

Objective 037
Effective Employee Teacher Resources

Task 1

To practice for Task 1: Writing a Work Memo

Suggested activities

Introduce the topic:

- Discuss questions below: [in Whole-class brainstorm or Think-Pair-Share]
 - 1) Why do people need to write to each other at work?
 - 2) What is better – to talk to employees or write to them? When? Why?
 - 3) What are some problems that happen when you talk to employees but don't write? When you write only and don't talk?
 - 4) What makes written communication effective?
- Show provided PowerPoint on EL Civics web page and answer any questions students have. Show it again and have students take notes on it in preparation for the following activity. [See provided note-taking template]

Study memo samples:

- Read memo sample #1 together and talk about it. What does a memo look like? (i.e., “The date is at the top.” “There is a blank line between paragraphs”).
- Using their notes from the PowerPoint, have students talk about the ways this is a good example of a memo.
- Read memo sample #2 together and talk about.
What are the problems with this memo? (It was not carefully proofread, it's not courteous, and the format is not exactly right.)

Work on Vocabulary, Spelling, and Grammar in Preparation for writing:

- Go over Key Vocabulary:

Key Vocabulary

memo	staff	regards	solve	cooperation
inform	remind	announce	tone	alleviate
appropriate	proofread	contact	courteous	colleague
instructions	recipient	concerns	readable	purpose

- Review meaning of words with provided Quizlet Vocabulary Set
https://quizlet.com/_6ms500. Play a game or have practice quiz with prizes.
- Go over grammar that students will need—the imperative mood.
 - Show grammar cartoon:
<https://www.youtube.com/watch?v=2UzjHbcK2Wo>
 - See textbook and library resources and “Grammar Practice Activities” for learning and reviewing the imperative.

Have students practice writing:

- Students fill out provided memo cloze and/or template, using given information.
You will want to do this! It is exactly like the actual task!
- Students can write a practice memo for homework on a chosen topic to submit for feedback before the in-class assessment.

Textbook resources:

Work related - conflicts, giving advice, clarify instructions

Stand Out 5 Unit 7, Lesson 4 p. 144-149

Stand Out 4 Grammar p. 6

Step Forward 2 Unit 5 p. 54-63

Project Success 5 various workplace dialogues for listening & speaking p. 20, 24, 44, 66, 76, 94, 100, 132

Memo Writing

Step Forward 3 Unit 3, Lesson 2 p. 34-35

Step Forward 3 Workbook p.17, 21

Step Forward 4 Unit 6, Lesson 2 p. 76

Step Forward 4 Workbook p. 38

Project Success 3 p. 12-13 (email work problem)

Project Success 5 "Write about problems and solutions" p. 28

"Formal vs Informal Language" and "Memo Writing" p.110 - 113

Grammar

Stand Out 1 Grammar Imperatives (Directions) p. 60

Stand Out 2 Grammar Imperatives (Unit on Health & Nutrition) p. 38

Stand Out 3 Grammar Unit 5 (Unit on Health) **Imperatives and Perfect** p. 60 - 71

Stand Out 4 Grammar Unit 5 (Unit on Health) **Present Perfect** p. 58

Stand Out 4 Grammar Past Perfect p. 76-81

Step Forward 3 Unit 4, Lesson 3 p. 50 - 52 **Pres. Perfect**

Step Forward 3 Unit 5, Lesson 3 p. 64 - 66 " "

Step Forward 3 Workbook p. 25 - 27

Project Success 4 p. 11, 20 - 21 **Pres. Perfect** (within work context)

Adult Education Library resources:

Business Related

Longman Academic Reading Series 3 Chapter 1 - readings about Steve Jobs, Pixar, and Innovation -- High Interm'd to Adv.

Longman ESL Literacy Unit 10 Work - Conversations about work - Low Beg.

Imperatives p. 169

Conversations for Work Unit 4: Working Together (Reporting problems and mistakes, Talking to Co-Workers) - Beginning

At Work in the U.S.: Readings and Language for Job Success

Lesson 12: Reporting a Problem - Beginning

Step Forward 2 new version Unit 5 p. 66-69

Memo Writing

On the Job English Lesson 11: Reading Memos - Beg to Int'd

Step Forward 4 - new version p. 86 - 87

Work Wise Writing at Work Lesson 3 p. 21-28 - multilevel

Grammar

50 Mixed-Ability Grammar Lessons

Imperatives, Past tense, Perfect With exercises, speaking and writing activities

Writing Matters: Introduction to Writing and Grammar Chapter 15: **Present Perfect**

Int'd - Adv

Future 2 p. 226 **Imperatives** & Work Safety - Intermediate

Future 1 p. **Imperatives** p. 2, 50 (classroom context) Beginner

Top Notch 2 **Pres Perfect** p. 2-4, 6, 16 - Intermediate

Leap 1 Reading and Writing **Pres Perf** p. 150 - multilevel

Task 1

Note-taking Template for PowerPoint Presentation

Class: _____ Date: _____

Subject: What is a work memo?

What is a work memo?	_____ * *
Form and Purpose	Usually sent _____ Can replace _____
Reasons to send one	1) _____ 2) _____ 3) _____
What are some guidelines for writing a work memo?	1. Keep _____ 2. Make sure _____ 3. Use _____ 4. Be _____ 5. Proofread _____

Task 1

Memo-writing Practice for Beginning 2:

Look at the picture and read.

Your office wants a “green” workplace. Employees agreed to bring their own coffee cups from home, but the wastebaskets are now full of plastic cups. Write a memo to remind employees.



To:
From:
Date:
Re: Help the earth!

Dear _____,

We use too many _____ in this office. From now on, please bring a _____ from home. This way, we can help the earth.

Thank you for your _____.

Best _____,

Office Manager

Task 1

Memo cloze for practice: Beginning 3—Intermediate 1

Look at the picture and read.



Your office has committed to a “green” work environment. The waste baskets are full of plastic cups. Employees could solve this problem by bringing their own coffee cup from home. Write a memo to inform employees.

To:

From:

Date:

Re:

[greeting] _____,

I have noticed a problem in the office. _____

_____.

Please _____.

This will help the earth.

Thank you for your _____.

[closing] _____,

[name] _____

Office Manager

Task 1

Memo template for practice:

Intermediate 2 -- Advanced

Read:

One of your company's values is a commitment to sustainability. You are an office manager and have noticed that the wastebaskets at work are full of plastic cups. This problem could be alleviated if employees brought their own coffee cups from home. Write a memo to inform employees.

Fill in the memo as a draft. Then, type it as an email or write on separate paper.

To:

From:

Date:

Re:

[Greeting]:

[Explain the situation and give instructions]:

[Thank recipients for their cooperation and/or effort]:

[Invite recipients to contact you if they have questions.]

[Closing]:

Task 2

To Practice for Task 2: Reporting a Problem to a Supervisor

Suggested Activities

- Show pictures of problems that might arise at work that require contacting a supervisor. Discuss problems and solutions. [See picture prompts on EL Civics web page.]
- Strip dialogues: Create strip dialogues, one for each student. (This will involve a lot of cutting, but there are paper cutters in the copy rooms and Adult Ed offices.) Individually or with partners, students arrange the dialogue in order. Students practice strip dialogues orally with classmates, taking turns with each role.
- Distribute the list of workplace problems under “Walk and Talk” activity in this packet. Pairs of students walk around the classroom or outside and discuss problems and solutions. Pairs share their ideas in class and practice writing their own dialogue. [See “Walk and Talk”]
- Go over grammatical structures they will need to complete the task: Review the imperative (all levels). For higher level students, go over present perfect for discussing what *has happened*, what *has been done*, etc. [See textbook resources, supplemental materials and “Grammar Practice Activities”.]
- Individually or in pairs, students write a practice dialogue based on a picture. *Teacher chooses one or two of the pictures of workplace problems discussed above *** **EXCEPT do NOT use the broken air conditioner picture, which will be used for the assessment.** ****
- Practice dialogue orally with “Telephone Activity.”

Task 2

Practice #1: Beginners

Practice for Task 2: Strip Story: *Put the story in order and then practice the conversation in groups of three.*

Receptionist: Style My Space. How can I help you?
Employee: May I speak with Jennifer?
Receptionist: Yes, just a moment.
Supervisor: Hello?
Employee: Hello Jennifer. This is _____. We have a problem.
Supervisor: What happened?
Employee: Tony is absent. We need more help.
Supervisor: Call Linda.
Employee: Okay. I will call Linda.
Supervisor: Goodbye.
Employee: Bye.

Task 2

Practice #2: Multi-ability groups/Multi-Level

Strip Dialogue: *Put the story in order. Practice the conversation in groups of three.*

Receptionist: Style My Space. How can I help you?
Employee: Hello. This is _____ from the Riverside store. May I speak with Jennifer?
Receptionist: Yes, just a moment.
Supervisor: Hello?
Employee: Hello, Jennifer. We have a problem.
Supervisor: What happened?
Employee: Tony is absent. We don't have enough employees to help all the customers and answer phones.
Supervisor: Have you called Tony?
Employee: Yes, I left a message, but we haven't heard from him.
Supervisor: Call Linda and ask if she can come in.
Employee: Okay. I'll call Linda right now.
Supervisor: Then call me back and let me know how things are going.
Employee: Okay. Thanks for your help.
Supervisor: I'll talk to you soon.
Employee: Bye.

Task 2 Practice

Walk and Talk

Take five to ten minutes for this activity. Pairs of students walk around the periphery of the classroom or, if available, an outside area, and discuss the situations below. When students return to their seats, volunteers can share their ideas.

Walk and Talk

Discuss the situations below with your partner as you walk around the classroom or outside. What would you do?

1. You work at a dry-cleaning shop. When you arrive in the morning, one of the windows is broken and some supplies are missing.
2. Your boss has asked you to make a large number of photocopies for a meeting. The photocopier keeps jamming and the meeting starts in fifteen minutes.
3. You work at a childcare center. Two children get into a fight and one falls down and is injured.

Optional writing practice: Students write a conversation based on one of the situations above.

Telephone Activity

Pairs of students choose a workplace problem and practice a dialogue. Options: 1) Pairs of students take on roles of supervisor and employee and speak to each other while sitting back to back. 2) Students exchange phone numbers with a classmate they are comfortable with and spread out, either at opposite ends of the classroom, in the hallway, or outside. One partner (the “employee”) calls the other (the “supervisor”).

Tasks 1 and 2 Grammar Practice Activities

Additional practice for the Imperative

1. Play "Simon Says."
2. Dos and don'ts. Ask each student to think of something he or she is good at; then to think of pieces of advice for someone else new at the job. It could be a sport, a profession or a hobby. A teacher might say:

-Learn your students' names as soon as possible.

-Don't be late for class.

Elicit a few examples from students and then ask them all to write at least five positive and five negative pieces of advice. In pairs or groups, they advise each other on different fields of expertise.

3. Proverbs. Write examples of well-known proverbs in the imperative. Ask each student to choose a favorite and explain why. Students share proverbs from their own culture, using the imperative.

Examples:

Don't cry over spilt milk.

Save for a rainy day.

Look before you leap.

Don't put all your eggs in one basket.

Additional Practice for Present Perfect:

1. Find Someone Who . . .

Students walk around the class and ask students questions until they find someone who has done one of the following things.

Find someone who . . .	Name
. . . has been in a car accident. Question: "Have you been in a car accident?"	
. . . has done all the homework this semester Question: "Have you done all the homework this semester?"	
. . . has met a famous person. Question:	
. . . has been to Disneyland. Question:	
. . . has spent more than two weeks in the hospital. Question:	
. . . has camped at the beach. Question:	

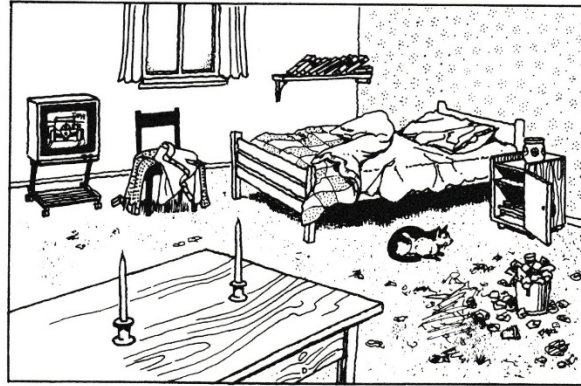
2. What has/hasn't happened

- Display or handout two pictures from next page showing a situation before and after changes to a bedroom
- What they think *has not yet happened* in the first picture relative to the second, or what *has happened* in the second.

Source of Grammar Practice Activities:

Ur, Penny. *Grammar Practice Activities: A practical guide for teachers*. Cambridge University Press, 1988.

Picture A



Picture B

