

Teaching Diverse Adult ELL Populations Skills for Workforce Readiness

handouts & activities

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# Activity 1: Competency Introduction & Exposure—Dialogue & Cloze

Dialogue 1:

**Excuse me. My lamp doesn’t work! I think the lightbulb is burned out.**

Don’t worry. I’ll tell maintenance. What is your room number?

**I’m in room 215.**

Ok. I’ll be back in a few minutes.

**Thank you!**

Cloze 1, Easy:

**Excuse me. My ( lamp / light ) doesn’t work! I think the ( lights / lightbulb ) is ( clogged / burned out ).**

Don’t worry. I’ll tell ( maintenance / a manager ). What is your room ( address / number )?

**I’m in room ( 215 / 250 ).**

Ok. I’ll be ( over / back ) in a ( few / five ) minutes.

**( Thank you / You’re welcome )!**

Cloze 1, Difficult:

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_. **My** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **( doesn’t / don’t ) work! I think the** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **is**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Don’t worry. I’ll tell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What is your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ number?

\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_.

Ok. I’ll be \_\_\_\_\_\_\_\_\_ in a ( few / five ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

# Activity 2: Writing Practice—Scaffolded Writing, Routines

1. Do you drink coffee everyday?

 **Yes, I drink coffee every day.**

 Are you drinking coffee right now?

 **No, I’m not.**

2. Do you \_\_\_\_\_\_\_\_\_ to work every day?

 **Yes, I ­­­­­­­**\_\_\_\_\_\_\_\_\_\_ **to work every day.**

 Are you \_\_\_\_\_\_\_\_\_\_\_\_\_ to work right now?

 **No, I’m not.**



3. Do you \_\_\_\_\_\_\_\_\_ lunch every day?

 **Yes, I** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **every day.**

 Are you \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ right now?

 **No, I’m not.**



4. \_\_\_\_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_\_\_\_\_ dinner every day?

 **Yes, I** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **every day.**

 \_\_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ right now?

 **No, I’m** \_\_\_\_\_\_\_\_\_\_**.**



5. \_\_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_ day?

 **Yes, I** \_\_\_\_\_\_\_\_\_\_\_\_ **in** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.**

 \_\_\_\_\_\_ you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in right now?

 **No,** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

 **Yes**, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

 **No**, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

# Activity 3: Writing Practice—Scaffolded Writing, Job Experience

My Visit to the Job Center

**Job Agent**: Hello! Welcome to Wisconsin Job Center. How can I help you?

**You**: I’m looking for a new job.

**Job Agent:** Okay. Do you have a job now?

**You**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Job Agent**: Okay. What are your job duties as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**You**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Job Agent**: Great! What kind of job do you want?

**You**: I want \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Job Agent**: What do you like to do?

**You**: I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Job Agent:** What skills do you have?

**You**: I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I can also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Job Agent:** Do you have a degree or technical training?

**You**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Job Agent:** That’s great!

# Activity 4: Speaking Practice—Conversation Exchange

Write the conversation on the board:

|  |  |
| --- | --- |
| **(In general) Do you \_\_\_\_\_?***Yes, I do.**No, I don’t.* | **Did you \_\_\_\_ yesterday?***Yes, I did.**No, I didn’t.* |

|  |  |
| --- | --- |
| eat shrimp  | go grocery shopping |
| watch TV | read a book |
| sweep the floor | go to class |
| play guitar | play soccer |

# Other Expansion Ideas:

* **Realia** (Whole or small groups): Ask students to bring objects/pictures/writing to class OR ask workplace for examples of commonly used materials OR teacher brings realia.
	+ Take a picture of a sign you don’t understand at work
	+ Pictures of competency-related signs
	+ Forms—report forms, supply order forms, etc.
	+ Teach or review vocab/spelling
	+ Activity prompts (write a dialogue about this object)
* **Dialogue Scramble** (Partner/Small Group): Use previously made dialogues to create sentence strips. Play dialogue once, then have students work together to put the sentence strips in order. Play dialogue again for students to check their work. Have volunteers read conversation aloud for pronunciation practice.
* **Matching** (Partner/Small Group): Use current focus area to create matching activity. Using tactile activities and getting students moving will help them engage with the material in a different way!
	+ *Examples:* subject/verb agreement, in/on/at, vocabulary with pictures, pronunciation
* **Weekly Homework**: Give students a short, easy way to practice competencies outside of class. *Example:*

List three common guest/customer complaints at your job. Write complete sentences.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ask a friend or coworker what they did over the weekend. What did you do over the weekend?

Who did you talk with? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Activity 5, Soft Skills Class Survey

Survey: What’s Confusing at Work?

Think about your job. What are the most important topics for you to practice?

Choose 3 topics:

|  |  |
| --- | --- |
| * Conversations in the break room
* Conversations with my supervisor
* Giving and receiving feedback
* Polite requests
* Following my schedule
 | * Participating in meetings
* Apologizing
* Disagreements with coworkers
* Talking on the phone
* Reporting a problem
 |

# Activity 6, Nonverbal Behavior Matching

## Matching

Match the picture with its meaning.

1. \_\_\_\_\_\_ a. You are doing something wrong.



2. \_\_\_\_\_\_ b. I don’t care.



3. \_\_\_\_\_\_ c. Good job. I am happy.