

Sample lessons

The following are examples of work and union-related contextualized lessons developed at two Massachusetts DOE/ACLS-funded workplace education programs.

The Massachusetts Curriculum Framework benchmarks addressed by each lesson's activities are noted in parentheses at the end of each activity description.

ESOL Curriculum Framework strands are L = Listening; S = Speaking; R = Reading; W = Writing.

Example of ESOL framework notation: L1.2a = Listening strand, Standard 1, Proficiency Level 2, Benchmark a.

Mathematics and Numeracy Framework strands are N = Number Sense; P = Patterns, Functions and Algebra; S = Statistics and Probability; G = Geometry and Measurement.

Example of Mathematics and Numeracy framework notation: 2P-3.4.1 = Proficiency Level 2; Patterns, Functions and Algebra strand (P); Standard 3; Benchmark 4; Enabling Knowledge and Skills (1).

Sample lesson 1: Worker Safety **Pamela Haran** **Asian American Civic Association**

Worksite and students

These lessons were created for a class of 14 ESOL students at a large medical center. The class meets in the employee break room twice a week, and each class is two hours long. The class is multi-level, with three low-literacy learners and the rest at SPL 02 and 03. All students work in the Environmental Services Department on the night shift. They are from six different countries.

Source of curriculum topic

I chose to do a unit on worker safety because part of my job is to reinforce some of the training that students receive at work. Students had already been through a brief training about these topics before we covered them in class, which included a 15 minute video. I viewed the video and then built my classes from there. The video was in English and was not designed for non-native speakers of English. There was a Spanish version of the video, but many of my students do not speak Spanish. I hoped to clarify and reinforce the safety training students had already received.

Sample objectives (Back Safety module)

- Students will be able to orally describe the correct procedure for lifting heavy objects.
- Students will be able to recognize when it is safe to lift an object without help.
- Students will be able to use accurate, polite language to ask for assistance.

Materials and resources

- Worksite video on workplace safety
- Online fire safety facts
- Original handouts created by the teacher, illustrated with Microsoft Publisher Clip Art

Activities

These activities took 3 two-hour class sessions to complete.

a. Back safety module

1. **Reading:** I read the **Rules for Back Safety sheet** out loud and told students to listen for pronunciation and content. Then I had students take turns reading the rules out loud. I explained unfamiliar words like “pelvis” and “tuck.” (L1.2a; R1.2b; S2.2d.)
2. **Worksheet with pictures:** I gave students the **Picture Exercise** and had them follow along silently as I read the directions. Then students completed the Picture Exercise by labeling and circling labeling each picture and then circling the pictures of items they can pick up safely. (R1.2a; R1.2b; R1.2c; W3.2c.)
3. **Cloze exercise:** I gave students a **cloze exercise** based on the Rules for Back Safety sheet and students filled in the missing words. (L1.2b)
4. **Discussion:** I facilitated a discussion on back safety by telling students, “You have a very heavy box to lift. It is too heavy to lift it alone. What do you do?” (Ask for help.) Then I asked students to tell me how they could ask for help and I wrote their sentences on the board, correcting grammar when necessary. I had students copy these sentences onto their Work Language sheets. (L1.2a; S1.2b; S3.2d) Sentences included:
 - Can/Could you help me please?
 - Excuse me, can you please help me with this?
 - Excuse me, this is very heavy. Can you help me, please?
 - Can you please help me? I can’t lift this alone.
5. **Grammar work:** I led a grammar review of **can** and **can’t** (to express ability and inability). I demonstrated the use of can/can’t on the board. Then I went around the class and asked, “Can you...?”. Students had to answer using complete sentences. We talked about using **can** when asking for help or permission. Then students completed the **Can/Can’t Exercise**. (S2.2a; R1.2c; W3.2a.)
6. **Demonstration:** I demonstrated lifting a heavy box and did it incorrectly. I asked students to tell me how to do it correctly. Then I pointed to different items and asked, “Should you pick

Assessment

The 6th activity – the demonstration of incorrect lifting, and the asking about picking up different items alone, served as an effective assessment of what students had learned during module activities.

b. Cleaning Safety Module

1. **Reading and vocabulary:** I gave students the **Rules for Using Cleaning Solutions sheet** and read the rules out loud while students listened. Then students took turns reading them out loud. I reviewed word meanings by asking students which words they didn't understand. (L1.2a; R1.2b; S2.2d; R2.2a; R2.2f.) In particular, I made sure they understood:

Release, hazardous gases, well ventilated, mix, solution

Catch fire, furnaces, properly, store

2. **Pair work with word cards:** I divided students into **pairs** and told students to put away their copies of the Rules for Using Cleaning Solutions. I gave each pair a **pack of index cards** for one rule, with one word of the rule on each card. The cards/words were out of order. Pairs worked to put the words of the rule into the correct order. Pairs passed the card sets around so that each pair got to order the cards for all of the rules. (R2.2d; R2.2f; R2.2j.)
3. **Dialogues and discussion:** I talked briefly about the importance of being polite when talking with co-workers. I gave everyone the **Work Language dialogues sheet**. I asked two students to read the first dialogue. Then I demonstrated the wrong (impolite, pushy) way to convey the dialogue information.

Then I discussed the concept of “constructive criticism” with the class and talked about how someone can be too critical. We went over the second dialogue on the Work Language sheet with students reading the lines. I asked students if this dialogue was an example of constructive criticism or impolite criticism, and why they thought so. Then I asked the class for more examples of constructive criticism.

We talked about dangerous situations when there is no time to be polite – both on the job and in daily life. We went over the third dialogue on the Work Language sheet with students reading the lines. I gave examples of “warning words,” wrote them on the board, and asked students to add other examples. Then I asked the class for examples of when it is OK to use these words. (L1.2a; S2.2d; R2.2a; R1.2b; S1.3c.)

careful	watch out	look out	stand back
move	don't	stop	no

4. **Scenarios in small groups:** I divided students into small groups and gave each group an index card with a scenario on it. I asked students to write two dialogues for the scenario – one with constructive criticism and one that is too critical. When small groups had finished, they shared their dialogues with the class. The class decided which ones were “good” work

Assessment

I assessed what students had learned in this module's activities with a **game** I created called **Good Idea! / Bad Idea!** I divided the class into two teams and kept score on the board. I read out a situation pertaining to Cleaning Safety Rules to one team, for example:

"You are cleaning a room with a co-worker and she gives you a candy bar to eat."

Then I asked the team, "Good idea or bad idea?" If the team answered correctly according to the safety rules we had studied, the team got a point. Teams took turns. (L1.2a; L1.2d; S3.2b; L3.2e.)

c. Fire safety module

1. **Reading and vocabulary:** I gave students the **Fire Safety sheet** and read the first two paragraphs out loud while students listened. Then students took turns reading the paragraphs out loud. I asked students to identify which words they didn't understand. We reviewed these words and phrases. (L1.2a; R1.2b; S2.2d.)

Smoke, breathe, destroy, cause, electricity

Spontaneous combustion, rags, burst into flames

Cleaning supplies, chemicals, aerosols, prevent

2. **Cardinal/ordinal number review with cards:** I reviewed the difference between cardinal and ordinal numbers by explaining and giving examples on the board. Then I gave out **cards** with ordinal numbers on them (one ordinal number on each card), one to each student, in random order. I asked students to hold their cards in front of them so others could see the cards. Then I asked students put themselves in order according to their cards. When students were standing in order, each student said out loud, "I am first," "I am second," etc. Then I asked each student tell me what number the other students were, "He is first," "She is third," etc. (L2.2e; R2.2h; S3.2d; R1.2b.)

3. **Reading and brainstorm:** I gave students the **What Can You Do sheet** and asked them, "How can you prevent fires?" I went over the three examples on the sheet with the students and then asked them for more suggestions. I wrote the suggestions on the board, correcting grammar verbally as I wrote. Students copied the suggestions onto their sheets. (L1.2a; L1.2b; L3.2e; S3.2a; S3.2d; R2.2f; W1.2a; W2.2c; W3.2a.)

- No matches or lighters where children can get them
- Blow out candles when you leave a room
- No frayed electrical cords
- Turn pot handles to center of stove
- Never leave food cooking on stove when you are not in the room
- Never put anything on a space heater
- Unplug space heaters when you leave or go to sleep

- Change batteries in smoke alarms 2 time a year
- No cigarettes on edges of tables or chairs
- Don't put a lot of plugs into one outlet
- Keep a fire extinguisher in your kitchen
- Clean the lint from your dryer
- Store propane, gas and kerosene outside the home

4. **Reading:** I gave students the **What to Do in a Fire at Home/at Work sheet** and went over the section about fires at home. Then students took turns reading the suggestions on the sheet. We did the same for the section about fires at work and students took turns reading the RACE rules. (R1.2a; R1.2b; R2.2a; R2.2b; R2.2f.)

5. **Scenarios in small groups:** I divided students into groups of three or four and gave each group two different scenarios--one for home and one for work:

What would you do if ...?

...you have a small fire in a pan on the stove?

...you have a large fire in the basement?

...the smoke alarm goes off when you are sleeping?

...your car is on fire in your driveway?

...there is a fire in a wastebasket in a patient's room?

...the fire alarm goes off during work?

...you smell smoke in a storage room at work?

...you see smoke coming out of a room at work?

I had students discuss their scenarios, come up with a plan for each one, and write down their plans. When small groups were finished I asked them to report their plans to the class. (S3.2d; S1.2b; S1.2c; R1.2a; W1.2a; W2.2c; W2.2d; W2.2e.)

6. **Worksheet:** I gave everyone the **Safe or Dangerous worksheet**. Students completed the exercise individually and then reviewed their answers in pairs. (R1.2c; R1.2b; W1.2b.)

7. **Exercise with pictures:** I gave students the **Picture exercise**, asked them to look at the pictures and circle the things in each picture that could cause a fire. Then we reviewed the pictures as a group. (R1.2c; S3.2b; S3.2d.)

Assessment

Activities 5, 6 and 7 served to assess what students had learned during this module.

Reflection

This unit on worker safety worked pretty well. I thought the Back Safety Picture Exercise might be too easy, and it was for the more advanced people in the class. However, it gave rise to a good conversation about different types of ladders and whether you could really carry them or not. It also prompted a discussion about what a “foot” is, so we went into a review of that. One student pointed out that the floor is made with 12-inch tiles, and that was a great visual which we used to measure things.

Students enjoyed putting the mixed up Cleaning Safety rule cards in order. The Work Language activity inspired a lot of conversation about the right and wrong ways to say things to people, especially to your boss and co-workers. Students had a little trouble with the concept of a dialogue. I had to demonstrate what I wanted a few times. Then the upper level students caught on and led the lower level people in their groups. Good Idea/Bad Idea worked well, probably because this class loves to play games and is a competitive group when points are involved.

I ran out of time at the end of the Fire Safety module and could not do the Class Project I had planned. I planned to have students put together a Fire Safety brochure. I would divide the class into three groups, and have one group each work on: things that cause fires; what to do in case of a fire; and how to make your home safe from fires.

Next steps

My school year is almost over with this group. Students are planning to return to my class in the fall. I could use these three lessons as springboards for future work with them. For example, next fall I could do a brief review of one of these topics and then have students write a training session for new workers. This would be a good opportunity to develop more work language and to expand students’ work vocabulary. Or, I could ask students do the fire safety brochure and have them focus on the home. This would be a great opportunity to acquire and use vocabulary related to their daily lives. We could also take a walk outside and look for safety issues in our neighborhood in order to work on clarifying questions, observation skills, and vocabulary for familiar things and places.

Sample Lesson 2: Workplace Math for Supply Requisition

Gillian Burleson

Asian American Civic Association

Worksite and students

These lessons were developed for a GED preparation class at a large medical center. Students are first and second shift employees in the Environmental Services, Food Services, Environmental Health, and Nurse Aide departments. My GED students range in age from 30's to almost 60, and come from Caribbean Islands, Central America, China, Ethiopia and the USA. Using the TABE, they have all tested in at Grade Level Equivalents (GLE) ranging from 2nd to 6th grades in Math.

Source of curriculum topic

In teaching my ESOL class at the same medical center, I came across a very basic inventory activity introducing basic numeracy skills. This inspired me to get realistic documents, and, ultimately, to develop this math project for my GED class. I hoped that this lesson unit would give students the following: an appreciation for a practical application of mathematical functions; a better understanding of one function of next-tier level of employment (i.e. something to aspire to, if possible); an introduction to researching product information on the internet; and a sense of a job worked out together, rather than simply looking for the right answers.

Objectives

- Students will be able to list frequently-ordered inventory items for their departments.
- Students will be able to identify a practical use of math on the job.
- Students will be able to conduct beginning-level research on the internet.
- Students will be able to calculate the following percentages for inventory prices: sales tax (5%) and shipping/freight charges (10%).

Materials and resources

- *Workplace Plus 2* (Pearson Longman), pp. 74-75.
- Purchase Requisition Form from the medical center
- Internet access

Activities

These activities took 5 class sessions to complete.

Introduction

1. **Discussion:** I initiated this unit with a discussion around these questions (one student was the official note taker for the class):

- What materials or resources are you constantly ordering in your department?
- Where does your boss get these resources from?
- How do you (does your boss) know how much to get of these items / supplies?

2. Pair work with picture and checklist: I divided students into pairs and asked pairs to work on pages 74-75 from *Workplace Plus 2* (Pearson Longman, publisher). This was first a critical thinking exercise and then a basic math exercise. (1N-2.1.1; 2S-1.3.1.)

- Students read a supply checklist with the required restock items for a typical hotel room.
- Working with their pair partners, students looked at a picture of a supply cart and answered the questions in this scenario: “*Alex Palenko is a housekeeper on the third floor of the Wilton Towers Hotel. There are 10 guest rooms. Look at her supply cart. What supplies does she need?*”
- Students filled in the quantities needed (or not) to replenish Alex’s cart with each item.
- Then I gave students another list with the supply room inventory for a hospital (listing the number of cartons of each category they are to maintain in stock in the supply room). Pairs looked at a picture of the supply room, and determined from the brand labels what each carton represented. Then they counted the number of cartons of each item they currently had.
- Finally they wrote the balance required to replenish stock on the Requisition Form.

3. Homework: I asked students to discuss with their supervisors and make note of the following:

- What supplies (items and quantity) are needed for their department
- What current inventory on these supplies is
- What vendor(s) is/are used to purchase these supplies
- Where/How can they access the relevant info on this vendor (catalog or online)

Purchase Requisition Form

1. Information sharing: I had planned to have students share with the class the information they got from their supervisors and compare notes about similarities and differences, depending on their departments. Though most students had a general idea of items needed for maintaining inventory in their departments, they didn’t get the necessary lists from their supervisors, and no one got the information about vendors. I adapted the remaining activities and concentrated on two supply items, paper towels and toilet paper.

2. Reading: I gave students copies of the **Purchase Requisition Form**. We discussed the following vocabulary and abbreviations, with students explaining to their peers:

Purchase; requisition; vendor; product; freight
BLDG; EXT; EST; PO; CT; CS; NO; QTY; U/M; EA; DZ; BX

3. **Discussion:** We discussed **Unit Measures**, to assure that everyone understood the terms each, dozen, box, carton, case. (2G-4.5.1)
4. **Mini math exercise:** Students completed a math exercise to determine how many individual items one would have if ordering these different Unit Measures. (2N-2.4)
5. **Homework:** I asked students to compile the initial information into the Purchase Requisition Form. (2N-2.4)
6. **Internet Research:** I asked students to find catalog and pricing information for their departments' products online by doing a comparison shopping exercise: "Look at the prices from two different vendors using different Unit Measures. Which one would give you the better deal for your money?" When students had completed researching the online catalogue information, they filled in the Purchase Requisition Form with quantity, unit measure, and unit price. (1S-2.2.1; 1S-2.2.2.)
7. **Discussion and calculations:** As a class, we discussed finding the total cost of items: "How do we find the total cost for each item (i.e. what mathematical function will we use)? How will we find the total cost for the Purchase Requisition Form (i.e. what mathematical function will we use)?" (2N-2.various)
8. **Homework:** Students did the math and filled out the forms with these numbers.
9. **Percentages:** We discussed percentages using the examples of shipping costs (as a percentage of the total order) and Massachusetts state sales tax. If there was no shipping cost listed for the vendor we calculated it at 10% of total order.

Using Steck-Vaughn's *Pre-GED Mathematics* Unit 12, students completed a few exercises introducing percentages. This helped me to to evaluate the class's overall understanding of percentages.

We decided that shipping / freight charges would be assessed at 10% of total cost, and sales tax would be assessed at 5%. Using fictional numbers (not from the actual costs being calculated), I demonstrated how to calculate 10% of any number, and then explained how 5% would be simply $\frac{1}{2}$ of that number. Once students understood this, I gave them the homework assignment. (3N-1.4; 3N-1.8; 3N-3.4; 3N-3.11; 3N-3.12.)

10. **Homework:** Students calculated these two final numbers (sales tax and freight charges) and then added them to the Subtotal in order to obtain the total cost for the Purchase Requisition Form.

Assessment

During the fifth class session we reviewed percentages and the homework. There had been confusion about the homework assignment about what numbers to figure the percentage from, so we ended up doing this in class all together. I demonstrated the calculations again, and again showed the "quick-'n-easy way" to calculate 10% and 5%. As a class, we completed the forms with the results of our final calculations.

Reflection

I asked students what they had learned from this unit. Some of the things they listed having learned were: how to fill out a requisition form; how to calculate percentages; and how to look for things on the internet. Students enjoyed doing math in this way – in a meaningful exercise that had real-life applications – significantly more than simply working on textbook exercises.

This activity engaged the students in a whole new way around mathematics, as they began to learn a practical, work-related way to apply it. Students were proud of their accomplishments in filling out the Purchase Requisition Form. This activity clearly opened the door to new possibilities for some, as demonstrated in subsequent work submitted by students. One student wrote the following in an essay on goals he would like to achieve and what he's getting out of the GED class: "At work I could move into a better paying position because of some of the information I am learning, such as creating a purchase order and doing an inventory. These are tasks that entry-level managers perform. Understanding these things moves me in that direction."

I had really hoped that each student would collect the supply and vendor information pertinent to their departments. Though they had a general idea of items needed for maintaining inventory, students didn't get the necessary lists from their supervisors, and no one got the information about vendors. Because of this, and because we had limited time in the computer lab, and students had limited background with computers, we ended up working on purchasing only two items: paper towels and toilet paper. Also, the vendor we found online was not the appropriate one for a large hospital. Nonetheless, this unit was useful introducing students to the ideas of what is entailed in next-tier employment (entry-level or middle management).

Next steps

As a result of students' feedback, I'm inspired to continue to find more practical hands-on ways to do math. Because this is a GED class, I need to help students grow in their basic math skills, so I'll keep working with experienced math teachers to find ways to do that.

Sample Lesson 3: Union Basics

Judy Gaseidnes
U Mass Dartmouth Workers Education Program

Worksite and students

These lessons were developed for a intermediate-level ESOL class at a distribution center for a large chain store. Students worked sorting, quality-checking, boxing and sending out goods to the stores. 90% of students are first-language Spanish-speakers from various Spanish Speaking countries. 8% are first-language Portuguese speakers from various Portuguese-speaking countries. The remaining 2% are from Cambodia and speak Khmer as their first language.

Source of curriculum topic

This distribution center is unionized and the union, Unite!Here, initiated the idea to start a workplace education program at the center, and was instrumental in starting up the program as a benefit to its members. The employer and union agreed that classes would address workers' immediate needs on the floor, for example communicating with supervisors. But the union also wanted union information to be part of the curriculum, in particular why the union exists, and what it does and can do for members. Workers all get information on the union in their native languages when they start working at the center, but it is a lot of information and it can be overwhelming. Because of this, I chose to pick up the union theme in class and used information from an introductory Unite!Here video to do this.

Objectives

- Students will be able to identify the different industries where Unite!Here represents its members.
- Students will be able to identify different things that the union does for them.
- Students will be able to recognize terms used in the opening paragraph of the Unite!Here video.
- Students will be able to identify basic benefits that the union has won for its members.

Materials and resources

- *Welcome to Unite!Here* videotape and videotape transcript
- Original handouts and overhead sheets created by the teacher, illustrated with Clip Art

Activities

These activities were completed over two class sessions (along with other material).

1. **Overhead pictures and vocabulary:** Using the overhead sheet **Unite!Here Industries**, I had students repeat the names of the industries as I read them. I asked students what industries have Unite!Here as a union, and if students knew anyone

who works in these industries other than the one where they work. (L1.4b; S1.4a; S3.4b.)

2. Then I put up the **overhead sheet Here's What We're Fighting For** and had the students repeat the printed phrases. I checked their understanding of the phrases and asked them to give examples of each phrase. (L1.4b; S1.4a; S3.4b.) For example:

- What is good health care? (Ask for examples.)
- What is a good retirement?
- What is necessary in a safe workplace?
- Does every workplace offer these things?

3. **Videotape and reading:** I gave students the first paragraph from the **Welcome to Unite!Here** videotape transcript. I read the paragraph while students listened and followed along. I answered students' questions about the information, and then asked students to take turns reading the paragraph (I corrected pronunciation when necessary). (R1.3a; R2.4c.)

I played the videotape and asked students to read along silently. Then I asked them to listen without reading, and asked, "What did you understand?" I played the videotape again and asked, "Did you understand more of the transcript this time?" Then students practiced reading the first paragraph of the video transcript in pairs to each other. (L1.5b; L1.5d.)

4. **Discussion:** I asked students if they knew what "benefits" means: "What do you expect to receive from your employer in exchange for your work? If you expect more than money, what might you receive?" Then I listed their ideas of possible benefits on the board. I asked, "If you do not expect to get any benefits, how would you get medical care, retirement, etc.? Does every job offer benefits? Does a union help to ensure that workers get benefits?" (S1.4a; S3.4b.)
5. **Overhead pictures and vocabulary:** I showed the **Benefits overhead sheets** and reviewed it with students. Then I put up the **Solidarity overhead sheet** and asked students if they could guess the meaning of the word by looking at the picture. After some discussion, I wrote up on the board this quote from the transcript:

"Workers' solidarity is a basic principle of the labor movement, that all workers are stronger when we stand together."

The class discussed the meaning of this quote, and also the words "strong" and "unite." (L1.4b; S1.4a; S3.4b.)

6. **Reading and cloze exercise:** I gave students the **Elizabeth Vega reading** (from the videotape transcript) and had students read silently. I read out loud and then asked volunteers to take turns reading (one sentence at a time). We discussed the reading content. Then students completed the **cloze exercise**. I prepared two cloze exercises, one at an easier level and one at a more challenging level. (R1.4a; R2.4d.)

7. **Reading and grammar practice:** We read the **Carlton Dort reading** (from the videotape transcript) (as above). After we did a few examples as a whole class, students worked individually to complete the **Future Tense Practice** and **Past Tense Practice** grammar worksheets. (R1.4a; R2.4d.)

Assessment

This unit material has been used in more than one ESOL class at the distribution center. Typical assessment activities for the unit have included vocabulary-matching worksheets, cloze exercises, quizzes and class discussions.

Reflection

Students were initially reluctant to work on the videotape. They found the vocabulary and some of the concepts (“solidarity,” etc.) challenging, and did not see how the material related to learning English. However, once we got into the unit’s content, students learned how important the union had been in negotiating benefits and working conditions for its members, and they felt more knowledgeable about the roles that their union officers play.

Here's what we fight for...



better wages



decent health care



good retirement

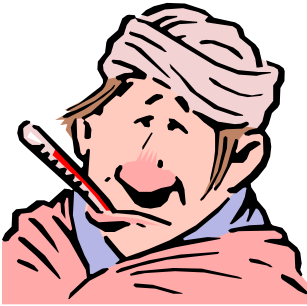
safe work place

Welcome to Unite!Here

Welcome to Unite!Here. As a Unite!Here union member you are joining hundreds of thousands of working people in the United States and Canada, in the clothing, textile and high tech industries, in auto parts, distribution centers, laundries and nursing homes. Together we're fighting for and winning better wages, decent health care, a good retirement, safe work places, and respect on the job.

Company Benefits

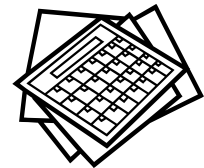
Sick Days



6 days the first year of work

Personal Days

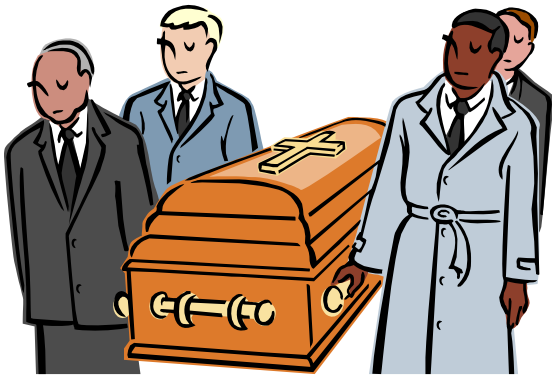
(for valid reasons)



After 30 days = 1 personal day

After 2 years at work = 2 personal days

Dental Insurance



Do you have to go to a funeral?

Union Benefits

No Fault (Unpaid time off)



Better Wages



Solidarity





Hello. My name is Elizabeth Vega. I am President of UNITE! HERE Local 301 at A. J. Wright Distribution Center.

My job as president is to oversee my stewards and to ensure they are assisting members in any and everything they may need.

I also help members understand what the union is, as well as, any questions regarding our contract. I answer questions that involve, but are not limited to, their job descriptions, insurance, and prescription plans.

As Local 301 President, I represent members during grievances and any other conflicts they may have with the company.

I am also an Executive Board (E-board) member. We meet every month to discuss grievances and any issues we may have with the company.

Most important, I ensure that the company does not violate our contract.

These are some of, but not all of, my responsibilities as local president.

Name _____ Date _____

ESOL Class - Worksheet 1

Level: Medium Use the words to fill in the blanks. You may use the word one time.

contract help prescription name discuss
job members union am A. J. Wright



Elizabeth Vega, President Local 301, UNITE! HERE

Hello. My _____ is Elizabeth Vega. I _____
President of UNITE! HERE Local 301 at
_____ Distribution Center.

My _____ as president is to oversee my stewards and to ensure they are assisting members in any and everything they may need.

I also _____ members understand what the _____ is, as well as, any questions regarding our contract. I answer questions that involve, but are not limited to, their job descriptions, insurance, and _____ plans.

As Local 301 President, I represent _____ during grievances and any other conflicts they may have with the company.

I am also an Executive Board (E-board) member. We meet every month to _____ grievances and any issues we may have with the company.

Most important, I ensure that the company does not violate our _____.

These are some of, but not all of, my responsibilities as local president.

Name _____ Date _____

ESOL Class - Dictation 1

Level: Easy Listen as your teacher reads the dictation. Write the correct word on the line.

contract	help	prescription	name	discuss
job	members	union	am	A. J. Wright



Elizabeth Vega, President Local 301, UNITE! HERE

Hello. My _____ is Elizabeth Vega. I _____
President of UNITE! HERE Local 301 at
_____ Distribution Center.

My _____ as president is to oversee my stewards and to ensure they are assisting members in any and everything they may need.

I also _____ members understand what the _____ is, as well as, any questions regarding our contract. I answer questions that involve, but are not limited to, their job descriptions, insurance, and _____ plans.

As Local 301 President, I represent
_____ during grievances and any other conflicts they may have with the company.

I am also an Executive Board (E-board) member. We meet every month to _____ grievances and any issues we may have with the company.

Most important, I ensure that the company does not violate our _____.

These are some of, but not all of, my responsibilities as local president.



Carlton Dort
Chief Steward

I, Carlton Dort, a forklift driver on the second-shift, hold the position in the UNITE! HERE union at A. J. Wright as Chief Steward.

My duties include helping fellow members with knowledge, experience and guidance in solving workplace problems.

Sometimes the problems turn into a grievance when the contract between the company and the union is broken. As Chief Steward, all grievances in step three of the grievance procedure are reviewed by me.

Being Chief Steward also makes me an Executive Board member. The E-Board meets every second Friday of the month to discuss any concerns or issues the membership has.

In closing, I enjoy being involved in the union because it gives me a say in the workplace.



Carlton Dort
Chief Steward

Past Tense Practice

Circle the past tense verb in the sentences. There are 11 verbs.

1. Carlton Dort held the position of Chief Steward in the UNITE!HERE union at A. J. Wright.
2. He was a forklift driver on the second-shift.
3. His duties included helping fellow members in solving workplace problems.
4. Sometimes, the problems turned into grievances.
5. As Chief Steward, Carlton reviewed all grievances in step three of the grievance procedure.
6. Being Chief Steward made him an Executive Board member.
7. The Executive Board met every second Friday of the month.
8. The Executive Board discussed concerns and issues of the membership had.
9. Carlton enjoyed being active in the union.
10. It gave him a say in the workplace.



Carlton Dort
Chief Steward

Future Tense Practice

Circle the future tense verb in the sentences. There are 11 verbs.

1. Carlton Dort will hold the position of Chief Steward in the UNITE!HERE union at A. J. Wright.
2. He will be a forklift driver on the second-shift.
4. His duties will include helping fellow members in solving workplace problems.
4. Sometimes, the problems will turn into grievances.
5. As Chief Steward, Carlton will review all grievances in step three of the grievance procedure.
6. Being Chief Steward will make him an Executive Board member.
7. The Executive Board will meet every second Friday of the month.

8. The Executive Board will discuss concerns and issues of the membership will have.
9. Carlton will enjoy being active in the union.
10. It will give him a say in the workplace.