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**Beginning Level (CASAS reading scores of 181-200)**

## **On-The-Job: Week 1 of 1**

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### **Unit Overview**

This one-week unit helps learners develop English communication and reading skills they can use at any job. Learners will practice reading schedules, asking about scheduling, and requesting schedule changes and time off. Learners will also practice giving and following simple commands and using the past tense to check if work is finished.

### **Focus of Week 1**

- Interpreting **written schedules**
- Asking about **schedules and schedule changes**
- Giving and following **simple instructions**
- **Simple past tense with regular verbs**

## On-The-Job Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p><i>Life skill: interpret time cards</i></p> <p><b>Literacy:</b> read analog clocks and write times in fifteen minute increments</p> <p><b>Literacy:</b> Identify start and end times, including the vocabulary, a.m., p.m., morning, afternoon, out and in.</p> <p><b>Listening/speaking:</b> ask and respond to questions about time in 15 minute increments, e.g. He works at nine fifteen/ a quarter after nine</p> <p><b>Listening/speaking:</b> Ask and respond to questions about start and end times, e.g., She starts work at 9 a.m. and finishes at 4 p.m.</p> <p><b>Grammar:</b> Use the imperative to give work instructions, e.g. "Take out the trash, wash your hands, and cut the vegetables."</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>What Time Do You Eat?</b></li> <li>• Handout: <b>Time Card</b></li> <li>• Handout: <b>Reading Test Practice</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 85, 159</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A real or model clock with moveable hands</li> </ul>

### Lesson Plan

#### Warm up for today's Lesson

Description: learners complete a mingle grid about their activities at different times of day

Materials/Prep: copies of **What Time Do You Eat?** handout, ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.

#### Activity 1: Literacy, Listening & Speaking

Description: practice saying and writing the time in quarter hours.

Materials/Prep: a real or model clock with moveable hands

#### Activity 2: Listening & speaking, Literacy

Description: examine a simple time card and answer questions about the timecard orally and in writing

Materials/Prep: copies of a **Time Card** handout

#### Activity 3: Literacy

Description: practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Reading Test Practice** handout

#### Activity 4: Listening & Speaking, Grammar

Description: introduce and practice workplace verbs using actions

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **TPR**, p. 159

#### Activity 5: Checking for Understanding

Description: learners demonstrate understanding by pantomiming commands given by the teacher

Materials/Prep: (none)

## Teacher Directions: Warm-Up

-Materials: copies of **What Time Do You Eat?** handout, ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.

Using the handout, lead a **Mingle Grid** activity, as described in the ESL Volunteer Tutor Manual, 2012, p. 85.

What Time Do You Eat?			
Name	What time do you wake up?	What time do you eat lunch?	What time do you go to sleep?

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 7 Beginning On-The-Job Unit

## Teacher Directions: Activity 1: Literacy, Listening & Speaking

-Materials: a real or model clock with moveable hands.

### Step 1: Context

Ask: *What time do you wake up? What time do you go to school?*  
*Today we are going to practice saying the times.*

### Step 2: Introduce and practice vocabulary

Starting at 1:00, move the hands by **half hours**. Learners repeat each time after the teacher. If the vocabulary seems easy for learners, emphasize correct pronunciation.

Show a time on the clock (half hour increments), learners write the time in their notebooks.

**Need a challenge?:** some learners may be able to write the time in words (ie *five thirty*) for an extra challenge.

Starting at 1:00, move the hands by **quarter hours**. Learners repeat each time after the teacher. If the vocabulary seems easy for learners, emphasize correct pronunciation.

Now introduce the word **quarter**. Repeat the step above practicing **quarter after** and **quarter to**.

Show a time on the clock (quarter hour increments), learners write the time in their notebooks.

### Step 3: Partner practice

Write a list of times (quarter hour increments) on the board. In pairs, learners practice reading the times aloud to each other.

## Teacher Directions: Activity 2: Listening & Speaking, Literacy

-Materials: copies of **A Time Card** handout

### Step 1: Context

Ask: *Do you have a job? How many days do you work in one week? What time do you usually start work? What time do you finish? How many hours do you work in one day? Do you write your time on a paper? In a computer?*

(if no one in the class works, tell a story about a fictional person or about yourself)

### Step 2: Introduce concept of timecards/timesheets

Write on the board: **timecard**

**Timesheet**

*In the U.S., workers usually write down the time they work. Sometimes they type it in a computer. Sometimes they use a special machine to show the time they start work and the time they finish work.*

Using a projector, show a copy of the **Time Card** handout.

Point to the following elements ( or have learners find them):

- Employee/worker's name
- Supervisor/manager's name
- Days of the week
- Time in = start time
- Time out = finish time

### Step 3: Group practice

Write on the board: **a.m.** = **morning**

**p.m.** = **afternoon / night**

As a class, decide whether to write **a.m.** or **p.m.** in each blank in the timecard.

Draw a number line from 6:00am to 6:00pm on the board to show times: Fill in the hours and half hour marks.

Model how to calculate the number of hours worked using the number line. Fill in the number of hours per day and the total number of hours.

Time Card									
TIME CARD Rosie's Grill and Diner									
Employee Name: Mike Reynolds					Week of: August 25 -Sept. 1				
Employee Signature: Mike Reynolds					Supervisor's Signature: Carol Martin				
ID Number: 483-229									
	MON	TUE	WED	THUR	FRI	SAT	SUN		
IN	7:00am	9:00	off	8:15am	6:00am	off	12		
OUT	2:00	3:00pm	off	5:00	11:30	off	5:15pm		
HOURS									
For Office Use Only:							Total	Hours	

Write a.m. or p.m. in the timecard.

Write the hours for each day and the total hours for the week.

1. What is the worker's name? \_\_\_\_\_
2. What time did he start work on Thursday? \_\_\_\_\_
3. How many days did he work? \_\_\_\_\_
4. What time did he finish work on Monday? \_\_\_\_\_
5. How many hours did he work on Sunday? \_\_\_\_\_

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 4 Beginning On-The-Job Unit

#### Step 4: Individual Practice

Learners work independently or in pairs to answer comprehension questions at the bottom of the page.

If learners, struggle with the comprehension questions, provide additional oral and written comprehension questions about the time card.

### **Teacher Directions: Activity 3: Life Skills, Literacy**

### **-Reading Test Practice**

#### Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2.

Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

TIME CARD								
Employee: Mike Reynolds	Week of: August 28 -Sept. 1							
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	
IN	9:00am	12:00pm	8:30am	off	6:45am	11:30am	off	
OUT	5:00pm	4:00pm	2:30pm		11:45am	6:30pm		
HOURS	8	4	6		5	7		
Employee signature:							Total Hours	30

1. How many hours did Mike work on Tuesday?  
A. 12  
B. 4  
C. 400  
D. 30

2. Where should Mike sign his time card?  
A. On the top right  
B. Next to the date  
C. On the bottom left  
D. At the bottom right

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 5 Beginning On-The-Job Unit

#### Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

## Teacher Directions: Activity 4: Listening & Speaking, Grammar

-Materials: ESL Volunteer Tutor Manual, 2012, TPR, p. 159.

### Step 1: Context

*Do you have a job? What do you do at your job? What work do you do at home? Do you cook? Do you clean?*

*This week we are going to practice some words for things many people do at work.*

### Step 2: Group practice

Say each word, then repeat it in a sentence. Write the sentence on the board.

As a class, choose a gesture that illustrates the sentence.

Repeat the gesture several times as learners repeat the word and sentence aloud.

1. **Wash** your hands.
2. **Clean** the knife.
3. **Put on** a hat.
4. **Take off** your jewelry.
5. **Change** your gloves.
6. **Cook** the eggs.
7. **Get** a pencil.
8. **Wipe** the table.
9. **Finish** your work.
10. **Clock in / clock out.**

## Teacher Directions: Activity 5: Checking for Understanding

-Materials: (none)

Teacher says each sentence and learners demonstrate meaning by pantomiming commands.

Teacher does each gesture and learners say the sentence.

Learners work in pairs to give the command and respond with the appropriate gesture.

## What Time Do You Eat?

<b>Name</b>	What time do you wake up?	What time do you eat lunch?	What time do you go to sleep?

# Time Card

TIME CARD Rosie's Grill and Diner							
Employee Name: <b>Mike Renolds</b>				Week of: <b>August 25 -Sept. 1</b>			
Employee Signature: <i>Mike Renolds</i>				Supervisor's Signature: <i>Carol Martin</i>			
				ID Number: <b>403-229</b>			
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
IN	7:00am	9:00__	off	8:15am	6:00am	off	12__
OUT	2:00__	3:00pm	off	5:00__	11:30__	off	5:15pm
HOURS							
For Office Use Only:					Total Hours		

Write a.m. or p.m. in the timecard.

Write the hours for each day and the total hours for the week.

1. What is the worker's name? \_\_\_\_\_
2. What time did he start work on Thursday? \_\_\_\_\_
3. How many days did he work? \_\_\_\_\_
4. What time did he finish work on Monday? \_\_\_\_\_
5. How many hours did he work on Sunday? \_\_\_\_\_



# Reading Test Practice

TIME CARD							
Employee: <b>Mike Renolds</b>		Week of: <b>August 25 -Sept. 1</b>					
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
IN	<b>9:00am</b>	<b>12:00pm</b>	<b>8:30am</b>	<b>off</b>	<b>6:45am</b>	<b>11:30am</b>	<b>off</b>
OUT	<b>5:00pm</b>	<b>4:00pm</b>	<b>2:30pm</b>		<b>11:45am</b>	<b>6:30pm</b>	
HOURS	<b>8</b>	<b>4</b>	<b>6</b>		<b>5</b>	<b>7</b>	
Employee Signature:					Total Hours	<b>30</b>	

1. How many hours did Mike work on Tuesday?

- A. 12
- B. 4
- C. 400
- D. 30

2. Where should Mike sign his time card?

- A. On the top right
- B. Next to the date
- C. On the bottom left
- D. At the bottom right

## On-The-Job Unit: Week 1, Tuesday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> read a story about on-the-job communication</p> <p><b>Literacy:</b> ask and respond to simple written wh- questions</p> <p><b>Literacy:</b> recognize and write 10 common workplace verbs in present and simple past tenses.</p> <p><b>Listening/speaking:</b> sequence written workplace instructions</p> <p><b>Transition &amp; Critical Thinking:</b> listen to and follow instruction for completing a task</p> <p><b>Grammar:</b> Form simple past questions with <b>Did you...</b>+ verb, (ex. <i>Did you wash your hands?</i>)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Reading Test Practice</b></li> <li>• Handout: <b>Did You Clock Out?</b></li> <li>• Handout: <b>First...Then...Next</b> (2 per student)</li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 56-57</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• A small ball or beanbag</li> <li>• Pictures of people working in food processing or food preparation jobs.</li> <li>• Student scissors</li> </ul>

### Lesson Plan

#### Warm up for today's Lesson

Description: learners call off times in 15 minute increments

Materials/Prep: a small ball or beanbag

#### Review of Previous Lessons

Description: practice reading skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Reading Test Practice** handout

#### Activity 1: Life skill, Literacy

Description: read a story about on-the-job communication

Materials/Prep: copies of **Did You Clock Out?** handout

#### Activity 2: Listening/speaking, Transitions & Critical Thinking

Description: listen to workplace instructions and sequence sentence strips

Materials/Prep: copies of **First...Then...Next** handout

#### Activity 3: Grammar/literacy

Description: practice asking and responding to questions with **Did you...?**

Materials/Prep: ESL Volunteer Tutor Manual, 2012, p. 56-57

#### Activity 4: Checking for Understanding

Description: play a charades game in which one learner leaves the room and has to check if work was completed

Materials/Prep: (none)

## Teacher Directions: Warm-Up

-Materials: a small bean bag or ball

Learners stand in a circle. Pass the ball around the circle. As each person received the ball he/she must say the next time in the sequence.

Start with full hours (1:00, 2:00, 3:00...etc.)

Then half hours (1:00, 1:30, 2:00...etc.)

Then quarter hours (1:00, 1:15, 1:30, 1:45...etc.)

**Need a Challenge?:** try it with “quarter to” and “quarter after”

## Teacher Directions: Review of Previous Lessons

-Materials: copies of **Reading Test Practice**

### Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2.

Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

### Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Reading Test Practice							
TIME CARD							
Employee:	Mike Reynolds		Week of: August 25 -Sept. 1				
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
IN	9:00am	12:00pm	8:30am	off	6:45am	11:30am	off
OUT	5:00pm	4:00pm	2:30pm		11:45am	6:30pm	
HOURS	8	4	6		5	7	
Employee Signature:						Total Hours	30

1. What time did Mike finish work on Saturday?	2. What day does Mike start work before 8:00am?
A. noon	A. Wednesday
B. 11:30	B. Friday
C. 6:30	C. Saturday
D. 7	D. Sunday

## Teacher Directions: Activity 1: Life Skills, Literacy

-Materials: copies of **Did You Clock Out?** handout

### Step 1: Context and Vocabulary

Ask: *Do you have a job? Did you have a job before? Do you have a manager? Do you like your manager? Do you talk to your manager in English? What questions does your manager ask? What does a manager do?*

Write on the board: **Food Service**

Show pictures of people working in food preparation and food processing jobs. Ask learners what they see. *Do you think it is important for these workers to have clean hands? Why?*

Write on the board: **restaurant, hospital, nursing home, fruit, vegetables, raise**

Give the meaning of each work through pictures, pantomime, and examples. Ask questions to check for comprehension.

### Step 2: Silent Reading

Distribute copies of **Did You Clock Out?**

Allow 5-10 minutes for learners to read silently and circle any words they don't understand

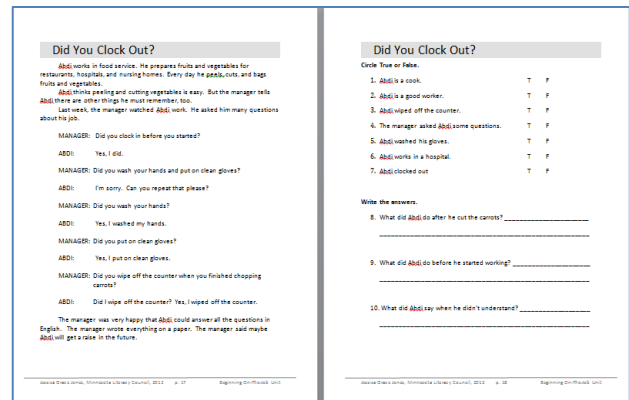
Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises



## Teacher Directions: Activity 2: Listening & Speaking, Critical Thinking

-Materials: copies of **First...Then...Next** handout (2 per student)

### Step 1: Review Vocabulary

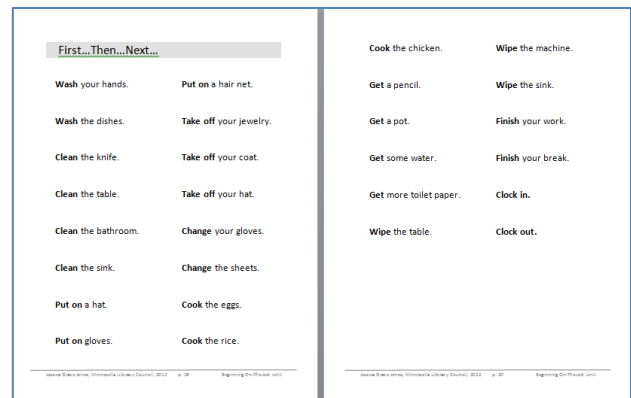
Distribute copies of **First...Then...Next...**

Read each command, learners repeat. Pantomime the task. Learners pantomime and repeat.

### Step 2: Materials Prep

Distribute additional copies of the handout with scissors.

Learners cut apart the sentences.



### Step 3: Listening Practice

Give a two-step command using the phrases on the handout (ex. *First wash the dishes and then clean the sink.*)

Learners find the corresponding sentences and put them in order. The whole class acts out the instructions.

Gradually, work up to 3 or 4-step commands.

**Learners Struggling?:** take out some of the sentences so that they don't have to choose from as many each time.

**Need a Challenge?:** speed up your speech and focus on giving more authentic instructions (the way you might to a native English speaker), to put their listening skills to the test.

### Step 4: Learners Lead

Learners take turns choosing the commands and giving them to the whole class or to a partner.

## Teacher Directions: Activity 3: Grammar, Literacy

-Materials: ESL Volunteer Tutor Manual, 2012, **Substitution Drill and Circle Drill**, p. 56-57.

### Step 1: Substitution Drill

Lead a **Substitution Drill**, as described in the ESL Volunteer Tutor Manual, 2012, p. 56.

Use the following target language with the job commands on the **First...Then...Next** handout:

Did you wash your hands?

Did you wash your hands?

Put on gloves.

Did you put on gloves?

Cook the eggs.

Did you cook the eggs.

### Step 2: Asking and responding

Write on the board: **Did you \_\_\_\_\_?**

**Yes, I did.**

**No, I didn't.**

Allow time for learners to copy in their notebooks.

Practice the questions and answers using a variety of tasks.

### Step 3: Circle Drill

Lead a **Circle Drill**, as described in the ESL Volunteer Tutor Manual, 2012, p. 57.

Use the target language on the board.

## Teacher Directions: Activity 4: Checking for Understanding

-Materials: (none)

### Step 1: Set Up

Write on the board:

- **Take off your jewelry**
- **Wash your hands**
- **Put on a hair net**
- **Put on gloves**
- **Clean the knife**
- **Cook the eggs**
- **Wipe the table**
- **Take off your gloves**

Review the phrases by pantomiming each as a group.

### Step 2: Play the game

Choose one student to be the manager. This student leaves the room.

Choose another student to be the worker. This student comes to the front of the room and chooses 3 tasks on the board to pantomime. Everyone watches and tries to remember (without shouting them out).

The “manager” returns and questions the “worker” about what they did using ***Did you \_\_\_\_\_?*** questions.

# Reading Test Practice

TIME CARD							
Employee: <b>Mike Renolds</b>		Week of: <b>August 25 -Sept. 1</b>					
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
IN	<b>9:00am</b>	<b>12:00pm</b>	<b>8:30am</b>	<b>off</b>	<b>6:45am</b>	<b>11:30am</b>	<b>off</b>
OUT	<b>5:00pm</b>	<b>4:00pm</b>	<b>2:30pm</b>		<b>11:45am</b>	<b>6:30pm</b>	
HOURS	<b>8</b>	<b>4</b>	<b>6</b>		<b>5</b>	<b>7</b>	
Employee Signature:					Total Hours	<b>30</b>	

1. What time did Mike finish work on Saturday?

- A. noon
- B. 11:30
- C. 6:30
- D. 7

2. What day does Mike start work before 8:00am?

- A. Wednesday
- B. Friday
- C. Saturday
- D. Sunday



# Did You Clock Out?

Abdi works in food service. He prepares fruits and vegetables for restaurants, hospitals, and nursing homes. Every day he peels, cuts, and bags fruits and vegetables.

Abdi thinks peeling and cutting vegetables is easy. But the manager tells Abdi there are other things he must remember, too.

Last week, the manager watched Abdi work. He asked him many questions about his job.

MANAGER: Did you clock in before you started?

ABDI: Yes, I did.

MANAGER: Did you wash your hands and put on clean gloves?

ABDI: I'm sorry. Can you repeat that please?

MANAGER: Did you wash your hands?

ABDI: Yes, I washed my hands.

MANAGER: Did you put on clean gloves?

ABDI: Yes, I put on clean gloves.

MANAGER: Did you wipe off the counter when you finished chopping carrots?

ABDI: Did I wipe off the counter? Yes, I wiped off the counter.

The manager was very happy that Abdi could answer all the questions in English. The manager wrote everything on a paper. The manager said maybe Abdi will get a raise in the future.

# Did You Clock Out?

**Circle True or False.**

- |   |   |   |
|---|---|---|
| 1. Abdi is a cook.                        | T | F |
| 2. Abdi is a good worker.                 | T | F |
| 3. Abdi wiped off the counter.            | T | F |
| 4. The manager asked Abdi some questions. | T | F |
| 5. Abdi washed his gloves.                | T | F |
| 6. Abdi works in a hospital.              | T | F |
| 7. Abdi clocked out                       | T | F |

**Write the answers.**

8. What did Abdi do after he cut the carrots? \_\_\_\_\_

\_\_\_\_\_

9. What did Abdi do before he started working? \_\_\_\_\_

\_\_\_\_\_

10. What did Abdi say when he didn't understand? \_\_\_\_\_

\_\_\_\_\_

## First...Then...Next...

**Wash** your hands.

**Put on** a hair net.

**Wash** the dishes.

**Take off** your jewelry.

**Clean** the knife.

**Take off** your coat.

**Clean** the table.

**Take off** your hat.

**Clean** the bathroom.

**Change** your gloves.

**Clean** the sink.

**Change** the sheets.

**Put on** a hat.

**Cook** the eggs.

**Put on** gloves.

**Cook** the rice.

**Cook** the chicken.

**Wipe** the machine.

**Get** a pencil.

**Wipe** the sink.

**Get** a pot.

**Finish** your work.

**Get** some water.

**Finish** your break.

**Get** more toilet paper.

**Clock in.**

**Wipe** the table.

**Clock out.**

## On-The-Job Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> interpret work schedules and negotiate schedule changes</p> <p><b>Literacy:</b> sequence written workplace instructions</p> <p><b>Listening/speaking:</b> ask and respond to questions about start and end times on a schedule</p> <p><b>Listening/speaking:</b> ask and respond to questions about scheduling (ex. Can you work tomorrow night? Can I have next Friday off?)</p> <p><b>Transition &amp; Effective Communication:</b> Use authentic clarification strategies</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 81</li> <li>• Handout: <b>Can You Work Tomorrow?</b></li> <li>• Handout: <b>Reading Test Practice</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p. 45, p. 69</li> </ul>

### Lesson Plan

#### Warm up for today's Lesson

Description: Learners will guess the significance of different numbers and amounts

Materials/Prep: teacher instructions (following page)

#### Review of Previous Lessons

Description: scan a work schedule for specific information

Materials/Prep: copies of **Basic Grammar in Action**, p. 81

#### Activity 1: Life skill, Listening & Speaking

Description: Learners ask and answer questions about start and end times on a schedule.

Materials/Prep: (none)

#### Activity 2: Listening/speaking, Life Skills, Transitions & Critical Thinking

Description: practice a dialog about schedule changes

Materials/Prep: copies of **Can You Work Tomorrow?**, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

#### Activity 3: Checking for Understanding, Literacy

Description: practice skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Reading Test Practice**

## Teacher Directions: Warm Up

Adapted from MLC Tutor Tips: <http://www.mnliteracy.org/tools/tutor-tips>

### Step 1: Context

Start by asking questions of your students that require answering with a number: What bus do you take to school? How many children do you have? How many days are there in a week?, etc. On the board, write the numbers. Now go back, and for each answer, elicit the question from the students. Repeat as needed for students to feel comfortable with the questions.

### Step 2: Guided Practice

Now write on the board five or six different numbers that can be answered by using the model you've just been practicing. To make it more personal, you could write numbers that are relevant in your life, for example, your shoe size, your age, your date of birth, your telephone number, your house or apartment number. Try to incorporate a few times (6:45 am. –the time I wake up)

Students ask you questions, trying to elicit what the numbers refer to, for example, "How old are you?"

After students have guessed as many numbers as they can, teach the rest.

### Step 3: Independent Practice

Once the students know what your numbers refer to, they form groups of three and write down three of their own "secret numbers." They ask questions to guess one another's numbers.

## Teacher Directions: Review of Previous Lessons

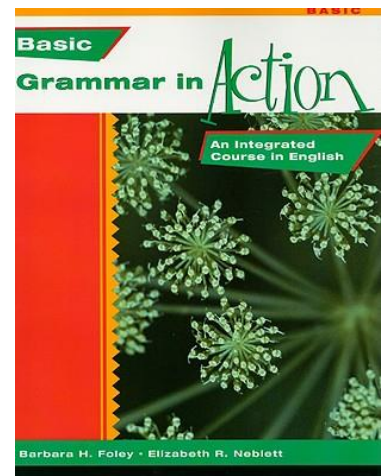
-Materials: copies of *Basic*

*Grammar in Action*, p. 81

### Step 1: Context

Review the word "**schedule**," showing the picture on p. 81.

Ask: *Do you work? Is your schedule the same every week? What are your days off?*



### Step 2: Preview Vocabulary

Practice the meaning and pronunciation of **full time, part time, days off**

### Step 3: Independent Practice

Complete the worksheet as instructed.

## **Teacher Directions: Activity 1: Life Skills, Listening & Speaking**

-Materials: (none)

### Step 1: Introduce target vocabulary and grammar

Write on the board: **What time does Richard start on Friday?**  
**When does Sheri finish on Tuesday?**

Allow time for learners to copy in their notebooks.

Have everyone find **Richard's** name and the word **Friday** on the schedule (from previous activity).  
Model how to follow the row and column to find his start and end times for that day.

Repeat with the second question about **Sheri**.

### Step 2: Structured Group Practice

As a class, practice varying the questions on the board to ask about other employees on the schedule. Each time, repeat the question several times and have learners find the answer on the schedule.

### Step 3: Pair Practice

In pairs, learners take turns asking questions about the schedule and answering them. Emphasize that this time is for practicing speaking –learners do not need to write the questions.

## Teacher Directions: Activity 2: Listening & Speaking, Life Skills

-Materials: copies of **Can You Work Tomorrow?** handout

Use the **dialogue** instructions in the ESL Volunteer Tutor Manual, 2012, p. 69.

Practice varying the dialogue using the phrases in the boxes.

Introduce phrases to use if you don't understand, such as:

*I'm sorry, I don't understand.*  
*Can you repeat that please?*

The handout is titled "Can You Work Tomorrow?". It contains a dialogue between a Manager and a Worker. The Manager asks, "Can I talk to you for a minute?". The Worker replies, "Sure, what's up?". The Manager asks, "Sam can't come in tomorrow. Can you work tomorrow from 8:00 to 3:00?". The Worker replies, "Sure, I can do that.". The Manager replies, "Thanks. That's great.". Below the dialogue are three boxes. The first box is titled "Manager says..." and contains three questions: "We're really busy. Can you come in early?", "There is a lot of work. Can you stay late?", and "Maria is sick. Can you fill in for her?". The second box is titled "YES" and contains three responses: "Sure, I can do that.", "Okay, I can stay late.", and "No problem, I can work tomorrow.". The third box is titled "NO" and contains three responses: "I'm sorry, I can't come early.", "I'm sorry, I can't stay late.", and "I'm sorry, I can't work then.". At the bottom of the handout, there is a box titled "Manager says..." with two responses: "Thanks, I appreciate it." and "That's okay.". At the very bottom, there is a small footer: "Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 25 Beginning On-The-Job Unit".

## Teacher Directions: Activity 3: Life Skills, Literacy, Checking for Understanding

-Materials: copies of **Reading Test Practice** handout

### Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

### Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.



# Can You Work Tomorrow?

**Manager:** Can I talk to you for a minute?

**Worker:** Sure, what's up?

**Manager:** Sam can't come in tomorrow. Can you work tomorrow from 8:00 to 3:00?

**Worker:** Sure. I can do that.

**Manager:** Thanks. That's great.

## Manager says...

We're really busy. Can you come in early?

There is a lot of work. Can you stay late?

Maria is sick. Can you fill in for her?

Mark is sick. Can you work for him?

## YES

Sure. I can do that.

Okay. I can stay late.

No problem. I can work tomorrow.

## NO

I'm sorry. I can't come early.

I'm sorry. I can't stay late.

I'm sorry. I can't work then.

## Manager says...

Thanks. I appreciate it.

That's okay.

# Reading Test Practice

## **WORK SCHEDULE -week of April 1<sup>st</sup> - 7<sup>th</sup>**

Carmen Sanchez	Mon. – Thurs., 8:00-5:00
Ali Muhammed	Tues., Thurs., Sat., 9 – 4:30
Pa Htoo	Wed. – Sat., 12:00-5:00
Linda Meyers	Mon., Wed., Fri., 8:00-1:00

1. Who starts work before 9:00 on Friday?

- A. Carmen Sanchez
- B. Ali Muhammed
- C. Pa Htoo
- D. Linda Meyers

2. How many employees work on Thursday?

- A. 1
- B. 2
- C. 3
- D. 4

## On-The-Job Unit: Week 1, Thursday

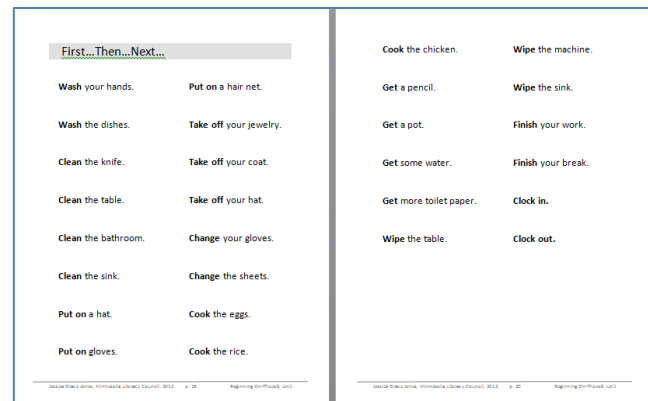
Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> confirm if work tasks are finished or not</p> <p><b>Literacy:</b> recognize and write 10 common workplace verbs in present and simple past tenses</p> <p><b>Literacy:</b> write a request to time off or a schedule change.</p> <p><b>Listening/speaking:</b> ask and respond to the question “Did you (wash the dishes)?”</p> <p><b>Transition &amp; Critical Thinking:</b> Use authentic clarification strategies</p> <p><b>Grammar:</b> Use simple past to confirm completed job activities (ex. I washed my hands.)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>First...Next...Then...</b> (from Tuesday)</li> <li>• Handout: <b>Reading Test Practice</b></li> <li>• Handout: <b>Time Off</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• ESL Volunteer Tutor Manual, 2012, p.56-57</li> <li>• 1 set of <b>Matching Cards</b> cut apart</li> </ul>
<h3>Lesson Plan</h3>	
<p><b>Warm up and Review of Previous Lessons</b>  <u>Description:</u> review job task through pictures and pantomime  <u>Materials/Prep:</u> a few copies of <b>First...Next...Then</b> handout from Tuesday</p> <p><b>Review of Previous Lessons</b>  <u>Description:</u> practice reading skills needed for the CASAS Life and Work Reading Test  <u>Materials/Prep:</u> copies of <b>Reading Test Practice</b> handout</p> <p><b>Activity 1: Life skill, Literacy, Grammar</b>  <u>Description:</u> review simple past tense and practice the grammar format for asking <b>Did you...?</b> questions  <u>Materials/Prep:</u> ESL Volunteer Tutor Manual, 2012, <b>Substitution Drill and Circle Drill, p. 56-57</b></p> <p><b>Activity 2: Grammar, Listening &amp; Speaking</b>  <u>Description:</u> learners match vocabulary cards by asking “<b>Did you...</b>” questions  <u>Materials/Prep:</u> 2 copies of <b>First...Next...Then</b> handout, cut apart so that there are two slips for each task.</p> <p><b>Activity 3: Literacy</b>  <u>Description:</u> write a request for time off or a schedule change  <u>Materials/Prep:</u> copies of <b>Time Off</b> handout</p> <p><b>Activity 4: Checking for Understanding</b>  <u>Description:</u> learners rate their own ability to complete the unit objectives</p>	

## Teacher Directions: Warm Up and Review

-Materials: copies of **First...Next...Then...** handout (from Tuesday)

### Step 1: Prep

Cut apart the tasks on the **First...Then...Next...** handout  
Put the cards in a box or basket.



### Step 2: Play charades

You can kick off the game by drawing 2-3 slips and acting them out one by one. Encourage learners to guess using the full sentences.

Learners draw slips and act out tasks.

**Need a challenge?:** if a few students are always shouting out the answer, ask them to write their answer in their notebook. It will give them more challenging practice and encourage other students to speak up.

## Teacher Directions: Review of Previous Lessons

## -Reading Test Practice

### Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

The handout is titled "Reading Test Practice" and contains a work schedule and two questions.

**WORK SCHEDULE...week of April 1<sup>st</sup> - 7<sup>th</sup>**

Carmen Sanchez	Mon. - Thurs. 8:00-5:00
Alli Muhammed	Tues., Thurs., Sat. 9 - 4:30
Pa Htoo	Wed. - Sat. 12:00-5:00
Linda Meyers	Mon., Wed., Fri., 8:00-1:00

1. Who comes in first on Tuesday?  
A. Carmen Sanchez  
B. Alli Muhammed  
C. Pa Htoo  
D. Linda Meyers

2. How many employees work on Friday?  
A. 1  
B. 2  
C. 3  
D. 4

## Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

## **Teacher Directions: Activity 1: Literacy, Grammar**

-Materials: ESL Volunteer Tutor Manual, 2012, **Substitution Drill**, p. 56-57

### Step 1: Substitution Drill

Lead a **Substitution Drill**, as described in the ESL Volunteer Tutor Manual, 2012, p. 56-57

Use the following target language with the job commands on the **First...Then...Next** handout:

Did you wash your hands?

Did you wash your hands?

Put on gloves.

Did you put on gloves?

Cook the eggs.

Did you cook the eggs.

Step 2: Asking and responding

Write on the board: **Did you \_\_\_\_\_?**

**Yes, I did.**

**No, I didn't.**

Allow time for learners to copy in their notebooks.

Practice the questions and answers using a variety of tasks.

**Need a challenge?:** introduce the –ed ending to change regular verbs to past tense. Instead of giving the short answer. Have learners answer with full sentences: ***Yes, I washed the dishes.***

Step 3: Circle Drill

Lead a **Circle Drill**, as described in the ESL Volunteer Tutor Manual, 2012, p. 57.

Use the target language on the board.

## Teacher Directions: Activity 2: Grammar, Listening & Speaking

-Materials: 2 copies of **First...Next...Then** handout, cut apart so that there are two slips for each task.

### Step 1: Model

Model asking other students if they did the task on your card until you find a match:

*Did you wash your hands?*

*No, I didn't.*

*Did you wash your hands? (to a different student)*

*No, I didn't*

*Did you wash your hands? (to a different student)*

*Yes, I did.*

First...Then...Next...			
Wash your hands.	Put on a hair net.	Cook the chicken.	Wipe the machine.
Wash the dishes.	Take off your jewelry.	Get a pencil.	Wipe the sink.
Clean the knife.	Take off your coat.	Get a pot.	Finish your work.
Clean the table.	Take off your hat.	Get some water.	Finish your break.
Clean the bathroom.	Change your gloves.	Get more toilet paper.	Clock in.
Clean the sink.	Change the sheets.	Wipe the table.	Clock out.
Put on a hat.	Cook the eggs.		
Put on gloves.	Cook the rice.		

Emphasize that learners should not show their card to other learners. They should practice listening & speaking in *English only*. They should say "I don't understand." Or "Please repeat."

### Step 2: Independent Practice

Deal out all the cards to learners and allow them to mingle and find matches.

After matches have been found, the game can be repeated for more practice, if necessary.

## Teacher Directions: Activity 3: Literacy

-Materials: copies of **Time Off** handout

### Step 1: Context

Talk about a scenario for time off.

*Example: My cousin is getting married in June. The wedding is in Chicago. I need 2 days off of work to go to the wedding. I need to talk to my supervisor. I need to fill out a form.*

### Step 2: Model

Using a projector, model how to fill out the form, step-by-step. Introduce and practice new vocabulary as you go.

**Time Off**

At many jobs, you need to fill out a form if you are not coming to work. Practice with your teacher.

EMPLOYEE INFORMATION	
NAME: _____	
TODAY'S DATE: _____	NUMBER OF DAY'S REQUESTED: _____
STARTING ON: _____	ENDING ON: _____
I WILL RETURN TO WORK ON: _____	

REASON

EMPLOYEE CERTIFICATION	
I understand that time away from work is subject to management approval and company policies.	
Employee Signature: _____	Date: _____
APPROVED: <input type="checkbox"/> YES <input type="checkbox"/> NO	
Supervisor/Manager Approval: _____	Date: _____

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 34 Beginning On-The-Job Unit

### Step 3: Structured Practice

Elicit another reason for time off from learners. Using a calendar, choose the days off as a class.

Distribute copies of the **Time Off** handout. Learners work independently to fill out the form according to the reason you determined as a class.

### Step 4: Role Play

Write on the board: **Excuse me, I need to take some time off next month.**

**Did you fill out a time off request?**

**Yes, I did. Here you go.**

**Okay, I'll look at it and let you know tomorrow.**

**Thanks.**

Practice the dialogue as a class and then role-play handing in the request forms.

## **Teacher Directions: Activity 4: Checking for Understanding**

Write on the board:

- 1. Reading work schedules**
- 2. Talking about work schedules**
- 3. Job instructions (wash your hands, cut the chicken)**
- 4. Did you \_\_\_\_\_?**

“This is what we studied this week. Can you do this?”

For each item, read it aloud, give an example of the skill, ask everyone to show if they can do this now by holding up their hands with one of these gestures (thumbs up: I can do it., flat palm: so-so, thumbs down: I need more help/I cannot do it)

If this rating system is new to learners you may want to go through the skills twice to get full participation.



# Reading Test Practice

## **WORK SCHEDULE -week of April 1<sup>st</sup> - 7<sup>th</sup>**

Carmen Sanchez	Mon. – Thurs., 8:00-5:00
Ali Muhammed	Tues., Thurs., Sat., 9 – 4:30
Pa Htoo	Wed. – Sat., 12:00-5:00
Linda Meyers	Mon., Wed., Fri., 8:00-1:00

1. Who comes in first on Tuesday?

- A. Carmen Sanchez
- B. Ali Muhammed
- C. Pa Htoo
- D. Linda Meyers

2. How many employees work on Friday?

- A. 1
- B. 2
- C. 3
- D. 4

# Time Off

At many jobs, you need to fill out a form if you are not coming to work.  
Practice with your teacher.

## EMPLOYEE INFORMATION

NAME:

TODAY'S DATE:

NUMBER OF DAYS REQUESTED:

STARTING ON:

ENDING ON:

I WILL RETURN TO WORK ON:

## REASON

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## EMPLOYEE CERTIFICATION

I understand that time away from work is subject to management approval and company policies.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

APPROVED:  YES  NO

Supervisor/Manager Approval: \_\_\_\_\_ Date: \_\_\_\_\_