

## DOCUMENT RESUME

ED 379 956

FL 800 882

AUTHOR Garcia, Paula; Keresztes-Nagy, Susan  
 TITLE English as a Second Language for the Workplace.  
 Worker Education Program. Curriculum Guide.  
 INSTITUTION Amalgamated Clothing and Textile Workers' Union, New  
 York, NY.; Northeastern Illinois Univ., Chicago.  
 Chicago Teachers Center.  
 SPONS AGENCY Department of Education, Washington, DC.  
 PUB DATE Jul 93  
 NOTE 77p.; For related documents, see FL 800 880-883.  
 PUB TYPE Guides - Classroom Use - Teaching Guides (For  
 Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.  
 DESCRIPTORS Adult Basic Education; Adult Literacy; Classroom  
 Techniques; Course Content; Curriculum Design;  
 Educational Objectives; Educational Strategies;  
 \*English (Second Language); \*Fashion Industry;  
 Instructional Materials; Interpersonal Communication;  
 \*Job Skills; Language Skills; \*Literacy Education;  
 Occupational Safety and Health; Organizational  
 Communication; Quality Control; Records (Forms);  
 Second Language Instruction; Vocabulary; \*Vocational  
 English (Second Language); Work Environment  
 IDENTIFIERS Workplace Literacy

## ABSTRACT

The guide outlines the curriculum designed for a workplace literacy program for about 500 members of a clothing and textile workers union in the Chicago (Illinois) area. The program is intended to prepare workers for the challenges of work in an environment of constantly changing demographics, new technology, and shifting global economy. An introductory section summarizes the program design and goals, participants, staffing, and support services and educational methodology, theory, and philosophy. A section explains the five-unit curriculum in greater detail, describing seven specific instructional strategies (problem-posing, language experience approach, student-generated dialogues and role-plays, use of realia and photographs, Total Physical Response, cooperative learning, and pairwork) to be adapted to workplace needs, ideas for worker-centered activities, and recommended classroom techniques. The instructional materials to be used are noted and additional teacher guidelines are outlined. Subsequently, charts expand on the five curriculum unit themes (work issues/workplace communication, health and safety, quality control, work forms, and company rules), specifying participant performance objectives, related language skills, lesson ideas and activities, and instructional materials. Course goals and vocabulary specific to each of the participating companies are also outlined. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

ED 379 956

**Curriculum Guide**  
**English as a Second Language for the Workplace**  
**Worker Education Program**  
**Chicago Teachers' Center of Northeastern Illinois University**  
**and**  
**The Amalgamated Clothing and Textile Workers Union**  
**July, 1993**

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it  
 Minor changes have been made to improve  
reproduction quality

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy

Copyright 1993, Worker Education Program

BEST COPY AVAILABLE

FL 800 882

"Education is life -- not a mere preparation for an unknown kind of future living. The whole of life is learning, therefore education can have no ending."

Eduard Lindeman

"Literacy cannot be reduced to the treatment of letters and words as purely mechanical domain. We need to go beyond this rigid comprehension of literacy and begin to view it as a relationship of learners to the world."

Paulo Freire and Donaldo Macedo

"We want a better America. An America that will give its citizens, first of all, a higher and higher standard of living so that no child will cry for food in the midst of plenty. An America that will have no sense of insecurity and which will make it possible for all groups, regardless of race, creed, color, to live in friendship, to be real neighbors."

Sidney Hillman  
First President of ACTWU

## ACKNOWLEDGMENT

This curriculum guide was developed for the Worker Education Program of the Chicago Teachers' Center of Northeastern Illinois University and the Amalgamated Clothing and Textile Workers Union by Program Coordinators, Paula Garcia and Susan Keresztes-Nagy under the direction of the Program Director, Margaret Boyter-Escalona.

We wish to acknowledge the Consortium for Worker Education of New York, the Labor Education Center of Southeastern Massachusetts University, the International Ladies Garment Workers Union Worker-Family Education Program, and the New York City Amalgamated Clothing and Textile Workers Union Worker Education Program. Curriculum guides from these organizations proved most helpful in developing this curriculum guide, and we are grateful to these organizations for their excellent resources and ideas.

**WORKER EDUCATION PROGRAM**  
**THE CHICAGO TEACHERS' CENTER OF**  
**NORTHEASTERN ILLINOIS UNIVERSITY AND**  
**THE AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION**

**INTRODUCTION**

The nature of work in the United States is changing rapidly. The interplay of global market competition, changing demographics, and the increased use of technology make it necessary for the U.S. to re-think, re-define, re-tool, and re-invest in education and the world of work. In order to compete in the new international market, the U.S. must upgrade the basic skills of its workers. Improving the acquisition of workers' basic skills would contribute to an enhanced workforce. A more educated workforce would have positive effects on the position of the U.S. in the global market and on increased profit margins for individual businesses. In addition, workplaces would be more equitable and competitive for workers, and worker participation in unions would increase.

The National Workplace Literacy Program of the United States Department of Education sponsors grants which assist U.S. workers through comprehensive educational programs focusing on the provision of basic literacy and workplace skills training.

This program, now in its fifth funding cycle, requires partnerships between businesses, labor unions, and educational organizations. One of the programs funded for the second year by the U. S. Department of Education National Workplace Literacy Program is the Worker Education Program sponsored by the Chicago Teachers' Center (CTC) of Northeastern Illinois University and the Amalgamated Clothing and Textile Workers Union (ACTWU). The Worker Education Program is one of fifty four programs funded in the U.S..

The program provides education and training to approximately 500 workers employed in light manufacturing plants in the Chicago area with labor contractual agreements with ACTWU. Partners include American Guard-It Manufacturing, Chicago Transparent Products, Juno Lighting, Henri Studios, Midway Cap Company, Riddell, and Suncast.

The Worker Education Program's innovative partnership between business, union, and university is unique; the goal of the program is to prepare participants for the new challenges of work in an environment of constantly changing demographics, new technology, and the shifting global economy.

## PROFILE OF PARTICIPANTS

The participants in the CTC/ACTWU Worker Education Program are limited English proficient adult immigrants primarily from Mexico and other Latin American countries with an average of six years of formal education in their native countries. The program focuses on the workers' education and training needs in the workplace, but some personal literacy skills are incorporated into the classes in order to assist the workers with the many facets of life in their adopted country. Janet Isserlis sums up the need for literacy attainment in all arenas of one's life: "...programs must identify and build on the strengths that learners bring to instruction, and expand the focus of instruction so it does not simply develop specific skills but also increases individuals' options as workers and as citizens."

## PROGRAM OBJECTIVES

The objectives and activities of the Worker Education Program provide for an Advisory Board and a Worker Education Council to monitor the program, task assessment of job specific literacy needs, identification of adult students from the ACTWU factories and assessment of their literacy needs, and development of individual learning plans for all learners. Courses will be offered to raise workers' basic literacy skills in reading, writing, mathematics, problem-solving and communication skills. The attainment of these skills will ideally enable the workers to be promoted or to cope with the changing demands of the workplace. As workers' personal literacy and language needs are met, their self-esteem will be raised and their lives, as well as their job performance, will be enhanced.

## PROGRAM GOALS

The Worker Education Program goals are:

1. to enhance workers' skills in the workplace;
2. to respond to individual learning needs of ACTWU workers;
3. to focus instruction on workers' workplace and personal educational needs;
4. to build a network in which partners provide Adult Basic Education, English as a Second Language, Spanish Literacy, GED, Math, and Workplace courses to interested workers;
5. to assist workers to upgrade their skills for job stabilization and job promotion;
6. to assist and prepare workers to take an active role in their union;
7. to train adult educators to meet the diverse educational needs of program participants;
8. to create meaningful, relevant, and comprehensive curricula and materials for worker reflection and workplace advancement.

## PROGRAM FACTORS

Various partners have a stake in the Worker Education Program -- the workers, the union, the management of the companies, and the university. The primary stakeholders are the workers themselves; thus, workers' experiences are the pivotal points for developing literacy, English language proficiency, critical thinking, and problem-solving skills. As workplace educational needs are met, personal educational needs will become enhanced, as well as union solidarity, management effectiveness, and the university's commitment to adult learners.

The imperative to provide for workers' total educational needs has strong precedents in model worker education programs such as the type Sarmiento and Kay refer to in Worker-Centered Learning: A Union Guide to Workplace Literacy (1990) and the Vancouver Municipal Workplace Language Program. In discussing the Vancouver program, Pharness writes:

....educating the whole person rather than provide training in specific skills may take more time, but it may also result in workers learning how to learn, how to solve problems, how to work as a team and how to pursue a lifelong career in the changing workplace.

A critical aspect of the Worker Education Program is that workers' individual life and workp'lace needs become their course of study. For example, students may need to be able to read dials on a machine in the workplace. These same students may also need to read thermometers for home health maintenance for themselves and their children. Once a student reads the numbers on a thermometer, he/she can then transfer these skills to the workplace need of reading numbers on a machine dial at work.

The Worker Education program goal is to constantly reconcile the literacy needs of the workplace and the union with the literacy needs of learners' lives. In this way, true interactive and reflective learning occurs and program goals and desired outcomes will be realized.

## PROGRAM STAFF

In addition to a program director, the program employs a program coordinator, a training coordinator, eight educational facilitators, and three teacher aides. Staff members have many years of teaching and administration experience in programs for limited English proficient adults. Most of the staff possess Master's Degrees in Education, English as a Second Language, English, and other related disciplines.

## **SUPPORT SERVICES**

The program offers partial transportation stipends to students who drive or take public transportation to classes. Transportation reimbursement has aided many students who were previously deterred from attending English as a Second Language classes. Most of the workers are assembly line workers with families who earn limited salaries. Their budgets are restricted to the basics of housing, food, and maintenance of their children, and transportation assistance in any form is welcomed.

The program also offers on-site child care services at classes which take place at community based organizations near the workers' homes and at the union hall. Child care and transportation stipends have proven to be incentives for many participants to attend classes on a regular basis. For workers who attend classes at their worksite and need child care services, the program will offer a child care reimbursement plan.

## **EDUCATIONAL METHODOLOGY**

The program adopts a worker-centered philosophy focusing on the complex issues confronting limited English proficient workers in the U.S.. In a worker-centered philosophy teachers are not the sole holders of knowledge; rather, students and teachers work together to gain the skills for workplace and personal advancement. In a worker-centered philosophy, learners are actively involved in setting their own educational goals.

In the Worker Education Program, adult workers reflect on the contextual aspects of their workplace and personal experiences to assist them in learning how to learn, how to facilitate better communication at the workplace, how to work as a team, and how to build on present skills for future job stability and promotion. Workers also discuss their importance in the production of goods for market distribution and issues in the American work culture.

The attainment of a variety of basic skills including speaking, reading, writing English; computation; creative thinking; and problem-solving ideally contributes to worker productivity, increased worker promotion, and enhanced personal satisfaction.

## THEORY and PHILOSOPHY

The ACTWU Worker Education Program's philosophical approach is "worker-centered" and "holistic." "Holistic" means that all four language skills (reading, writing, listening, speaking) are taught in each class session. This approach is used because a learner who is limited to only one or two skills, may also be limited in his or her ability to survive in our society. It is effective because each of the skills reinforces the others; for instance, reading and writing often enhance speaking abilities.

"Worker-centered" means that:

- workers' needs and interests are continually listened for and direct the course of the curriculum;
- curriculum materials are based on workers' interests and choices;
- maximum worker involvement, participation, cooperation, and initiative are encouraged.

The "worker-centered" or "participatory" approach links education to workers' social realities where they take an active role in their own learning. Teachers do not serve as problem solvers, rather they are problem posers. The responsibility of looking for solutions belongs to the workers. In this way, workers build their capacity to take control of their own lives.

A teacher-centered approach, where teachers act as sole transmitters of knowledge and workers act as passive recipients, contradicts the worker-centered approach. In the ACTWU Worker Education Program, workers are active in their learning: they set goals for themselves, track their own progress and become more aware of their learning process.

It is important to encourage worker participation in all aspects of the program - from the classroom to the Workers' Council, from curriculum development to program planning. Since this program was initiated by the union, and the union "is" the members, these classes belong to the members. This kind of ownership gives workers an active part in their own education, hones their decision-making skills, and builds their self-confidence, thereby enabling them to participate more fully in the workplace.

This approach was formulated by the Brazilian educator Paulo Freire, who viewed education as a tool for social change. Many community-based and worker education programs, such as the Consortium for Worker Education in New York, have successfully used this model for adult education. The Freire model states that students "view themselves...not as the objects of historic process, nor as the immutable and subjugated products of the wishes or imaginations of another set of men or women, but as the subjects of their own reality, the active agents of their own self-authorized existence." (Kozol, 1985)

## METHODOLOGY

### Explanation of Curriculum

A 5-unit curriculum has been developed as a guide for lesson planning. The five themes covered are:

- Work Issues/Communication in the Workplace
- Health & Safety
- Quality Control
- Work Forms
- Company Rules

In addition to developing English language skills for the workplace, each of the five units incorporates topics and activities to improve other basic workplace literacy skills such as computation, critical thinking, problem-solving and team-building. The attainment of these skills will contribute to the enhancement of worker productivity and assist workers in coping with current and changing technological demands in the workplace.

This curriculum is a guide to lesson planning and topic development. It is not mandatory to use this curriculum for the entire 8 week module; nor is it necessary to cover the units in the order in which they appear. Objectives, language skills, and lesson ideas have been developed as resources. Suggested materials are also included with each unit. The "Workplace Forms" and "Health & Safety in the Workplace" units also have vocabulary lists attached at the end of the curriculum guide.

As part of the participatory approach used in this program, students are encouraged to request additional topics of relevance to their lives and their jobs. Incorporating worker-generated topics and materials into the curriculum reflects a true worker-centered approach. Program Coordinators can provide materials and assistance in developing these topics.

As the classes continue over the next several months, additional materials and lesson ideas that come out of classes will be inserted. Therefore, it is vital that teachers keep records of what is covered in class. In this manner, the Worker Education Program will have a "living" curriculum, one that will build, develop and grow as the program continues.

### Worker-Centered Methods

In implementing a worker-centered approach, an eclectic teaching methodology is the most effective. Eclecticism allows educators to "cut and paste" from different methodologies, allowing students to benefit from the best of all worlds. Furthermore, visual, aural, and kinesthetic learners all have the opportunity to develop their skills. Some ESL methods which compliment the worker-centered approach include:

1. **Problem-Posing** (Freire, Auerbach, & Wallerstein)  
Problem-posing is useful for developing critical thinking skills. It begins by listening for workers' issues, or "critical incidents." Based on the listening, teachers then select and present the familiar situations back to the students in a codified form: a photograph, a written dialogue, a story, or a drawing. Teachers then use a series of inductive questions which move the discussion of the situation from the concrete to a more analytical level. The problem-posing process directs workers to name the problem, understand how it applies to them, determine the causes of the problem, generalize it to others, and finally, suggest alternatives or solutions to the problem.
2. **The Language Experience Approach (LEA)** (Nessel, Dixon)  
This method uses a holistic story-telling manner to teach literacy and English language skills. The instructional material is based on the actual words and language patterns of the learner. It's purpose is to show learners that their own words can be written down and read, to make learning meaningful and to build self-confidence. Based on a problem-posing session, class discussion, or shared experience, students dictate their story to the teacher, who writes it on the board. Students are free to make changes and corrections. The group then practices reading the story aloud several times, with help as needed, until the story is familiar. Comprehension is assured because the reading material is self-generated. The teacher types up the story for the next class session and uses it to reinforce language skills through activities such as cloze exercises, matching beginnings of sentences with endings, putting scrambled sentences in order, and other activities.
3. **Student-Generated Dialogues & Roleplays**  
The premise for using student-generated dialogues and roleplays is similar to that of LEA in that students learn words and structures that have meaning in their workplaces and in their lives. Student-generated dialogues and roleplays can be tailor-made to deal with specific communication problems both in and outside the workplace. They are an ideal follow-up activity to a problem-posing session as workers' solutions can be acted out. Using their own names and those of co-workers and supervisors helps bridge the gap between classroom simulation and real life situations.
4. **The Use of Realia & Photographs**  
The use of realia from the workplace and home, as well as photographs of the workplace, workers performing their jobs, and family members is another excellent way to make learning meaningful and bridge the gap between classroom simulations and real life situations. Realia and photographs can be used in a variety of ways: to practice vocabulary, stimulate a discussion or problem-posing session, or for a TPR activity

(see below).

5. **Total Physical Response (TPR)** (Asher)

This method involves oral/aural skills development. Using the imperative mode, the teacher gives the students spoken instructions. The students experience meaning and demonstrate comprehension through a physical response. For example, students are asked to pick up an object, point to a picture, turn off the lights, or stand up. The theory behind this method is that students retain the vocabulary and structures through the physical action of completing the spoken task. TPR is particularly useful for kinesthetic/tactile learners (37% of adults) (Kinsella, Ashur), who learn best from "hands on" experiences. It is also beneficial to the teacher as a check of students' comprehension.

6. **Cooperative Learning**

The premise behind this educational approach is that students can learn effectively in small groups, and that, while we learn only 20% of what we hear, we learn 95% of what we teach to others (Glasser). Cooperative Learning activities are structured in such a way that the success of the group as a whole is determined by how well students share their information with other group members. In these activities, students are accountable for their own and each others' learning, acquire effective interpersonal and team-building skills, and master content material. The role of the teacher is minimal in Cooperative Learning, making it a truly worker-centered activity.

7. **Pairwork**

Like Cooperative Learning, pairwork is an effective way of maximizing student input as the role of the teacher is minimal. Two excellent pairwork activities are "Information Gaps" and "Spot the Differences." In "Information Gaps", like in Cooperative Learning, students have only partial information. To successfully complete the task, they must share this information orally with their partner. It is an ideal activity for practicing functions such as asking questions, asking for clarification, and confirming understanding. In "Spot the Differences", partners are given pictures or texts which are similar but not identical. Without looking at each other's handout, they must determine the differences orally. "Spot the Differences" exercises are useful for practicing vocabulary used for describing location and appearance, such as prepositions of place, colors, and other physical features, as well as the functions listed for "Information Gaps",

### IDEAS FOR WORKER-CENTERED ACTIVITIES

1. **50 Questions:** This activity puts the learning experience entirely in the hands of the workers. The process is as follows:

- workers choose a topic they are interested in learning about, for example: health & safety at work;
  - the class comes up with 50 questions about the topic;
  - the teacher writes the questions on the board (for beginners, this could be done in the first language);
  - workers discuss which questions they think are the most important, or which ones they would like answered;
  - the teacher types up the list and distributes it to workers;
  - more questions may be added to the list as they arise;
  - the list of questions can serve as the basis for curriculum and class activities. For example, the questions on health & safety can be answered by reading articles or listening to guest speakers. The workers can then use the information they have collected to create an informational brochure or wall poster.
2. **"Real Life" assignments:** Workers are given assignments such as calling in sick or reporting a problem to a supervisor at work, based on what is being done in class. Workers report back and discuss what strategies they used, how it went, what they could do next time to be more successful.
  3. **Guest Speakers:** Contact program coordinators for "experts" on a topic students are interested in to arrange for guest speakers. Examples include job advancement, occupational health & safety, and bargaining agreement issues.
  4. **Dialogue Journals:** Workers can have an on-going personal dialogue with the teacher through a journal in which they discuss their progress, their workplaces, frustrations, ideas for activities, or anything else they want to talk about. The teacher collects the journals, responds to worker's comments, and gives the journal back. This could go on for the entire course.
  5. **Time Lines:** Ask a worker to draw a line on the board and write the important events of his/her life along the line, in chronological order. The events can be specific, such as his/her job history. The worker can talk about the events on the time line, or other workers can ask questions about it. Questions about pivotal events at work, previous training for certain skills, or changing attitudes towards work can serve as the basis for conversations or writing activities.
  6. **Find Someone Who:** Create a questionnaire which asks students to identify someone in the class who corresponds to a characteristic of the questionnaire (i.e. works with plastic, has been working at the same place for 3 or more years, etc.) Students circulate, formulating questions and writing down the name of a person who fits a given characteristic. This is a good activity for practicing question-formation on specific grammatical structures (i.e. "have you ever...") or vocabulary

(i.e. questions about a specific topic such as health & safety or work).

7. **Language Coaching:** Students can volunteer to help each other practice English at work. They can even write up some kind of a "contract", after negotiating the terms of the agreement. They can report back to the class on their progress.
8. **One-Minute Monologues:** Students write down 3-4 topics which they would like to talk about or would be interested in hearing others talk about. The teacher might give examples first, such as "what I like about my job", "my ideal job", "the Union", and others. The teacher compiles the students' topics and writes them down on separate strips of construction paper (they can be used many times). Students form groups of three, taking turns picking a topic and talking about it for one minute. The other two students listen and time the speaker. They can write down errors they hear and point them out to the speaker afterwards. The student can then try to correct the errors, or the other students can help. This is a good first step toward monitoring one's own errors, is great fluency practice, and usually lot's of fun!
9. **Debates:** Great for practicing expressing opinions and arguing. Can be done with any issue that has at least two points of view.

#### **Some Worker-Centered Teaching Tips to Maximize Student Input**

- Use class activities which minimize teacher talk such as:
  - \*pairwork
  - \*dialogues & roleplays
  - \*Cooperative Learning
  - \*small group work
  - \*Problem-Posing
  - \*LEA
- Pause 5 seconds to let students answer questions before jumping in with the answer yourself.
- Encourage students to try to correct their own and other students' errors, both oral & written, before giving the correct answer yourself.
- Let students lead activities as much as possible by having *them* ask the questions, call on others to answer, write answers on the board, and lead class discussions.
- Have students gradually take more responsibility for their own learning by:
  - giving students options as to which particular activity, skill, or topic they would like to work on during at least part of the class session

- letting individual students decide *what* and *how much* homework they are willing to do for the next class session
- letting students decide for themselves what action they will take after a problem-posing session
- getting frequent feedback about the class from students, both orally, in an informal group discussion, and in writing, from class/teacher evaluation questionnaires
- asking students 1) how *they* see their progress before you tell them how you see it; 2) what they learned that day, and 3) what they would like to work on the next time, giving them specific choices, at least at first

### **MATERIALS**

Students should be encouraged to contribute many of the materials used in class, such as realia from the workplaces or pictures for a picture file. You can also see Program Coordinators for materials. A short list of useful materials appears below:

Work-related:

- realia (safety equipment, work tools, work forms, time cards, pay stubs, training manuals, handbooks, etc.)
- films, videos
- newspaper articles
- comics
- short stories
- pictures from magazines
- games (Bingo, Concentration cards, crossword puzzles and others)

Students will use the textbook Working in English I by Lynne Robinson or Working in English II by Marianne Brems, published by Contemporary Books. More advanced students will use Speaking Up at Work by Catherine Robinson & Jenise Rowekamp, published by Oxford University Press or ESL for Action by Elsa Roberts Auerbach & Nina Wallerstein, published by Addison-Wesley Publishing Company.

Also, feel free to utilize any materials, including over 100 titles in our resource library, located in the Worker Education Program office at the ACTWU hall, 333 S. Ashland, and the Resource Center at the Chicago Teachers' Center, 770 N. Halsted.

## GUIDELINES

Assessment of language learners' knowledge and level of English upon entry into the program is critical for measuring the overall success of the program. One tool the Worker Education Program will use in order to gauge learners' levels of proficiency in English is the Basic English Skills Test created by the Center for Applied Linguistics. The BEST uses real life materials and measures performance of basic language competencies. All students will be tested with the oral BEST. Upon results of the oral component, they may be able to take the BEST written section. In order to measure progress, students will be post-tested with the BEST every 16 weeks. A general workplace test has also been developed to assess workplace literacy skills. This test will be given after two 8-week modules. In addition, plant-specific tests will be used in those classes where all workers belong to the same plant. Progress reports and individual learning plans are also used to demonstrate progress.

In order to fulfill the goals of the Worker Education Program, instructors are responsible for the following curriculum components:

### 1) Individual Learning Plans (ILP)

Each student will have his or her own plan for learning. ILP's are a kind of map for students to follow in order to meet their individual educational needs. Individual Learning Plans include such information as:

- initial intake form;
- assessment results;
- student's educational and personal goals;
- an evaluation of student's present skill level; and
- a "plan of action" for achieving these goals.

ILP's should be developed by teachers and students together in one-on-one conferences. Every student will be assured complete confidentiality of his or her Learning Plan, assessment scores, and all other evaluations.

### 2) Student Portfolio

Since learning is a process that occurs over time, student skills assessment is done continuously through the use of Student Portfolios. Tests do not measure skills continuously over time, but only at particular times. Nor do they measure one's ability to perform a particular type of skill at a particular point in time. Some tests tend to focus more on what a person doesn't know, rather than on what they do know, and they often don't measure or

record the learning process, only the outcome. Student Portfolios will be reviewed periodically to examine the learning process as well as progress toward individual goals.

Each student will maintain a portfolio or folder. Both teacher and student will have access to the portfolio, as the teacher will need to review it in order to do Progress Reports. All work in the portfolio must be dated so that teacher and student can see progress over time.

The portfolio should contain:

- formal and informal assessment results;
- Individual Learning Plan;
- examples of the student's work such as stories and articles read, and writings such as essays, letters, journals, and dialogues;
- any other language or math activities.

### 3) Student Progress Reports

Using the Individualized Learning Plan and Student Portfolio, teachers will assess the extent to which each student has met his or her individual needs and educational objectives. This will be done every four weeks for each student.

The progress report will include:

- a review of progress toward personal and educational goals (ex.: improving math skills, getting a job promotion, explaining a problem at work)
- an assessment of what learning gains were achieved, usually discrete language skills such as using the past tense, forming questions, writing a paragraph;
- a comparison of skill levels at time of assessment and time of progress report;
- a description of the various lesson activities used in class to work toward achieving goals;
- plans for the next four weeks which will bring the student closer to fulfilling his or her personal and educational goals.

### 4) Writings for Student-Generated Anthology

Writing is a central part of the Worker Education Program. Students' writings will be displayed in a Student Anthology. The Anthology will be a

compilation of:

- essays
- drawings
- individual & group stories
- research projects
- word games and puzzles

These writings will be the final versions of works produced after revising, re-writing, and editing. They will be in the students' own words and phrases, as any teacher-dictated "corrections" would affect the authenticity. It is important to keep in mind that student works submitted for the Anthology will be the products of the students' own editing and revising process.

**Theme: Work Issues/Communication in the Workplace**

Objective	Language Skills	Lesson Ideas/Activities	Materials
<p>1. To understand implications of time in the U.S.; to learn what's a legitimate excuse for being absent or late to work in the U.S.</p>	<p>telling time</p> <p>language for excuses for being late or absent (I'm sorry but...carpool driver sick/late; new bus/train schedule; moved, so got lost; car accident; you're sick; your child's sick; you have to visit your child's teacher; you have to go to court, etc.)</p> <p>functions: apologizing, explaining, asking for explanations, giving reasons</p>	<ul style="list-style-type: none"> <li>-practice time on clocks, worksheets</li> <li>-practice time on schedules (work, bus &amp; train to get to work)</li> <li>-information gaps, spot the differences on schedules</li> <li>-find best way for X to get to work (bus, train, car?)</li> <li>-brainstorm reasons for being late to work or absent.</li> <li>-dialogues, roleplays on being late</li> <li>-discussion of whether excuses are legitimate or not</li> <li>-compare/contrast reasons for being late or absent in your country &amp; U.S.: weddings, funerals, picking up relative at airport, sick child, etc.</li> <li>-listening comprehension &amp; discussion</li> <li>-dialogues &amp; roleplays</li> </ul>	<p>realia: clocks</p> <p>realia: work, bus &amp; train schedules</p> <p>On Your Way, units 3 &amp; 8</p> <p>handouts</p> <p>English for Adult Competency, chapt. 4</p> <p>bus &amp; train schedules, road maps</p> <p>Functioning in English, unit 2</p> <p>Speaking of Survival, pgs. 131-144</p> <p>board</p> <p>sample dialogues, role cards</p> <p>Working in English, chapt. 14</p> <p>The Working Culture, bk 1, chapt. 5</p> <p>English at Work, worksheets 13 &amp; 14, list of reasons for being late or absent</p> <p>Speaking Up at Work, pgs 18-19</p> <p>Breaking the Ice, units 5, 8 &amp; 13</p> <p>Picture Stories, pg 31</p> <p>Speaking Up at Work, pgs 112-117</p> <p>On Your Way, unit 11</p>
<p>2. To understand pay, benefits, taxes (also see "Work Forms", objective #3)</p>	<p>\$. %, decimals</p> <p>reading columns</p> <p>reading paychecks &amp; stubs</p> <p>functions: asking for information/clarification ("Excuse me, could you tell me/explain to me...?); explaining a mistake</p> <p>specific language: "I'd like to cash/deposit my paycheck/ make a deposit."</p>	<ul style="list-style-type: none"> <li>-number work, including listening comprehension (\$, %, decimals)</li> <li>-report a mistake on payroll - reading of paychecks &amp; stubs, discussion, roleplays</li> </ul>	<p>From the Start, units 1-5</p> <p>paychecks &amp; stubs</p> <p>Speaking Up at Work, pg 143</p> <p>paychecks &amp; stubs</p> <p>Working in English, chapt. 5</p> <p>English at Work, wksht #17</p> <p>The Working Experience 1, chapt. 6</p> <p>Speaking Up at Work, pgs. 50-56, 118-119, 133-135</p> <p>Speaking of Survival, pg. 91</p> <p>English for Adult Competency, chapt. 9</p> <p>sample dialogues, role cards, deposit slips</p>



Theme: Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
3. To be aware of and understand other work-related problems & solutions	<p>simple present, adverbs of frequency</p> <p>modals: can, could, should, must, might</p>	<p>•chart: at work, "How often do you...?" (sometimes, rarely, never, etc.)</p> <p>•discuss a typical day at work</p> <p>•LEA based on discussion</p> <p>•problem solving &amp; roleplays on situations discussed: students provide solutions (He should..., She could..., etc.)</p> <p>•LEA based on discussions &amp; roleplays</p> <p>•readings on other work issues</p>	<p><u>Practical English</u>, chapt. 9</p> <p><u>Side by Side</u>, bk.1, units 1-12, bk.2, unit 1</p> <p>grammar exercises, cloze exs, flash cards on verbs &amp; adverbs, handouts w/blank charts</p> <p><u>Side by Side</u>, bk 1, units 13, 21, 22, 27, 28</p> <p><u>The Working Culture</u>, book 1, chapt. 9</p> <p>"Problems in the Workplace" (roleplays)</p> <p><u>The Working Experience</u>, chapt. 2 "The Boss", chapt. 7 "A Hard Part of My Job", chapt. 13 "New on the Job", <u>Picture Stories</u>, pg 61 (wife in factory, husband at home)</p>

**Theme: Work Issues/Communication in the Workplace**

Objective	Language Skills	Lesson Ideas/Activities	Materials
<p>4. To communicate problems at work to appropriate person, both orally &amp; in writing</p>	<p>simple present, present continuous, simple past &amp; past continuous to describe a problem at work</p>	<ul style="list-style-type: none"> <li>•brainstorm problems in the workplace</li> <li>•grammar exercises contrasting simple present &amp; present continuous, simple past &amp; past continuous w/high frequency work problem verbs</li> <li>•flash cards of verb forms</li> <li>•Concentration cards for irreg vbs</li> <li>•discussion of problems in the workplace, who to communicate them to, possible solutions</li> <li>•dialogues &amp; roleplays on communicating problems at work to supervisors &amp; union representatives using present &amp; past tenses</li> <li>•LEA &amp; strip stories based on dialogues &amp; roleplays</li> <li>•dialogues, roleplays using these functions to communicate a problem at work (eg. : roleplay a contract negotiating meeting, tell your supervisor why you think you shouldn't be suspended, etc.)</li> <li>•written exercises on sample written complaints &amp; grievances: T/F &amp; comprehension Q's, gap fills, spot the differences, sentence completions, vocabulary checks</li> <li>•write a formal complaint or grievance about a problem you have (or had) at work</li> </ul>	<p>blackboard, make vocabulary list of high frequency verbs &amp; other vocabulary from brainstorm</p> <p>Practical English, chaps. 5, 9, 10, 13, 14, 16</p> <p>Side by Side, bk 1, units 1-18, 26</p> <p>Grammar Work, bk 3, 14-48; handouts</p> <p>flash cards of verbs</p> <p>Bingo game on irregular verbs</p> <p>On Your Way, units 1, 2, 3, 6, 7, 10 &amp; 11</p> <p>flash cards</p> <p>Concentration cards on irregular verbs</p> <p>sample dialogues, role cards</p> <p>Functioning in English, units 3, 6 &amp; 8</p> <p>board, strip stories</p> <p>sample dialogues, role cards</p> <p>sample formal complaints &amp; grievances, worksheets on these</p>



**Theme: Work Issues/Communication in the Workplace**

Objective	Language Skills	Lesson Ideas/Activities	Materials
5. To suggest solutions to problems at work (meetings w/supervisors, filing a grievance, etc.)	functions: greetings, making suggestions, expressing opinions: ("I think we should...", "Why don't we...", etc.) modals: should, could, can, might, had better, ought to	<ul style="list-style-type: none"> <li>•discuss problems in the workplace</li> <li>•brainstorm possible solutions to these problems</li> <li>•roleplay workers discussing a problem at work &amp; suggesting solutions</li> <li>•suggestion box: students write suggestions to problems discussed above, put in suggestion box</li> <li>•roleplay a formal meeting w/ a supervisor to discuss solutions to a problem at work, using suggestions from suggestion box</li> </ul>	<p>English for Adult Competency, chapt. 1  <u>On Your Way</u>, units 2, 8 &amp; 9                      board, handout of vocabulary  <u>Functioning in English</u>, units 4, 6 &amp; 8  <u>Fitting In</u>, chapt. 2 &amp; 10  <u>Side by Side</u>, bk 1, units 13, 21, 22, 27, 28</p> <p>sample dialogues using functions listed &amp; modals, list of work-related problems generated by students, roles</p> <p>suggestion box</p> <p>role cards, suggestion box w/suggestions</p>
6. To understand rights of workers & the laws protecting these rights	negative statements  specific vocabulary first & second conditionals (If...then...)	<ul style="list-style-type: none"> <li>•introduce a problem via problem posing (reading, picture or roleplay), students interpret the problem. Then introduce information on workers' rights related to problem. Discuss.</li> <li>•read excerpts of contract related to benefits/workers' rights</li> <li>•T/F &amp; comprehension Q's on contract/benefits/workers' rights</li> </ul>	<p>ESL for Action, Unit 7  <u>Grammar Work</u>, bk 1, 1-21, 58-71  <u>On Your Way</u>, unit 1</p> <p>contract                      ELS for Action, Unit 8  <u>Side by Side</u>, bk 2, units 15-16                      handouts</p>

Theme: Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
7. To understand job requirements/skills needed for promotion at your company	simple present: affirmative, negative, yes/no questions adverbs of frequency there is/there are	<ul style="list-style-type: none"> <li>•make chart on board of what workers do at work by having students ask each other questions, then fill in the chart</li> <li>•same as above, w/adverbs of frequency: "How often do you...at work?"</li> </ul>	<p>On Your Way, units 1, 3, 7, 9 &amp; 11 Practical English, chaps. 7, 9 Side by Side, bk 1, units 1-11 Speaking of Survival, pgs. 82-96 photos of workplace ESL for Action, Unit 3</p>
vocabulary used on the job	vocabulary to talk about job skills, characteristics of workers (efficient, hard-working, etc)	<ul style="list-style-type: none"> <li>•talk &amp; write about where students work and what they do at work, using information from completed chart</li> </ul>	blackboard, handouts to guide questions if needed & completed chart
vocabulary to talk about job skills, characteristics of workers (efficient, hard-working, etc)	vocabulary used on the job	<ul style="list-style-type: none"> <li>•LEA about everyone's job, then do follow-up (cloze, dictation, strip story)</li> <li>•train/explain your job to a classmate</li> <li>•use "job banks" to build work vocabulary</li> </ul>	blackboard, handouts of questions if needed & chart
I like + infinitive or gerund (I like to work alone, I don't like working with numbers, etc.)	vocabulary to talk about job skills, characteristics of workers (efficient, hard-working, etc)	<ul style="list-style-type: none"> <li>•roleplay work scenarios using high frequency vocabulary words</li> <li>•brainstorm qualities of a good worker</li> </ul>	English for Adult Competency, chapt. 7 blackboard handouts, strip story
simple past & " used to" for describing your work history question formation & question words (When do I start?, What's the salary?, Who do I see about...?, etc.	I like + infinitive or gerund (I like to work alone, I don't like working with numbers, etc.)	<ul style="list-style-type: none"> <li>•flash cards, concentration cards of opposite adjectives describing characteristics of workers</li> <li>•discuss qualities /skills needed for promotion at your company</li> <li>•listening comprehension &amp; discussion on job skills</li> <li>•read job ads in newspaper &amp; job announcements at work</li> </ul>	tape recordings of work-related dialogues, written sample dialogues, role cards blackboard, vocabulary list generated from brainstorming flash cards, concentration cards
function: formal introductions (How do you do, Nice to meet you, etc. for interview situations	function: formal introductions (How do you do, Nice to meet you, etc. for interview situations	<ul style="list-style-type: none"> <li>•fill out job application</li> <li>•roleplay a job interview</li> </ul>	On Your Way, unit 12 Side by Side, bk 1, unit 18, bk 2, unit 20 Tuning in to Spoken Messages, Unit 8 (different skills for different jobs) authentic job ads & job announcements, worksheets on these, job application forms
			Side by Side, bk 1, units 14-18 Practical English, chaps. 5, 13, 14 role cards
			Speaking Up at Work, pgs 136-141, 169-178 Working in English, chaps. 2-4, 15 chart w/characterization of unions

enrichment activities: choose best

Theme: Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
<p>8. Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product</p>	<p>"when" + simple present 2nd conditional ("What would happen if...")</p>	<ul style="list-style-type: none"> <li>•problem pose a situation where one step in manufacturing process breaks down</li> <li>•invite plant manager or someone from personnel to speak about co. products &amp; manufacturing process</li> </ul>	<p>actual products at various stages of manufacturing, photos of different work stations Side by Side, bk 2, units 15, 16 company literature/brochures</p>

**Theme: Health & Safety**

Objective	Language Skills	Lesson Ideas/Activities	Materials
<p>1. To understand company's health &amp; safety rules &amp; regulations</p>	<p>reading comprehension of safety rules &amp; regulations</p>	<ul style="list-style-type: none"> <li>•teach one rule a day: go over vocabulary with flash cards; use index cards for word order</li> <li>•for each rule, discuss consequences/implications</li> <li>•problem solving, critical thinking</li> <li>•dialogues, roleplays</li> <li>•LEA based on discussion, dialogues &amp; roleplays</li> </ul> <p>must/must not is/are to be</p> <ul style="list-style-type: none"> <li>•cloze exercises on rules</li> <li>•fill in blanks w/must (not), is/are to</li> <li>•sentence auctions</li> <li>•Tic Tac Toe w/these structures &amp; health &amp; safety rules vocabulary</li> </ul>	<p>for all objectives, see "Health &amp; Safety Curriculum Guide" and <u>ESL for Action</u>, unit 6</p> <p>company's safety rules &amp; regulations flash cards, index cards handouts w/vocabulary, discussion questions <u>Speaking Up at Work</u>, pgs 70-72 handouts: sample dialogues, cloze exs. on dialogues, role cards</p> <p><u>Side by Side</u>, unit 28 cloze exercises fill in blanks exs. handouts blackboard</p>
<p>2. To understand danger &amp; warning signs at company and be able to identify safety &amp; health hazards in the workplace (see attached pages)</p>	<p>reading comprehension of danger &amp; warning signs; specific vocabulary</p> <p>there is/there are modals: could, should, must cause/effect: if...then...would/could/shoud phrasal verbs (turn on/off, put on, take off, etc.)</p>	<ul style="list-style-type: none"> <li>•take pictures of signs at company, identify labels from chemicals &amp; hazardous materials used at plant</li> <li>•have students copy signs on posters</li> <li>•make flash cards of key words on signs and labels</li> <li>•do cloze exercises on signs &amp; labels</li> <li>•discuss reasons for signs &amp; labels, consequences of not obeying them</li> <li>•dialogues, roleplays</li> <li>•LEA based on discussion, dialogues &amp; roleplays</li> </ul>	<p>photos of signs; labels <u>Signs at Work</u> <u>Speaking Up at Work</u>, pgs 73-74 poster board, markers flash cards</p> <p>handouts discussions questions, key vocabulary sample dialogues, role cards</p> <p>blackboard</p>
		<ul style="list-style-type: none"> <li>•grammar practice on there is/are, modals, cause/effect, phrasal verbs</li> <li>•conversation &amp; listening practice using these structures in health &amp; safety contexts</li> <li>•discussion &amp; brainstorm health &amp; safety hazards in the workplace (What would/will/could happen if... ) &amp; find possible solutions</li> </ul>	<p>Practical English, chapt. 7 handouts; <u>Grammar Work</u>, bk. 34-37, bk 3, 78-80, 81-95; flash cards for phrasal verbs <u>Side by Side</u>, bk 1, units 7, 22, 27, 28, bk 2, units 9, 15, 16 sample dialogues, readings using these structures <u>ESL for Action</u>, Unit VI, attached pages <u>English at Work</u>, cards w/workplace hazards &amp; solutions, worksheets 11 &amp; 20</p>

**Theme: Health & Safety**

Objective	Language Skills	Lesson Ideas/Activities	Materials
<p>3. To understand employers' &amp; employees' rights &amp; responsibilities under OSHA &amp; Workers' Compensation laws</p>	<p>specific vocabulary</p>	<ul style="list-style-type: none"> <li>•replay a dialogue between OSHA inspector and workers</li> <li>•discussion &amp; roleplay of employer's &amp; employees' rights &amp; responsibilities under OSHA</li> <li>•read simplified versions of OSHA checklist forms</li> <li>•read &amp; discuss articles on workplace accidents</li> <li>•LEA based on readings, discussions &amp; roleplays</li> <li>•invite a guest speaker (from co. or union) to talk about health &amp; safety in the workplace</li> <li>•read sample complaints/grievances on health &amp; safety hazards</li> <li>•flash cards &amp; cloze exercises on vocabulary &amp; structures in readings</li> <li>•brainstorm health &amp; safety hazards in your workplace &amp; choose the most dangerous one to discuss</li> <li>•writing practice: filing a written complaint about a health or safety hazard in your work place (after discussion)</li> </ul>	<p>OSHA information pamphlets            "Safety &amp; Health Hazards at your Workplace Checklist" (from OSHA materials)            Workers' Compensation information pamphlets            Working in English, chapt. 14            sample dialogues, role cards            simplified OSHA checklist forms            articles: "North Carolina Chicken Plant Fire", "Triangle Shirt Waist Factory Fire"            •pre-reading vocabulary &amp; questions, post-reading work on vocabulary &amp; comprehension &amp; discussion questions</p>
<p>4. To be able to file a written complaint about a health or safety hazard</p>	<p>specific vocabulary            writing sentences</p>	<ul style="list-style-type: none"> <li>•read sample complaints/grievances on health &amp; safety hazards</li> <li>•flash cards &amp; cloze exercises on vocabulary &amp; structures in readings</li> <li>•brainstorm health &amp; safety hazards in your workplace &amp; choose the most dangerous one to discuss</li> <li>•writing practice: filing a written complaint about a health or safety hazard in your work place (after discussion)</li> </ul>	<p>sample complaints/grievances on health &amp; safety hazards, worksheets on these (vocab, cloze, sentence completion)            flash cards, handouts            sample complaints/grievances on health &amp; safety hazards, worksheets on these (vocab, cloze, sentence completion)</p>

**Theme: Health & Safety**

**Objective**

5. To be able to call in sick, describe an ailment, and report an injury, accident or hazard to fellow worker or supervisor

**Language Skills**

vocabulary: body parts

vocabulary: ailments, injuries

imperatives

simple past of key verbs: (cut, slipped, fell, etc.)

past continuous; contrast of these 2 tenses

when, should, should have

vocabulary: safety gear, equipment, tools

function: calling in sick (specific language & vocabulary)

**Lesson Ideas/Activities**

- label pictures of body parts
- TPR: "Simon Says"
- Concentration
- dialogues, roleplays, flash cards

- roleplay warning a fellow worker of a hazard

- flash cards, fill in the blank exercises
- concentration cards (pres vs past)
- problem solving: safety in the workplace: discussion, dialogues, roleplays w/cards

- discussion of safety gear needed at company

- dialogues, roleplays, listening comprehension on calling in sick, visit to doctor for work-related injuries

- invite a guest speaker from the health clinic to discuss health & safety hazards, solutions, cures

- flash cards & worksheets on vocabulary on forms
- roleplay a workplace accident then fill out accident report

**Materials**

The New Oxford Picture Dictionary, pgs 4-5  
 English for Adult Competency, chapt. 3  
 Concentration cards  
 handouts, role cards, flash cards  
 Grammar Work, bk 1, pgs 76-81  
 Speaking Up at Work, pgs 66-67  
 Fitting In, ch. 6  
 Spectrum 2, units 2 & 10  
 Practical English, chaps. 3, 14  
 Slide by Slide, bk 1, units 15-17, 20, 26, 30, bk 2, units 2, 14; Grammar Work, bk 1, 82-91, bk 3, 28-48  
 Understanding & Using English Grammar, unit 5  
 Speaking Up at Work, pgs 63-66  
 English at Work, worksheet #17  
 Working in English, chapt. 8

flash cards, grammar exs.  
 concentration cards  
 English at Work, cards w/workplace hazards & solutions, worksheets 11 & 20  
 Speaking of Survival, chapt. 1  
 Working in English, chapt. 13

handout of safety gear vocabulary  
 realia: safety gear  
 handout w/discussion questions

Spectrum, book 1, chapt. 3  
 roleplay cards, handouts of sample dialogues

accident report forms from workplace, worksheets, flash cards  
 role cards, accident report forms

**Theme: Health & Safety**

Objective	Language Skills	Lesson Ideas/Activities	Materials
<p>7. To be able to make a doctor's appointment</p>	<p>function: making an appointment specific language and vocabulary for phoning, dates, times, describing an ailment or injury</p>	<ul style="list-style-type: none"> <li>•sample dialogues on making a doctor's appointment; vocabulary work, cloze exs., fill in the blanks, dialogue completion, listening comprehension</li> <li>•dialogues, roleplays and listening comprehension on making a doctor's appointment</li> <li>•grammar work on modals, written &amp; oral, in context of visit to doctor</li> </ul>	<p>handouts <u>Listening Tasks</u>, pg 86 <u>Functioning in English</u>, pg 7 <u>Living in to Spoken Messages</u>, Unit 2 <u>Speaking of Survival</u>, chapt. 1 <u>English for Adult Competency</u>, chaps. 1, 3 role cards</p>
<p>8. To be able to understand doctor's orders, ask &amp; answer questions, ask for clarification</p>	<p>modals - affirmative, negative &amp; question formation: must, should, ought to (stay in bed, rest, take aspirin, get physical therapy, etc.) question words: "How long should I...?", "How many should I take?", "How often...?", etc.</p>	<ul style="list-style-type: none"> <li>•grammar work on question words &amp; question formation, oral &amp; written in context of visit to doctor</li> <li>•dialogues, roleplays &amp; listening comprehension on going to the doctor</li> </ul>	<p><u>Grammar Works</u>, bk 3, 81-93, sample dialogues w/modals, exs. on these <u>Side by Side</u>, bk 1, units 10, 13, 21, 22, 27, 28 <u>Practical English</u>, chapt. 3 <u>Grammar Work</u>, bk 1, 6, 7, 17, 27, 32, 36, 48, 56, 63; sample dialogues of Q's at doctor's, exs. on these sample dialogues, cloze exs., gap fills <u>Speaking of Survival</u>, chaps 1 &amp; 2 <u>Spectrum 1</u>, unit 3 <u>Breaking the Ice</u>, units 11 &amp; 12</p>
<p>9. To be able to get prescribed medications from a pharmacy &amp; read instructions on them</p>	<p>specific vocabulary</p>	<ul style="list-style-type: none"> <li>•roleplay going to a pharmacy to get a prescription filled</li> <li>•read instructions on prescriptions, prescribed &amp; over-the-counter medicines</li> </ul>	<p>sample dialogues, prescriptions, role cards handouts of specific vocabulary &amp; abbreviations on prescriptions, sample prescriptions, realia: medication &amp; instructions for common work-related ailments &amp; injuries, written exercises on these: T/F, comprehension Q's, fill in the blanks, vocabulary tests <u>Speaking of Survival</u>, pg. 14</p>

**Theme: Health & Safety**

<b>Objective</b>	<b>Language Skills</b>	<b>Lesson Ideas/Activities</b>	<b>Materials</b>
<p>10. To be able to fill out an insurance form for a work-related ailment or injury</p>	<p>specific vocabulary, filling out a form</p>	<p>exs. on company's insurance forms: gap fills, T/F Q's, comprehension Q's, Spot the differences, vocabulary checks</p>	<p>insurance forms used by the company, both blank &amp; filled out, handouts on vocabulary on forms, gap fills, T/F &amp; comprehension Q's, &amp; Spot the differences on forms</p>
		<p>•discuss a work-related ailment or injury of a class member, then fill out an insurance form</p>	<p>Speaking Up at Work, 133-135 company's blank insurance forms</p>

**Theme: Quality Control**

<b>Objective</b>	<b>Language Skills</b>	<b>Lesson Ideas/Activities</b>	<b>Materials</b>
<p>1. To be able to name and demonstrate Quality Control checks</p>	<p>vocabulary for quality control checks</p>	<p>-students check products, say whether good or not, which QC problem exists, if any</p> <p>-TPR: hold up appropriate item, students name problem</p> <p>-T/F questions on QC checks, written and oral</p>	<p>company's products, both good and defective</p> <p>company products</p> <p>company products, handouts</p>
<p>2. To be able to report a QC problem to machine operator, supervisor, or QC person</p>	<p>typical structures and vocabulary for this kind of situation</p>	<p>-dialogues, roleplays</p> <p>-listening comprehension on QC dialogues</p>	<p>handouts of sample dialogues, roles, situations</p> <p>audio tape of sample dialogues</p> <p><u>Speaking Up at Work</u>, 97-103</p>
<p>3. To be able to answer QC questions from machine operator, supervisor, or QC person</p>	<p>typical structures &amp; vocab. for this kind of situation; weights, measurements; comparisons (it's too heavy, it's not long enough, etc.)</p> <p>Functions: asking for help, checking &amp; clarifying instructions, asking for explanations, asking for information, giving explanations &amp; reasons, describing a mechanical problems specific vocabulary</p>	<p>-dialogues, roleplays</p> <p>-20 Questions</p> <p>-dialogue completions</p> <p>-cloze exercises</p> <p>-Tic Tac Toe</p> <p>-grammar practice on comparisons</p> <p>-grammar practice on comparisons in context of QC situations</p> <p>-discussions, dialogues, roleplays</p> <p>-listening comprehension exercises</p> <p>-roleplay: report a machine breakdown</p>	<p>handouts of dialogues, roles, situations</p> <p><u>Slide by Slide</u>, bk 1, unit 27</p> <p><u>English for Adult Competency</u>, chapt. 2</p> <p>handouts of dialogues</p> <p>handouts</p> <p>board</p> <p>grammar exercises on comparisons</p> <p>handouts of dialogues, roles, situations</p> <p><u>Speaking of Survival</u>, pgs. 210-224</p> <p><u>Breaking the Ice</u>, units 5-8</p> <p><u>Working in English</u>, chaps. 10 &amp; 11</p> <p><u>English at Work</u>, worksheet 17</p> <p><u>Speaking Up at Work</u>, 43-49, 83-86</p> <p><u>Spectrum 2</u>, units 5 &amp; 6</p> <p><u>On Your Way</u>, units 2, 3, 5 &amp; 6</p>
<p>4. To be able to order new parts from a catalogue</p>	<p>reading catalogues, including #/ette: codes; talking on the phone to order parts: "I'd like to order..."</p>	<p>-practice reading catalogues</p> <p>-roleplay ordering a new part for a faulty machine on the phone</p>	<p>catalogues, T/F Q's on specific info. in catalogue</p> <p>sample dialogues &amp; roles</p>
<p>5. Respond to customer complaints about a faulty product</p>	<p>Functions: asking for clarifications, giving reasons/explanations, apologizing, promising (We'll send you...)</p>	<p>-sample dialogues, written &amp; for listening comprehension</p> <p>-T/F Q's, cloze exercises on dialogues</p> <p>-pair practice on dialogues</p> <p>-roleplay customer complaint about a faulty product</p>	<p>handouts, tapes</p> <p><u>Breaking the Ice</u>, units 5 &amp; 13</p> <p>handouts</p> <p>dialogues</p> <p><u>Fitting In</u>, chapt. 4</p> <p><u>Speaking Up at Work</u>, pgs 91-96</p> <p><u>Functioning in English</u>, pg 17</p> <p><u>Spectrum 2</u>, unit 4</p> <p><u>Grammar Work</u>, bk 3, pgs 71-77 (will) rolecards, phone prop</p>

**Theme: Work Forms**

**Objective**

1. To read and understand the forms used by workers.

**Language Skills**

read/interpret abbreviations on forms  
read/understand vocabulary on forms  
a) prepositions

b) nouns, verbs, adjectives  
(all other vocabulary)

**Lesson Ideas/Activities**

- flash cards of abbreviations
- matching worksheets
- Bingo
- pictures showing prepositions
- TPR: following instructions with emphasis on prepositions
- Spot the Differences
- Information Gaps on forms
- Information Gaps on prepositions
- more preposition practice
- flash cards
- TPR w/workplace realia as related to forms
- Information Gaps on forms
- Spot the Differences on forms
- 20 Questions on workplace realia
- Sentence completion using vocab on forms
- Concentration (opposite adjectives)
- Q/A on forms, oral & written
- strip stories using vocab. on forms
- strip stories: job steps
- pantomime part of job, others name it

- describe steps in your job
- "Find someone whose order..."
- Tic Tac Toe w/form vocab.
- Sentence Auctions
- Line ups: job steps
- Bingo w/form vocabulary

**Materials**

- flash cards
- worksheets
- Bingo game
- The New Oxford Picture Dictionary
- workplace realia
- Slide by Slide, bk 1, unit 7
- Spot the Difference pictures
- work forms
- assorted colored paper shapes
- Working in English, pgs 115-116, 118-122
- Speaking Up at Work, pgs 20-30
- flash cards
- workplace realia
- workplace forms
- worksheets
- workplace realia
- handouts
- Concentration cards
- handouts, workplace forms
- strip stories
- strip stories
- English at Work, worksheets #9, #11;
- handouts, order forms
- board
- handouts
- strips/cards w/job steps
- Bingo game

**Theme: Work Forms**

**Objective**

2. To understand basic units of weights & measurements used on forms and in jobs

**Language Skills**

read/understand weight & measurement specifications on forms; be able to weigh & measure according to specifications; specific vocabulary & abbreviations: inches, feet, pounds, oz, X, Y, lbs.; comparisons (longer than, too long, not long enough); math: fractions (one half, one fourth inch), decimals (2.6 lbs.)

**Lesson Ideas/Activities**

- basic math exercises: (ex.: convert feet + inches to inches, add lengths w/fractions, weights w/decimals, etc.)
- number/weight/measurement practice: Bingo on weights & measurements
- flash cards of symbols/abbrevs.
- listening comprehension on numbers
- game: Buzz
- dictation on numbers, weights, measurements
- Line-up: measure height of all students, line up by height
- story problems using math on forms and in work situations
- TPR: measure rectangles of different sizes, write down
- grammar work on comparisons
- read measurement specifications, measure rectangles, say/write if too long, too short, etc.
- Information Gaps: draw product according to specifications on work form or fill in specifications on form after measuring product
- "Machine Man" (following instructions on measurements)
- weigh things, write down weights, say/write if too heavy, too light according to specifications

**Materials**

- handouts of math exercises
- Bingo game
- English for Adult Competency, chapt. 2
- flash cards
- From the Start, units 1-5
- tape measures
- handouts, work forms
- construction paper rectangles, handouts
- Slide by Slide, bk 1, unit 27
- grammar exercises, Grammar Work, bk 1, pgs. 82-91, bk 3, 28-44
- handouts
- Understanding & Using English Grammar, pg 199
- handouts, work form
- Drawing Out, pgs. 125-126
- handouts

**Theme: Work Forms**

**Objective**

3. To understand and fill out other work-related forms:  
 a) tax forms  
 b) job applications

**Language Skills**

for tax forms: columns, numbers, +, -, %; specific vocabulary: exemptions, dependents; writing a check to pay taxes; writing numbers, dates, signature; addressing an envelope to mail check: format, name, address

for job application forms: specific vocabulary and abbreviations: SS#, marital status, birthdate, previous jobs, education, etc.; grammar: present perfect continuous (I've been working at X for 4 years), simple past (I worked at X for 2 years), since, for; vocabulary describing characteristics of workers (hard-working, efficient, etc.)

**Lesson Ideas/Activities**

- basic math exercises on +, -, %
- fill out tax forms
- write check to pay taxes
- address envelope to mail check

- fill out a job application
- Information Gaps on job apps.

- grammar exercises on simple past and present perfect continuous
- oral practice of these tenses in context of jobs workers have had

- roleplay a job interview

- brainstorm characteristics of good/bad workers

- problem solving: pick the best candidate for a given job at your company

**Materials**

handouts, story problems  
 sample tax forms  
 sample checks  
 envelopes

Speaking Up at Work, pgs 104-107, 162-164  
Speaking of Survival, pgs. 99, 110-111  
English for Adult Competency, chapt. 8

On Your Way, unit 12  
 job application forms

Grammar Works, bk 1, 82-91, bk 3, 49-56  
Speaking of Survival, pgs. 82-96  
 Side by Side, bk 2, units 4-6  
English for Adult Competency, chapt. 7

sample interview dialogues, role cards

board

handouts on candidates and their qualities,  
 vocabulary list of adjectives describing  
 workers



Vocabulary/Expressions for Health & Safety Unit

danger  
fire  
extinguish  
exit  
electrical wires  
lifting  
to trip  
to hurt  
to cut (off)  
to burn  
to bleed  
to slip  
to fall  
headache  
Carpal Tunnel Syndrome  
repetitive motion  
stress  
fumes  
dust  
injury  
ventilation  
lighting  
flammable  
poison  
safety gear  
safety belt  
goggles  
boots  
glasses  
hard hat  
mask  
gloves  
first aid  
high voltage  
ear plugs  
Watch out! / Watch it! / Look out!  
Be careful!  
Don't touch that!  
dosage  
tablet  
capsule  
teaspoon  
liquid  
all body parts  
ailments  
absent  
sick

American Guard-It Manufacturing, Inc.  
Workplace Literacy Course

COURSE GOALS:

1. To help workers do their job (sewing, cutting, folding) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
  - a) reading & filling out work order forms used in their jobs:
    - General Tally Form
    - Other Tally Forms
    - Inventory Sheet
  - b) reading & understanding abbreviations on work order forms
  - c) understanding & using basic addition and subtraction needed for filling out forms
  - d) naming & demonstrating Quality Control checks
  - e) understanding safety rules and regulations
  - f) understanding shop rules
  - g) learning basic communication skills for:
    - reporting a problem with QC or machine
    - answering questions from inspectors and supervisors
    - understanding instructions from inspectors and supervisors
    - calling in sick
    - reporting an accident
2. To read and understand other workplace correspondence and signs
3. To learn general English communication skills needed for promotion to inspector, supervisor, or Shipping/Receiving Dept.
4. To learn basic math skills, including measuring, needed for promotion to inspector or supervisor

## American Guard-It Vocabulary

### Nouns:

garment bag  
poly bag  
fabric  
zipper  
pocket  
pocket lining  
thread  
topper  
loop  
outside merrow  
inside merrow  
closing  
seam  
plastic slider  
garment bag  
handle  
hanger  
hanger tips  
ticket  
snap  
strip (of webbing)  
rivets  
webbing  
binding  
tag  
shield  
zip pull  
tab

### Verbs:

sew  
stitch  
lay  
cut  
put (slider on zipper, snaps on webbing)  
close (seams)  
fold  
bundle  
trim  
assemble  
turn (bags right side out)  
inspect  
stamp  
pack (garment bags in bag)  
rivet  
pick up (garment bags)  
tipping (putting rubber tip on hanger)  
staple (tag on garment bag)

Guard-It Vocabulary cont.

Forms:

General Tally

name  
date  
dept.  
item number (#)  
operation  
start time  
end time  
pieces

Tally for deliverer of garment bags to Folding Dept.

name  
date  
item #  
(math skills: add, subtract)

Tally for supervisor of Folding Dept.

I.D. #  
turning  
inspecting  
stamping  
tickets  
folding  
poly bag  
packing  
riveting  
hanger paks  
time (1:00 - 3:30)

Inventory (inspector)

description  
black  
teal  
rose  
royal  
floral  
side zip  
cut goods  
work in process  
finished goods  
stock  
total  
cor puter orders  
finished orders in house  
difference (total stock/stock needed)  
math (addition, subtraction)

**Guard-It Vocabulary cont.**

**Forms cont.**

**Inventory (supervisor)**

**master carton**

**inner carton**

**Misc. Shipping**

**Bill of Material**

**Direct Labor**

**Sub-Total**

**Multi By 2**

**Total Cost**

**Total Cost X 10% Comm.**

**Total Selling Price**

**abbreviations:**

**BLK**

**RIP**

**w/**

**LD.**

**#**

**dept.**

**&**

**Misc.**

**Multi (multiply)**

**Comm. (commision)**

**Chicago Transparent Products  
ACTWU On-Site Classes**

**COURSE GOALS:**

- i. To help students do their job (packing) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
  - a) reading & understanding work order forms used in their jobs:
    - Mainline Order Form
    - Process Sheet
    - Production Control Record
  - b) reading & understanding abbreviations on work order forms
  - c) understanding & using basic units of measurement
  - d) naming & demonstrating Quality Control checks:
    - fractured seal
    - weak seal
    - straight line tear
    - dye lines
    - blocking
  - e) understanding safety rules and regulations
  - f) understanding shop rules
  - g) learning basic communication skills for:
    - reporting a problem with QC or machine
    - answering questions from operators, QC and supervisors
    - understanding instructions from operators, QC and supervisors
    - calling in sick
    - reporting an accident

(If time allows:)

2. To learn to read and understand other workplace correspondence
3. To learn English skills needed for promotion to machine operator

## Chicago Transparent Products Vocabulary

### Verbs

is/are

requires/does not require

must be/must not be

must use

must lay

must run 1 out

wrap/unwrap

enclose

remove

discard

slit (cut in half)

stack/do not stack

make

note:

tie

trim (cut off 2 edges)

see press order attached

see diagram

fold, doublefold

centerfold (cut bag in center, 1 roll on top, other on bottom)

use

stand (upright)

lay (horizontally)

treat (print area)

get down to (18.0 max. wt.)

flip (fold w/a piece of cardboard to be able to put wicket holes in it)

place (into)

### Nouns

bags

wicket

wicket pack

seal

seal bar

(seal) layout

release slits

rubber washers

rubber tips

pack

package

wicket holes

fold

lip (1: on extrusion machine; 2: on bag)

strip

wall

pallet

**Nouns, cont.**

**dimension**

**tube**

**size**

**roll**

**(roll) chart**

**(outer) wraps**

**tail**

**slits**

**edge**

**side**

**top**

**vents**

**butterfly vents**

**(outer) sleeve**

**sheets (single wind sheeting w/serration)**

**serration**

**U-folder, pre-folder (machine that folds in half twice)**

**gusset (2 folds in sides of bag)**

**stroke (length)**

**length**

**width**

**feet**

**inches**

**(new) item**

**height**

**weight**

**floor**

**warning**

**area**

**complaint**

**skid**

**foreman**

**count**

**diagram**

**press order**

**beaded ties**

**twist ties**

**dyne pen**

**Adjectives & Adverbs**

per  
accurate  
horizontally  
maximum  
left, right, top  
upright  
special  
critical  
plain (wicket)  
balled end (wicket)  
high  
outer (wrap)  
heavy (gauge)  
too long, too short, too heavy, too light  
each  
white opaque  
buff  
printed  
vented  
black  
clear  
previous  
outside  
necessary  
folded (evenly)  
both (edges)

**Other**

"Do not stack more than 4 high on pallet"  
"...if necessary to get down to 18.0 max. wt."

## Vocabulary/Expressions for Mainline Order Forms

### Abbreviations/Symbols

w/twist ties - with

bags/pack - per

cyc. - cycle

CTNS - cartons

NET WT.

MAX. WT.

lb.

!

GA. - gauge

PRTD. - printed

CLR BLACK - clear plastic, black print  
approx.

QTY. - quantity

CTNS/skid

CTNS @ 1000 - 100 bags per carton

12'/8" - feet, inches

5 X 5 X 1 - by

c/Fold - center fold

s/w/s - single wind sheet

### Prepositions

above (seal)

(remove) from

8" from (each edge/side)

on (pallet, skid)

from (floor) on up

(place) into

(accurate count) of

with

**Henri Studios, Inc.  
ACTWU Workplace Literacy Course**

**COURSE GOALS:**

1. To help students do their job (making garden statuary/fountains) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
  - a) learning basic communication skills for:
    - reporting a problem to foreman or supervisor
    - answering questions from foreman or supervisor
    - understanding instructions from foreman or supervisor
    - calling in sick
    - reporting an injury, accident or safety hazard
  - b) learning vocabulary relevant to the job of making garden statuary (tools, materials, names of pieces, colors, etc.)
  - c) understanding safety rules & regulations at Henri Studios, Inc.
  - d) understanding shop rules at Henri Studios, Inc.
  - e) naming & demonstrating quality control checks
2. To learn general English communication skills needed for promotion to inventory, shipping, U.P.S. departments.
3. To learn basic math skills (+, -, x, division) needed for promotion to inventory, shipping, or U.P.S. departments.
4. To gain a familiarity with forms used by inventory, shipping and U.P.S. departments in order to increase chances for promotion to these jobs.
5. To read and understand other workplace correspondence and signs.

## Henri Studios Vocabulary

### departments:

casting  
mixing  
patching  
paint  
molds  
stock  
inventory  
stock order  
shipping  
U.P.S.

### loaders, loading

"picks" (computer print outs of requested orders, by codes)

cart  
line  
high tone  
piece  
truck  
color  
rail  
broken  
break  
hole  
fill in (hole)  
epoxy  
spatula  
spray gun  
colors (of paints)  
statue  
plaque  
antique finish  
clean  
clean off  
towel  
fumes  
gloves  
hard hat  
mask  
apron  
belt  
glasses  
paint brush  
checker  
to check  
stain  
touch up

**Henri Studios Vocabulary cont.**

clear  
spray gun  
sculptor  
mold-maker  
mold  
latex  
coats  
per day  
burlap  
to stick on  
layers  
tin foil  
to mix  
mixture  
resin  
hardener  
fiberglass  
to dry  
heat  
bubbles  
to drill  
ax  
hammer  
to open (piece)  
to take off (mold)  
kiln  
closures  
screws  
to repair  
rubber mold  
to sew (mold)  
needle  
to patch  
patch  
to clean off (cement)  
cement  
electric sander  
design  
clay  
filers  
to file down (seams on statues)  
seams  
sponge (to fill in holes)  
to smooth (clay)  
to wipe off (clay)  
heat gun  
forklift

**Henri Studios Vocabulary cont.**

forklift driver  
skid  
pallets  
trowl  
to move (molds, pieces) in/out  
new  
into the garbage  
loose (pieces)  
vibrator cord  
dust  
ear plugs  
safety shoes  
to lift  
to pour (cement)  
to pack  
packer  
to send  
to find  
extra pieces  
stations (in yard, where pieces are)  
nozzles  
lights  
connections  
tubes  
brass  
box  
inventory

**Henri Studios Products:**

fountains  
lawn statuary  
planters  
bird baths  
oriental statues  
religious statues

**Names & Abbreviations of Colors:**

amber (am)	terra sorda (ts)
ivory (iv)	gold (go)
jade (ja)	natural (na)
silver (si)	weathered bronze (wb)
pewter (pu)	red (re)
blue bronze (bb)	florentine (fl)
old stone (os)	
pearl (pe)	
copper (co)	
avocado (av)	

Juno Lightning, Inc.  
ACTWU Workplace Literacy Course

COURSE GOALS:

1. To help students do their job (assembling light fixtures) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
  - a) learning basic communication skills for:
    - reporting a problem to group leader or supervisor
    - answering questions from group leader or supervisor
    - understanding instructions from group leader or supervisor
    - calling in sick
    - reporting an injury, accident or safety hazard
  - b) learning vocabulary relevant to the job of assembling (machine parts, names of pieces, colors, etc.)
  - c) understanding safety rules & regulations at Juno Lighting, Inc.
  - d) understanding shop rules at Juno Lighting, Inc.
  - e) naming & demonstrating quality control checks
2. To learn general English communication skills needed for promotion to material handler, group leader or shipping and receiving departments.
3. To learn basic math skills (+, -, x, division) needed for promotion to material handler, group leader or shipping and receiving departments.
4. To gain a familiarity with forms used by material handlers, group leaders and shipping and receiving departments in order to increase chances for promotion to these jobs.
5. To read and understand other workplace correspondence and signs.

**Juno Lighting, Inc. Vocabulary**

**General Vocabulary for Assemblers**

**riveting machine/riveter**

**to rivet**

**rivets**

**to step (on pedal on riveter)**

**pedal**

**bar (on riveter)**

**air driver/air gun**

**manual screw driver**

**air line**

**screw**

**wrench**

**bits (for air drivers - like end of screw driver, drives in the screw)**

**packing air guns**

**fixtures**

**glasses**

**gloves**

**packing**

**boxes**

**skids**

**to assemble**

**to sub-assemble**

**to stamp (date on box, packers do it)**

**to staple (box, packers do it)**

**to put (finished pieces/parts in boxes, labels on parts)**

**to pack**

**labels**

**sockets**

**bolt**

**nail**

**cable**

**thermostat assembler**

**thermostat wires**

**fixtures (for assembling certain parts)**

**wingnut machine**

**wingnuts**

**torsion bracket**

**plaster frame**

**can**

**box**

Vocabulary on Labels

notice  
thermally protected fixture  
blinking light  
may indicate  
improper  
lamp wattage  
or  
improper lamp size  
other condition  
causing  
overheating  
warning  
risk of fire  
use with Juno trims only  
for each lamp type  
and wattage indicated  
see trim for number (NO.)  
suitable for damp locations  
also  
wert  
covered ceiling only  
when used with  
maximum  
branch circuit conductors  
at least  
permitted in Junction Box  
90 degrees C  
real nail bar hangers

Abbreviations on labels

NO. (number)  
NO's (numbers)  
MAX.  
Type I.C.

Vocabulary on Routing Report (Group Leaders, Supervisors)

assemble... to....  
box  
plaster frame  
screws  
tool  
air driver  
can  
box covers  
conduit  
hanger brackets  
attach...to  
medium label

**Vocabulary on Routing Report, cont."**

pack ....into  
master carton  
pads  
large (real nail) label  
date stamp  
operation description  
work center  
per minutes  
scheduling run rate  
crew  
labor run rate  
machine run rate  
machine set up  
effective date  
inactive date

**Abbreviations on Routing Report**

DESC (description)  
OPER (operation)  
SEQ (sequence)  
PRMRY (primary)  
EA (each)  
PC (piece)  
PCS (pieces)  
STD (standard)  
w/ (with)  
&

**Vocabulary on Summary Bill of Materials (material handlers, group leaders, supervisor):**

Quantity to Build  
part number  
description  
assembly  
required  
(quantity) on hand  
aluminum slit  
steel  
access door  
end cap  
cover thermal protector  
blank aluminum  
hanger bar  
label  
plaster frame  
ground wire  
terminal ring

Vocabulary on Summary Bill of Materials, cont.

Tew wire  
socket  
hanger bracket  
conduit  
connector  
left, right  
box spring  
black oxide  
wrap  
remodel  
universal  
rivet  
flex conduit connector  
snap bushing  
nylon  
type

Abbreviations on Summary Bill of Materials:

DESC (description)  
BLK (black)  
w/  
&  
GALV (galvanized)

Vocabulary for Assembled Finished Goods(Shipping)

date  
part  
work area  
prepared by  
finish ok  
quantity ok  
checked by  
to location  
moved to

Abbreviations on Assembled Finished Goods

NO. (number)  
QTY (quantity)

**Libra Industries, Inc.  
Workplace Literacy Course**

**COURSE GOALS:**

1. To help workers do their job (glove selectors, patchers, machine operators, packers) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
  - a) reading & filling out forms used in their jobs: work order form  
labels  
customer order form
  - b) reading & understanding abbreviations on work order forms
  - c) understanding & using basic addition and subtraction needed for filling out forms
  - d) naming & demonstrating Quality Control checks
  - e) understanding safety rules and regulations
  - f) understanding shop rules
  - g) learning basic communication skills for:
    - reporting a problem to supervisor
    - answering questions from supervisor
    - understanding instructions from supervisor
    - calling in sick
    - reporting an accident
2. To read and understand other workplace correspondence and signs
3. To learn general English communication skills needed for promotion to packer
4. To learn basic math skills needed for promotion to packer

## Libra Industries Vocabulary

### Labels (for glove selectors)

ladies (gloves)  
cut fingers  
coveralls  
jackets  
aprons  
canvas  
hot mill  
terry gloves  
leather palm  
heavy terry  
all leather gloves  
welder gloves  
canvas welking jackets  
canvas welding pants  
mitt  
terry sleeves  
nylon sleeves  
Kevlar sleeves  
rain coveralls  
raincoats  
capas

### Order Form (machine operator)

dates  
pick up date  
customer name  
return date  
special instructions  
steel drums  
fiber durms  
racks  
pallets  
cartons  
total units

### Order Form (packers)

order #	(final) total
customer name	price
collect	amount
prepaid	
charge	abbreviations:
drum	BNDLS.
container	PCS.
cleaned	TOT.
repaired	
unrepaired	

## Libra Industries Vocabulary

### Labels (for glove selectors)

ladies (gloves)  
cut fingers  
coveralls  
jackets  
aprons  
canvas  
hot mill  
terry gloves  
leather palm  
heavy terry  
all leather gloves  
welder gloves  
canvas welking jackets  
canvas welding pants  
mitt  
terry sleeves  
nylon sleeves  
Kevlar sleeves  
rain coveralls  
raincoats  
capas

### Order Form (machine operator)

dates  
pick up date  
customer name  
return date  
special instructions  
steel drums  
fiber drums  
racks  
pallets  
cartons  
total units

### Order Form (packers)

order #	(final) total
customer name	price
collect	amount
prepaid	
charge	abbreviations:
drum	BNDLS.
container	PCS.
cleaned	TOT.
repaired	
unrepaired	

**Leo's Party Shoes, Inc.  
Workplace Literacy Course**

**COURSE GOALS:**

- I. To help workers do their job (seamstresses, shoemakers, cutters, packers) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
  - a) reading & filling out forms used in their jobs:
    - work order form
    - dress and shoe patterns
    - customer order form
  - b) reading & understanding abbreviations on work order forms
  - c) understanding & using basic addition and subtraction needed for filling out forms
  - d) naming & demonstrating Quality Control checks
  - e) understanding safety rules and regulations
  - f) understanding shop rules
  - g) learning basic communication skills for:
    - reporting a problem to supervisor
    - answering questions from supervisor
    - understanding instructions from supervisor
    - calling in sick
    - reporting an accident
2. To read and understand other workplace correspondence and signs
3. To learn general English communication skills needed for promotion
4. To learn basic math skills needed for promotion

## Party Shoes Vocabulary

### Raw Materials

latex adhesive  
leather  
lining  
rubber cement  
rubber sheets  
Texone (insole material)

### Types of Shoe

ballet  
jazz  
tap  
toe shoe

### Parts of Shoe

backstay  
binding  
cord  
elastic  
insole  
leather tips  
pleats  
quarter  
sock lining  
sole  
upper  
vamp

### Colors

beige  
black  
grey  
pink  
red

### Machinery and Tools

cutting blocks  
cutting machine (hydraulic press)  
die  
lasting (Sp. "horma")  
lining stamper  
sewing machine

### Steps of Production

1. stitch quarters and vamps
2. stamp lining
3. press lining
4. channel soles
5. close shoe
6. rubbing
7. stitch backstay
8. trim
9. stitch binding with cord
10. attach elastic and second stitch
11. cement sole and insole
12. form shoe with pleats or full sole
13. puritan stitch
14. stitch sock lining
15. clean and pack

## BIBLIOGRAPHY

- Asher, J. (1982). Learning Another Language Through Actions: The Complete Teacher's Guidebook. Los Gatos, CA: Sky Oaks Productions Inc.
- Ashton-Warner, S. (1963). Teacher. New York: Touchstone Books.
- Auerbach, E. and Wallerstein, N. (1987). ESL for Action: English for the Workplace. Reading, MA: Addison-Wesley Publishing Company.
- Auerbach, E., and Wallerstein, N. (1987). ESL For Action: Problem Posing at Work. Reading, MA: Addison-Wesley Publishing Company.
- Auerbach, E. (1989). Making Meaning, Making Change: A Guide to Participatory Curriculum Development for Adult ESL and Family Literacy. Boston, MA: University of Massachusetts, English Family Literacy Project.
- Brown, C. (1978). Literacy in 30 Hours: Paulo Freire's Process in Northeast Brazil. Chicago, IL: Center for Open Learning and Teaching/Alternative Schools Network.
- Brown, H.D. (1980). Principles of Language Learning and Teaching. Englewood Cliffs, NJ: Prentice Hall.
- Brown, J. M., and Palmer A.S. (1988). The Listening Approach: Methods and Materials for Applying Krashen's Input Hypotheses. White Plains, New York: Longman, Inc.
- Carnevale, A. P., Gainer, L. J., and Meltzer, A. S. (1988). Workplace Basics: The Skills Employers Want. Washington D.C.: American Society for Training and Development and U.S. Dept. of Labor.
- Chisman, F. P. (January, 1989). Final Report on the Project on Adult Literacy. Southport Institute for Policy Analysis, Southport, Connecticut.
- Cummins, J. (1986). "Empowering Minority Students: A Framework for Intervention," Harvard Educational Review 56, No. 1.
- Dean, P., and Figueroa Uribe, T. (1990). Leer y Escribir Hoy. Palatine, IL: Linmore Publishing, Inc.
- De Castell, S., Luke, A., and Egan, K. (eds.) (1986). Literacy, Society, and Schooling: A Reader. Cambridge: Cambridge University Press.
- Dixon, C. N., and Nessel, D. (1983). Language Experience Approach to Reading (and Writing): LEA for ESL. Hayward, CA: The Alemany Press.

Fauteux, D., and Alamo, M. (1991). Palabras de Lucha y Alegría. Syracuse: The New Readers Press.

Fillmore, L., and Valadez, C. (1986). "Teaching Bilingual Learners" in Handbook of Research on Teaching, ed. Whitrock, M. AERA. New York: Macmillan.

Freire, P., and Macedo D. (1987). Literacy: Reading the Word and the World. South Hadley, MA : Bergin & Garvey Publishers, Inc.

Freire, P. (1970). Pedagogy of the Oppressed. New York: Cuntinum Publishing Corporation.

Hakuta, K. (1986). The Mirror of Language. New York: Basic Books.

Harmon, D. (1987). Illiteracy: A National Dilemma. New York: Cambridge Book Company.

Instituto Nacional para la Educación de los Adultos en México. Guía para la Alfabetización Rural., México, D.F.: Secretaria de Educación Pública, Marzo, 1987.

Isserlis, J. "Workplace Literacy Programs for Nonnative English Speakers," ERIC Digest October 1991.

Johnston, W. B. and Pacher A. E. (1987). Workforce 2000: Work and Workers for the 21st Century. Hudson Institute, Indianapolis, Indiana.

Kintgen, E. R., Kroll, B. M., and Ross, M. (eds.). (1988). Perspectives on Literacy. Carbondale, IL: Southern Illinois University Press.

Kozol, J. Illiterate America. (1985). New York: Plume/New American Library.

Krashen, S. D. (1985). The Input Hypothesis: Issues and Implications. London: Longman.

Krashen, S. D. and Terrell T. D. (1983). The Natural Approach. Hayward, CA: The Alemany Press.

Mikulecky, L., Ehlinger, J., and Meenan, A. L. "Training for Job Literacy demands: What Research Applies to Practice," Institute for the Study of Adult Literacy, Pennsylvania State University, University Park, PA. [undated].

Pharness, G. "A Learner-Centered Worker Education Program," ERIC Digest October, 1991.

Philippi, J. W. "A Guide to Developing Instruction for Workforce Literacy Programs." Presentation to the American Association for Adult Continuing Education Conference, Tulsa, Oklahoma, November 4, 1988.

Sarmiento, A. R., and Kay, A. (1990). Worker-Centered Learning: A Union Guide to Workplace Literacy. Washington D. C.: AFL-CIO Human Resources Development Institute.

Shor, I. (ed.). (1987). Freire for the Classroom: A Sourcebook for Liberatory Teaching. Portsmouth, NH: Boynton/Cook Publishers.

Smith, F. (1988). Joining the Literacy Club: Further Essays into Education. Portsmouth, NH: Heinemann

Smith, F. (1985). Reading Without Nonsense. New York: Teachers College Press.

Sticht, T. G. "Functional Context Education," Applied Behavioral & Cognitive Sciences, inc., San Diego: March, 1987.

Weinstein-Shr, G. (1992). Stories to Tell Our Children. Boston, MA: Heinle & Heinle Publishers.

Williams, J. , and Snipper, G. (1990). Literacy and Bilingualism. New York: Longman.

United States Department of Education Office of Vocational and Adult Education. Workplace Literacy: Reshaping the American Workforce. Washington D.C.: May, 1992.