This document is the teacher's edition of a learning module designed to help nonnative English speakers develop basic workplace reading and writing skills. It was developed by educators from the Emily Griffith Opportunity School. The curriculum presented in the module is job specific and intended to serve as an example of how reading and writing might be taught to nonnative English speakers at a manufacturing worksite. Included in the manual are a foreword outlining the module's objectives and scope and sets of instructor notes and handouts on the following topics: skills assessment, needs assessment, general writing, company policy and forms, messages and notes, and spelling and grammar. The final section consists of brief notes and handouts for a final evaluation of students' written and verbal skills. A total of 28 handouts are included. (MN)
ESL IN THE WORKPLACE - READING & WRITING

Pam Ingram
Emily Griffith Opportunity School
1250 Welton Street
Denver, Colorado 80204

November 30, 1994
The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or Emily Griffith Opportunity School, Denver Public Schools, and no official endorsement by these agencies should be inferred.

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Workplace Education Project
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Pam Ingram
November 30, 1994
This module was developed by educators from Emily Griffith Opportunity School as part of a National Workplace Education grant funded by the U.S. Department of Education. A cooperative effort between the business and education communities, the program was designed specifically to enhance employees' literacy skills.

Direct benefits to the workforce include improved morale and motivation, self-esteem, teamwork, and promotional opportunities.

We gratefully acknowledge the assistance of our partners. In addition we recognize all of the students who participated in classes and who provided us with invaluable feedback for strengthening future classes.

We hope partnerships such as these will provide the catalyst for developing new or continued on-site educational opportunities.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>iv</td>
</tr>
<tr>
<td>Skills Assessment</td>
<td>1</td>
</tr>
<tr>
<td>Handouts</td>
<td>3</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>13</td>
</tr>
<tr>
<td>Handouts</td>
<td>15</td>
</tr>
<tr>
<td>General Writing</td>
<td>17</td>
</tr>
<tr>
<td>Handouts</td>
<td>20</td>
</tr>
<tr>
<td>Company Policy and Forms</td>
<td>27</td>
</tr>
<tr>
<td>Handouts</td>
<td>31</td>
</tr>
<tr>
<td>Messages and Notes</td>
<td>45</td>
</tr>
<tr>
<td>Handouts</td>
<td>47</td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>51</td>
</tr>
<tr>
<td>Class Evaluation</td>
<td>53</td>
</tr>
<tr>
<td>Handouts</td>
<td>54</td>
</tr>
</tbody>
</table>
This reading and writing curriculum is job-specific and intended to be an example of how one might teach reading and writing to non-native English speakers at a manufacturing worksite.

Rather than list each day's session, I have included the main components of the course as well as some ideas I did not get a chance to try out. This particular class met for only ten weeks, once a week for two hours. I felt that barely gave us time to get started.

The students were all intermediate level readers, but verbal and writing skills varied greatly. The class was small, about eight students, which allowed for a good amount of individual help.

The company had recently begun to demand a higher basic skill level from its employees. An ESL reading and writing class therefore fit the bill. Management was interested in seeing workers show more understanding of forms and company policies as well as memos and other written communication.

In their needs assessment (see Handout 5), students expressed an interest in reading memos, writing notes, filling out forms, taking telephone messages, and of course, grammar and spelling.

The activities and handouts which follow are an attempt to meet the needs of both company and employees in the twenty hours the class met.
The activities and handouts which follow are an attempt to meet the needs of both company and employees in the twenty hours the class met.
**SKILLS ASSESSMENT**

**INTERVIEWS**  
(Handout 1)  
Break the students into pairs. I usually have them pull numbers out of a box. Tell them to write down the information so that they can remember it. Grammar and spelling are not important. Come together as a class. Have each student share one interesting item about his/her partner. This is a good way to assess pronunciation, fluency, and general communication skills.

**WRITING ASSESSMENT**  
Using the information from their interviews ask the students to write a story about their partners. I encourage them to work together and ask each other for help with spelling, etc. I am not available for help. This way I can watch the process and take notes. Observation combined with seeing the finished product, usually gives me a pretty good idea of each student's level.

**STUDENT STORIES**  
(Handout 2)  
Take the stories home to edit and type. Bring them back into the next class. Ask the students to read each story in pairs and then guess who the stories are about.

**FILL IN THE BLANK**  
(Handout 3)  
As I edit the stories, I pull out the most common mistakes and create a cloze activity
to bring into the next class. I find that students connect more with familiar sentences than those found in most grammar books.

**READING**

Hand out a story with follow-up comprehension questions and activities. You can write your own with work-specific information or pull one out of a text. I used a story from *The Working Experience 2*. With a multi-level class, this text is good because you can use similar stories from levels 1, 2, or 3.

I ask the students to read quietly to themselves first. You can learn a lot observing this time: who jumps right in to read, who looks at you expectantly, who reads without moving his/her lips, who still needs to read aloud, etc. After that, I encourage them to work together. You can still get a pretty good idea of level, and it's less intimidating than a formal test. I do not make myself available to answer questions, however, until they have had sufficient time to work it out on their own.

* *The Working Experience*, by Je: H. Smith and Harry Ringel, New Readers Press
INTERVIEW

NAME ____________________________

PARTNER'S NAME ____________________

1. Where are you from?

2. How long have you worked at this company?

3. What is your job?

4. Do you like Denver? Why?
5. Tell me about your family?

6. What do you like to do on weekends?

7. What is the most difficult part of your day?

8. If you won Lotto, what would you do?
STUDENT STORIES

1. My friend is from Vietnam. She's been at this company for eleven months. Her job is topstitch visor.

   She told me she likes Denver because all of her family lives in Denver. Her family has six people; she and her husband and four sons. The oldest is twenty-one, the second is seventeen, the third is fourteen and the fourth is twelve.

   On weekends, she likes to walk in the park.

   The most difficult part of her day is in the morning when the alarm clock rings.

   She said, "If I win Lotto, I'll buy a new house, a new car and new everything. After that, I'll go back to my country to visit everybody."

2. She's from Vietnam. She has worked at Regal a little less than eight months. Her job is utility. She likes Denver because Denver has a beautiful view. Her family is living in Denver. Her family has three people. She lives with her husband and her mother.

   She likes to go shopping and visit her friends on weekends. She doesn't like to wake-up early on the weekends. If she wins Lotto, she wants to buy a new car.

3. She lives in Colorado. She is from Cambodia. She has worked at this company for almost eight years. She is a machine operator. She has five members in her family. She likes to clean house and take her kids shopping on the weekends.

   Whenever she wins Lotto, she will go back to her country and help some poor people and buy everything she would like.
4. My friend is from Vietnam. She has been at this company for one year and three months. Her job is trimmer.

I asked her, "Do you like Denver? Why?"
She said, "Yes, I like Denver because in Denver the people are friendly."

She lives together with two sisters. They're twenty-one and eighteen years old. On weekends, she usually likes to go shopping. I asked her, "What is the most difficult part of your day?"
She said, "After lunch, I get sleepy."
If she won Lotto, she would buy a new house and a new car.
Now I will stop her story. I'll tell you something more about her later.

5. She is from Vietnam. She has worked about one and a half years at this company and her job is tape seam. She likes to live in Denver because she likes the weather, view and also she likes some people that lived close by her before. She has three people in her family. On weekends, she likes to stay home and watch TV and cook some food for her family. Sometimes she has problems with headaches.

She says if she wins Lotto, she wants to go back to her country to help some poor people and also she wants to travel around the world.

6. She comes from Vietnam. She has worked at this company for one year and four months. Her job is close halves. She likes Denver very much because in Denver there are very nice people and it has modern electronics.
She lives with her family; her parents, brothers, and sisters. She likes to go to visit her friends and go anywhere on weekends. She doesn't like to cook on weekends. She wants to go travel if she wins Lotto.
FILL IN THE BLANK

1. She's been __________ this company for eleven months.

2. All of her family __________ in Denver.

3. The fourth son ______ twelve.

4. She likes to walk _____ the park.

5. The most difficult part of her day is in the morning when the __________ clock __________.

6. She ______ ______ about one and a half years at this company.

7. She ______ three people in her family.

8. She wants to go back ________ her country.


10. She likes ______ go shopping.

11. If she won Lotto, she ________ buy ____ new house and ________ new car.

12. ________ name is Sarath Ken.

13. She has worked here ______ eight years.
14. She likes Denver very much because in Denver _______ ________
very nice people and it has modern electronics.

15. Her family ______ living in Denver.
How did you learn your job?

I know a lot about the factory where I work. I know more than some of the other workers because I've worked in a lot of departments.

I started out doing trimming, packing, pressing, and shipping. I switched back and forth between these different departments. Because I knew a lot, the managers always called on me. Now I work in the clerical department. That department needed somebody for filing. There was so much work. I don't know how I got this job, but whenever anybody needed help, someone would say, "Haydee can do it." I was always friendly, and I always helped them.

I guess knowing both Spanish and English helped. Sometimes I translate for the assistant personnel director. He's the man who hires for the shop.

I like to keep busy. That's why the bosses like me. We also have some computers now, and I learned how to use them for my job. I like to work. I do a good job. That's how I got ahead.

--Haydee Quintana
Puerto Rico
True or False
Write T or F for true or false.

____ 1. Haydee has worked in a lot of departments in the factory.

____ 2. She started out in the clerical department.

____ 3. She now works in the shipping department.

____ 4. Haydee knows both Spanish and English.

____ 5. Sometimes she translates for the assistant personnel director.

____ 6. Haydee says she is friendly and helpful to the people she works with.

Multiple choice
Circle all answers that complete the sentence correctly. You may circle more than one. Look at the story if you need help.

1. Haydee has done
   a. packing.
   b. shipping.
   c. filing.
   d. translating.

2. Haydee is
   a. lazy.
   b. busy.
   c. hardworking.
   d. no longer working.

3. Now at work Haydee
   a. is working in the clerical department.
   b. uses computers for her job.
   c. occasionally translates for the personnel director.
   d. hires new people for the shop.

4. Haydee has gotten ahead at work because she
   a. is willing to help people.
   b. does a good job.
   c. tells other people what to do.
   d. keeps learning new skills.
LANGUAGE SKILLS

Vocabulary Review
Group the words below into two lists. Under "People," write the words that name people who work in a factory. Under "Activities," write the words that refer to activities that are done in a factory.

- bosses
- workers
- managers
- pressing
- shipping
- owner
- trimming
- packing
- assistant personnel director
- filing

People

Activities

Structure Practice
The word because introduces a reason.

Examples:

Because I knew a lot, the managers always called on me.
I know more than some of the others because I've worked in a lot of departments.

Complete the following sentences in your own words.

1. Maria got a job as a housekeeper because ____________________________________________________________________________

2. Sergio wants to become a pilot because ____________________________________________________________________________
NEEDS ASSESSMENT

WHAT'S IMPORTANT
(Handout 5)

Depending on the level of your class, you can have students do this assessment individually or as a class. I usually have more luck doing it as a group. Not only am I more confident that students understand but the class often brings up activities I have neglected to include on the list.

COMPLETE THE SENTENCE
(Handout 6)

Have the students complete in class or at home. Encourage them to work together and try to help each other. I sometimes even leave the room to give them a chance to brainstorm and discuss their answers honestly. This activity often elicits responses different from Handout 5 and offers insights into student fears and goals.

WORK VOCABULARY
(no handout)

Brainstorm as a group what reading and writing students need to do at work. List the various things they may need to read on the board e.g. memos, bulletin boards, electronic messages, and banners. Ask the students to bring one work-related word or phrase that they don't know into the next class. Hopefully, you can build a running vocabulary list by doing this each meeting. This serves as a continuous "needs assessment".
WORK VOCABULARY (continued)  Develop practice activities such as cloze activities, sentence writing, or crossword puzzles every few weeks.
## WHAT'S IMPORTANT

### NAME _______________________

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<th>Very Important</th>
<th>So-So</th>
<th>Not Important</th>
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</thead>
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<tr>
<td>Reading the Newspapers</td>
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<td>Reading Notes from School</td>
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<td>Reading Work Memos</td>
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<td>Reading Signs at Work</td>
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<td>Reading Signs Outside Work</td>
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<td>Writing Notes</td>
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<td>Filling Out Forms</td>
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<td>Filling Out Applications</td>
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<td>Writing Checks</td>
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<td>Taking Telephone Messages</td>
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Handout 5
COMPLETE THE SENTENCE

1. Everybody needs to learn how to ____________________________

2. The best part about learning English is _________________________

3. I am afraid to use English when ________________________________

4. I like homework about _________________________________________

5. I want the teacher to talk about _________________________________

6. The hardest part about learning English is ________________________

Handout 6
Give students time in class at least once a week to write. The specific time will depend on the length of the class period and the level of your students. Because my group only met once a week, it was not possible to allow time for writing in each class, but if you meet twice a week it is time well spent. Possible topics might be

- My job
- My supervisor
- My first day at the company
- A funny experience at work
- A letter to the president of the company
- A problem at work
- My last job
- My best/worst job

For example, have the students write a description of their job. Tell them to think about someone else doing their job for a day. What would that person need to do? Be specific. Collect their papers, type, and edit.

Bring the typed stories back into the next class with company copies of their actual job description. Break students into groups by job, and have them read their job descriptions.
(This company had three page job descriptions. Depending on the level of your class, you may want to use only certain sections of the text.) Come back together and discuss new vocabulary. Ask them to compare their job description to their stories. Did they leave anything out? Did the company leave anything out? Give them time to re-write. This gives them a chance to add to their writing as well as note the corrections you have made.

Another way to give the students more writing practice is to use dialogue journals. Each student has a notebook used only for journal writing. With lower level classes I have gotten "blue books" at a college bookstore and handed them out. You can give time in class or have students write at home and bring it in. Have them hand in the journal once a week, every two weeks or whatever works for you. This is not a place for them to worry about grammar or spelling, but a place for them to write about anything they want with the focus on communication. You then write back to them, again focusing on content, not form. Your notes may include anything from "great" or "I never thought about that" to an account of a similar experience you once had.

I'm sure you are all familiar with dialogue journals. The reason I think they are a valuable tool in the workplace is that it is another way to get to know your students, it is a safe place for them to write about sensitive work-related topics and it often allows the
more timid student a way to communicate with the teacher. It is time-consuming for the instructor, but usually worth your while.

WRITING WARM UPS
(Handouts 9 - 11)

One problem with workplace classes, as with any adult education class, is that students rarely arrive on time. Rather than fighting the inevitable, I try to have some sort of warm-up activity to fill the first ten or fifteen minutes of class. The above-mentioned vocabulary list or dialogue journals are a couple of ways to start the class but I have also had success with complete-the-sentence activities like Handout 9. Handout 10 is another warm-up with corrections from the completed sentences. Cloze activities are a good way to work with the omission of the "little words" like "it", "to", or the missing final "s".

The class raised questions about opposites one day during a writing activity. Handout 11 was my attempt to offer a little more practice and review. I must admit, however, that I brought this matching activity in as a quick warm up and it ended up taking almost an hour of the class.
NAME ________________________________

JOB TITLE: ________________________________

Describe your job. What is your daily routine at work?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Regal Headgear, Inc.
Job Description

JOB TITLE: TRIM, INSPECT, AND CLEAN

EXEMPT: No
REPORTS TO: SUPERVISOR

PREPARED BY: LL
DATE: 7/31/93

APPROVED BY:
DATE: 7/31/93

SUMMARY: Responsible for trimming threads from caps and inspecting for faults on each cap trimmed.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Picks up each cap and visually inspects caps to detect defective stitching, loose threads, color variations between thread and fabric, and uneven seams.

- Cuts excess threads with scissors and/or nippers.

- All orders are cleaned with an air blower.

- Orders are to be kept together.

- Stacks caps that fail to meet specifications in a box and notifies supervisor.
QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience. On-the-job training is provided.

LANGUAGE SKILLS:
English skills are not required to perform this job.

REASONING ABILITY:
Ability to apply common sense understanding to carry out simple one- or two-step instructions. Ability to deal with standardized situations with only occasional or no variables.

OTHER SKILLS AND ABILITIES:
Must have good gross hand dexterity and visual ability to see detail.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully
Job Description

JOB TITLE: TRIM, INSPECT, AND CLEAN

perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects. Hand motion, manual and finger dexterity is very important. The task of trimming requires holding the cap in the non-dominant hand with a pinch type grasp, using a thumb to anchor and fingers to support. The amount of force necessary to anchor the cap is minimal. The employee uses the dominant hand to hold the nippers or scissors to clip the excess threads. Once the threads are removed, the dominant hand utilizes the air hose, activating air pressure with a full hand grasp which distributes pressure points throughout the hand. The non-dominant hand is utilized to balance the caps. The employee has the opportunity to sit and stand on a alternating basis. Walking occurs on a minimal basis.

The employee is occasionally required to reach with hands and arms. Reaching at and above shoulder height occurs on a minimal basis. Reaching below shoulder height and slightly in front of the body occurs on a constant basis. The dominant hand does primary task functions and the non-dominant hand is used as a supportive or assistive manner.

Twisting is required on a minimal basis, usually moving completed pieces of work.

The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, color vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
COMPLETE THE SENTENCES

1. My favorite food is _____________________________.

2. I like this class because _________________________.

3. If I had $1,000, I would _________________________.

4. The color I like best is ___________ because _____________.

5. Television is _________________________________.

6. My favorite thing to do on weekends is _________________.

7. The most difficult thing about English is _________________.

8. In five years I want ______________________________. 
YOU'RE THE TEACHER. YOU MAKE THE CORRECTIONS.

My favorite food is France.

I like this class because help me understand more English.

I like this class because I want to learn English more.

If I had $1000, I would like mail $1000 parent in Vietnam.

If I had $1000, I would like deposit in the bank.

My favorite thing to do on weekends is go to the shopping.

In five years I want become American citizen.

In five years I want to make money buy my own house.

In five years I want my English better than now I can take care myself.

In five years I want to come back my country.

In five years I want to come back Vietnam visit my brother and cousin.
MATCH THE OPPOSITES

1. Push  
2. Wide  
3. Loose 
4. Clean 
5. Absent 
6. Beautiful 
7. Happy 
8. Easy 
9. Lose 
10. Low 
11. Under 
12. East 
13. North 
14. Late 
15. Buy 
16. Tall 
17. Often 
18. Sweet 
19. Good 
20. Summer 
21. Big 
22. Find 
23. Remember 
24. Future 
25. Best 

A. Tight  
B. worst 
C. Short  
D. Win  
E. Lose 
F. Winter  
G. Pull  
H. Seldom 
I. Dirty 
J. Sour 
K. Past 
L. West 
M. Narrow 
N. High  
O. Present 
P. Forget  
Q. Sad 
R. Ugly  
S. Small 
T. Bad 
U. South 
V. Difficult 
W. Over 
X. Sell 
Y. Early
TALK ABOUT THE PICTURE (Handout 12)

I used this chapter from the book Workskills 2* as a general introduction to this subject. These activities can easily be spread over two classes.

As a pre-reading activity, have the students fold the page in half and focus only on the picture. Ask them "What do you see?" "Where is he?" etc. Break them into pairs. Have them unfold the paper and work together to answer questions. As a class, share answers. Focus on the term leave of absence.

ANTONIO’S BAD BREAK (Handout 13)

Have students read Antonio’s story silently, then take turns reading aloud. Or read the story to the class before handing out a copy. Add any new vocabulary to the class list. Have students get into pairs or small groups to answer the question at the end of the story. Come back together to share answers and discuss.

UNDERSTANDING NEW WORDS (Handout 14)

Have students retell Antonio’s story in their own words if a review is needed. Have them complete the vocabulary handout in pairs. Correct as a class. If more practice with

* Workskills by Susan G. Quatrini, Prentice Hall Regents
words seems necessary, have them write their own sentences using the vocabulary.

WHAT IS YOUR COMPANY’S POLICY? (Handout 15)

As a class, read each scenario. Discuss the situations and decide how they would be handled at this company. Brainstorm the different forms they might need to fill out and write the list on the board.

PERSONAL DAY REQUEST FORM (Handout 16)

As a class define personal day. Look back at Handout 15 if necessary. Which scenario might call for a personal day? Has anyone ever taken one? etc. Hand out the form. Give them time to look at it, then as a class discuss any new vocabulary. Brainstorm a situation appropriate to their workplace and have everyone practice filling out the form.

FUNERAL PAY REQUEST FORM (Handout 17)

Follow same steps as above.

VOCABULARY REVIEW (Handout 18)

Give students time to review vocabulary from personal request and funeral pay request forms.

FILL OUT THE FORMS (Handout 19)

Pass out stories. Read silently, then as a class. Have them work together to fill out forms. Discuss the last part of Khen’s story. What is a leave of absence? Make sure to give students another copy of personal request and funeral pay request forms.
LEAVE OF ABSENCE
(Handout 20)

Give students a copy of the company LOA form. Read together and go over difficult words. Add them to your ongoing list. Discuss the times when someone might need to use this form. Go back to Khen's story and fill the form out with his information.

NOTE: There was one student in our class who was planning a trip to Vietnam and needed to go through this process. We discovered that she would also need a letter explaining why she needed/wanted to go. The more convincing the letter, the better her chance of getting her request approved. The class was willing, so we spent a great deal of time helping her compose this letter.

MEDICAL FORM
(Handouts 21 & 22)

Brainstorm medical reasons for needing to take a LOA. Hand out Kathy's Story. Give the students the form without prep-ing them and see how they do filling it out with the information given. When they finish, go over any problems. Make sure everyone understood the headings at the top of each section. Did they try to fill out the physician's section? etc.

MEMO
(Handout 23)

Read the memo as a class. Discuss new vocabulary. Brainstorm other memos they have seen and what they were about. Make a list on the board of memo topics. Divide into groups. Have each group pick a topic and write a memo. Have the final draft on flipchart paper so everyone can share.
We did this activity towards the end of the ten weeks. If I were doing it again, I would move it to the beginning of the course. This way students would be more aware of memos they received over the course of the class and would be more likely to bring their questions in. I would also ask supervisors to bring any memos they want covered to my attention.
TALK ABOUT THE PICTURE

1. What happened to this man? _____________________________

2. How do you think it happened? ___________________________ 

3. Can he work? _____________________________

4. What do you think will happen if he can't work? 

5. What is a leave of absence? _____________________________
Antonio's Bad Break

Yesterday was Sunday, so Antonio didn't go to work. He and some of his friends decided to play a game of soccer in the afternoon. Antonio was excited and happy because he was playing a good game. He even helped to make one of his team's goals. The score was 3-1. Antonio's team was winning, but then something terrible happened! Antonio and his friend Rico were both trying to get the ball, when they crashed into one another. Antonio fell on his arm. He knew right away that something was wrong because his arm hurt so much.

Antonio lay on the field. He couldn't get up. His friends ran over to help him. They decided to take him to the emergency room at the hospital. When they arrived at the emergency room, it was very crowded. Antonio had to wait half an hour before a doctor looked at his arm and took X-rays. Antonio waited anxiously for the results of the X-rays.

A nurse told him that his arm was broken. The doctor put a cast on it. He told Antonio that it was necessary to keep his arm in the cast and immobile for four weeks.

Antonio was very upset. He started to think about his job. He liked his job in the factory, where he had started to work as a packer only two months ago. And now his arm was in a cast! How could he work? What would happen?

On Monday morning, Antonio called his boss and told him about the accident. The doctor said that he could not work for a month.

What do you think Antonio's boss said to him?
Understanding New Words

Circle a or b.

1. The score was 3-1.
   a. One team had 3 points. The other team had 1 point.
   b. This is a math problem. The answer is 2.

2. Antonio and his friend Rico crashed into each other.
   a. They ran into each other very hard.
   b. They ran past each other.

3. Antonio knew right away that something was wrong.
   a. He found out later that something was wrong.
   b. He found out immediately that something was wrong.

4. The emergency room was very crowded.
   a. The emergency room was very noisy.
   b. There were many people in the emergency room.

5. Antonio waited anxiously.
   a. He was very nervous and worried.
   b. He was very relaxed and calm.

6. The doctor put a cast on Antonio's arm.
   a. The doctor put a special covering to help fix Antonio's broken bone.
   b. The doctor put a jacket on Antonio's Arm.

7. It was necessary to keep his arm immobile.
   a. He needed to exercise his arm.
   b. He could not move his arm.
8. Antonio was very upset.
   a. He was very unhappy and angry.
   b. He was very surprised.

9. He liked his job as a packer.
   a. He liked his job inspecting products.
   b. He liked his job putting products in boxes.
WHAT IS YOUR COMPANY'S POLICY?

1. Tran is very sick. He has a bad cold and a fever. He plans to go to the doctor this afternoon. He knows that he will miss a few days of work. How many times does he need to call his boss? Only the first day that he is sick? Or every day that he is sick? Does he need a note from his doctor?

2. Mohammad wants to celebrate Eid Ul Akber. This is a religious holiday in his country, but it is not a holiday in the United States. He wants to take off one day of work. Can he do this?

3. Rosalia is pregnant. She will have her baby in about four weeks. She wants to stay at home as long as possible with her new baby. How long can she stay with her new baby before she has to go back to work?

4. Last night, Krystyna received a phone call from her mother in Poland. Her father is very sick, and he wants Krystyna to visit him. Krystyna has not visited her family for five years, so she wants to go. She wants to stay in Poland for two weeks. What can she do?

5. José’s grandmother died in Mexico. He wants to attend the funeral. He needs to leave for Mexico tomorrow. What does José need to do?

6. Lien’s daughter is very sick. She needs to have an operation, and Lien wants to be with her daughter when she goes to the hospital. Lien wants to take off ten days of work to be with her daughter. What is the company policy?
PERSONAL DAY REQUEST FORM

TWO WEEKS NOTICE IS REQUIRED FOR PERSONAL DAY REQUEST APPROVAL.

EMPLOYEE NAME: ____________________________ DATE: ________________

EMPLOYEE #: __________ DEPARTMENT: ____________________________

I am requesting personal pay for the following date(s):

Start date: ________________
End date: ________________
# of personal hours requested: ________________

EMPLOYEE: ____________________________ DATE: ________________

Request: Approved _____ Denied _____

COMMENTS: ____________________________

____________________________

SUPERVISOR: ____________________________ DATE: ________________

FOR PAYROLL USE ONLY:

Personal hours available: _____
Hours used this request: _____
Remaining available hours: _____

PROCESSED BY: ____________________________ DATE: ________________

WHITE-H/R
YELLOW-SUPV.
PINK-P/R

02/92
In consideration of Article 13 of the ACTWU Agreement, I am applying for pay for the following days to make arrangements for or to attend the funeral of an immediate family member as listed below. A total of 2 days Bereavement Pay will be granted for in-state funeral and 3 days for out-of-state funerals.

I understand that I am required to provide documentation (funeral notice from newspaper, death certificate, or other information from the mortuary) in order to receive payment.

**Relationship of employee to deceased:**

- [ ] Spouse
- [ ] Mother
- [ ] Father
- [ ] Sister
- [ ] Brother
- [ ] Child
- [ ] Grandmother
- [ ] Grandfather
- [ ] Mother-in-law
- [ ] Father-in-law
- [ ] Grandchild

**DATE(S) OF ABSENCE:**

**HOURS OF FUNERAL PAY REQUESTED:**

---

(Employee signature)  (Date)

(Supervisor)  (Date)

(Human Resources)  (Date)

(Payroll Processor)  (Date)

---

**OFFICE USE:**

Hours Paid:  P/E Date:  Check Date:  1/94
VOCABULARY REVIEW

Write the correct letter

1. ____ spouse  
a. ask  

2. ____ out-of-state  
b. funeral home  

3. ____ request  
c. dead  

4. ____ not immediate family  
d. husband, wife  

5. ____ in-state  
e. cousin, uncle  

6. ____ mortuary  
f. Colorado  

7. ____ deceased  
g. California  

Use these words in the sentences below

required  

bereavement pay  

approved  

denied  

funeral  

human resources  

payroll  

1. The ___________________________ department takes care of paychecks.  

2. You must have a driver's license to drive. It is _______________________.  

3. Her supervisor said no. Her request for personal days was _______________________.  

4. Her supervisor said yes. Her request for personal days was _______________________.  

5. When her grandfather died he had to fly home to attend the _______________________.  

6. Funeral pay is also called _______________________.  

7. Turn in your forms at the _______________________ office.
FILL OUT THE FORMS

1. Kim Lee is an employee at Regal Headgear. Her employee number is 2357. Her department number is 103. She has been working at Regal Headgear for two years.

Kim requested two personal days on June 6 and June 7. She hasn't taken any personal days so far this year. Her supervisor, Karen Smith, approved her request. Kim is happy to have some time off.

2. Khen Luang is an employee at Regal Headgear. His employee number is 2901. His department number is 105. He address is 516 Washington St. He lives in Denver and his zip code is 80029. His phone number is 333-7874.

He just received a call from Cambodia telling him that his grandfather died. He would like to go home to attend the funeral. He will ask for three days funeral pay for May 25 through May 27 and take a leave of absence for the rest of his time off. He is planning to return to work on June 20.

What does Khen need to bring back as documentation?
REGAL HEADGEAR
LEAVE OF ABSENCE REQUEST FORM

NAME ___________________________ DATE ____________
JOB TITLE ________________________ DEPT ____________
ADDRESS _________________________ PHONE __________

I hereby request a Leave of Absence beginning __________ and ending on __________ for the following reason (extensions to this date must be approved PRIOR to LOA end date):

/ / Personal / / Military / / Other ________________
Supporting documentation attached _______________________

/ / Medical (attach an Attending Physician's Statement)

EMPLOYEES REQUESTING A MEDICAL LEAVE MAY BE REQUIRED TO UNDERGO AN EXAMINATION BY A PHYSICIAN OF IMPERIAL'S CHOICE TO CONFIRM THE NEED FOR MEDICAL LEAVE. EMPLOYEES ARE ALSO REQUIRED TO SUBMIT PERIODIC PHYSICIAN STATEMENTS WHILE ON MEDICAL LEAVE. A PHYSICIAN'S STATEMENT, SPECIFYING PHYSICAL RESTRICTIONS (IF ANY), MUST BE SUBMITTED RELEASING YOU TO RETURN TO WORK AT THE END OF THE LEAVE TERM.

Requests for an EXTENSION of any leave must be submitted with documentation for approval PRIOR to the expected return date.

I understand that I am responsible for paying the following insurance premium(s) to Imperial during my absence and that failure to do so will result in cancellation of coverage. I will receive a notice from the Human Resource Department informing me of the amounts due.

/ / Kaiser / / BCBS Health
/ / BCBS Dental / / New York Life

Misrepresentation of a leave of absence or failure to return to work on the agreed date may result in termination.

_____________________________ Date _______________________
Employee Signature

_____________________________ Date _______________________
Supervisor Signature

Maximum Length Approved ________________ H.R. approval ___________
9/92 __________________________ Date _______________________

WHITE-HUMAN RESOURCES  YELLOW-SUPERVISOR  PINK-EMPLOYEE
KATHY'S STORY

Kathy Jones is an employee at Regal Headgear. Her department number is 103. She is 35 years old. She just celebrated her birthday on May 27. Her address is 237 E. Loden St., Denver. The zip code is 80219. Her telephone number is 333-4975.

On May 14, Kathy slipped in her bathtub at home. She fell and broke her arm. Now she has a cast and a sling. The doctor does not expect her to return to work until June 17.

Fill out a leave of absence form and medical form for Kathy.
# SHORT TERM DISABILITY CLAIM STATEMENT

**Standard INSURANCE COMPANY**
PORTLAND, OREGON

Dedicated to Excellence
P.O. Box 2800, Portland, OR 97208-2800

Please note: Each space on this form should be filled in to avoid delay in the processing of your claim. If a question does not apply, or the information is unavailable, please indicate in the space provided.

---

**PART I. TO BE COMPLETED BY INSURED EMPLOYEE**

<table>
<thead>
<tr>
<th>(1) Full Name</th>
<th>Social Security No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Street Address ____________________________

City ____________ State __________ Zip Code __________

Area Code _____ Telephone No. ____________ Birthdate __________/_____/______ Sex (circle) Male Female

<table>
<thead>
<tr>
<th>(2) Last day at work</th>
<th>Date you returned to work or Date you expect to return to work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(3) Date you became unable to work as a result of disability</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If injured, where did accident happen:  
Home  Work  Other (specify)  

Describe the facts surrounding the accident: ____________________________

<table>
<thead>
<tr>
<th>(4) Why are you unable to work:</th>
<th>Illness?</th>
<th>Injury?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date employed / / /  
Date employee's insurance effective / / /  
End of sick leave, if applicable / / /  

<table>
<thead>
<tr>
<th>(5) Is your injury or illness job-related?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you filed for Workers' Compensation?  
Yes  No  
If No, do you intend to file?  
Yes  No  

I certify the above answers are true and complete to the best of my knowledge and belief.  
Signature __________________________

Date / / /

Please read and sign the attached Authorization and submit it with your Claim Statement.

---

**PART II. TO BE COMPLETED BY THE EMPLOYER**

<table>
<thead>
<tr>
<th>(1) Date employed</th>
<th>Last day at work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date employee's insurance effective / / /  
Date of return to work / / /  

<table>
<thead>
<tr>
<th>(2) End of sick leave, if applicable</th>
<th>Date of return to work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(3) Is medical condition due to employment?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4) Has employee filed for:</th>
<th>Workers' Compensation?</th>
<th>State Disability?</th>
<th>Unemployment Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  No</td>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(5) Is employee insured by Standard Insurance Co. for: Group Long Term Disability?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(6) Job Title</th>
<th>Weekly Amount $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(7) Job status when disability began:</th>
<th>Weekly Amount $</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Full Time (_______ hours/week)  
Part Time (_______ hours/week)  
Seasonal:  
Yes  No  

<table>
<thead>
<tr>
<th>(8) If not at work when disability began, check status:</th>
<th>Weekly Amount $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminated  On leave of absence</td>
<td></td>
</tr>
<tr>
<td>On sick leave</td>
<td></td>
</tr>
</tbody>
</table>

Answer the following questions that are applicable to your group policy: (check appropriate box)

Salary or Commission Rates  
Job Classification  
Owner or Executive  
Manager or Supt  
Foreman or Supervisor  
Other (specify)  

<table>
<thead>
<tr>
<th>(9) Answer the following questions that are applicable to your group policy: (check appropriate box)</th>
</tr>
</thead>
</table>
| Seasonal:  
Yes  No  | Weekly Amount $ |
|                                      |                 |

<table>
<thead>
<tr>
<th>(10) Is employer (check one):</th>
<th>Weekly Amount $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public-sector  Private-sector</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(11) Is this employee subject to: Social Security taxes?</th>
<th>Medicare Taxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes  No</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(12) Does this employee pay all or a portion of the premium for insurance coverage?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If yes, what percentage of premium does the employer pay?  
%  
%  

Are STD premiums paid through an IRC Section 125 (cafeteria) plan?  
Yes  No  

Employer: __________________________

Address: __________________________

City __________________________

State __________________________

Zip Code __________________________

Area Code _____ Telephone _________

Policy Number __________________________

Prepared by __________________________

Date / / /

NOTE: PHYSICIANS STATEMENT — TO BE COMPLETED ON REVERSE SIDE (OVER)

S1-14-2047 (9/90)
PART III. TO BE COMPLETED BY PHYSICIAN

DEAR DOCTOR: Please help expedite the processing of your patient's claim by answering each question completely. The patient is responsible for any costs associated with the completion of this form.

<table>
<thead>
<tr>
<th>(1) Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>(2) Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| (3) When did symptoms appear or accident happen? ______ / ______ / ______ |
| Date patient first consulted for this condition: ______ / ______ / ______ |
| Dates of subsequent treatment: |
| Date you recommended patient should stop working: ______ / ______ / ______ |

| (4) If pregnancy, expected delivery date: ______ / ______ / ______ |

| (5) Has patient ever had same or similar condition? ☐ Yes ☐ No |
| If Yes, state when and describe: |

| (6) Is condition due to illness or injury arising out of patient's employment? ☐ Yes ☐ No |
| Did you complete a Workers' Compensation claim for this condition? ☐ Yes ☐ No |

| (7) Describe nature of any surgical or obstetrical procedure performed: |
| Date performed: ______ / ______ / ______ |

| (8) If patient was hospitalized, Name of Hospital: |
| Date admitted: ______ / ______ / ______ |
| Date discharged: ______ / ______ / ______ |

| (9) Why is the patient not able to work at his/her regular occupation? Describe the patient's work limitations and physical and mental restrictions. |

| (10) How long do you anticipate the patient will be unable to work at his/her regular occupation? |
| From: ______ / ______ / ______ and Ending: ______ / ______ / ______ |

| (11) Is the patient competent to endorse checks and direct the use of the proceeds? ☐ Yes ☐ No |
| Remarks: |

Name of physician completing this form ________________________________ Specialty ________________________________
Address ________________________________ City ________________________________ State ________________________________ Zip Code ________________________________
Area code ______ Telephone No. ________________________________ Taxpayer Identification No. ________________________________
Signature ________________________________ Date ______ / ______ / ______

Return to: Standard Insurance Company
Group Benefits - STD
P.O. Box 2800
Portland, OR 97208-2800

BEST COPY AVAILABLE
THE REGAL EVENT OF THE SUMMER!!!!

OUR 1994 COMPANY PICNIC WILL INCLUDE SOME GREAT ENTERTAINMENT!! THE REGAL CHALLENGE TEAM TAKES ON THE OFFICIAL REGAL SOFTBALL TEAM TO SEE WHICH TEAM IS BEST! CAN THE CHALLENGERS BEAT THE REGAL SOFTBALL TEAM? THEY CERTAINLY ARE ANXIOUS TO IMPROVE THEIR 0-1 RECORD! IT WILL BE FUN (AND PROBABLY ENTERTAINING) TO WATCH REGAL SOFTBALL HISTORY IN THE MAKING!

PLAN NOW TO JOIN US! THE PICNIC WILL BE AT ROCKY MOUNTAIN LAKE PARK NEAR I-70 AND LOWELL BOULEVARD. WE'LL HAVE LOTS OF FOOD AND OLD-FASHIONED FUN FOR EVERYONE! WATCH THE NEWSCENTER FOR MORE DETAILS, BUT MARK THE DATE ON YOUR CALENDAR NOW!

SEE YOU THERE!!
NOTES
(no handout) Give the students a situation. For example, "You get an emergency call from home and must leave work immediately. You cannot find your supervisor so you want to leave her a note." Break the students into pairs to compose a note. Have them write it on to flipchart paper. Hang the notes in front of the classroom for everyone to discuss. Brainstorm other times they need to write notes.

As a follow-up give students a scenario and have them write a note. Have them work alone and don't let them show anyone their work. List each scenario on the board. For example:

Write a note to your child's teacher to explain a missed class.
Write a note to your teacher explaining why you will not be in class.
Leave a note for your husband/wife asking him/her to buy milk.

Have each student read his/her note aloud for the class. The other students then try to guess which scenario belongs to them.
ESL IN THE WORKPLACE

TAking Messages

Have a discussion with the class about taking and leaving messages. Ask if they feel comfortable leaving messages. Do they have someone do it for them? Have they ever had problems relaying messages?

The Wrong Message

I have had great success using this story from Picture Stories*. Students enjoy the humor and often have similar experiences to share. I usually tell the story to the class twice. Then I ask one or two students to tell it in their own words.

Put the Story in Order

After they put the story in order, we review the story again. This time each student can relate one square of the story. With a higher level class, try the ordering activity first.

Write the Story

Brainstorm new spelling words on the board then ask each student to write the story. Type and edit the stories to use in the next class.

As a further follow-up, students could write about a time they experienced an embarrassing miscommunication in English.

* Picture Stories by Fred Higon and Elizabeth Tannenbaum, Longman Press
The Wrong Message

Listen to the story. Now retell it in your own words.
Put the story in order
Write the story

MONDAY

School on Bank St. at 9:00 a.m.

OK.

BANK ST.

SCHOOL
Inevitably spelling comes up on the student needs assessment. Unfortunately, we never seem to have enough time to get to it. Given more time and discipline, I would have liked to have incorporated a small amount of time to spelling each week.

One idea would be to spend time at the end of each class having the students come up with spelling words pulled from the day's activities. These words would then be on weekly quizzes. Another way to come up with the list, would be to have a piece of paper on the wall where students and the teacher could list difficult words and language problems as they come up during class time. This could be done without interrupting the flow of the lesson and the list could be discussed at the end of class.

Grammar is another difficult area to cover in twenty hours. I tried to bring in exercises that addressed problem areas that came out in student writing. I also made copies of grammar exercises from various books and made them available for homework. This class was especially diligent about doing their homework, which meant I had to be especially diligent about getting their papers corrected.
CLASS EVALUATION

VERBAL
(Handout 27)

As a group, brainstorm a list of what the students have done during this course. Ask them to be specific. This gives you a good idea of what activities made an impact, or which activities they enjoyed the most.

WRITTEN
(Handout 28)

Ask students to fill this out as honestly as possible. Let them work together. With higher level classes it is sometimes a good idea to leave the room.
IN THIS CLASS, WE HAVE STUDIED...

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

EVALUATION

Circle one answer:

1. The class was
   very easy  easy  OK  difficult  very difficult

2. The teacher was
   easy to understand  so-so  difficult to understand

Answer these questions:

3. What did you like about the class?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What did you NOT like about the class?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Next class, I want to study
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Comments