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Advanced Level (CASAS reading scores of 221-235)

Jobs: Week 2

Unit Overview

This is a 2-week unit in which advanced learners explore the process of securing a job in the United States. Over the two-week period, learners go above and beyond filling out applications, as they address answering open-ended job application questions and the differences between a cover letter and a resume. They also hold mock interviews, taking into account both soft and hard skills needed to successfully obtain the position. In addition, learners employ strategies for asking for clarification and expand their vocabulary base by learning useful workplace idiomatic expressions.

Focus of Week 2

- The after-interview **Thank-you**
- Work-related **idiomatic expressions**
- **Workers' Rights**
- Indirect questions & Reported **questions (word order)**

Jobs Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read and summarize worker rights.</p> <p>Listening/speaking: Negotiate meaning of work-related idiomatic expressions.</p> <p>Transitions & Critical Thinking: use visual cues, experience, and/or, context clues when appropriate to connect pictures to literal meanings of new idiomatic expressions.</p> <p>Grammar: understand word order of formal, or indirect, questions (e.g. those that begin with “do,” “can,” or the subject vs. a common question word).</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Work Idioms & Picture Cards (one set of 16 cards per small group: 8 pictures/idioms & 8 meanings) • Handout: <i>The Rights of Workers in the United States by The Advocates for Human Rights</i> (first page only) • Handout: Rights of Workers Comprehension Questions • <u>Textbook</u>: <i>Grammar in Use Intermediate, pp. 94- 95</i> <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • Highlighters

Lesson Plan

Warm up: Listening/speaking

Description: Learners work in pairs or small groups to match idiomatic expressions with the most logical literal meanings.

Materials/Prep: Handout: **Work Idioms & Picture Cards (one set per small group)**

Activity 1: Literacy & Transitions/Critical Thinking

Description: Read about workers’ rights in the United States. Answer comprehension questions.

Materials/Prep: Handout: ***The Rights of Workers in the United States (first page only)***, Handout: **Rights of Workers Comprehension Questions**; highlighters

Activity 2: Grammar

Description: Complete an introduction to formal question word order.

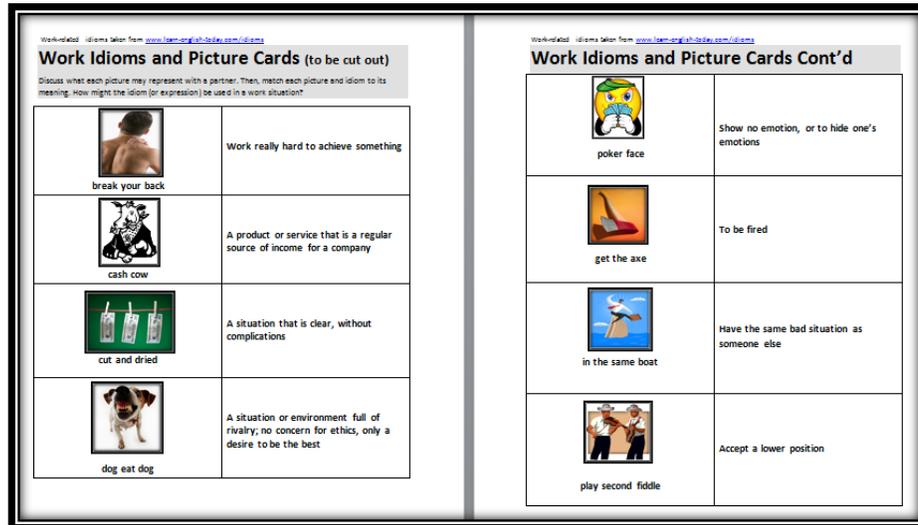
Materials/Prep: Textbook: ***Grammar in Use Intermediate, pp. 94-95 (Part A & exercise 47.1 only)*** and a projector

Checking for Understanding

Description: Use a work-related idiom from the warm-up in an original sentence. Share with the class.

Materials/Prep: None

Teacher Directions: Warm Up: Listening/speaking & Critical Thinking-Materials:
Handout: Work Idioms & Picture Cards (one set per group—cut into 16 cards); a projector



Step 1: Setting the Context

Pair up learners or form small groups of no more than four and distribute the handout cards “**Work Idioms & Picture Cards**”. Partners discuss and negotiate the meaning of each picture, as each represents a commonly used work-related idiomatic expression. Some have a more direct work connection, whereas others are more indirect or specific to particular career types. If learners struggle understanding a visual, instead of telling them what the visual represents, encourage them to make an educated guess and to use process of elimination by completing those they know first. This increases the learners’ ability to think critically.

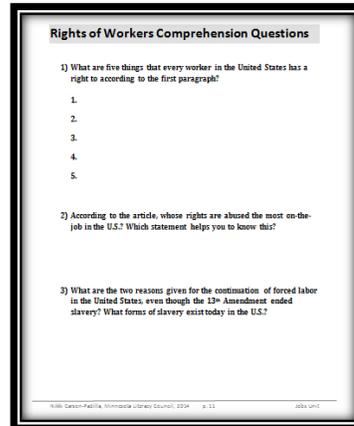
Step 2: Team Work

Float the room while pairs/group members collaborate. Make sure that all learners are participating.

Step 3: Corrections

Pairs/groups compare their responses to the correct matches provided by the instructor by projecting original print-offs of the handout (pre-cut). If there are questions about the correct matches, hold a short class discussion. Address any pertinent questions as they arise.

Teacher Directions: Activity 1: Literacy/Transitions & Critical Thinking-Materials:
Handout: Handout: *The Rights of Workers in the United States* by The Advocates for Human Rights & Handout:
Rights of Workers Comprehension Questions



Step 1: Context

Most learners will either work or have family members who work in the United States. They need to know federal policies concerning workers’ rights before issues arise as well as what to do once they have arisen. Learners read *The Rights of Workers in the United States* by The Advocates for Human Rights taken from their website www.discoverhumanrights.org. The following is taken directly from the site to introduce the fact sheet that learners will read today in class:

Human Rights Toolkits

Most Americans have heard of human rights abuses occurring in other countries around the world, but many do not realize that human rights are being violated in the U.S. as well. In an effort to increase awareness of human rights in the U.S., The Advocates for Human Rights has created a series of toolkits that examine important human rights issues and that offer tools to help Americans advocate for positive social change. **Learn!** Use our fact sheets to learn about human rights in the U.S. and then test your knowledge with our quizzes.

The fact sheet on Workers’ Rights is one among 12 others, including Right to Education and Rights of the Child to name a few.

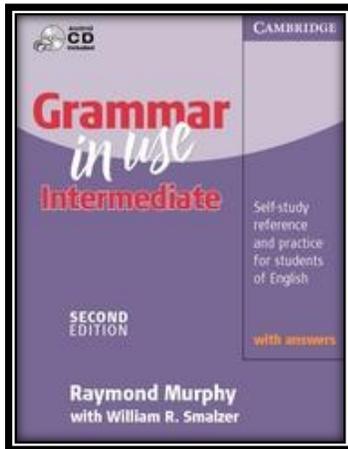
Step 2: Reading

Learners read the first page of the two-page document aloud as a class. The second page should not be distributed today. It will be read and discussed in class on Wednesday. They should highlight new vocabulary that they feel hinders their understanding, so they can ask questions or look up words later, but not while reading. Remind learners that overall understanding is more important than understanding each word of the text.

Step 3: Checking Comprehension

Learners answer comprehension questions in pairs or small groups of no more than three. This allows learners who are more frustrated with the text to become more comfortable with it. Learners must find evidence to support their answers. Correct together as a class.

Teacher Directions: Activity 2: Grammar-Material: Textbook: *Grammar in Use Intermediate*, pp. 94-95 (Part A & exercise 47.1 only) and a projector



Step 1: Setting the Context

Indirect questions can benefit learners by making them appear less abrasive and more polite. For example, “What time is it?” may sound hurried and a bit demanding, but when someone asks “Do you know what time it is?” or “Can you tell me what time it is?” it sounds more patient and less demanding. The literal meaning is usually not taken. For example, people understand that when someone asks, “Do you know what time it is?” the question’s focus really isn’t on knowledge or ability.

Learners are mostly getting exposure to what formal questions, or indirect questions, are and how the word order differs from direct questions. They will work on production and proper usage throughout the week, so mastery does not need to be obtained today. **Cover part A.**

Step 2: Discussing the Grammar

Project the **Questions (2) (Do you know where...?/She asked me where...)**, p. 94 handout with a **projector** and discuss it. Pass out one copy per learner to keep as a reference. Provide additional examples whenever possible, especially if you have some in mind that relate well to your learners.

Step 3: Practice

Complete exercise 47.1 only. Learners may work independently or in pairs.

Step 4: Report Out

Facilitate discussion of the correct answers using a projector. If time, ask volunteer learners to come forward and fill in their responses.

Ask learners to bring p. 94 with them tomorrow in order to discuss and practice the content in part B.

Checking for Understanding—Materials:

Learners use one of the idioms from the warm-up exercise in a complete sentence that accurately shows its meaning. They may write about themselves, family, local businesses, etc.

Each learner should stand and share at least one of his/her examples with the class. If any expressions are misused, demonstrate at the board how the sentence could be re-written to express a similar sentiment using the same idiom or a similar idiomatic expression.

This is their “exit ticket”

Work Idioms and Picture Cards (to be cut out)

Discuss what each picture may represent with a partner. Then, match each picture and idiom to its meaning. How might the idiom (or expression) be used in a work situation?

 <p>break your back</p>	<p>Work really hard to achieve something</p>
 <p>cash cow</p>	<p>A product or service that is a regular source of income for a company</p>
 <p>cut and dried</p>	<p>A situation that is clear, without complications</p>
 <p>dog eat dog</p>	<p>A situation or environment full of rivalry; no concern for ethics, only a desire to be the best</p>

Work Idioms and Picture Cards Cont'd



poker face

Show no emotion, or to hide one's emotions



get the axe

To be fired



in the same boat

Have the same bad situation as someone else



play second fiddle

Accept a lower position



THE RIGHTS OF WORKERS

in the United States



WHAT ARE THE RIGHTS OF WORKERS?

Everyone has the right to access to employment of one's choice and decent working conditions once employed.¹¹ Workers are entitled to a decent living, equal pay for equal work, safe and healthy working conditions, and the right to join trade unions in order to protect their interests.¹²

International treaties including the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR), the International Convention on the Elimination of all forms of Racial Discrimination (ICERD), and the International Covenant on Economic, Social, and Cultural Rights (ICESCR) all protect the rights of workers.

The International Labor Organization (ILO), the UN agency dedicated to labor issues, releases conventions every year that are widely recognized as the international standards for labor rights. The ILO Declaration on Fundamental Principles and Rights at Work identifies four core labor rights: freedom from forced labor, freedom from discrimination, the right to organize and bargain collectively, and the abolition of child labor.¹³

DOES U.S. LAW RECOGNIZE THE RIGHTS OF WORKERS?

Federal and state laws in the U.S. guarantee a healthy and safe working environment,¹⁴ family and medical leave,¹⁵ freedom from discrimination,¹⁶ minimum wages,¹⁷ and the right to form unions.¹⁸ The U.S. has ratified the ICCPR and the ICERD, both of which protect the rights of workers. However, the U.S. has failed to ratify the ICESCR and six of the eight core ILO conventions. These include conventions addressing forced labor, freedom of association and collective bargaining, equal pay, and child labor.¹⁹

IS THE U.S. FULFILLING THE RIGHTS OF WORKERS?

Legal exemptions and insufficient enforcement mean that some workers in the U.S. are denied the full protection of their rights. Employees of small businesses, agricultural laborers, and domestic workers are especially vulnerable to abuses.

Freedom of Association

The National Labor Relations Act (NLRA) protects the rights of workers to form and join trade unions and to bargain collectively with their employer.²⁰ However, the law has many limitations which weakens freedom of association. A union is not allowed to campaign during working hours while employers may hold mandatory meetings during which they can discourage workers from organizing.²¹ Even after workers vote to form a union, employers can appeal the election results for years. If negotiations fail to produce a contract, the employer is allowed to impose its final offer unilaterally, which reduces the incentive to bargain in good faith.²²

The right to strike is also protected by the NLRA, but is undermined by provisions that allow employers to permanently replace striking workers, deterring workers from exercising this right and encouraging employers to demand unreasonable concessions in contract negotiations.²³

Poor enforcement and significant exclusions also weaken NLRA protections. Fines for violations of labor law, such as firing pro-union employees, are so small that employers view them as routine costs, not deterrents.²⁴ Many workers, including low-wage workers most vulnerable to exploitation by employers, are excluded from even the small amount of protection provided by the NLRA.²⁵ In 2006, the National Labor Relations Board increased the number of workers excluded from protection through worker reclassification.²⁶

Freedom from Forced or Compulsory Labor

The 13th amendment to the U.S. Constitution prohibits "slavery or involuntary servitude."²⁷ However, forced labor persists because of high demand for cheap labor and lack of regulation in certain industries. It is estimated that, at any given time, between 10,000 and 50,000 workers in the U.S. are victims of forced labor.²⁸ Forced labor is most common in the sex industry, domestic service, agriculture, and textile factories. Many people end up in forced labor situations as a result of human trafficking. While the Trafficking Victims Protection Act of 2000 was created to help reduce trafficking violations, enforcement continues to be an issue.²⁹ Many victims are too afraid of their traffickers to report the crime and less than one percent of cases are solved annually.³⁰

Immigrants, whether documented or undocumented, are especially vulnerable to forced labor. The H-2 guestworker program allows people to enter the U.S. legally for temporary seasonal employment. Once here, these workers are vulnerable to exploitation and enslavement, including stolen wages, seizure of identity documents, poor living conditions, and denial of medical care for workplace injuries.³¹

Prison labor, while potentially beneficial to prisoners, can lead to situations of forced labor. Prisoners cannot strike for better working conditions or find a better job, and if they complain or refuse to work, they risk solitary confinement, losing parole for good behavior, or losing access to libraries and recreational facilities.³²

All Workers Have a Right to:

FREEDOM OF ASSOCIATION:

The right to form and join trade unions, to bargain collectively with employers, and to strike in defense of their interests.¹

FREEDOM FROM FORCED OR COMPULSORY LABOR:

The right to be free from slavery, servitude, and other forms of involuntary work.²

ABOLITION OF CHILD LABOR:

No employment of children under 13 and no employment of children under 18 in occupations harmful to their health, safety, or morals.³

NON-DISCRIMINATION:

Equality of treatment and opportunity in employment, without distinction on the basis of race, sex, religion, politics, nationality, or social origin.⁴

SAFE AND HEALTHY WORKING CONDITIONS:

The right to just and favorable conditions of work, to protection against unemployment, and safe and healthy conditions in the workplace.⁵

A DECENT LIVING:

The right to earn wages that ensure the worker and his or her family an existence worthy of human dignity.⁶

REST AND LEISURE:

The right to reasonable limits of working hours and periodic holidays with pay.⁷

PROTECTION AGAINST UNEMPLOYMENT:

The right not to be unfairly deprived of employment.⁸

Every Worker Has Internationally Recognized Rights...

"Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment."

Universal Declaration of Human Rights (UDHR), 1948



Abolition of Child Labor

Minors may obtain work in the U.S. and their conditions of employment are heavily regulated. However, lack of law enforcement or meaningful penalties leads many employers to repeatedly employ children in illegal hazardous jobs.³³ For instance, children are prohibited from operating dangerous machinery, but many child laborers routinely use such machines in factories, meat-packing plants, and warehouses.³⁴ The estimated 800,000 children working on farms face even worse conditions. Despite the fact that agricultural labor is the most dangerous and strenuous sector in which children work, the Fair Labor Standards Act allows them to be employed in farm work at a younger age, for longer hours, with no overtime pay, and in more dangerous conditions than in other professions.³⁵

Non-discrimination

The U.S. Constitution does not specifically address discrimination within the workplace; however, numerous federal and state laws prohibit employment discrimination on the basis of race, religion, national origin, gender, age, and disability.³⁶ Despite the existence of these laws, workplace discrimination continues to occur in the U.S.

A 2004 study found that “the chances of black men being promoted...were only half those of white men. For black women, their chances of promotion were less than a third of those for similar white men.”³⁷ In 2010, there were 88,183 Equal Employment Opportunity Commission individual charge filings due to race, gender, and disability-related discrimination.³⁸ One result of workplace discrimination is the persistent income gaps between men and women, and between white workers and minorities. For instance, full-time women workers earn 77.8 cents for every dollar earned by men, while African-American men earn only 67.4 cents for every dollar earned by white men.³⁹

Discrimination based upon sexual orientation and gender identity is not prohibited by any federal law. Only 21 states and the District of Columbia grant legal protection from workplace discrimination due to sexual orientation, while only eight states and the District of Columbia prohibit gender identity-based discrimination.⁴⁰ As a result, up to 43% of lesbian, gay, and bisexual workers encounter discrimination in the workplace in the form of denied promotions, negative evaluations, verbal and physical abuse, workplace vandalism, unequal pay and benefits, denied employment, and termination of employment.⁴¹

Safe and Healthy Working Conditions

In the U.S., safe and healthy working conditions are protected by the Occupational Safety and Health Act of 1970.⁴² The act stipulates that employees have the right to work in conditions free from recognizable and preventable hazards, such as toxic chemicals, mechanical dangers, electrical hazards, unsanitary conditions, and other dangers. Despite these protections, health and safety violations routinely occur as a result of exemptions and minimal enforcement. For instance, historically dangerous workplaces such as meatpacking plants exacerbate the risk of injury by forcing employees to work too fast, with minimal training and, commonly, no protective gear.⁴³ Employers then try to minimize their liability by firing workers who report injuries.⁴⁴ The agricultural sector is another area where employers take advantage of a poor, often immigrant, workforce. The disability rate for U.S. farmworkers is three times higher than that for the general population.⁴⁵ Once workers are injured, most states do not offer the same compensation benefits to farm workers as those in other areas.⁴⁶ Undocumented workers are especially likely to face unsafe working conditions, a situation made worse by a Supreme Court ruling denying them any meaningful relief in the event of labor law violations.⁴⁷

A Decent Living

The U.S. addresses the right to a decent living through minimum wage and overtime laws, but as a result of weak standards and poor enforcement, these laws do not adequately guarantee a decent living. The current federal minimum wage is \$7.25 an hour, meaning that a person working 40 hours a week for a full year would earn only \$15,080, a poverty-level wage for a family of three.⁴⁸ Not only is the minimum wage too low, exemptions leave some workers without protection, including employees of small businesses and farms.⁴⁹ Workers face further obstacles in the form of poor minimum wage enforcement. In a 2008 study conducted in U.S. cities across the nation, 68% of workers had experienced a wage violation within the previous work week.⁵⁰ As a result of an inadequate minimum wage and poorly enforced laws, almost 3 million full-time, year-round workers live in poverty.⁵¹

Rest and Leisure

The U.S. is the only advanced economy in the world not to guarantee a single day of paid vacation or paid holidays.⁵² As a result, as many as one in four American workers do not receive any paid vacation or holidays.⁵³ The U.S. is also alone among advanced economies in not guaranteeing paid sick leave to its workers. The Family and Medical Leave Act (FMLA) only grants up to 12 weeks of unpaid leave for a serious health condition, birth or adoption. However, the Act applies only to certain workers and does not cover less serious illnesses, leaving many workers ineligible. Also, since the leave is unpaid, even covered workers may not be able to afford to take it.⁵⁴

Protection Against Unemployment

The U.S. is the only major industrial power that still adheres to “at will” employment, which gives employers the ability to fire workers at any time for almost any cause.⁵⁵ Employees cannot be fired for refusing to commit a crime, reporting a crime or performing a public duty, but the burden of proof falls on the employee to demonstrate that the termination was illegal.⁵⁶ While the U.S. has no official protection from unemployment, workers who lose their jobs through no fault of their own are eligible for unemployment benefits. Unfortunately, these benefits are only available for a limited period of time, which hurts workers during a prolonged economic downturn.⁵⁷

U.S. Government Obligations⁵⁸

To ensure the rights of workers, the U.S. has the following obligations:

RESPECT:

Governments must not deprive any worker of his or her rights under domestic and international law and must refrain from taking retrogressive measures that are incompatible with the rights of workers.

PROTECT:

Governments must take measures to prevent individuals or third parties, such as employers or civil society organizations, from interfering in any way with the realization of the rights of workers.

FULFILL:

Governments must adopt necessary measures and create an enabling environment such that all workers can enjoy their full rights.

MEET MINIMUM STANDARDS:

Governments must ensure the satisfaction of the minimal, but essential, standards laid out in the UDHR and immediately address extreme situations of abuse.

NON-DISCRIMINATION:

Governments must work to prevent discriminatory outcomes due to class, race, gender, language, or other factors, in order to ensure equity in the fulfillment of the rights of workers.

PROTECT MOST VULNERABLE:

Governments must actively reach out to the most frequently marginalized and excluded communities, who face the greatest barriers in realizing their rights as workers.

MONITOR AND REPORT:

Governments must monitor and report on their fulfillment of the rights of workers and ensure accountability for their actions and inactions.

For citations and further information, visit www.discoverhumanrights.org

Last updated November 2011

Rights of Workers Comprehension Questions

1) What are five things that every worker in the United States has a right to according to the first paragraph?

1.

2.

3.

4.

5.

2) According to the article, whose rights are abused the most on-the-job in the U.S.? Which statement helps you to know this?

3) What are the two reasons given for the continuation of forced labor in the United States, even though the 13th Amendment ended slavery? What forms of slavery exist today in the U.S.?

Jobs Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Listening/speaking: dictate sentences to each other; ask for clarification when necessary.</p> <p>Literacy: write a formal Thank-you.</p> <p>Literacy: write dictated sentences and correct own sentences.</p> <p>Transitions & Critical Thinking: create original Thank-you following guidelines.</p> <p>Grammar: use reported questions in order to summarize or explain a job interview.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Grammar in Use Intermediate, pp.94-95 (back to back)</i> • Handout: The Thank-you Card • Handout: Workers’ Rights Partner Dictation <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • A class set of Thank-you cards from a dollar store (optional) • Red pens (optional)

Lesson Plan

Review/Warm-up: Listening/speaking

Description: Class participates in the creation of a word web for “Workers’ Rights”. How many concepts can learners relate to the rights of workers in the United States?

Materials/Prep: None. See detailed plan for instructions.

Activity 1: Literacy

Description: Read about the purpose and format of a formal Thank-you card or e-mail post job interview. Practice writing a Thank-you card.

Materials/Prep: Handout: **The Thank-you Card** and a projector

Activity 2: Grammar

Description: Continue discussing indirect questions. Complete exercises 47.2 & 47.3 and correct together.

Materials/Prep: Textbook: *Grammar in Use Intermediate, pp. 94-95 (copy back to back)*

Activity 3: Literacy & Listening/speaking

Description: Learners dictate sentences containing content pertaining to workers’ rights.

Materials/Prep: Handout: **Workers’ Rights Partner Dictation—Student A and Student B (half a sheet per learner)**

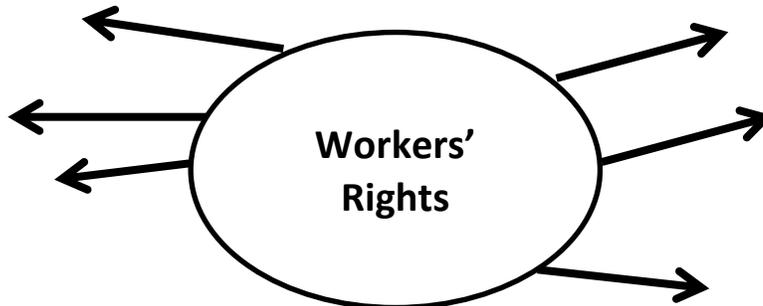
Checking for Understanding:

Description: Learners write down 1-2 things they learned and plan to use outside of the classroom and one question that they still have about workers’ rights, interview thank-you cards, or indirect questions.

Materials/Prep: None.

Teacher Directions: Review/Warm-up: Word Web—Material: None

Prep: Write the words WORKERS' RIGHTS in the center of the board and ring them. Then, draw several arrows branching out from the ring, as demonstrated below:



Step 1: Introduce Activity

As learners enter the classroom, ask them to brainstorm concepts that come to mind when they consider workers' rights in the United States (i.e. words or phrases). What do they know? What do they associate with workers' rights? What did they read about in class yesterday?

Step 2: Brainstorm & Discuss

List everyone's ideas on the board, one idea after each arrow (e.g. right to breaks, right to a safe & clean work environment, etc.)

Teacher Directions: Activity 1: Literacy—Material: Handout: The Thank-you Card and a projector

The Thank-you Card

Part 1: Read about the purpose and format of a formal Thank-you card.

Post-interview, or after-interview, thank-you cards are usually given within 24 hours of a job interview. They are mailed to the office of each individual who was present for the interview. The interviewee has to research the names and business addresses of each interviewer or request business cards. It is inappropriate to write a thank-you without addressing the individual by name. It is also inappropriate to give a gift or gift card in a thank-you, because this is viewed as bribery, or trying to buy your job. It is an insult to the employer. Gift cards are common in the United States, but not for job interview thank-you cards! Also, post-interview thank-you cards should be very neutral looking. They shouldn't have gender-specific pictures, hearts, or anything that may offend someone. Keep it simple! If the job is technological or the employer has mentioned that he or she prefers email, a formal email thank-you is acceptable.

The content of a post-interview thank-you should include a reminder of who you are and how much you are still interested in the position and company. Thank the interviewer for his or her time and show your willingness to come for a second interview.

Part 2: Guidelines for writing a post-interview Thank-you
(Summarized from <http://jobsearch.about.com>)

- 1) Be concise—it should be less than a page long
- 2) Everything should be single-spaced; can leave a space between paragraphs
- 3) Send within 24 hours of interview
- 4) Include your contact information, employer contact information, then the date at the top
- 5) Use a formal salutation "Dear Mr./Mrs. ____,"
- 6) First paragraph should thank the interviewer for his or her time
- 7) Second paragraph should re-explain why you are the best candidate
- 8) Third paragraph should mention any qualification you forgot to talk about at the interview
- 9) Thank again!

Step 1: Setting the Context

A Thank-you card should be sent within 24 hours after a job interview. It is not viewed as a form of bribery, but rather as a thoughtful way to show appreciation for choosing the interviewee over other possible candidates for the opportunity to interview. It also shows that the interviewee is still thinking about the company and the position. In the United States, the written word is very powerful. It leaves a strong final impression with the interviewer. Learners read about an appropriate Thank-you and then practice writing one.

Step 2: Class Reading & Discussion

Read Part I of the handout **The Thank-you Card** aloud as a class. Discuss any content that learners have questions about before moving on to step 3.

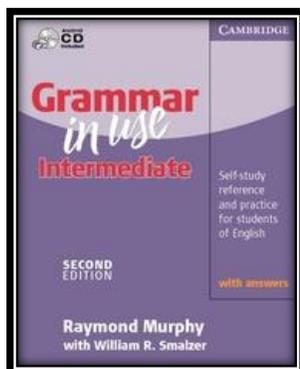
Step 3: Practice Writing

Use generic Thank-you cards that are appropriate for potential employers or simply use a sheet of notebook paper. Learners write a thank-you following the guidelines given in Part II of the handout **The Thank-you Card**. Give them a surname and an imaginary return address. For example:
Mr. Johnson of The Company at 1010 Minneapolis, MN 55408 They may use the current date.

Step 4: Share

A few volunteers project and read aloud their thank-you cards and listeners identify which guidelines have been met.

Teacher Directions: Activity 2: Grammar—Material: Textbook: *Grammar in Use Intermediate*, pp. 94-95 and a projector



Step 1: Setting the Context

Learners continue practicing to use indirect questions. Discuss Part B (reported questions). Remind learners that using pronouns accurately in application responses, cover letters, and interview discourse will make an excellent first impression and help avoid misunderstandings.

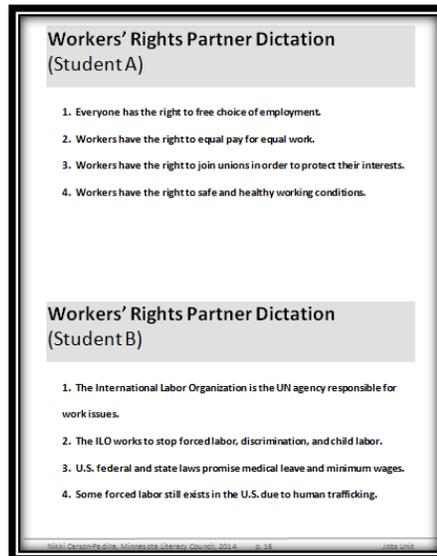
Step 2: Practice

Learners may work individually or in pairs to complete exercises 47.2 & 47.3. The first exercise is review of . Exercise 79.3 allows learners to determine whether or not a reflexive pronoun is needed. Finally, exercise 79.4 addresses the difference between –selves and each other.

Step 3: Correct

Project a copy of p. 95 and ask learners to come forward and fill in their responses. Facilitate discussion of correct answers.

Teacher Directions: Activity 3: Listening/speaking—Material: Handout: Workers’ Rights Partner Dictation (Half a sheet per learner); red/colored pens (optional)



Step 1: Setting the Context

Learners partner up in order to dictate sentences to one another. The learner with sheet **Student A** reads to the learners with sheet **Student B**. Once Student A has finished reading, Student B reads to Student A. All sentences pertain to workers’ rights in the United States.

Convey the following rules for dictation before beginning:

1. Listeners should **not interrupt** mid-sentence. This is discouraging to the reader.
2. Listeners should **not peek** at the readers’ papers! They may ask for clarification or to have one or two words spelled, but they cannot copy anything from the paper.
3. Readers should **read slowly, but naturally**, not stopping after each word and not reading punctuation signs.
4. Readers should repeat each sentence for **a total of three readings**.

Step 2: Correcting

After both Student A and Student B have dictated sentences, they may exchange their papers. Learners should not simply erase their mistakes and make them perfect! Instead, they should use a different colored writing instrument (possibly a red pen). Explain that this will help them to reflect on mistakes made when they look back at the exercise.

Checking for Understanding—Materials: None

Learners write down 1-2 things they learned and plan to use outside of the classroom and one question that they still have about workers’ rights, interview thank-you cards, or indirect questions.

This is their “exit ticket”.

The Thank-you Card

Part 1: Read about the purpose and format of a formal Thank-you card.

Post-interview, or after-interview, thank-you cards are usually given within 24 hours of a job interview. They are mailed to the office of each individual who was present for the interview. The interviewee has to research the names and business addresses of each interviewer or request business cards. It is inappropriate to write a thank-you without addressing the individual by name. It is also inappropriate to give a gift or gift card in a thank-you, because this is viewed as a bribe, or trying to buy your job. It is an insult to the employer. Gift cards are common in the United States, but **not** for job interview thank-you cards! Also, post-interview thank-you cards should be very neutral looking. They shouldn't have gender specific pictures, hearts, or anything that may offend someone. Keep it simple! If the job is technological or the employer has mentioned that he or she prefers email, a formal email thank-you is acceptable.

The content of a post-interview thank-you should include a reminder of who you are and how much you are still interested in the position and company. Thank the interviewer for his or her time and show your willingness to come for a second interview.

Part 2: Guidelines for writing a post-interview Thank-you

(Summarized from <http://jobsearch.about.com>)

- 1) Be concise—it should be less than a page long**
- 2) Everything should be single-spaced; can leave a space between paragraphs**
- 3) Send within 24 hours of interview**
- 4) Include your contact information, employer contact information, then the date at the top**
- 5) Use a formal salutation “Dear Mr./Mrs. ____:”**
- 6) First paragraph should thank the interviewer for his or her time**
- 7) Second paragraph should re-explain why you are the best candidate**
- 8) Third paragraph should mention any qualification you forgot to talk about at the interview**
- 9) Thank again!**
- 10) End with a formal closing “Sincerely,” or “Best regards,”**

Workers' Rights Partner Dictation (Student A)

- 1. Everyone has the right to free choice of employment.**
- 2. Workers have the right to equal pay for equal work.**
- 3. Workers have the right to join unions in order to protect their interests.**
- 4. Workers have the right to safe and healthy working conditions.**

Workers' Rights Partner Dictation (Student B)

- 1. The International Labor Organization is the UN agency responsible for work issues.**
- 2. The ILO works to stop forced labor, discrimination, and child labor.**
- 3. U.S. federal and state laws promise medical leave and minimum wages.**
- 4. Some forced labor still exists in the U.S. due to human trafficking.**

Jobs Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read about workers' rights in the United States.</p> <p>Listening/speaking:</p> <p>Transitions & Critical Thinking: fill in a table using data from an academic text.</p> <p>Grammar: ask direct questions and convert them to indirect/reported speech.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: The Rights of Workers in the United States by the Advocates for Human Rights (page 2) • Handout: Rights Upheld/Rights Violated Chart • Handout: Work-related Idioms (copy back to back) <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • A beach ball

Lesson Plan

Review/Warm-up: Grammar: Reported Questions

Description: Ask a direct question and convert it to reported speech.

Materials/Prep: A beach ball. See detailed plan for instructions.

Activity 1: Literacy

Description: Read about how the U.S. meets or does not meet internationally recognized worker rights.

Materials/Prep: Handout: **The Rights of Workers in the United States by the Advocates for Human Rights (page 2)** and **Rights Upheld/Rights Violated Chart**

Activity 2: Literacy & Listening/speaking

Description: Fill in the correct work-related idioms; then, practice the work situation dialogues with a partner.

Materials/Prep: Handout: **Work-related Idioms**

Wrap-up/Exit Ticket:

Learners report two things they learned today and will use or share beyond the classroom.

Teacher Directions: Review/Warm-up: Grammar—Materials: a beach ball



The Activity:

Learners stand in a circle. The instructor begins the activity by passing a beach ball to a learner and asking a direct question that isn't too personal or invasive. The learner who catches the ball responds to the question then, tells the whole class using reported speech. That learner passes the ball to another learner, who then poses a new direct question. The passing, answering, and converting to reported speech continues until the ball has made it around the room. If there is a small class, consider repeating the activity beginning with a learner who posed a question in the first round.

For example,

- Teacher's direct question: "What did you eat for breakfast?" Pass the ball to a learner.
- Learner's response: "I ate toast and fruit." Reported question: "She/He asked what I ate for breakfast." (Incorrect: "She/He asked what did I eat for breakfast?" Pass the ball to the next student.
- Next learner's direct question: "What's your middle name?" Pass the ball to a learner.
- New learner's response: "Maria." Reported question: "She/He asked me what my middle name is." (Incorrect: "She/He asked me what is my middle name.")

Instructor corrects any mistakes in reported speech.

Teacher Directions: Activity 1: Literacy -Materials: Handouts: The Rights of Workers in the United States by the Advocates for Human Rights (page 2) and Rights Upheld/Rights Violated Chart; a projector



Step 1: Setting the Context

On Monday, learners read page one of **The Rights of Workers in the United States** by the Advocates for Human Rights. Today, they will continue reading page two of this very important document. Learners look more specifically at what the United States is doing to uphold universal worker rights and in which areas it is falling short.

Rights Upheld/Rights Violated Chart		
Worker Right to...	How the U.S. Meets this Right	How the U.S. Abuses or Violates this Right
Abolition of Child Labor		
Non-discrimination		
Safe and Healthy Working Conditions		
A Decent Living		
Rest and Leisure		
Protection Against Unemployment		

Step 2: Independent Reading

Learners read silently and fill in the accompanying table (**Rights Upheld/Rights Violated Chart**) as they read. Demonstrate

how to fill in the table by referring to the text and using a projector. Fill in a couple of cells before learners begin independent work.

Step 3: Report Out

Learners share their tables. If there is any discrepancy in answers, facilitate discussion of appropriate responses.

Teacher Directions: Activity 2: Literacy & Listening/Speaking-Materials: Handout: Work-related Idioms

Work-related Idioms

A smart cookie	Give (somebody) a piece of your mind
In the same boat	Call it a day
See eye to eye	Break the ice
Get the axe	Talk shop
Poker face	Know the ropes

Directions: Use each of the idioms listed in the box above in one of the sentences below. Compare your answers with a classmate's when you finish. Finally, discuss the correct answers with the teacher.

- I am so angry with my manager! If I weren't afraid that he might cut my hours, I would _____.
- My co-worker and I were both late for work because of a traffic jam on the highway. Unfortunately, we're _____.
- Mike will show you around the office. He has been here for many years, so he _____.
- The new boss is very friendly. He knows how to _____ and make you feel comfortable with him right away.
- We've been advised not to _____ at the holiday party. We should get to know each other better, maybe discuss family and our hobbies.
- Joe and Lynn argue a lot about what is the best way to get things done. They don't _____.

7) We never know what the boss is thinking because he wears such a _____.

8) Her ideas have moved this company forward. I'm certain she will get a raise, because she is _____.

9) Nobody wants to _____ because everyone needs a good reference in the future.

10) It's getting really late, we should _____.

Directions: Find a partner. Read the dialogues below aloud, using emotion and following punctuation rules (for example, pause at commas and stop at periods).

Dialogue 1

A: Did Miaa get a promotion yet?
B: Not yet, but I think she'll be offered one soon.
A: She deserves to be promoted. She's a real smart cookie!

Dialogue 2

A: Why does the manager always yell at John?
B: I'm not sure, but it's obvious they don't see eye to eye.
A: That's too bad. I hope they can work things out.
B: Yeah, if not, they may need to talk to someone in Human Resources.

Ask a learner to read a dialogue with you in front of the class in order to demonstrate reading with emotion and following punctuation. For example, if an expression shows excitement or a compliment, it should be read with energy or a smile. If an expression shows disappointment or disapproval it may be monotone or read with a frown.

Step 1: Setting the Context

The idioms explored today are not solely relevant to work, but are highly applicable in most work places and work situations. Learners will find understanding a variety of idiomatic expressions will make conversational English more manageable. It will also make reading less of a task, because academic literature contains figurative expressions, but so does everyday literature such as the newspaper and advertisements. Learners first use the idioms provided to fill in the blanks.

Step 2: Oral/Aural Practice

Work in pairs. Practice using the idioms in dialogues. After practicing one role, learners switch roles.

Wrap-up/Exit Ticket: Listening/Speaking

Learners report two things they learned today and will use or share beyond the classroom.



Abolition of Child Labor

Minors may obtain work in the U.S. and their conditions of employment are heavily regulated. However, lack of law enforcement or meaningful penalties leads many employers to repeatedly employ children in illegal hazardous jobs.³³ For instance, children are prohibited from operating dangerous machinery, but many child laborers routinely use such machines in factories, meat-packing plants, and warehouses.³⁴ The estimated 800,000 children working on farms face even worse conditions. Despite the fact that agricultural labor is the most dangerous and strenuous sector in which children work, the Fair Labor Standards Act allows them to be employed in farm work at a younger age, for longer hours, with no overtime pay, and in more dangerous conditions than in other professions.³⁵

Non-discrimination

The U.S. Constitution does not specifically address discrimination within the workplace; however, numerous federal and state laws prohibit employment discrimination on the basis of race, religion, national origin, gender, age, and disability.³⁶ Despite the existence of these laws, workplace discrimination continues to occur in the U.S.

A 2004 study found that “the chances of black men being promoted...were only half those of white men. For black women, their chances of promotion were less than a third of those for similar white men.”³⁷ In 2010, there were 88,183 Equal Employment Opportunity Commission individual charge filings due to race, gender, and disability-related discrimination.³⁸ One result of workplace discrimination is the persistent income gaps between men and women, and between white workers and minorities. For instance, full-time women workers earn 77.8 cents for every dollar earned by men, while African-American men earn only 67.4 cents for every dollar earned by white men.³⁹

Discrimination based upon sexual orientation and gender identity is not prohibited by any federal law. Only 21 states and the District of Columbia grant legal protection from workplace discrimination due to sexual orientation, while only eight states and the District of Columbia prohibit gender identity-based discrimination.⁴⁰ As a result, up to 43% of lesbian, gay, and bisexual workers encounter discrimination in the workplace in the form of denied promotions, negative evaluations, verbal and physical abuse, workplace vandalism, unequal pay and benefits, denied employment, and termination of employment.⁴¹

Safe and Healthy Working Conditions

In the U.S., safe and healthy working conditions are protected by the Occupational Safety and Health Act of 1970.⁴² The act stipulates that employees have the right to work in conditions free from recognizable and preventable hazards, such as toxic chemicals, mechanical dangers, electrical hazards, unsanitary conditions, and other dangers. Despite these protections, health and safety violations routinely occur as a result of exemptions and minimal enforcement. For instance, historically dangerous workplaces such as meatpacking plants exacerbate the risk of injury by forcing employees to work too fast, with minimal training and, commonly, no protective gear.⁴³ Employers then try to minimize their liability by firing workers who report injuries.⁴⁴ The agricultural sector is another area where employers take advantage of a poor, often immigrant, workforce. The disability rate for U.S. farmworkers is three times higher than that for the general population.⁴⁵ Once workers are injured, most states do not offer the same compensation benefits to farm workers as those in other areas.⁴⁶ Undocumented workers are especially likely to face unsafe working conditions, a situation made worse by a Supreme Court ruling denying them any meaningful relief in the event of labor law violations.⁴⁷

A Decent Living

The U.S. addresses the right to a decent living through minimum wage and overtime laws, but as a result of weak standards and poor enforcement, these laws do not adequately guarantee a decent living. The current federal minimum wage is \$7.25 an hour, meaning that a person working 40 hours a week for a full year would earn only \$15,080, a poverty-level wage for a family of three.⁴⁸ Not only is the minimum wage too low, exemptions leave some workers without protection, including employees of small businesses and farms.⁴⁹ Workers face further obstacles in the form of poor minimum wage enforcement. In a 2008 study conducted in U.S. cities across the nation, 68% of workers had experienced a wage violation within the previous work week.⁵⁰ As a result of an inadequate minimum wage and poorly enforced laws, almost 3 million full-time, year-round workers live in poverty.⁵¹

Rest and Leisure

The U.S. is the only advanced economy in the world not to guarantee a single day of paid vacation or paid holidays.⁵² As a result, as many as one in four American workers do not receive any paid vacation or holidays.⁵³ The U.S. is also alone among advanced economies in not guaranteeing paid sick leave to its workers. The Family and Medical Leave Act (FMLA) only grants up to 12 weeks of unpaid leave for a serious health condition, birth or adoption. However, the Act applies only to certain workers and does not cover less serious illnesses, leaving many workers ineligible. Also, since the leave is unpaid, even covered workers may not be able to afford to take it.⁵⁴

Protection Against Unemployment

The U.S. is the only major industrial power that still adheres to “at will” employment, which gives employers the ability to fire workers at any time for almost any cause.⁵⁵ Employees cannot be fired for refusing to commit a crime, reporting a crime or performing a public duty, but the burden of proof falls on the employee to demonstrate that the termination was illegal.⁵⁶ While the U.S. has no official protection from unemployment, workers who lose their jobs through no fault of their own are eligible for unemployment benefits. Unfortunately, these benefits are only available for a limited period of time, which hurts workers during a prolonged economic downturn.⁵⁷

U.S. Government Obligations⁵⁸

To ensure the rights of workers, the U.S. has the following obligations:

RESPECT:

Governments must not deprive any worker of his or her rights under domestic and international law and must refrain from taking retrogressive measures that are incompatible with the rights of workers.

PROTECT:

Governments must take measures to prevent individuals or third parties, such as employers or civil society organizations, from interfering in any way with the realization of the rights of workers.

FULFILL:

Governments must adopt necessary measures and create an enabling environment such that all workers can enjoy their full rights.

MEET MINIMUM STANDARDS:

Governments must ensure the satisfaction of the minimal, but essential, standards laid out in the UDHR and immediately address extreme situations of abuse.

NON-DISCRIMINATION:

Governments must work to prevent discriminatory outcomes due to class, race, gender, language, or other factors, in order to ensure equity in the fulfillment of the rights of workers.

PROTECT MOST VULNERABLE:

Governments must actively reach out to the most frequently marginalized and excluded communities, who face the greatest barriers in realizing their rights as workers.

MONITOR AND REPORT:

Governments must monitor and report on their fulfillment of the rights of workers and ensure accountability for their actions and inactions.

For citations and further information, visit www.discoverhumanrights.org

Last updated November 2011

Rights Upheld/Rights Violated Chart

Worker Right to...	How the U.S. Meets this Right	How the U.S. Abuses or Violates this Right
Abolition of Child Labor		
Non-discrimination		
Safe and Healthy Working Conditions		
A Decent Living		
Rest and Leisure		
Protection Against Unemployment		

Work-related Idioms

A smart cookie	Give (somebody) a piece of your mind
In the same boat	Call it a day
See eye to eye	Break the ice
Get the axe	Talk shop
Poker face	Know the ropes

Directions: Use each of the idioms listed in the box above in one of the sentences below. Compare your answers with a classmate's when you finish. Finally, discuss the correct answers with the teacher.

- 1) I am so angry with my manager! If I weren't afraid that he might cut my hours, I would _____.
- 2) My co-worker and I were both late for work because of a traffic jam on the highway. Unfortunately, we're _____.
- 3) Mike will show you around the office. He has been here for many years, so he _____.
- 4) The new boss is very friendly. He knows how to _____ and make you feel comfortable with him right away.
- 5) We've been advised not to _____ at the holiday party. We should get to know each other better, maybe discuss family and our hobbies.
- 6) Joe and Lynn argue a lot about what is the best way to get things done. They don't _____.

- 7) We never know what the boss is thinking, because he wears such a _____.
- 8) Her ideas have moved this company forward. I'm certain she will get a raise, because she is _____.
- 9) Nobody wants to _____, because everyone needs a good reference in the future.
- 10) It's getting really late; we should _____.

Directions: Find a partner. Read the dialogues below aloud, using emotion and following punctuation rules (for example, pause at commas and stop at periods).

Dialogue 1

A: Did Muna get a promotion yet?

B: Not yet, but I think she'll be offered one soon.

A: She deserves to be promoted. She's a real **smart cookie!**

Dialogue 2

A: Why does the manager always yell at John?

B: I'm not sure, but it's obvious they don't **see eye to eye.**

A: That's too bad. I hope they can work things out.

B: Yeah, if not, they may need to talk to someone in Human Resources.

Jobs Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: write short answer responses to prompts using complete sentences and support.</p> <p>Listening/speaking: listen to idiomatic definitions and identify corresponding expressions.</p> <p>Transitions & Critical Thinking: complete timed writings addressing specific prompts; complete online research to further knowledge on the topic of workers' rights.</p> <p>Grammar: identify and choose proper indirect questions and reported questions.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> ● Handout: Reading Test Practice ● Handout: Work-related Idiom Writing Prompts <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> ● Reading Test Practice Answers ● Handout: Idioms Flyswatter Prompts (teacher copy only) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> ● A projector ● Two flyswatters ● Computers (optional, if available and time allows)

Lesson Plan

Review/Warm-up: Idioms Flyswatter Game

Description: Learners review work-related idioms by playing a competitive game identifying (swatting) the correct idiom after hearing its definition.

Materials/Prep: Handout: **Idioms Flyswatter Prompts (teacher copy only)**

Activity 1: Literacy

Description: Write short answers to work-related idiom prompts.

Materials/Prep: Handout: **Work-related Idiom Writing Prompts**

Activity 2: Computer Literacy & Critical Thinking

Description: Further research U.S. or Minnesota Worker Rights online.

Materials/Prep: Explore a couple of websites to share with learners before class. See detailed plan for suggestions about how to go about this.

Activity 3: Test Prep

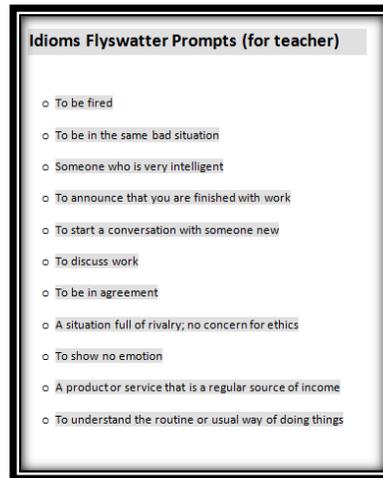
Description: Learners take a practice test.

Materials/Prep: Handout: **Reading Test Practice, Reading Test Practice Answers (Teacher copy), and a projector.**

Wrap up:

Learners share two things they learned this week before leaving the classroom. This is their Exit Ticket.

Teacher Directions: Review/Warm-up: Listening/speaking—Materials: Handout: Idioms Flyswatter Prompts and two flyswatters



Prep:

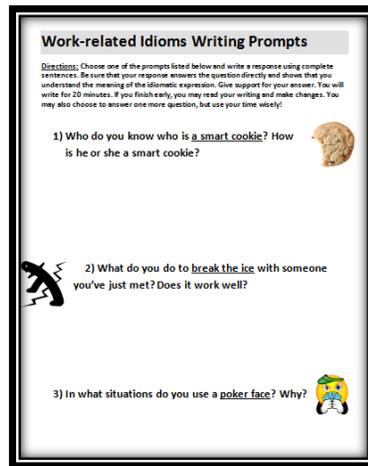
Before learners enter the classroom, list the following idioms on the board leaving equal space between each: **(Note: If any learners have mobility issues, remember to keep the terms at a reasonable height.)**

Smart cookie
Break the ice
Know the ropes
Talk shop
See eye to eye
Call it a day

Poker face
Cash cow
Dog eat dog
Get the axe
In the same boat

Learners form two teams. Each team sends one player forward with a flyswatter. The teacher reads off a prompt and the first player to swat the correct idiom, earns a point for his/her team. Then, another set off players (one from each team) comes to the board and the teacher reads off another prompt. Each prompt is a definition for a work-related idiom that has been studied this week.

Teacher Directions: Activity 1: Literacy -Materials: Handout: Work-related Idioms Writing Prompts



Step 1: Setting the Context

To know whether learners fully understand the idiomatic expressions they've explored this week, they must demonstrate how they would use them. Learners read three prompts from the handout **Work-related Idioms Writing Prompts** and choose one or two that they would like to address. Once learners have chosen which prompts interest them the most, announce that they will have 20 minutes to write freely on the topic. If 20 minutes is more than needed for writing on one prompt, learners may write on a second prompt; however, they should not attempt to write on all three. The objective of this writing exercise isn't to briefly answer all three questions, but rather to write well on at least one topic.

Step 2: Write

Learners should answer the prompts directly and avoid including impertinent information in their short answers. Evidence of understanding the idiomatic expressions should be given. Short answers should consist of complete sentences, even though learners aren't writing full-blown essays. After 20 minutes, ask learners to stop writing or to finish their last thought. If some learners stop writing before the 20 minutes are up, ask them to quietly read what they wrote and self-edit their work as best they can.

Step 3: Share

Volunteers stand and share one of their responses with the class. As a class, discuss and consider the following:

- Did learners interpret the idioms correctly?
- How do the responses to the same prompts differ?
- How are they similar?

Teacher Directions: Activity 2: Computer Literacy & Critical Thinking -Materials:

Handout: None

Note: This exercise is optional, but should be considered if computers are available to your learners. It should take no more than 40 minutes.

If this option is taken, there will be little to no time to share and discuss the writings from Activity 1. Keep this in mind. There also will not be time for the wrap-up activity, but step 2 below serves that purpose well.

*If this option is **not** taken, spend more time sharing and discussing the writings from Activity 1 and complete the wrap-up activity. You may still wish to share the web addresses for the suggested agencies with learners who may do research from home or the library.*

Step 1: Setting the Context

Learners may wish to further explore workers' rights in the U.S. or more specifically in the state of Minnesota. Pair up learners and ask that they explore websites that you, the instructor, have previewed and recommend to the class. Write the web addresses largely and clearly on the board. Try to use short url's if possible. Check the links and the school's Internet connection just before beginning class. Write down some notes on how to maneuver to where learners will benefit the most. If feasible, use a document projector to project the steps from a laptop as you guide the learners.

Specific websites cannot be provided within this curriculum, as links become obsolete or change over time. We can only make suggestions, such as:

Visit the current websites of ...

***The Advocates for
Human Rights***

and

***The Minnesota
Department of Human
Rights***

Step 2: Report Findings & Discuss

Pairs should share what they discover, especially information they did not learn from in-class readings.

- What surprised them?
- What were they glad to learn?
- Will anything help them or someone they know?
- Did anything they read cause them to think about civic duties? How can they educate others in their communities about workers' rights?

Teacher Directions: Activity 3: Test Practice-Materials: Handout: Reading Test Practice and a projector

Reading Test Practice

My Interview

Friend: How was your job interview yesterday?
Job Seeker: It was stressful because the interviewer asked me some very difficult questions.
Friend: Really? What kinds of things did he ask you?
Job Seeker: He asked me if I could use a computer, and I only know a little about computers.
Friend: Did he ask you anything else that was difficult to answer?
Job Seeker: He asked me if I was willing to travel, but I don't have a car right now.

1. Which of the following is a direct question?
A. How was your job interview?
B. He asked me if I was willing to travel.
C. He asked me if I could use a computer.
D. The interviewer asked me some very difficult questions.

2. Which of the following is an example of a reported question?
A. How was your job interview?
B. What kinds of things did he ask you?
C. He asked me if I was willing to travel.
D. Really.

3. Which word from the conversation above is most similar to "stress"?
A. difficult
B. stressful
C. willing
D. seeker

4. What two factors might make it difficult for the job seeker to get hired?
A. Lack of experience and required education.
B. Lack of reliable transportation and experience.
C. Lack of computer skills and required education.
D. Lack of computer skills and reliable transportation.

Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 30 Jobs Unit

Reading Test Practice Answers

1) Which of the following is a direct question?
A. How was your job interview?

2) Which of the following is an example of a reported question?
C. He asked me if I was willing to travel.

3) Which word from the conversation above is most similar to "stress"?
B. Stressful

4) What two factors might make it difficult for the job seeker to get hired?
D. Lack of computer skills and reliable transportation

Nikki Carson-Padilla, Minnesota Literacy Council, 2014 p. 31 Jobs Unit

Step 1: Independent Practice

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

Pass out the **Reading Test Practice** handout. Give everyone 5-10 minutes to complete questions 1-4. Use this time to circulate the room and see who has mastered this skill and who needs extra practice.

Step 2: Reviewing Answers

Use a projector to review the questions. Invite learners to come up and circle the correct answers. They should also identify for the class the key information that helped them find the correct answer.

Wrap-up

Learners share two things they learned this week and will employ outside of the classroom. How do they think they might use these skills in the future or in their daily life?

Idioms Flyswatter Prompts (for teacher)

- To be fired
- To be in the same bad situation
- Someone who is very intelligent
- To announce that you are finished with work
- To start a conversation with someone new
- To discuss work
- To be in agreement
- A situation full of rivalry; no concern for ethics
- To show no emotion
- A product or service that is a regular source of income
- To understand the routine or usual way of doing things

Work-related Idioms Writing Prompts

Directions: Choose one of the prompts listed below and write a response using complete sentences. Be sure that your response answers the question directly and shows that you understand the meaning of the idiomatic expression. Give support for your answer. You will write for 20 minutes. If you finish early, you may read your writing and make changes. You may also choose to answer one more question, but use your time wisely!

1) Who do you know who is a smart cookie? How is he or she a smart cookie?



2) What do you do to break the ice with someone you've just met? Does it work well?

3) In what situations do you use a poker face? Why?



Reading Test Practice

My Interview

Friend: How was your job interview yesterday?

Job Seeker: It was stressful, because the interviewer asked me some very difficult questions.

Friend: Really? What kinds of things did he ask you?

Job Seeker: He asked me if I could use a computer, and I only know a little about computers.

Friend: Did he ask you anything else that was difficult to answer?

Job Seeker: He asked me if I was willing to travel, but I don't have a car right now.

1. Which of the following is a direct question?

- A. How was your job interview
- B. He asked me if I was willing to travel
- C. He asked me if I could use a computer
- D. The interviewer asked me some very difficult questions

2. Which of the following is an example of a reported question?

- A. How was your job interview
- B. What kinds of things did he ask you
- C. He asked me if I was willing to travel
- D. Really

3. Which word from the conversation above is most similar to "tense"?

- A. difficult
- B. stressful
- C. willing
- D. seeker

4. What two factors might make it difficult for the job seeker to get hired?

- A. Lack of experience and required education
- B. Lack of reliable transportation and experience
- C. Lack of computer skills and required education
- D. Lack of computer skills and reliable transportation

Reading Test Practice Answers

1) *Which of the following is a direct question?*

A. How was your job interview

2) *Which of the following is an example of a reported question?*

C. He asked me if I was willing to travel

3) *Which word from the conversation above is most similar to “tense”?*

B. Stressful

4) *What two factors might make it difficult for the job seeker to get hired?*

D. Lack of computer skills and reliable transportation