

Photocopy Masters

The following photocopy masters (PCMs) may be photocopied for classroom activities and homework.

Suggestions for Using the PCMs

These PCMs reinforce and expand the lessons in *Conversations for Work*. Since oral repetition is crucial for beginning-level students, exercises should be done orally whenever possible.

Tell the story. (p. 34, p. 61, p. 71)

Work with the entire class or have students work in pairs. Duplicate and cut up the pictures to have one for each student or each pair.

- Students make up names for the person or people in the pictures and use those names in their stories.
- Students put pictures in order.
- Using the pictures as prompts, a student from the class or from each pair tells the story.

Places at Work (p. 31)

Review prepositions of location and the names of the places on the map. Then play games.

- Where are you? Use this game to practice names of places, asking for directions, and use of pronouns. The first player draws a card with the name of a location. He doesn't show the card to anyone. Players ask this student about the location, one question at a time. (Example: "Are you on the first floor?" Then, "Are you next to _____?" etc.). The first player to guess the correct location draws the next card, and so on. The game can be played with the entire class or in teams.
- Where am I? Practice names of places, giving directions, and use of pronouns. The first player draws a card with the name of a

location. He doesn't show the card to anyone. This player then gives clues, one at a time, to the location. (Example: "I am on the _____ floor ..." Then, "I am across from _____." etc.). Players try to guess the location. The first player to guess the correct location draws the next card, and so on. The game can be played with the entire class or in teams, as in Charades.

Variations for map use can include the following:

- Enlarge the map and/or put it on board.
- Use a map of students' workplace(s).
- Use maps of other places from books, magazines, etc.

Word Game (p. 33)

Play games using words for things found in different places (e.g., the supermarket, cafeteria, department store, classroom, etc.).

Put words generated by students on the board. Talk with the class and encourage additional vocabulary. Keep a list for the class dictionary or for students to copy into their personal dictionaries.

Pronunciation Practice (p. 37, p. 51, p. 62, p. 76)

Words in the Pronunciation Practice activities have been divided into parts in ways that will be most helpful for beginners to pronounce, even if the breaks do not correspond to standard syllable breaks. Expand any of the lists in these exercises by adding other words that students have trouble pronouncing.

Safety Cards (p. 63–64)

- Use as flash cards for individual or group practice.
- Put cards in a box. Have a student pull out a card and make a sentence expressing the safety rule or warning.
- Customize the practice by making your own cards with vocabulary and pictures or symbols from site-specific safety signs.
- Make duplicates of all cards. Review words or phrases before playing card games:

Matching Game This is played in groups of four. One student in each group deals the cards. Each player is dealt five cards, and the remaining cards are put in a pile in the center. The game begins with the player sitting to the right of the dealer. Player 1 asks the player to his right for a card. If player 2 has that card, he gives it to Player 1. Player 1 has a matched pair and puts this on the table in front of him. Play continues until player 2 cannot supply a card. Player 1 draws from the pile

of cards in the center to complete a set of five cards for later use. Player 2 then asks the player to his right for a card, and the game proceeds in the same way. Play continues until one player has no more cards. The player with the most matched pairs wins.

Memory Game Shuffle the two sets of cards together and place them face down in rows. Player 1 turns over two cards to try and find a match. He says what is on each of the cards. If there is a match, player 1 keeps the pair and tries again. If there is no match, player 1 puts the cards back, and it is player 2's turn. The game continues until there are no more matches to be made. The player with the most pairs wins.

- Similar cards can be created with vocabulary and pictures of other items (places, tools, machines, etc.) from students' workplaces. The activities and games described above can be used with those other sets of cards. Review words before playing card games.

PCM1 BOOK OPENER

My Needs and Goals

Fill in the form. Talk about it with your class.

Using English at Work

I need to understand and speak:

to my boss

to other workers

to customers, patients, etc.

on the phone

other _____

I want:

to make more money

to get a better position at my workplace

to find a better job in a different workplace

to make new friends at work

other _____

Yes

No

Sometimes

Using English outside of Work

I need to understand and speak:

to my neighbors

to the doctor, dentist, etc.

to my child's teacher

to workers in stores

on the phone

other _____

I want:

to make friends in the U.S.

to help my children with their homework

other _____

Yes

No

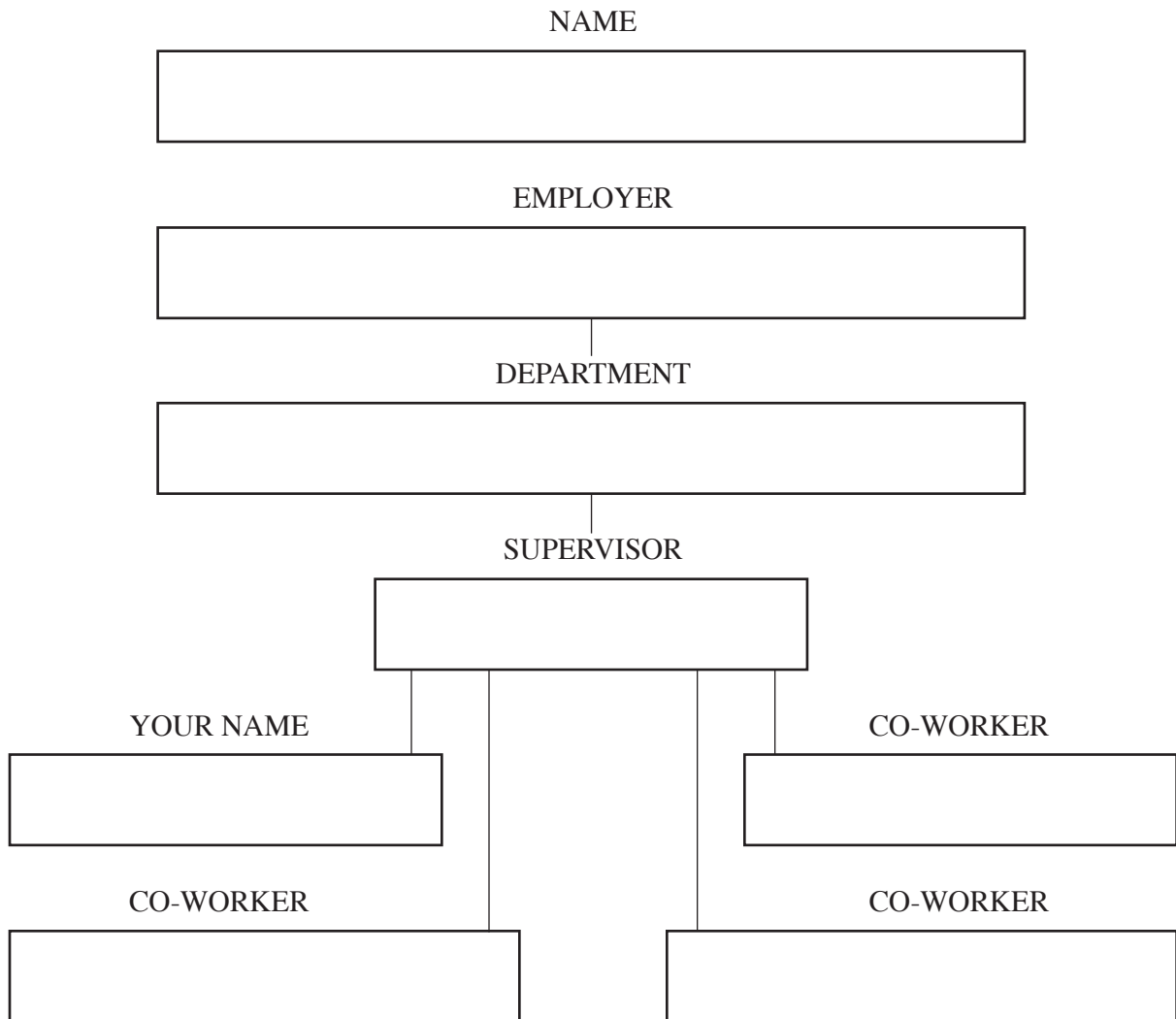
Sometimes

To the Teacher Use this as an initial needs assessment to see what students need and want to accomplish in the class. It is repeated on page 75 for an end-of-course review of needs.

PCM 2 UNIT ONE LESSON 1

Workplace Tree

Fill in the workplace tree. Tell your class about your workplace.



To the Teacher Before copying, you may want to adjust this diagram to reflect the relationships in your students' workplaces. *Variation:* Copy the chart on the board. Students go to the board, fill in their information, and tell the class.

PCM 3 UNIT ONE LESSON 1

Word Search

Circle the words. Some words go across and some words go down.
Practice saying the words.

a	d	c	i	t	y	s	v	t
t	e	l	e	p	h	o	n	e
b	p	o	l	c	n	b	u	v
d	a	t	e	b	a	c	m	a
u	r	m	v	a	m	o	b	d
a	t	w	y	s	e	u	e	d
s	m	o	n	t	h	n	r	r
y	e	a	r	a	b	t	l	e
a	n	k	e	t	v	r	n	s
g	t	u	s	e	m	y	t	s
p	e	b	a	n	u	r	t	l

✓ address
city
country
date
department
month
name
number
state
telephone
year

PCM 4 UNIT ONE LESSON 1

Spell the Word

Fill in the missing letters. What word did you spell?

Write the word on the line.

Example:

i	j	k
n	o	p
a	b	c

Answer: job

1.

s		u
d		f
k		m
d		f
o		q
g		i
n		p
m		o
d		f

2.

		b
c		e
c		e
q		s
d		f
r		t
r		t

3.

b		d
h		j
s		u
x		z

4.

r		t
s		u
		b
s		u
d		f

5.

c		e
		b
s		u
d		f

6.

m		o
		b
l		n
d		f

PCM 5 UNIT ONE LESSON 1

Abbreviations

Match the abbreviation with the correct word.

- | | |
|------------------------|---------------------------|
| 1. _____ yr. | a. street |
| 2. _____ no./# | b. afternoon or evening |
| 3. _____ MI | c. telephone number |
| 4. _____ Ave. | d. department |
| 5. _____ tel. no. | e. number |
| 6. _____ mo. | f. year |
| 7. _____ soc. sec. no. | g. middle initial |
| 8. _____ A.M. | h. avenue |
| 9. _____ St. | i. apartment number |
| 10. _____ apt. no. | j. month |
| 11. _____ dept. | k. morning |
| 12. _____ P.M. | l. Social Security number |

To the Teacher *Extension:* Ask students what other abbreviations they know, especially those they see at work.

PCM 6 UNIT ONE LESSON 1

Form

Complete the form with your class. Please print.

NAME _____		
Last	First	Middle
ADDRESS _____		
No.	Street	Apt. No.
_____ / _____ / _____		
City	State	Zip Code
TELEPHONE NUMBER (_____) _____		
Area Code		
SOCIAL SECURITY NUMBER _____		
SEX _____ Male _____ Female		
DATE OF BIRTH _____ / _____ / _____		
Month Day Year		
SIGNATURE _____		DATE _____

To the Teacher *Variation:* Ask students oral questions about the information on the form. *Note:* Make sure students understand that it is important to keep this sort of information, especially Social Security numbers, private. They may wish to make up information for this form.

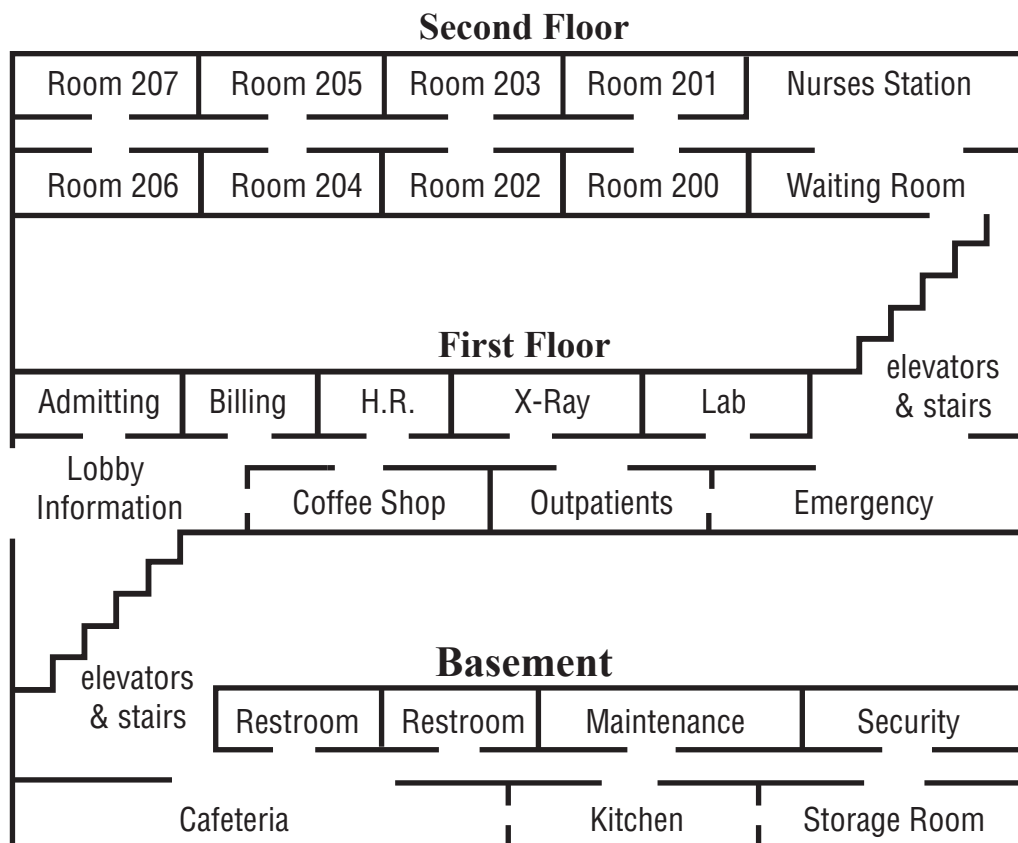
PCM 7 UNIT ONE LESSON 2

Places at Work

Look at the map. Practice the conversation.

A. Where is/are _____?

B. _____ is/are on the _____ floor/in the basement.



To the Teacher *Variations:* Have students practice other ways to ask the question and give the answer. Change places on the map above to names of places at students' workplaces or at the class site. See page 23 for games with this map.

PCM 8 UNIT ONE LESSON 3

Present Tense Verbs

1. Make as many sentences as you can with *I*.

I	fill	the boxes
	get	the coffee pot
	lift	the glasses
	need	the nails
	open	the trays
	turn on	the washing machine

Example: *I lift the trays.*

_____	_____
_____	_____
_____	_____
_____	_____

2. Make as many sentences as you can with *He* or *She*.

He/She	checks	the bathrooms
	cleans	the cart
	uses	the computer
	wants	the electric saw
	puts away	the knife
	turns off	the ladder

Example: *She puts away the knife.*

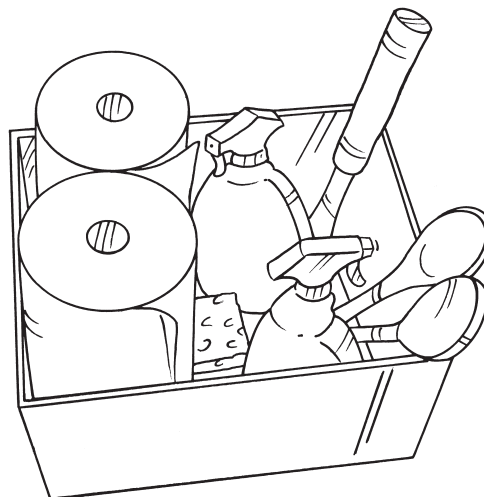
_____	_____
_____	_____
_____	_____
_____	_____

To the Teacher *Extension:* Make other sentences with verbs and nouns from students' workplaces. For other verbs, see page 115 in the student book.

PCM 9 UNIT ONE LESSON 3

Word Game

What supplies, equipment, and materials are there at work? Write as many words as you can for each letter. Work in teams. The team with the most words wins.



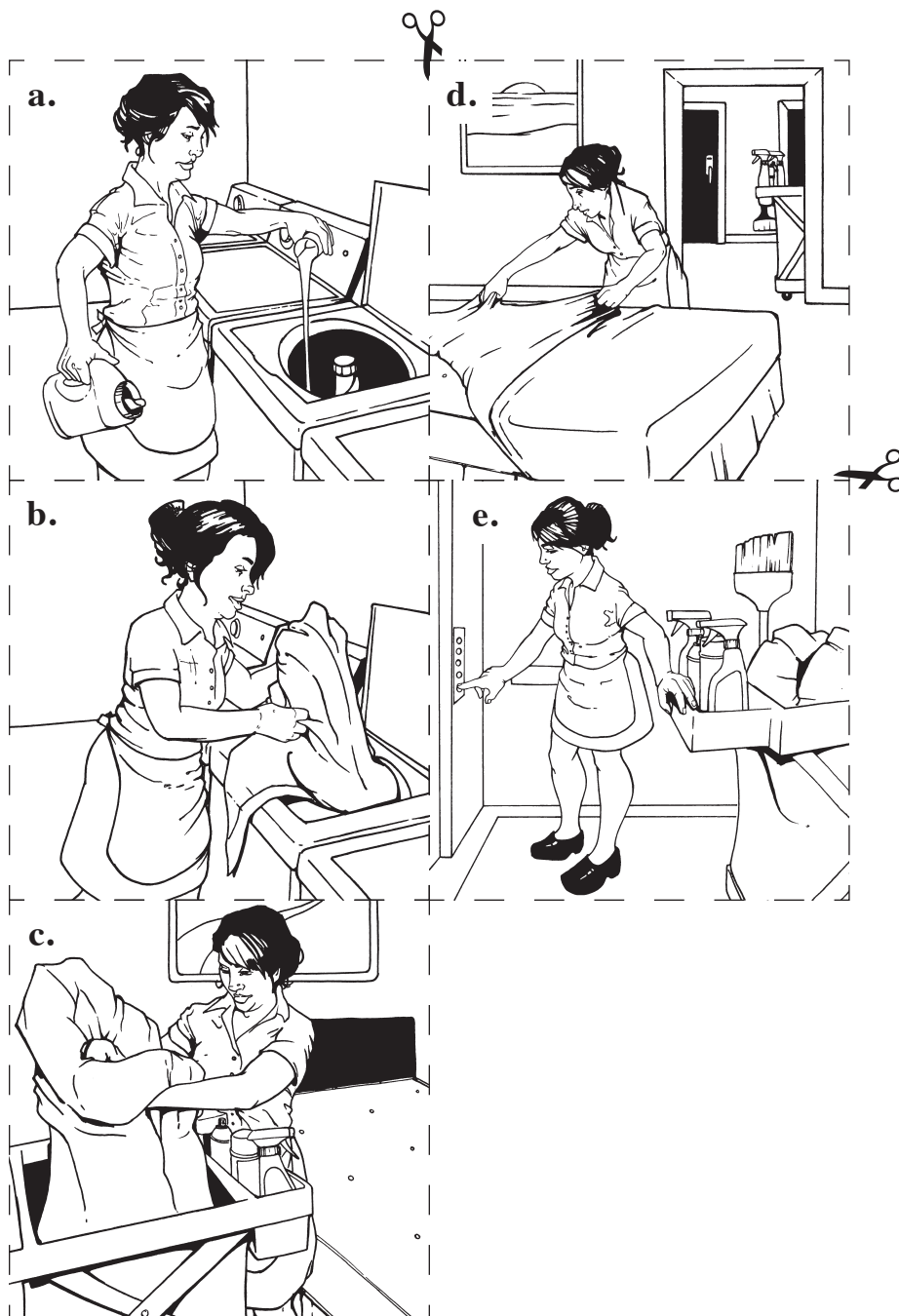
a _____	m _____
b _____	n _____
c _____	o _____
ch _____	p _____
d _____	r _____
e _____	s _____
f _____	sh _____
g _____	t _____
h _____	th _____
i _____	v _____
j _____	w _____
k _____	y _____
l _____	z _____

To the Teacher *Variation:* If two or more teams have the same word, neither team gets the point. See page 23 for other variations.

PCM 10 UNIT ONE LESSON 3

Tell the story.

Look at the pictures. Put them in the right order. Tell the story to your class.



To the Teacher *Variations:* Have students work in pairs or small groups. Encourage them to write their stories. If necessary, record students' stories using LEA (Language Experience Approach) techniques.

PCM 11 UNIT ONE LESSON 4

Supply Closet

Look at the empty supply closet. Put the supplies you use at work in the supply closet. Write the word for the item, draw it, or use a picture. Then, work with a partner. Ask and answer the questions. Use the words in the box.

above

between

behind

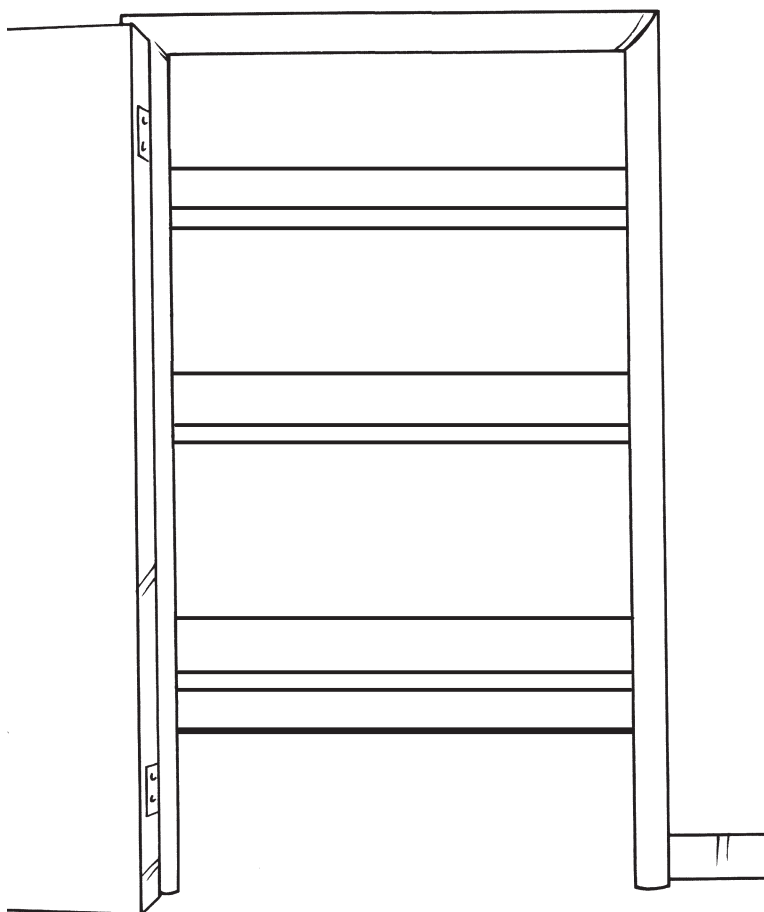
next to

below

in front of

A. Where is/are the (supply) _____?

B. The (supply) _____ is/are on the (second) shelf/floor, next to the
(other supply) _____.



PCM 12 UNIT ONE LESSON 4

Supply Request Form

Complete the form with words from work.

Dept. _____	Date _____
Item: _____	Quantity _____
_____ <i>nails</i> _____	_____ <i>4 boxes</i> _____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Manager's Signature _____	

Use the form to ask for supplies and make statements about them:

How many _____ do we need?
item/s

Do you have any _____ ?
item/s

I need _____ .
quantity item/s

We have to order _____ .
quantity item/s

To the Teacher *Extension:* Teach or review container words (e.g., *box, bottle, can, case, jar, etc.*).

PCM 13 UNIT ONE MORE PRACTICE

Pronunciation Practice

Say the whole word. Then say the parts of the word. Repeat the whole word.

Example: worker	wor ker	worker
1. number	num ber	number
2. information	in for ma tion	information
3. address	ad dress	address
4. city	ci ty	city
5. laundry	laun dry	laundry
6. department	de part ment	department
7. telephone	te le phone	telephone
8. office	of fice	office
9. elevator	e le va tor	elevator
10. cafeteria	ca fe te ri a	cafeteria
11. hospital	hos pi tal	hospital
12. understand	un der stand	understand
13. restroom	rest room	restroom
14. manager	man a ger	manager

To the Teacher *Extension:* Have students underline the stressed syllable in the second column.

PCM 14 UNIT TWO LESSON 5

Schedule

Look at the schedule. Answer the questions with your class.

	Work Schedule						
	SUN.	MON.	TUE.	WED.	THURS.	FRI.	SAT.
Asha	Day off	7-3:30	7-3:30	7-3:30	7-3:30	Day off	7-3:30
Tam	11-7:30	11-7:30	11-7:30	Day off	Day off	11-7:30	11-7:30
Chong	7-3	Day off	Day off	7-3	7-3	7-3	7-3
Stella	7-1	7-1	7-1	7-3	7-3	Day off	Day off
Luis	8-4:30	7:30-4	Day off	Day off	7:30-4	7:30-4	8-4:30

1. How many days does Asha work this week?
2. What time does Luis start work on Saturday and Sunday?
3. What days does Stella work?
4. What are Tam's days off?
5. How many hours does Chong work on Thursday?
6. What are Tam's hours?
7. What time does Stella leave work on Thursday?
8. What are Chong's days off?
9. How many hours does Luis work this week?
10. What days does Asha work?

To the Teacher *Extension:* Have students bring in their schedules from work and discuss them with the class. *Variation:* Have students work in pairs. Give one student the schedule and the other the questions. The student who asks the questions writes what the partner with the schedule says.

PCM 15 UNIT TWO LESSON 5

Questions with *Can*

Make questions with *can*. Write on the lines.

Can I

change my hours?

take my break at 3:30?

come in early?

take a vacation in July?

work late tonight?

leave at 4?

take next Friday off?

go to lunch now?

work the early shift?

come in at 10 tomorrow?

Example: *Can I take Thursday off?*

To the Teacher *Extension:* Have students role-play changing a schedule. One student is the boss; the other is the worker.

PCM 16 UNIT TWO LESSON 5

Talking about a Schedule

Ask a partner these questions. Write your partner's answers.

1. What days do you work? _____
2. What hours do you work each day? _____
3. When do you leave home to go to work? _____
4. When are your breaks? _____
5. When do you eat lunch? _____
6. When do you get home? _____
7. When are your days off? _____
8. When is your vacation? _____

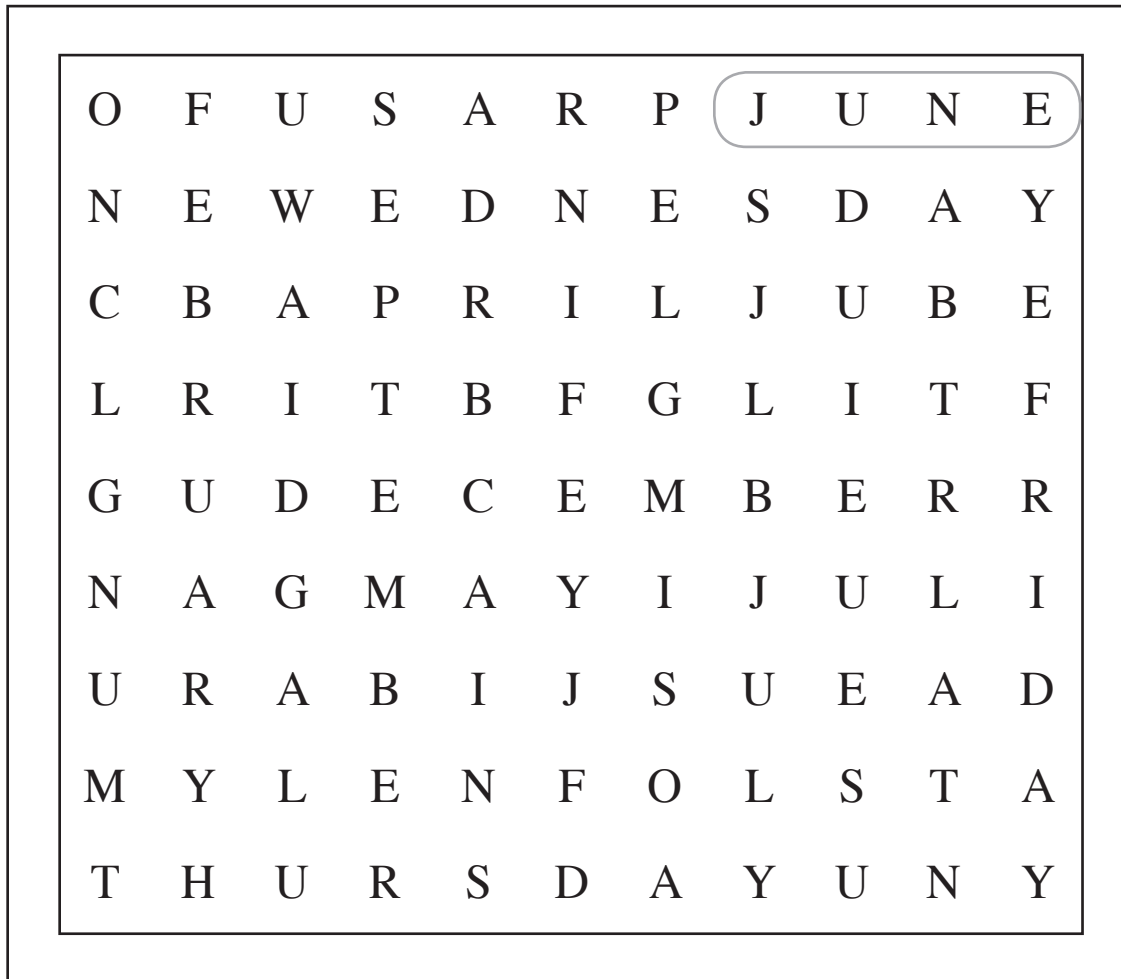
Tell the class about your partner's schedule.

1. He/She works _____
2. His/Her hours are _____
3. He/She leaves home _____
4. His/Her breaks are _____
5. He/She eats lunch _____
6. He/She gets home _____
7. His/Her days off are _____
8. His/Her vacation is _____

PCM 17 UNIT TWO LESSON 5

Word Search

Circle three days of the week and seven months of the year. Some words go across and some go down. The first one is done for you.



Write and say the words.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PCM 18 UNIT TWO LESSON 6

Time Card

Look at the time card. Answer the questions with your class.

Name Lola Sanchez

Week Beginning: 12/12/07 **Week Ending:** 12/18/07 **Shift:** 1

DAY	IN	OUT	IN	OUT	TOTAL
Monday	8:00	12:00	12:30	4:30	8
Tuesday	8:15	12:00	12:30	4:45	8
Wednesday	8:00	12:30	1:00	4:30	8
Thursday	7:30	12:00	12:30	4:00	8
Friday	8:00	12:00	12:30	4:30	8
Total Hours					

1. What are the dates of this time card?
2. What shift does Lola work?
3. What days does she work?
4. What day does Lola come in early?
5. What time does she punch in on Thursday?
6. What time does she punch out on Tuesday?
7. How many hours does Lola work this week?
8. What are her days off?

To the Teacher *Extension:* Have students bring in their time cards and discuss them with the class. *Variation:* Have students work in pairs. Give one student the time card and the other the questions. The student who asks the questions writes what the partner with the time card says.

PCM 19 UNIT TWO LESSON 6

Abbreviations and Dates

Match the abbreviation with the correct word.

- | | |
|-----------------|--------------|
| 1. _____ Wed. | a. afternoon |
| 2. _____ Sept. | b. August |
| 3. _____ Tues. | c. Saturday |
| 4. _____ Aug. | d. November |
| 5. _____ Jan. | e. Monday |
| 6. _____ A.M. | f. Wednesday |
| 7. _____ Thurs. | g. September |
| 8. _____ Apr. | h. January |
| 9. _____ P.M. | i. morning |
| 10. _____ Sat. | j. Tuesday |
| 11. _____ Mon. | k. April |
| 12. _____ Nov. | l. Thursday |

Dates

Write the following dates in numbers.

Example: June 10, 2001 6/10/01

- | | |
|----------------------------|-----------------------------|
| 1. March 15, 1986 _____ | 6. December 7, 1965 _____ |
| 2. April 20, 2008 _____ | 7. September 26, 2010 _____ |
| 3. July 4, 1979 _____ | 8. January 31, 1956 _____ |
| 4. February 14, 1993 _____ | 9. November 9, 1994 _____ |
| 5. October 13, 2007 _____ | 10. August 24, 2006 _____ |

PCM 20 UNIT TWO LESSON 6

Thinking about Time

People may have different policies about time in the U.S. and in your native country. Circle *yes* or *no*. Discuss with your class.

	<u>In the U.S.</u>		<u>In My Native Country</u>	
1. I have to be on time for work.	yes	no	yes	no
2. I lose pay if I'm late for work.	yes	no	yes	no
3. I can take many breaks.	yes	no	yes	no
4. I have a long time for lunch.	yes	no	yes	no
5. I can change my schedule any time.	yes	no	yes	no
6. I have to ask for time off.	yes	no	yes	no
7. I need to finish my work on time.	yes	no	yes	no
8. I have a lot of vacation time.	yes	no	yes	no

Read the story. Answer the questions. What can Nina do? Discuss with your class.

Nina is a housekeeper. She works at the Fairlane Nursing Home.

Nina goes to work at 7:00 every morning. She takes the bus.

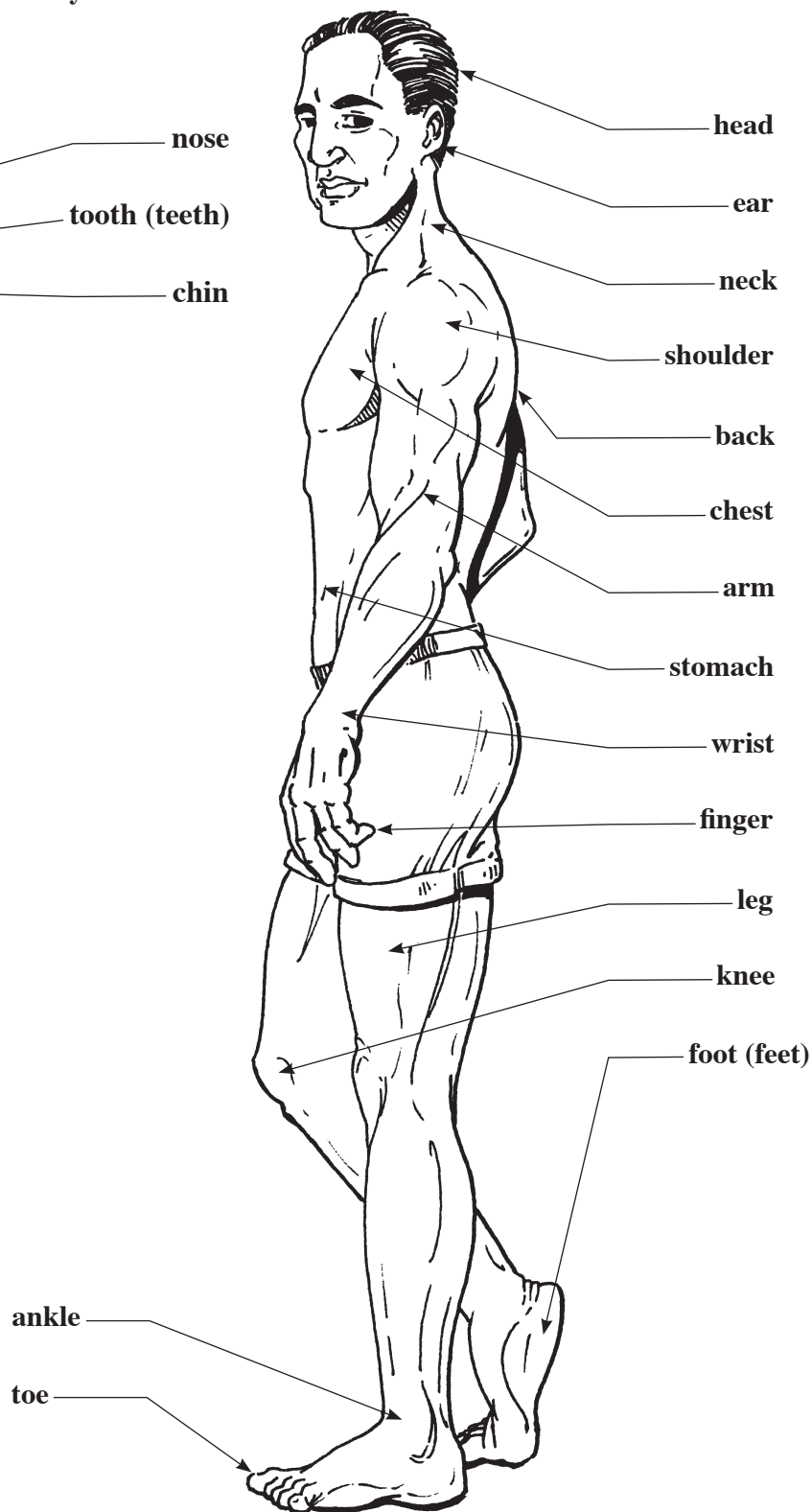
Today Nina missed the bus. She was late for work.

1. **Who** is the story about? _____
2. **What** is her job? _____
3. **Where** does she work? _____
4. **When** does she go to work? _____
5. **Why** was she late? _____

PCM 21 UNIT TWO LESSON 7

Parts of the Body 1

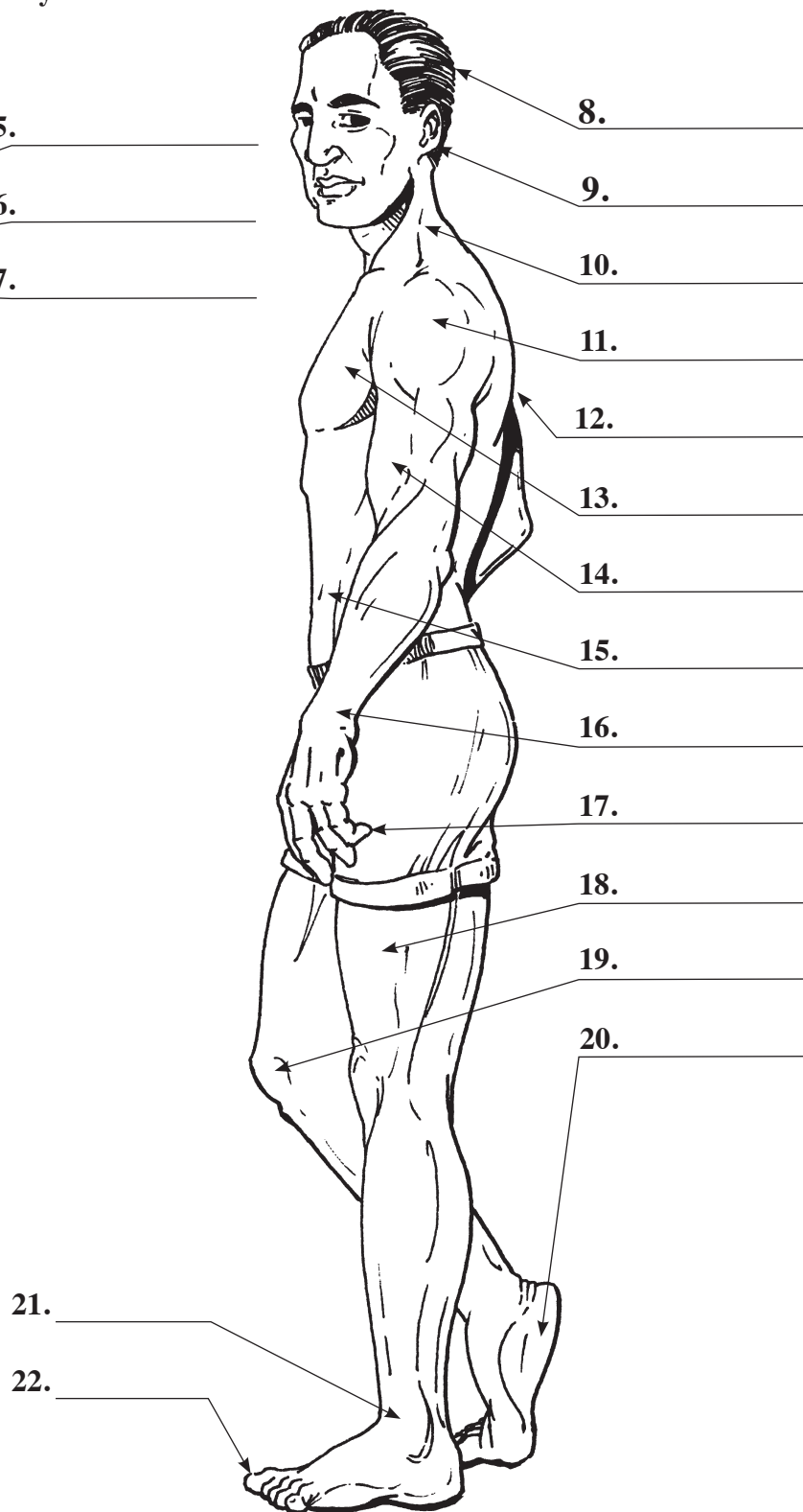
Say the names of these parts of the body.



PCM 22 UNIT TWO LESSON 7

Parts of the Body 2

Can you name these parts of the body?



PCM 23 UNIT TWO LESSON 7

Let's think about it.

Look at each reason for taking time off. Is it a good reason? Circle *yes* or *no*.
Add more reasons. Are they good or bad? Discuss with your class.

- | | | |
|--|-----|----|
| 1. You have a fever. | yes | no |
| 2. Your car needs to be fixed. | yes | no |
| 3. You have to go to Immigration (USCIS). | yes | no |
| 4. Your child is sick. | yes | no |
| 5. You have to pick someone up at the airport. | yes | no |
| 6. You have to get your driver's license. | yes | no |
| 7. You have a bad toothache. | yes | no |
| 8. You are moving to a new apartment. | yes | no |
| 9. You are tired. | yes | no |
| 10. It is your national or religious holiday. | yes | no |
| 11. You have to go to court. | yes | no |
| 12. You have a migraine (very bad headache). | yes | no |
| 13. _____ | yes | no |
| 14. _____ | yes | no |

PCM 24 UNIT TWO LESSON 8

Pay Stub

Fill in the pay stub. Answer the questions.

Name	Gerard, Danielle		
Pay Period	12-15-07 - 12-22-07		
	Hours	Rate	Total
Regular	40	\$10.00	
Overtime	7	\$15.00	
GROSS PAY ➡			\$

Deductions	
Fed. Income Tax	\$102.00
FICA	\$20.75
State Income Tax	\$24.65
Health Insurance	\$36.30
TOTAL DEDUCTIONS ➡	
NET PAY ➡	

1. What is Danielle's pay before deductions? _____
2. What are her total deductions? _____
3. What is Danielle's take-home pay this week? _____

PCM 25 UNIT TWO LESSON 8

Looking at Budgets

Look at Ari's and Bella's budgets. Discuss with your class. Answer the questions.

Ari's Budget	
<u>Item</u>	<u>Monthly Expense</u>
Rent	\$425
Food	150
Electricity	15
Telephone	100
Bus	50
Clothes	40
Savings	50
Entertainment	120
Extra things	50
Total	

Bella's Budget	
<u>Item</u>	<u>Monthly Expense</u>
Rent	\$600
Food	200
Electricity	25
Telephone	60
Gasoline	120
Clothes	80
Savings	75
Car insurance	50
Extra things	50
Total	

1. Who pays more rent? _____
2. Who pays less for electricity? _____
3. Who spends more each month? _____
4. What are Ari's total monthly expenses? _____
5. What are Bella's total monthly expenses? _____
6. How can Ari and Bella save money? _____

PCM 26 UNIT TWO LESSON 8

Your Budget

What is your budget? Fill out the form. Discuss with your class.

Item	Monthly Expense

To the Teacher NOTE: If students are not comfortable sharing information about their real expenses, you may want to allow them to make up information for this activity. *Extension:* Use this form to have students create individualized weekly food budgets. Supermarket flyers are helpful. Use coupons and sales to adjust totals. Also, use the form to create a vacation or holiday budget.

PCM 27 UNIT TWO MORE PRACTICE

Pronunciation Practice

Say the whole word. Then say the parts of the word. Repeat the whole word.

Example: Thursday	Thurs day	Thursday
1. early	ear ly	early
2. vacation	va ca tion	vacation
3. tomorrow	to mor row	tomorrow
4. schedule	sche dule	schedule
5. afternoon	af ter noon	afternoon
6. appointment	ap point ment	appointment
7. headache	head ache	headache
8. infection	in fec tion	infection
9. benefits	be ne fits	benefits
10. holiday	ho li day	holiday
11. overtime	o ver time	overtime
12. paycheck	pay check	paycheck
13. supervisor	su per vi sor	supervisor
14. insurance	in sur ance	insurance

To the Teacher *Extension:* Have students underline the stressed syllable in the second column.

PCM 28 UNIT THREE LESSON 9

Safety Gear and Equipment

Many different workers use the same safety equipment. Which workers use a mask, a back brace, safety glasses, gloves? Use the list on p. 114 in the Student Book and your own ideas. Make a list under each picture.



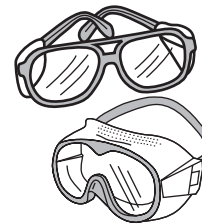
manicurist



mover



gardener



mechanic

To the Teacher *Variation:* Have students work in teams. See which team has the longest list in each category.

PCM 29 UNIT THREE LESSON 10

Safety Rules

Do these safety rules protect workers? Do they protect customers or patients?
What do you think? Circle *yes* or *no*.

	<u>Safety for Workers</u>		<u>Safety for Customers/Patients</u>	
1. safety glasses	yes	no	yes	no
2. neat and clean work area	yes	no	yes	no
3. clean hands	yes	no	yes	no
4. gloves	yes	no	yes	no
5. fire extinguisher	yes	no	yes	no
6. clean knives, forks, spoons	yes	no	yes	no
7. safe equipment and machines	yes	no	yes	no
8. hairnet	yes	no	yes	no
9. no smoking	yes	no	yes	no
10. well-rested workers	yes	no	yes	no
11. apron	yes	no	yes	no
12. emergency exits	yes	no	yes	no

To the Teacher NOTE: The key to this activity is to generate discussion, including a consideration of safety rules and practices in different work settings.

PCM 30 UNIT THREE LESSON 10

Safety at Work

What are your safety rules in the U.S.? What safety rules did you have in your native country? Circle *yes* or *no*.

	<u>In the U.S.</u>		<u>In My Native Country</u>	
1. I can eat and drink on the job.	yes	no	yes	no
2. I can smoke on the job.	yes	no	yes	no
3. I can talk while I work.	yes	no	yes	no
4. I wear safety gear.	yes	no	yes	no
5. I have to clean my work area.	yes	no	yes	no
6. I can listen to music at work.	yes	no	yes	no
7. I tell my boss about safety problems.	yes	no	yes	no
8. I have to work fast.	yes	no	yes	no
9. I work many hours a day.	yes	no	yes	no
10. I follow safety rules.	yes	no	yes	no

To the Teacher *Extension:* Have students add other safety rules and write *yes* or *no*.

PCM 31 UNIT THREE LESSON 11

Regular Past Tense Verbs

Make as many sentences as you can with *I*.

I	closed	the chairs
	delivered	the fan
	fixed	the laundry
	loaded/unloaded	the new shipment
	moved	the order
	picked up	the oven
	started	the towels
	turned off	the truck
	washed	the windows

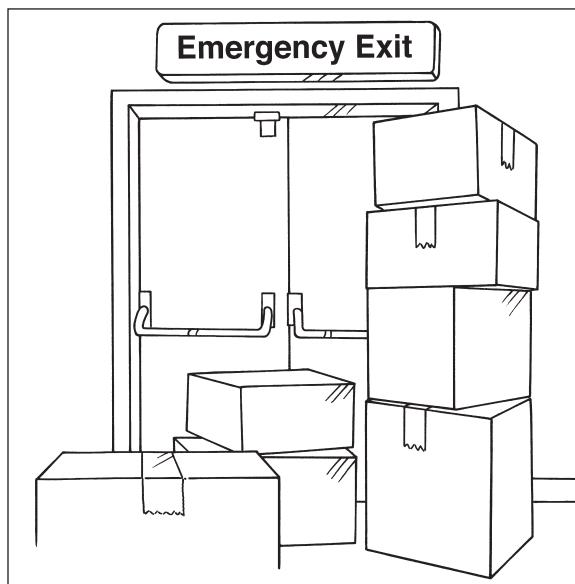
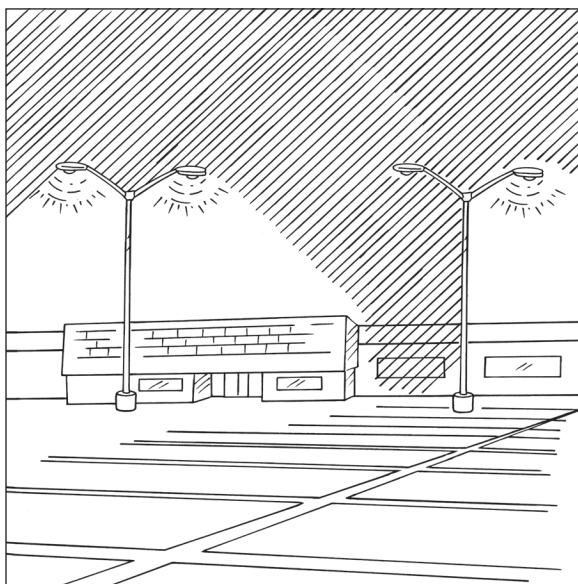
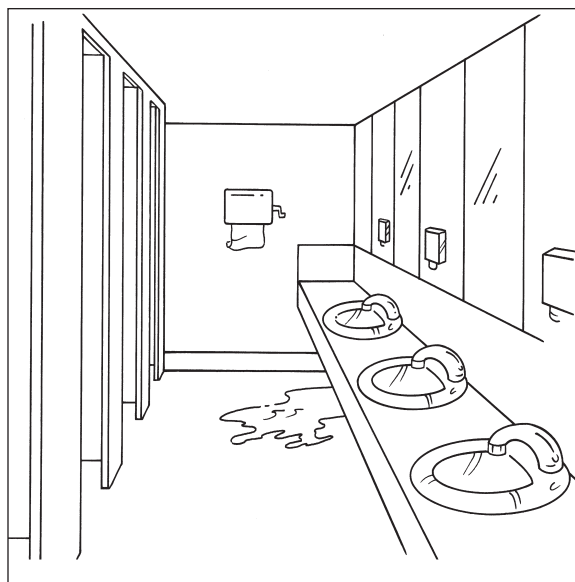
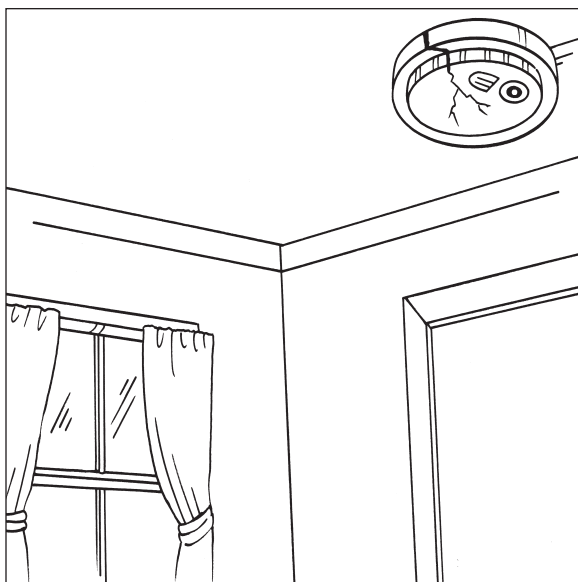
Example: *I fixed the machine.*

To the Teacher *Extension:* Make other sentences with verbs and nouns from students' workplaces. For additional verbs, see page 115 in the student book.

PCM 32 UNIT THREE LESSON 11

Reporting Safety Problems

Practice reporting these safety problems. Work with a partner. Create conversations. Present your conversations to the class.



PCM 33 UNIT THREE LESSON 12

Irregular Past Tense Verbs I

Complete the sentences with the past tense of the verbs.

<u>Present</u>	<u>Past</u>	<u>Present</u>	<u>Past</u>
am, is	was, were	have	had
break	broke	hurt	hurt
do	did	lose	lost
forget	forgot	make	made
get	got	take	took
go	went	throw away	threw away

Example: I took the order to my manager.
(take)

- I _____ my knee yesterday.
(hurt)
- You _____ the bandages.
(forget)
- They _____ the trash.
(throw away)
- We _____ a lot of work last week.
(have)
- Elena _____ a nurse in Brazil.
(is)
- My manager _____ the first aid kit.
(get)
- Blanca _____ the beds.
(make)
- I _____ the dishes.
(break)
- Walter _____ the key.
(lose)
- Dominique and Vivian _____ to lunch.
(go)
- I _____ a lot of work yesterday.
(do)
- The supervisor _____ Tu to the hospital.
(take)

To the Teacher *Extension:* Make other sentences with verbs and nouns from students' workplaces. For additional verbs, see page 115 in the student book.

PCM 34 UNIT THREE LESSON 12

Irregular Past Tense Verbs II

Answer the questions with the past tense of the verbs. Make as many sentences as you can. Work with a partner, in small groups, or with the entire class.

<u>Present</u>	<u>Past</u>	<u>Present</u>	<u>Past</u>
break	broke	lose	lost
forget	forgot	make	made
get	got	take	took
have	had	throw away	threw away

Example: What did you forget? I forgot my safety glasses. I forgot the detergent.

1. What did you break (last week, etc.)? _____

2. What did you forget (this morning, etc.)? _____

3. What did you get (in the supply room, etc.)? _____

4. What did you have for lunch? _____

5. What did you lose (yesterday, etc.)? _____

6. What did you make (at work, home, etc.)? _____

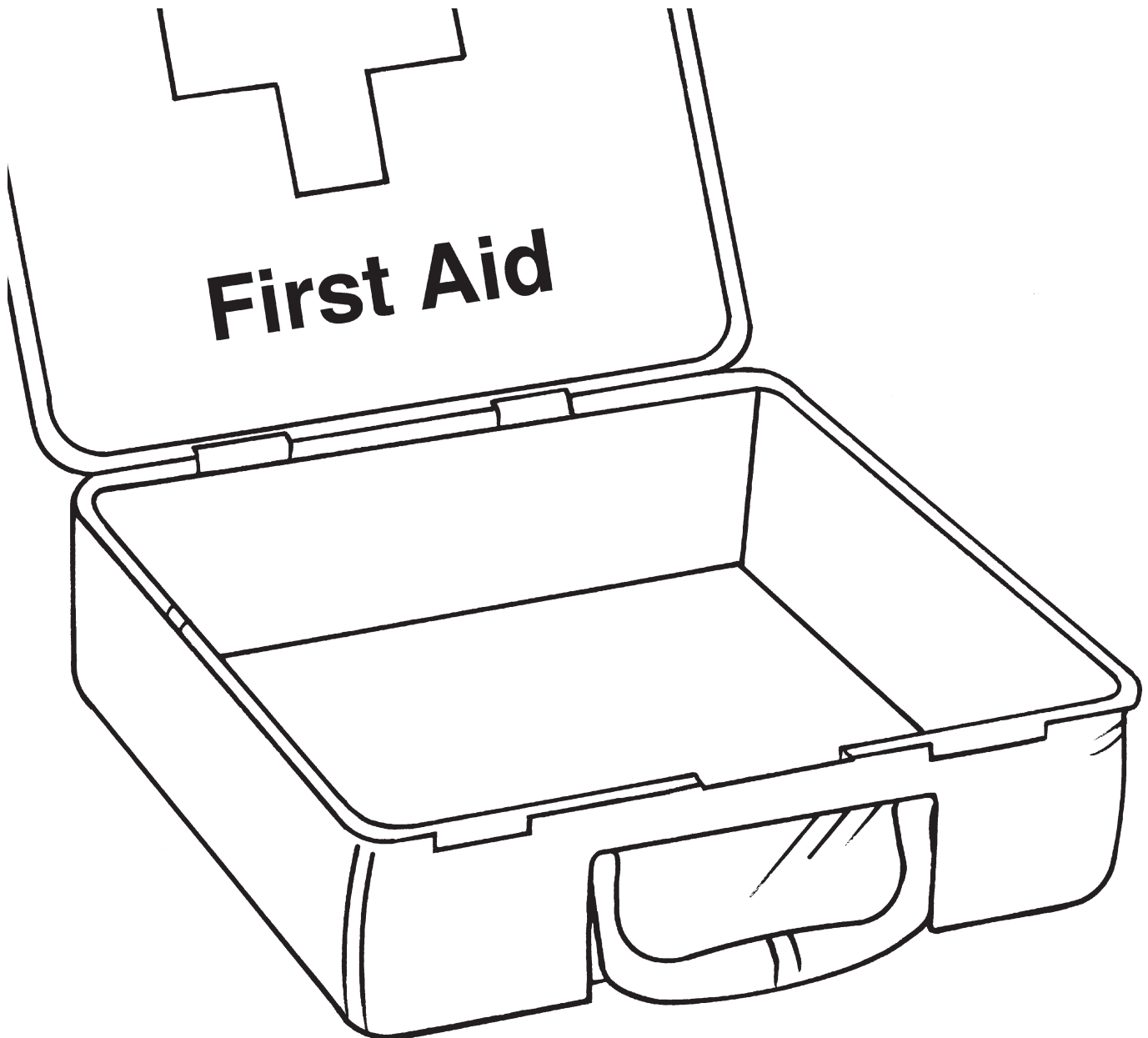
7. What did you take (to work, the store, school, etc.)? _____

To the Teacher *Variations:* 1. Before answering the questions, make a list of items from students' jobs and lives. 2. Do this exercise as a game. Students work in teams. The team with the most correct sentences wins.

First Aid Kit

What is in a first aid kit? Put your supplies into the first aid kit.

Write the word, draw the item, or use a picture. Talk with your class.



To the Teacher *Expansion:* Ask students to describe what they use each of their first aid supplies for. *Variation:* Draw a first aid kit on the board or on chart paper and have students create a class kit.

PCM 36 UNIT THREE LESSON 12

Accident Report

Read the story and discuss.

Elena Flores works in a store. She had an accident on Monday, June 16 at 10:20 A.M.

Elena was in the stock room. A heavy box fell on her foot. Elena went to the hospital. She has a broken foot. She told her boss, Jim Jones, about the accident. Now Elena has to fill out a report.

Complete the following form. Use the form to tell about Elena's accident.

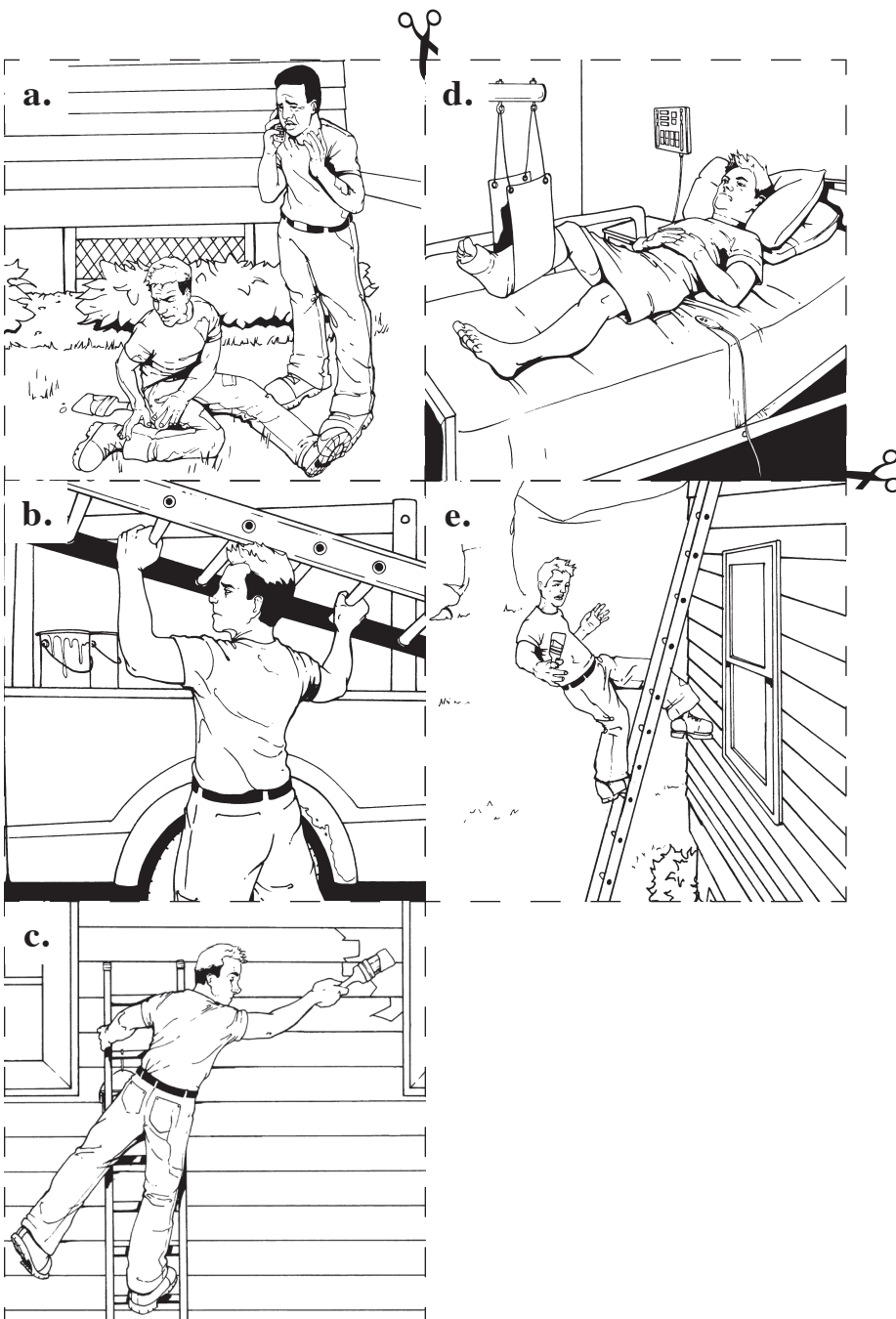
ACCIDENT REPORT		
Please Print.		
Employee Name		
	Last	First Middle
Department	Supervisor	
Date	Time	
Location of Accident		
Injury		
Describe what happened		

To the Teacher *Extension:* Use the story and the form as a springboard for a discussion of accidents at work. *Variation:* Bring in pictures of workplace accidents. Have students write or tell stories about the pictures, then fill out the form for each one.

PCM 37 UNIT THREE LESSON 12

Tell the story.

Look at the pictures. Put them in the right order. Tell the story to your class.



To the Teacher *Variations:* Have students work in pairs or small groups. Encourage them to write their stories. If necessary, record students' stories using LEA (Language Experience Approach) techniques.

PCM 38 UNIT THREE MORE PRACTICE

Pronunciation Practice

Say the whole word. Then say the parts of the word. Repeat the whole word.

Example: safety	safe ty	safety
1. glasses	glas ses	glasses
2. earplugs	ear plugs	earplugs
3. careful	care ful	careful
4. problem	prob lem	problem
5. boxes	box es	boxes
6. machine	ma chine	machine
7. noisy	noi sy	noisy
8. ambulance	am bu lance	ambulance
9. broken	bro ken	broken
10. important	im por tant	important
11. accident	ac ci dent	accident
12. dizzy	di zzy	dizzy
13. equipment	e quip ment	equipment
14. emergency	e mer gen cy	emergency

To the Teacher *Extension:* Have students underline the stressed syllable in the second column.

PCM 39a UNIT THREE SAFETY CARDS



DANGER:
HARD HAT AREA



Fire
Extinguisher



CAUTION:
Ear Protection
Required



Fire Alarm
(Pull)



Wear Safety
Glasses



FLAMMABLE/
COMBUSTIBLE



CAUTION:
Wet Floor



WARNING:
Hazardous Material

To the Teacher See page 24 for suggestions for using these cards.

PCM 39b UNIT THREE SAFETY CARDS

  <p>DANGER: High Voltage</p>	 <p>DO NOT TOUCH</p>
 <p>POISON/TOXIC</p>	 <p>Wear a Hairnet at <u>ALL</u> Times.</p>
 <p>DO NOT ENTER</p>	 <p>EMERGENCY EXIT</p>
 <p>Wash hands before returning to work.</p>	 <p>GLOVES REQUIRED</p>

To the Teacher See page 24 for suggestions for using these cards.

PCM 40 UNIT FOUR LESSON 13

Reporting a Problem

Look at the form below and answer the questions.

REPORT A PROBLEM	
Name	<u>Chan Wu</u>
Date	<u>11/13/07</u>
Time	<u>3:15 P.M.</u>
Problem	<u>broken microwave in kitchen</u>

1. Who reported the problem? _____
2. When did he report the problem? _____
3. What is the problem? _____

Use this form to report a problem at work or at home. Report to your boss, police, a security officer, your landlord, etc.

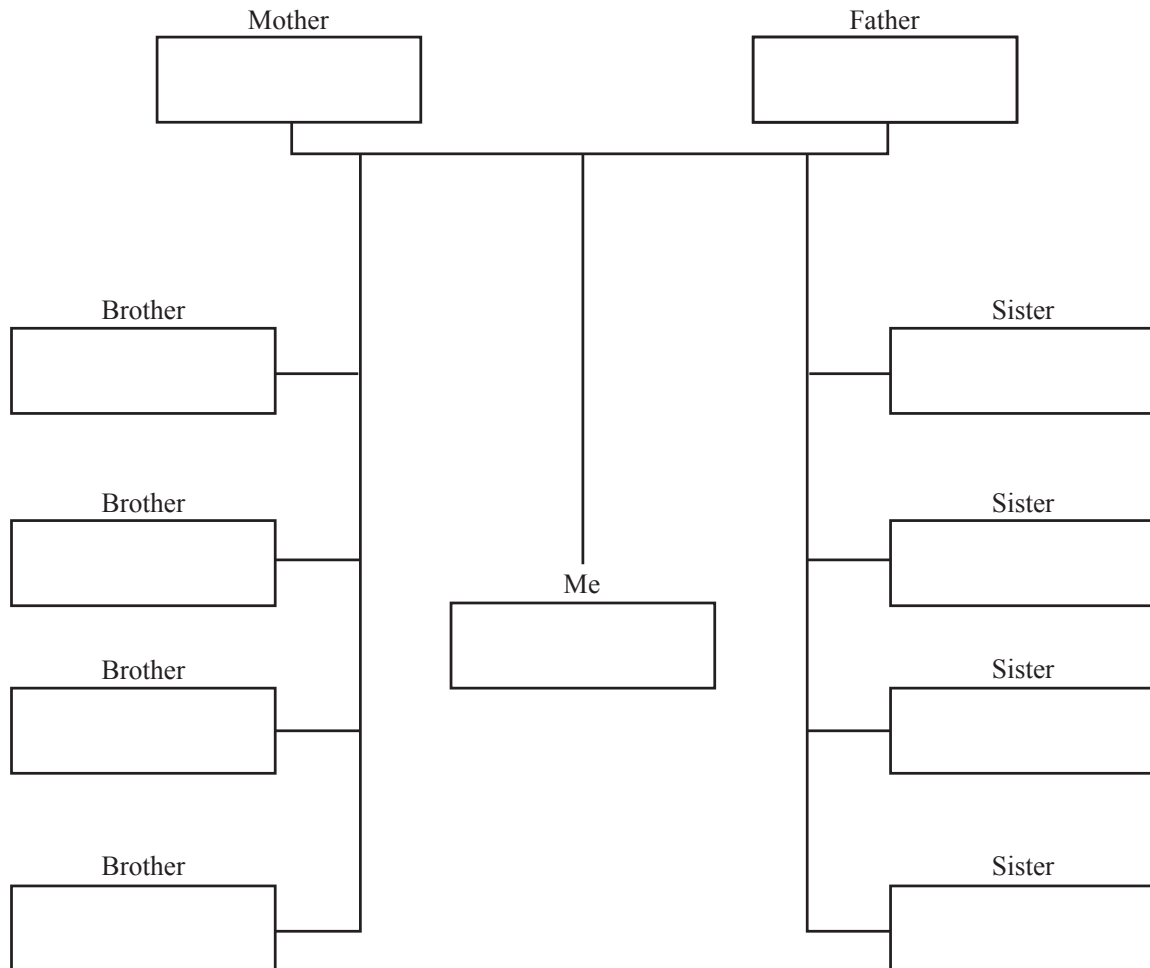
REPORT A PROBLEM	
Name	_____
Date	_____
Time	_____
Problem	_____

To the Teacher *Extension:* Have students role-play reporting problems.

PCM 41 UNIT FOUR LESSON 14

My Family

Fill in the chart. Tell the class about your family.



To the Teacher *Variations:* 1. Before copying, adapt the chart to other family structures, as appropriate to students' needs. 2. Copy the chart on the board. Have students go to the board, fill in their information, and tell the class. *Extension:* Have students add boxes for other family members, including spouse, children, grandparents, etc.

PCM 42 UNIT FOUR LESSON 14

Nationalities

Match the country with the nationality. Practice saying these words. Work with your class.

- | | |
|----------------|---------------|
| 1. Mexico | a. Brazilian |
| 2. Cambodia | b. Cuban |
| 3. Ethiopia | c. Vietnamese |
| 4. Thailand | d. Haitian |
| 5. El Salvador | e. Russian |
| 6. Poland | f. Mexican |
| 7. Haiti | g. Korean |
| 8. China | h. Cambodian |
| 9. Iran | i. Ethiopian |
| 10. Vietnam | j. Polish |
| 11. India | k. Thai |
| 12. Cuba | l. Salvadoran |
| 13. Russia | m. Chinese |
| 14. Brazil | n. Indian |
| 15. Korea | o. Iranian |

To the Teacher *Extension:* Have students add other countries and nationalities. For each, have them identify languages.

PCM 43 UNIT FOUR LESSON 14

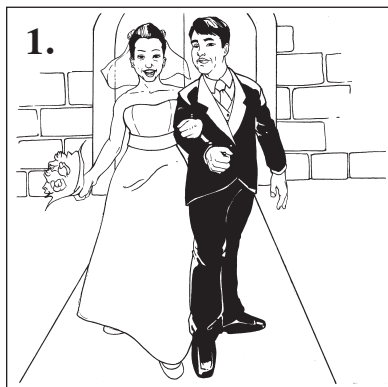
Let's think about it.

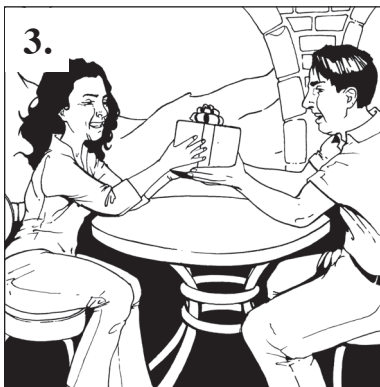
Do you know what to say? Write the correct words under each picture.

Thank you.

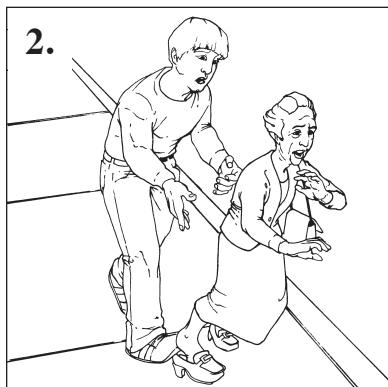
I'm sorry.

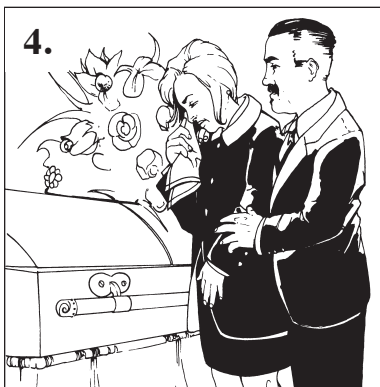
Congratulations.













To the Teacher *Extension:* Have students work in pairs or small groups to create conversations for one or more pictures, using the correct expression for each one in their conversations. Have pairs or groups present their conversations to the class.

PCM 44 UNIT FOUR LESSON 14

Small Talk: Weather and Sports

In the U.S., people like to talk about the weather and sports. Think about these topics.

1. Where do you live in the U.S.? What is the weather like there? What is it like in your native country? Circle *yes*, *no*, or *sometimes*. Talk with your class.

	<u>Weather in the U.S.</u>			<u>Weather in My Country</u>		
Hot	yes	no	sometimes	yes	no	sometimes
Cold	yes	no	sometimes	yes	no	sometimes
Rainy	yes	no	sometimes	yes	no	sometimes
Snowy	yes	no	sometimes	yes	no	sometimes
Hurricane	yes	no	sometimes	yes	no	sometimes
Tornado	yes	no	sometimes	yes	no	sometimes
Humid	yes	no	sometimes	yes	no	sometimes
Dry	yes	no	sometimes	yes	no	sometimes
Other _____	yes	no	sometimes	yes	no	sometimes

2. What sports do people enjoy where you live in the U.S.? What sports do people enjoy in your native country? Circle *yes* or *no*.

	<u>Sports in the U.S.</u>		<u>Sports in My Native Country</u>	
Baseball	yes	no	yes	no
Football	yes	no	yes	no
Soccer	yes	no	yes	no
Basketball	yes	no	yes	no
Volleyball	yes	no	yes	no
Hockey	yes	no	yes	no
Running	yes	no	yes	no
Swimming	yes	no	yes	no
Gymnastics	yes	no	yes	no
Other _____	yes	no	yes	no

To the Teacher *Extension:* Have students discuss if they play sports, go to games, or watch sports on TV.

PCM 45 UNIT FOUR LESSON 15

Helping People

Work with a partner. Choose a picture and a question. Make a conversation. Present your conversation to the class.

Can I help you?

What can I get you?

What can I do for you?

Do you need anything?

Can I get you something?

What would you like?



To the Teacher *Variation:* Do this exercise with the entire class. Have students create a conversation for each picture. *Extension:* Have students role-play conversations for other situations related to their jobs.

PCM 46 UNIT FOUR LESSON 15

Tell the story.

Look at the pictures. Put them in the right order. Tell the story to your class.

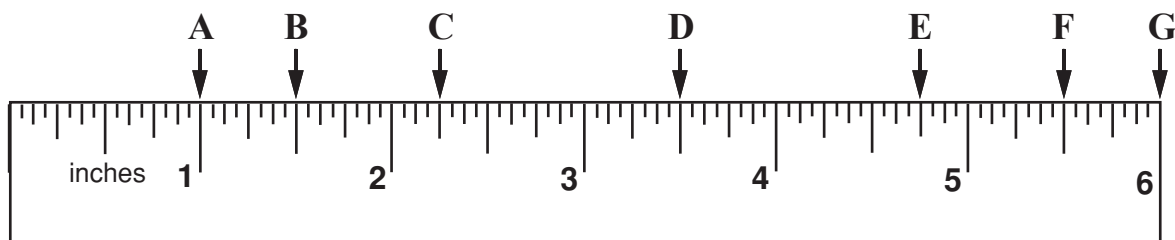


To the Teacher *Variation:* Have students work in groups to role-play this as a dialog. One student is the waitress (or waiter, if appropriate), one is the hostess/cashier, and one is the customer.

PCM 47 UNIT FOUR LESSON 16

Measurement

Sometimes you need to measure things at work. Look at the ruler. Write the correct measurement for each letter.



Example: A = 1 1/5 inch (in.)

1. B = _____ in.

4. E = _____ in.

2. C = _____ in.

5. F = _____ in.

3. D = _____ in.

6. G = _____ in.

To the Teacher *Extension:* Use a ruler, yardstick, or tape measure to measure things in your classroom. *Variation:* Have students discuss other measuring tools (cups, spoons, scales, thermometer, caliper, etc.) they use at work or at home, and how to use them. If possible, have students bring the measuring tools to class.

PCM 48 UNIT FOUR LESSON 16

Employee Review

Look at the review. Answer the questions with your class.

Name <u>Mohammad Aziz</u>	Yes	No	Sometimes
Comes to work on time	X		
Works hard			X
Is helpful			X
Is clean and neat	X		
Is careful	X		
Finishes work on time			X
Asks questions		X	
Reports problems		X	
Follows directions			X
Follows safety rules	X		
Supervisor Signature <u>Pierre Le Clair</u>			
Employee Signature <u>Mohammad Aziz</u>		Date <u>10/15/06</u>	

1. Does Mohammad come to work on time? _____
2. Is he helpful? _____
3. Does he ask questions? _____
4. Does Mohammed work hard? _____
5. Is he neat? _____
6. Does he report problems? _____

To the Teacher *Extension:* Have students discuss if this is a good or bad review.

Variation: Prepare alternate review forms. Before copying, change the name and the mix of evaluation responses. Ask similar questions.

PCM 49 UNIT FOUR LESSON 16

My Review

Fill in the form. Tell the class about yourself.

Name _____	Date _____		
	Yes	No	Sometimes
I come to work on time.	_____	_____	_____
I work hard.	_____	_____	_____
I am helpful.	_____	_____	_____
I am clean and neat.	_____	_____	_____
I am careful.	_____	_____	_____
I finish my work on time.	_____	_____	_____
I ask questions.	_____	_____	_____
I report problems.	_____	_____	_____
I follow directions.	_____	_____	_____
I follow safety rules.	_____	_____	_____

To the Teacher *Extension:* Have students bring in review/evaluation forms from work and discuss them with the class. Identify other qualities used to evaluate workers.

My Needs and Goals

Fill in the form. Talk about it with your class.

Using English at Work

	Yes	No	Sometimes
I need to understand and speak:			
to my boss	_____	_____	_____
to other workers	_____	_____	_____
to customers, patients, etc.	_____	_____	_____
on the phone	_____	_____	_____
other _____	_____	_____	_____
I want:			
to make more money	_____	_____	_____
to get a better position at my workplace	_____	_____	_____
to find a better job in a different workplace	_____	_____	_____
to make new friends at work	_____	_____	_____
other _____	_____	_____	_____

Using English outside of Work

	Yes	No	Sometimes
I need to understand and speak:			
to my neighbors	_____	_____	_____
to the doctor, dentist, etc.	_____	_____	_____
to my child's teacher	_____	_____	_____
to workers in stores	_____	_____	_____
on the phone	_____	_____	_____
other _____	_____	_____	_____
I want:			
to make friends in the U.S.	_____	_____	_____
to help my children with their homework	_____	_____	_____
other _____	_____	_____	_____

To the Teacher To understand their progress, students may want to compare their responses with responses on their initial needs assessments (page 25) and discuss changes they see in their needs and wants.

PCM 51 UNIT FOUR MORE PRACTICE

Pronunciation Practice

Say the whole word. Then say the parts of the word. Repeat the whole word.

Example: finish	fi nish	finish
1. mistake	mis take	mistake
2. enough	e nough	enough
3. yesterday	yes ter day	yesterday
4. delivery	de li ver y	delivery
5. order	or der	order
6. weekend	week end	weekend
7. family	fa mi ly	family
8. country	coun try	country
9. bother	bo ther	bother
10. minute	mi nute	minute
11. dirty	dir ty	dirty
12. helpful	help ful	helpful
13. friendly	friend ly	friendly
14. hardworking	hard work ing	hardworking

To the Teacher *Extension:* Have students underline the stressed syllable in the second column.

Answer Key for PCMs

UNIT ONE LESSON 1 (PCM 3)

Word Search



UNIT ONE LESSON 1 (PCM 4)

Spell the Word

1. telephone
2. address
3. city
4. state
5. date
6. name

UNIT ONE LESSON 1 (PCM 5)

Abbreviations

1. f
2. e
3. g
4. h
5. c
6. j
7. l
8. k
9. a
10. i
11. d
12. b

UNIT ONE LESSON 3 (PCM 10)

Tell the Story

- a. 5 (or 4)
- b. 4 (or 5)
- c. 2
- d. 1
- e. 3

UNIT TWO LESSON 5 (PCM 14)

Schedule

1. 5
2. 8:00
3. Sunday, Monday, Tuesday, Wednesday, Thursday
4. Wednesday, Thursday
5. 8
6. 11-7:30
7. 3:00
8. Monday, Tuesday
9. 42 1/2
10. Monday, Tuesday, Wednesday, Thursday, Saturday

UNIT TWO LESSON 5 (PCM 17)

Word Search



UNIT TWO LESSON 6 (PCM 18)

Time Card

1. 12/12/07 to 12/18/07
2. 1 (first)
3. Monday, Tuesday, Wednesday, Thursday, Friday OR from Monday to Friday
4. Thursday
5. 7:30
6. 4:45
7. 40
8. Saturday and Sunday

UNIT TWO LESSON 6 (PCM 19)

Abbreviations

- | | |
|------|-------|
| 1. f | 7. l |
| 2. g | 8. k |
| 3. j | 9. a |
| 4. b | 10. c |
| 5. h | 11. e |
| 6. i | 12. d |

Dates

1. 3/15/86
2. 4/20/08
3. 7/4/79
4. 2/14/93
5. 10/13/07
6. 12/7/65
7. 9/26/10
8. 1/31/56
9. 11/9/94
10. 8/24/06

UNIT TWO LESSON 6 (PCM 20)

Question Words

1. Nina
2. housekeeper
3. the Fairlane Nursing Home
4. 7:00 in the morning OR 7:00 A.M.
5. She missed the bus.

UNIT TWO LESSON 7 (PCM 22)

Parts of the Body 2

1. eye
2. cheek
3. mouth
4. throat
5. nose
6. tooth (teeth)
7. chin
8. head
9. ear
10. neck
11. shoulder
12. back
13. chest
14. arm
15. stomach
16. wrist
17. finger
18. leg
19. knee
20. foot (feet)
21. ankle
22. toe

UNIT TWO LESSON 8 (PCM 24)

Paystub	
Total	\$400
	\$105
Gross Pay	\$505
Total Deductions	\$183.70
Net Pay	\$321.30

1. \$505
2. \$183.70
3. \$321.30

UNIT TWO LESSON 8 (PCM 25)

Budget

1. Bella
2. Ari
3. Bella
4. \$1000
5. \$1260
6. Answers will vary.

UNIT THREE LESSON 12 (PCM 33)

Irregular Past Tense Verbs I

1. hurt
2. forgot
3. threw away
4. had
5. was
6. got
7. made
8. broke
9. lost
10. went
11. did
12. took

UNIT THREE LESSON 12 (PCM 34)

Irregular Past Tense Verbs II

Sentences will vary. Verbs as follows:

1. broke
2. forgot
3. got
4. had
5. lost
6. made
7. took

UNIT THREE LESSON 12 (PCM 37)

Tell the story.

- a. 4
- b. 1
- c. 2
- d. 5
- e. 3

UNIT FOUR LESSON 13 (PCM 40)

Reporting a Problem

1. Chan Wu
2. 11/13/07 OR November 13, 2007, at 3:15 P.M.
3. broken microwave in kitchen

UNIT FOUR LESSON 14 (PCM 42)

Nationalities

- | | |
|------|-------|
| 1. f | 9. o |
| 2. h | 10. c |
| 3. i | 11. n |
| 4. k | 12. b |
| 5. l | 13. e |
| 6. j | 14. a |
| 7. d | 15. g |
| 8. m | |

UNIT FOUR LESSON 14 (PCM 43)

Let's think about it.

1. Congratulations.
2. I'm sorry.
3. Thank you.
4. I'm sorry.
5. Thank you.
6. Congratulations.

UNIT FOUR LESSON 15 (PCM 46)

Tell the story.

- a. 3
- b. 1
- c. 5
- d. 2
- e. 4

UNIT FOUR LESSON 16 (PCM 47)

Measurement

1. $1\frac{1}{2}$
2. $2\frac{1}{4}$
3. $3\frac{1}{2}$
4. $4\frac{3}{4}$
5. $5\frac{1}{2}$
6. 6

UNIT FOUR LESSON 16 (PCM 48)

Employee Review

1. Yes
2. Sometimes
3. No
4. Sometimes
5. Yes
6. No