17)
Draw one or more maps of students’ workplace(s) (e.g., one floor, one department, etc.) or do it together as a class. Have students give directions to different areas. If students are not working, draw a map of the class site or another building with which students are familiar.

Life Skills Extension
Class Discussion Ask students if they use maps, and if so, what for. Also, ask students if they like to use maps. Have them tell why or why not.

Have students bring maps of their cities or towns to class and practice giving directions to specific places with which they are familiar.

Lesson 3: Understanding the Job
Workers need to be able to talk about their jobs and explain what equipment and material they use to do their jobs. They also have to understand the importance of telling the boss when they do not understand something at work. In this lesson, students practice explaining their jobs, saying, “I don’t understand,” and following instructions.

Language Practice (page 20)
Go around the class and ask each student in what department they work. Then ask another student where the first student works. Have students answer in full sentences. For example:

Teacher: Minh, where do you work?
Minh: I work in the assembly department.

Teacher: Sylvia, where does Minh work?
Sylvia: Minh works in the assembly department.

Listen for appropriate use of first- and third-person verb forms. Model and practice if necessary.

Oral Practice II (page 21)
Encourage students to expand descriptions with more details and to describe several job tasks if they can.

This can be done as a class activity using equipment and supplies from work. Students can
describe their jobs and demonstrate the tools and other items they use. If possible, go to their work areas and have students demonstrate how they do their jobs. Record them if you can. If a student doesn’t have the vocabulary to describe his or her job, get the information from his or her boss.

Here are some suggestions for role plays in which one student is the boss and one is the worker:

- Boss gives instructions to worker. Worker doesn’t understand; says, “Please repeat that.” Boss repeats. Worker thanks boss.
- Boss gives instructions to worker. Worker correctly repeats what boss says.

Practice the pronunciation of the –j sound with your students.

gelatin | job | age | damaged
jewelry | juice | badge | manager

Have students practice the following sentences. Then see how fast they can say them.

- Joe has a job selling gelatin, juice, and jewelry.
- Jim’s manager is Jack, and Judy’s manager is John.
- Jin has a new job, but his badge is damaged.

Let’s think about it. (page 22)

Ask your students the following questions:

- Why is it important to tell your boss you don’t understand? What can happen if you don’t?
- Did you tell your boss or someone else that you did not understand? What happened?
- Did you tell your boss in your native country when you didn’t understand? What happened?

Lesson 4: Finding Supplies

Workers often have to understand or give directions telling where to get things at work. This lesson gives students practice in asking for supplies and telling where they are located.

Oral Practice I (page 27)

Here are some additional questions to ask your class. Ask about the supplies students have and use at work (or at home).

- Where do you keep the ________?
- Do you know where the ________ is/are?
- I can’t find the ________. Where did you put it/them?
- Have you seen the ________?

Ask students where things are in the classroom. Challenge them to use more than two prepositions to describe location. If possible, bring in items to place around the classroom. Include as many items from work as possible.

Have students play vocabulary games. Before starting, put on the board a list of the types of questions students can ask. To start, appoint one student as leader, or ask for a volunteer.

- The leader looks around the room and chooses an item, or picks a card with the name of an item in the room. He or she begins to describe the location of the item, one clue at a time (e.g., “It’s on the wall. It’s on the left. It’s next to the _______.” etc.). Students listen to the clues and try to guess the item. The first person who guesses correctly wins and becomes the leader.
• The leader looks around the room and chooses an item or picks a card as in the prior game. The other students try to guess the item by asking questions (e.g., “Is it in the back of the room? Is it above the ______?” etc.). The leader answers these questions. The first person to guess the item wins and becomes the leader.

• Vary activities by adding adjectives related to size, color, shape, material, etc. Also, play in teams, as in Charades.

Oral Practice (page 27)
Practice the pronunciation of plural nouns with final –s and –es with your students.

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<thead>
<tr>
<th>bags</th>
<th>cups</th>
<th>boxes</th>
<th>glasses</th>
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<td>books</td>
<td>rooms</td>
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<tr>
<td>carts</td>
<td>towels</td>
<td>dishes</td>
<td>sponges</td>
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Have students practice the following sentences. Then see how fast they can say them.

• She uses sponges and brushes to wash the dishes and glasses.
• He packs the cups in the boxes and puts them in the offices.
• César loads the towels on the carts and brings them to the rooms.

Listening Practice II (page 29)
Practice this exercise using objects in the classroom.

Life Skills Extension
Class Discussion Ask students questions such as the following:

• What supplies do you have at home (e.g., for cooking, cleaning, washing clothes, fixing the car, working outside, etc.)? Make a list. Have students bring supplies or the labels to class.
• Where do you keep supplies at home?
• Do you have the same supplies in your country? Discuss.
• Do you sometimes have a problem knowing what to buy?
• Do you have a problem reading labels? If so, why?

• Did you ever buy the wrong product? Have students tell about their own experiences or those of others. You may need to share your experience or give them some examples to get them started (e.g., mistaking canned pet food for human food, buying the wrong medicine, the wrong size, amount, etc.). Help students document their stories.

Unit Two Time and Work
Lesson 5: Understanding a Schedule
Workers need to understand their work schedules and know how to request a change. This lesson deals with schedules and reinforces time, days, and dates, with particular attention given to correct pronunciation.

Opening Conversation (page 32)
Ask students if there are shifts where they work and if so, how many. Ask what they are called (e.g., first, second, third, graveyard, swing, etc.) and what the hours are for each one.

Oral Practice (page 35)
Class Discussion Ask students if they ask for time off, and if so, what their bosses usually say. Discuss whether there is sometimes a problem. Continue the discussion: Ask students why it is important to give enough notice for taking time off, vacation, etc. You may have to explain notice.

Practice the pronunciation of –th with your students. Explain and demonstrate the voiced and unvoiced –th. Also, contrast –th with –t and –z.

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<th>the</th>
<th>thanks</th>
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Have students practice the following sentences. Then see how fast they can say them.

• Beth works on Tuesday and Tam works on Thursday.
• Tran works from 10:30 to 3:30 three times a week.
• Thanks for throwing away the things in the bathroom.
• Three teams meet at 3:30 on the third Thursday of the month.

Listening Practice (page 36)
Expand the practice. Dictate numbers 13, 30, 14, 40, 15, 50, etc. Say them in random order. Turn your back to students or cover your face as you say the numbers so students can’t see you. Repeat this practice on a regular basis.

Add exercises that include practice with problem words. Make sentences to practice numbers, days, dates, and time. For example: I’m working on Friday, February 14, from 4 to 5:30.

Life Skills Extension
Class Discussion Have students work with partners and ask each other what they do on weekends or days off. Also have them ask each other about their schedules, routines, etc. Have each student tell the class about his or her partner.

Lesson 6: Being on Time
Workers need to understand the importance of being on time for work in the U.S. This lesson addresses the issue of being on time and gives students practice with calling in late, as well as apologizing for being late.

Oral Practice (page 40)
Contrast the pronunciation of –l and –r. Practice with students.

<table>
<thead>
<tr>
<th>ladder</th>
<th>like</th>
<th>read</th>
<th>bleach</th>
<th>break</th>
</tr>
</thead>
<tbody>
<tr>
<td>late</td>
<td>look</td>
<td>restroom</td>
<td>clean</td>
<td>cream</td>
</tr>
<tr>
<td>laundry</td>
<td>long</td>
<td>rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>left</td>
<td>lunch</td>
<td>right</td>
<td>hours</td>
<td></td>
</tr>
<tr>
<td>light</td>
<td>rule</td>
<td>work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>wrong</td>
<td>milk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students practice the following sentences. Then see how fast they can say them.
• Look at the long lunch line.
• Le didn’t look at the clock and was late from lunch.

• Leave a message and I’ll call you later.
• Laura is early and Roger is late.

Let’s think about it. I (page 42)
Discuss other reasons for being late. Model excuses such as these:
• I had to talk to my friend.
• I had an accident.
• I had to pick my brother up at the airport.
• My watch/clock stopped working.
• I was talking on the phone.

Ask students if these are good or bad reasons. Elicit other good or bad reasons and discuss them.

Let’s think about it. II (page 42)
Ask students if they punch in or clock in. Find out if someone checks to see if they have come to work. Ask if they ever have any problems with the check-in process.

Have students bring in blank time cards from work, fill them out, and talk with the class about them. If necessary, provide a sample time card for students to use.

Application (page 43)
Encourage students to call you (or the school) when they are going to be late for class.

Life Skills Extension
Class Discussion Ask students if it is important to be on time to places other than work (e.g., for a doctor’s appointment, school, court, etc.).

Discuss whether they think it is hard to be on time, and why or why not.

Have students tell what they say when they are late to work or other scheduled events. Encourage them to discuss whether it is important to be on time for work, appointments, social activities, meetings, classes, etc. in their native countries.

Discuss whether it is important to finish work on time. Ask students what happens if they do not finish on time.
Lesson 7: Staying Home from Work

Workers need to notify their employers if they cannot come to work because they are sick or have any other urgent reason. This lesson makes students aware of this issue and gives them practice in the procedure they need to follow and what they should say.

Oral Practice II (page 47)

Here are some variations of Simon Says. To start, appoint one student as leader, or ask for a volunteer.

• Leader points to a part of his or her body. Students name part. Students are “out” when they name the part incorrectly.

• Leader says, “I have a/an [ailment]” or just names an ailment. Students point to the part of the body affected by the ailment named. Students are “out” when they respond but the leader didn’t say I have.

Give each student an opportunity to be the leader.

Let’s think about it. (page 48)

Ask students if it is hard for them to talk on the phone and if they practice what they want to say.

Application (page 49)

Have students create and practice dialogs explaining why they can’t come to class. If possible, record the dialogs and have students listen to each other. Remind students to call you (or the school) when they can’t come to class.

Talk about stress at work and the causes. Discuss the symptoms and what students can do about stress. If students are willing to share, have them identify some causes of stress (from work or other sources) in their lives.

If their bosses agree, have students call and leave messages. Try to get feedback from the bosses.

Life Skills Extension

Class Discussion Ask students what medicines they take when they are sick. Ask if they take prescription drugs, over-the-counter medicines, or something else (e.g., herbs, home remedies, etc.).

Ask students what people in their native countries take for a cold, fever, headache, stomachache, etc.

Here are some suggestions for role plays. Have students work in pairs or small groups to create conversations and present them to the class.

• Making a doctor’s appointment: One student is the patient and one is the office worker.

• Seeing a doctor: One student is the patient and one is the doctor. Patient explains illness or injury. Doctor asks questions and prescribes remedies.

Lesson 8: Getting a Paycheck

In this lesson, students learn how to talk about issues related to their pay. Remind students that personal details on paychecks, particularly Social Security numbers, should be kept private.

Oral Practice (page 53)

Contrast the pronunciation of –p and –f. Practice with students.

<table>
<thead>
<tr>
<th>paid</th>
<th>paycheck</th>
<th>February</th>
<th>fifty</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>part-time</td>
<td>problem</td>
<td>Federal</td>
<td>five</td>
<td>full-time</td>
</tr>
<tr>
<td>pay period</td>
<td>punch in</td>
<td>FICA</td>
<td>forty</td>
<td></td>
</tr>
</tbody>
</table>

Have students practice the following sentences. Then see how fast they can say them.

• Pat works full-time and Fan works part-time.

• Franco gets a paycheck every Friday.

• It’s a problem for Fred when he works after 5 p.m.

• Paulo punched in at 5:45 p.m. on Friday, February 14th.

Let’s think about it. (page 54)

Ask students if they understand their deductions. Explain and encourage discussion of deductions listed on pay stubs, such as withholding, federal income tax, FICA, state income tax, gross pay, and net pay.

Application (page 55)

Discuss how students get paid (e.g., by check, cash, etc.). Ask if they get tips, and if so, whether the tips are a significant part of their pay.
Have students discuss whether they understand everything on their pay stubs. Discuss whether they work overtime and if so, how often. Ask if they like to work overtime and discuss why or why not.

Ask students if they have health insurance, and if so, whether they understand the coverage. Ask if they have other benefits (e.g., vacation, personal days, a worksite ESL class, etc.). If most students have some benefits, you could create a class grid.

Help students compare their work conditions in the U.S. to those in their native countries. Consider topics such as method and frequency of payment, amount of salary, money withheld for taxes, health insurance and other benefits, and pay disparity between men and women.

**Life Skills Extension**

**Class Discussion** Ask students if they have a lot of bills every month. Discuss how they can spend less money. Have students bring in coupons and sale ads from newspapers or magazines. Discuss items, costs, possible savings, etc.

Ask how students pay their bills. Find out if they have checking accounts, and if so, whether they know how to write checks. Help students if they want to learn how to write checks.

**Unit Three  Job Safety**

**Lesson 9: Using Safety Gear and Equipment**

Workers need to understand the importance of wearing safety gear. In this lesson, students learn about different safety equipment and practice talking about it.

**Oral Practice (page 61)**

Practice the pronunciation of \(-h\) with your students.

<table>
<thead>
<tr>
<th>hairnet</th>
<th>has</th>
<th>heavy</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands</td>
<td>have</td>
<td>hot</td>
</tr>
<tr>
<td>hard hat</td>
<td>head</td>
<td>hurt</td>
</tr>
</tbody>
</table>

Have students practice the following sentences. Then see how fast they can say them.

- Put on the hard hat and you won’t hurt your head.
- Does Hara have a hairnet to hold her hair?
- Habib has a headache, and he isn’t very happy.
- This hammer is heavy. Don’t hurt your hands.

**Application (page 63)**

Ask students the following questions:

- Does everyone at your workplace wear safety gear?
- What happens when you don’t wear safety gear? Does the boss get mad? Do you get hurt? Do you have to go home? Do you lose a day’s pay? Do you get fired?
- Do you ever tell someone to put on his or her safety gear? Explain.

**Life Skills Extension**

**Class Discussion** Ask students if they use safety equipment at home. Discuss what they use, and why (e.g., gloves, mask, glasses, knife holder, outlet protector, safety latch, fire extinguisher, etc.). Ask students where they store dangerous equipment.

- Talk about how to lift, carry, and put down heavy items properly. Have students demonstrate.

**Lesson 10: Following Safety Rules**

Workers need to understand safety rules and their importance. They also have to be able to warn others of a safety issue and understand when others warn them. This lesson helps students with the language required to be safe at work.

**Opening Conversation (page 64)**

Take pictures or find pictures of safety warnings and signs. Post them in the classroom. Encourage students to ask what the warnings and signs mean and talk about them. Encourage students to explain the signs and warnings with which they are familiar.
Application (page 69)

Ask for permission to walk, with the class, around a workplace where one of your students works. Point out safety signs and labels. Explain their meanings. If permitted, take photos of them. Make flashcards with the wording of safety signs. Hold up a card and have a student explain and/or mime the behavior called for by the sign.

There are other signs and labels unrelated to safety that students see at work. If possible, visit work sites to observe these; then make a list and discuss.

Class Discussion  Ask students if there are safety warnings and/or rules at work for dangerous weather conditions such as a tornado, earthquake, hurricane, lightning, blizzard/snow, flood, etc. Discuss.

Ask what the safety procedure at work is in case of fire, bomb threat, etc. Ask students if they know an escape route. Help them draw maps.

Life Skills Extension

Class Discussion  Ask students questions such as the following:

• Where do you see safety signs outside of work? What do some of them say? What do they look like?
• Do you live in a safe place? Is there a working fire alarm, smoke detector, fire extinguisher, and fire escape? Do you know where these things are? Discuss.
• Do you have an escape plan or procedure for an emergency at home? Describe it. Do you have an escape route? Discuss. Draw a map.
• What safety rules do you follow in your home (e.g., locked medicine cabinet, storage of dangerous materials, etc.), in your car (e.g., wearing seatbelts, following the speed limit, etc.), in your neighborhood, and with your children?

Have students bring in products or safety labels on products they have at home. Students can discuss and compare or contrast these in small groups or as a class.

Lesson 11: Reporting Safety Problems

Reporting safety issues can prevent serious problems and accidents at work. In this lesson, students learn to talk about safety problems.

Language Practice (page 72)

Play a grammar game: Match present and past tenses of regular verbs. Make two sets of cards with verbs in the present and past tenses. Have students match the present and past tense cards. Variation: Players have to make a sentence with the past tense after they match cards. Then students keep the two cards.

Use the same cards as flashcards. Hold up the card for one tense and have learners give the form for the other tense. Hold up a card and have a student make a sentence using the verb in either tense.

Practice the pronunciation of the regular past tense with students. We recommend breaking up a word in a way that is easy to pronounce (e.g., nee-ded, pain-ted, o-per-a-ted). Practice three past-tense pronunciations:

• as a separate syllable as in wanted, waited, etc. (e.g., wan-ted, wai-ted, nee-ded, etc.).
• as a single syllable as in used, burned, etc. (e.g., usd, burnd, etc.).
• as a single syllable as in worked, washed, etc. (e.g., workt, washt, etc.).

Application (page 75)

Class Discussion  Discuss workplace health problems with students:

• Talk about how students feel at work. Ask if they ever feel sick from toxic fumes, or if they have headaches, dizziness, rash, nausea, vomiting, allergies, or trouble breathing. Teach or elicit the words for these health problems. Discuss whether they are very tired at work.
• Ask students if they think that a co-worker drinking alcohol or taking drugs could be a safety problem. If so, discuss if there is anything other workers can do.

Make a “Suggestion Box” for safety issues. Encourage students to report safety violations. Help them to articulate the problems.
Life Skills Extension

Class Discussion Ask students if they have safety problems or issues where they live, and if so, whether they report these problems. Talk about who they can report those problems to. Discuss. Make a class project of creating a dialog or writing a complaint.

Lesson 12: Reporting Emergencies

Students need to be able to report emergencies anywhere, giving clear and accurate information. This lesson helps them practice.

Language Practice (page 78)

Play grammar games to practice irregular past tense forms:

- Make two sets of cards with irregular verbs, one in the present tense and one in the past tense. Include verbs from students’ jobs. Have students match cards for present and past forms of each verb. Variation: Players have to make a sentence with the past tense after they match cards. Then students keep the two cards.

- Separate the class into two teams. Put two lists of present tense irregular verbs on the board, one for each team. Each player writes the corresponding past tense form on the board for a single verb (in any order), as in a relay race. The first team with all the correct answers wins.

Use the same cards as flashcards. Hold up a card with the form for one tense and have students respond with the form for the other tense. Also, show a card and have a student give a sentence using the verb on the card in either tense.

Oral Practice (page 79)

Review parts of the body before doing the exercises. Use variations on “Simon Says” to ensure that students know the correct terms.

Let’s think about it. I (page 80)

See if someone can demonstrate CPR or any other first aid technique. If possible, invite someone from the Red Cross or other organization to demonstrate CPR.

Let’s think about it. II (page 80)

Ask students if they’ve had an experience like the one in the story or know of one. Encourage them to tell their stories and then write them down. Collect the stories in a student booklet. After doing the “Application” (page 81), return to this story and have students create a conversation with a 911 operator for Jin.

Life Skills Extension

Students should practice reporting emergencies such as a car accident, poisoning, injury, etc., using their home addresses and other addresses. Help them give detailed information (e.g., “There’s a car accident at the corner of Main Street and Park Avenue. A man is hurt. He can’t get out of the car.”). Review giving information clearly. Extend practice by using a cell phone, walkie-talkie, or telephone. Tape students reporting emergencies and have them listen to each other. Vary by using pictures of emergencies from the newspaper, etc., to prompt students.

Ask students if they have first aid supplies at home, and, if so, what supplies they have. Discuss how they use various first aid items.

Ask students if they have plans at home in case of an emergency. Discuss who they will call, where they keep emergency numbers, etc.

Unit Four

Working Together

Lesson 13: Reporting Problems and Mistakes

Workers should understand the importance of reporting problems and mistakes, many of which could affect their ability to finish a job accurately and on time. This lesson gives students the language they need to report problems and mistakes.

Words to Know (page 85)

You may want to add words such as defective, reject, cracked, etc., depending on what language is relevant to students’ work sites. Students can also practice I lost….
Application (page 89)

Ask students if they think the following are problems:

- A co-worker doesn’t do as much work as the job requires.
- A co-worker takes a longer lunch than everyone else.
- Workers don’t get any breaks.

Elicit whether they would do anything about these situations, and if so, what.

Ask students if they belong to unions, and if so, elicit whether they understand their rights. Prompt discussion with questions (e.g., “Do you go to meetings?” “Have you ever asked for help? If so, was the union responsive?” “Do you have unions in your native countries?”). If applicable, you can have them bring in union rules to present and discuss.

Life Skills Extension

Ask students questions such as the following:

- Do you sometimes have problems at home? What kind? (e.g., heat, plumbing, things you buy, neighbors, landlord, telephone company, etc.). Explain.
- Do you report problems? Who do you talk to? What do you say?
- Do you ever return items to a store? What do you do? What do you say? Practice with the class what you can say.

Here are some suggestions for role plays:

- Report a leak in the bathroom at home to the landlord. One student is the landlord and one is the tenant.
- Report a problem that a child is having to the teacher. One student is the parent and one is the teacher.
- Return a defective item to the store (e.g., appliance, clothing, etc.). One student is the customer and one is the customer service employee.
- Report a break-in at a home to the police. One student is the police officer and one is the resident.

Have the class write a group letter of complaint for one or more of the above situations. Use LEA (Language Experience Approach) techniques.

Lesson 14: Talking to Co-Workers

Students should be able to carry on simple social conversations with their co-workers and bosses. In this lesson, they practice speaking and listening to expressions used in everyday speech.

Opening Conversation (page 90)

Students can also practice asking and responding to other questions (e.g., “How long have you been here?” “Do you like it here?”).

Ask students if they use the same name here as in their native countries. Discuss why or why not.

Oral Practice II (page 93)

Here are some suggestions for role plays:

- Workers talk about what they did last weekend.
- One worker asks another how he feels after an extended absence. Help students to provide details.

Listening Practice (page 94)

If there are other expressions (e.g., “What’s up? How are things?” etc.) that people in your city or region use, make up additional exercises using what your students will commonly hear.

Let’s think about it. (page 94)

Ask students if they talk to other workers. If so, have them tell what they talk about. If not, ask why they don’t do so.

Application (page 95)

To help students become better acquainted with each other, have each one give a short presentation about his or her country. Encourage them to include details about food, sports, weather, etc. Students often like to share recipes.

Have an international day, and have students bring in items such as food, pictures, clothing, music, etc. Students can make invitations, cards, or a poster with Welcome in their languages.
Discuss important holidays in your students’ cultures. Have a holiday party. Students can make invitations, cards, or posters with *Happy Holidays* in their languages.

Help students make a poster of flags representing their countries. Hang it in the classroom or give it to the employer.

**Life Skills Extension**

**Class Discussion** Ask students how and with whom they socialize outside work (e.g., with family, friends from their native countries, friends from the U.S., etc.). Ask what they like to do. Discuss.

**Lesson 15: Asking for and Giving Help**

It is important to be able to ask for help at work. Also, in some jobs, workers need to offer help to customers, patients, guests, etc., as well as to co-workers or their bosses. This lesson gives students the language to both ask for and offer help.

**Oral Practice (page 99)**

Contrast the sounds *–sh* and *–ch*. Practice with students.

<table>
<thead>
<tr>
<th>chair</th>
<th>chicken</th>
<th>lunch</th>
<th>sheets</th>
<th>dish</th>
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</thead>
<tbody>
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<td>change</td>
<td>chop</td>
<td>watch</td>
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</tr>
<tr>
<td>check</td>
<td>shop</td>
<td>trash</td>
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<td></td>
</tr>
<tr>
<td>cheese</td>
<td>should</td>
<td>wash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>show</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students practice the following sentences. Then see how fast they can say them.

- She washes the dishes and changes the sheets.
- Help me chop the cheese and wash the chicken.
- Should I push the chairs or check the trash?

**Application (page 101)**

**Class Discussion** Elicit how students’ bosses and co-workers respond when students ask for help. Ask students if their bosses are helpful or dismissive and short-tempered.

Discuss what happens if students are unable to help customers, patients, or guests. Ask if this is a problem for them and what they do in this case. Practice what to say (e.g., “I’m sorry I can’t help you right now. I’ll help you later/soon/in a few minutes. I’ll get someone who can help you.”).

**Life Skills Extension**

**Class Discussion** Ask students if they ask for help when they are not at work, and if so, whether people are helpful or not. Ask what students say and do, and what the other people say. Discuss.

Here are some suggestions for role plays:

- Order food in a coffee shop or restaurant (regular or fast food). Bring in menus. One student is the customer, and the other is the employee.
- Ask for help in a supermarket, using flyers, ads, etc. One student is the customer, and the other is the employee. Have the customer ask questions (e.g., “Do you have _____?” “Where is _____?” “How much is _____?”).
- Ask a neighbor for help with moving or fixing something.

**Lesson 16: Doing a Good Job**

Students may get either an oral or written evaluation of their work. This lesson helps them understand what is expected of a worker in the U.S. and, more specifically, what their bosses might say about their work. It helps them consider their qualities as employees in the U.S. workforce.

**Words to Know (page 103)**

If students receive written reviews, they may have to understand words such as cooperative, dependable, polite, punctual, and responsible. If possible, ask students to get sample reviews or evaluation forms from their workplace(s) and add vocabulary from the forms to this lesson.

**Language Practice (page 104)**

You can add more opposites, including adjectives such as clean/dirty, first/last, sick/well, bad/good, full-time/part-time; verbs such as open/close (shut), plug/unplug, load/unload, pack/unpack, start/finish, push/pull, turn on/turn off; prepositions such as above/below; and adverbs such as quickly/slowly.
Oral Practice (page 105)

Class Discussion  Ask students if they ask their bosses to check their work. Discuss why or why not, and whether this is a good idea.

Contrast the pronunciation of –w and –v.
Practice with students.

<table>
<thead>
<tr>
<th>warm</th>
<th>co-worker</th>
<th>vacation</th>
<th>give</th>
</tr>
</thead>
<tbody>
<tr>
<td>weather</td>
<td>hardworking</td>
<td>very</td>
<td>review</td>
</tr>
<tr>
<td>week</td>
<td></td>
<td>service</td>
<td></td>
</tr>
<tr>
<td>welcome</td>
<td></td>
<td>supervisor</td>
<td></td>
</tr>
</tbody>
</table>

Have students practice the following sentences. Then see how fast they can say them.
- What was the weather in Wisconsin last week?
- Walter will work for Wilma this Wednesday.
- Victor’s supervisor gave him a very good review.

Let’s think about it. (page 106)

Ask students if they want different jobs, and if so, what kinds of jobs. Help them consider what would help them get the jobs they want.

Application (page 107)

Discuss the concept of a review or performance evaluation. Ask if students go through them, and if so, how often. Discuss whether they are oral or written, and if they are in English or in the native language. Also discuss the reasons for a review (e.g., law, raise, promotion, etc.). If possible, bring in a review or evaluation form from the students’ workplace(s), or another sample form.

Compare and contrast personal qualities and work habits in the U.S. with those in students’ native countries, such as taking initiative, dressing properly, accepting criticism, making suggestions, etc.

Ask students what they like about their jobs. Encourage them to give details and explain why they like those things about the jobs.

Ask students if someone at work (e.g., a co-worker, supervisor, customer, patient, visitor, etc.) has ever complained about them. If so, practice appropriate responses (e.g., “I’m sorry. I’ll try to do better.” “I’m sorry. I didn’t understand,” etc.). Responses will vary depending on the situations.

Life Skills Extension

Class Discussion  Talk about appropriate dress and polite behavior in different situations (e.g., wedding, funeral, holiday celebrations, court, party, school, work meetings, etc.). Encourage students to compare these customs in the U.S. and in their native countries.