WIA Course Supplement

Level B Test Prep
Materials Reading:
Life and Work
83R, 84R

Los Angeles Unified School District
Division of Adult and Career Education

CREATED AND FIELD TESTED BY
LAURA CHARDIET & ELEANOR COMEGYS

ENR 10-03-07
WIA Course Supplement
"Interpret Maps and Graphs"
Competency 1.1.3

For
Level B Test Prep Materials
Reading: Life and Work

These Supplements are Provided
• In Priority Order Based on Pass/Fail Rates
• For Classes Taking Forms 83R, 84R of state mandated tests

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Division of Adult and Career Education

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ENR 10-03-07
Level B Test Prep Materials
Reading: Life and Work

• Interpret Maps and Graphs
  (Competency # 1.1.3)
Interpret Maps and Graphs
(Competency # 1.1.3)

Teacher’s Notes:

This unit is broken into three exercises and three quizzes.

Notice that every exercise has vocabulary at the top (and this vocabulary will be repeated from exercise to exercise). Please go over the vocabulary with your students before doing the exercises.

An idea on how to teach the vocabulary:
• Go over the meanings of the words and the abbreviations. Then, as a class, come up with two or three examples of sentences (or phrases) with these words or abbreviations.

This unit asks students to determine location from interpreting a map. The day you begin the unit, you might bring in three or four different examples of “real” maps, including the Thomas Guide or a map from mapquest.com. Make sure to point out to students that the each map’s legend explains the symbols used on that particular map. You might want to point out that not all maps use the same symbols.

All the exercises in this unit require students to work in pairs or small groups.

Please notice that the map in Exercise 2 (and Quiz 2) includes block numbers. Please make sure to explain block numbers to the students before they do the exercise.

The quizzes can be done after you have completed all the exercises, or quiz 1 can be done after completing exercise 1, quiz 2 can be done after completing exercise 2.
Exercise 1
Understanding Map Legends

Name:
Date:

Vocabulary:
1. Ave. (abbreviation): Avenue (n)-- a street
2. Blvd. (abbreviation): Boulevard (n)-- a wide road
3. map (n): a drawing of an area showing roads, rivers, cities, etc.
4. map legend (n): a list of symbols that are used on a map to be a sign or a mark for something else
5. Rd. (abbreviation): Road (n)--a hard surface for cars, trucks, etc. to travel on
6. St. (abbreviation): Street-- a road with houses or stores on one or both sides
7. symbol (n): a picture that shows a particular idea, place, or person

Part I

Directions: Maps usually have map legends to help people understand what the symbols on the map mean. It is important to look at the legend because not all maps use the same symbols. Use the map legend below to answer the questions.

MAP LEGEND

- Air. = Airport
- Parking Lot
- Bus Sta. = Bus Station
- Prk. = Park
- Fact. = Factory
- P.O. = Post Office
- Hos. = Hospital
- Pol. Dept. = Police Department
- Lib. = Library
- Sch. = School
1. What does this symbol mean: P? ________________
2. What does this symbol mean: ☀? ________________
3. What does this symbol mean: 🌋? ________________
4. What does this symbol mean: 🌳? ________________
5. What does this symbol mean: ⛵️? ________________
6. What does this symbol mean: 🏡? ________________
7. What does this symbol mean: 🏗️? ________________
8. What does this symbol mean: 🌸? ________________
9. What does this symbol mean: 🗼? ________________
10. What does this symbol mean: 🖲️? ________________

PART II

Directions: Using the symbols from the map legend (in Part I) and the map below, answer the questions. Work with a partner and take turns asking and answering the questions.

1. How many parking lots are on this map?
2. How many factories are on this map?
3. What street is Mercy Hospital on?
4. Where is Monroe High School?
5. What street is the Memorial Library on?
6. What street is Highland Park on?
7. How many schools are on this map?
8. How many post offices are on this map?
9. Where is Hope Watch Factory?
10. Where is National Airport?
11. How many bus stations are on this map?
12. Where is Wilson Elementary School?
13. What street is the police station on?
14. How many libraries are on this map?
15. Where is Susie’s Clothing Factory?
Exercise 2
Describing Location By Interpreting Maps I

Name:
Date:

Vocabulary:
1. Ave. (abbreviation): Avenue (n)-- a street
2. Blvd. (abbreviation): Boulevard (n)-- a wide road
3. cross street (n): a street that crosses (cuts) another street
4. directions (n): instructions on how to get from one place to another
5. east (n): the direction from which the sun rises E→
6. map (n): a drawing of an area showing roads, rivers, cities, etc.
7. map legend (n): a list of symbols that are used on a map to be a sign or a mark for something else
8. north (n): the direction toward the top of the world, or to the left of the rising sun N↑
9. Rd. (abbreviation): Road (n)--a hard surface for cars, trucks, etc. to travel on
10. St. (abbreviation): Street-- a road with houses or stores on one or both sides
11. south (n): the direction toward the bottom of the world, or to the left of the rising sun S↓
12. west (n): the direction toward which the sun goes down ←W

Grammar Note:
When we are giving directions, we have to use the preposition “on” after north, south, east, or west.

Example: Go north on Brandon Ave. to Main St., and turn right. Drive east on Main St., and you’ll see the post office on the right.

Directions: Use the map and the map legend to answer the questions with your partner. Take turns asking and answering the questions. SPEAK, don’t write.
Example:

Bob is at East High School. He is going to Gates Hill Park. Which direction should he go?
"Bob should go north on East Ave. and west on Dartmouth Rd."

1. Lori is at the Eastman Concert Hall. She is going to Mission Hospital. Which direction should she go?
2. Mr. Henderson’s 6th grade class is at Wilson Middle School. They are going to the Susan B. Anthony Library. Which direction should Mr. Henderson’s class go?
3. Max works at County Hospital. He is going to pick up his daughter at Number 29 Elementary School. Which direction should he go?
4. Mission Park is on Mission St. What are its cross streets?
5. Wilson Middle School is at 1653 Hill St. What are its cross streets?
6. Eastman Concert Hall is at 1698 East Ave. What is the nearest cross street?
7. The fire department is at 3700 Bloom St. What is the nearest cross street?
8. Maggie is at Gates Hill Park. She is going to go to the Martin Luther King Jr. Library. Which direction should she go?
9. How many schools are on this map? How many hospitals? How many libraries?
10. Sharon is at Mission Park. She is going to meet her friends at Gates Hill Park. Which direction should she go?
Exercise 3
Describing Location By Interpreting Maps II

Name: 
Date: 

Vocabulary:
1. Ave. (abbreviation): Avenue (n)-- a street
2. Blvd. (abbreviation): Boulevard (n)-- a wide road
3. cross street (n): a street that crosses (cuts) another street
4. directions (n): instructions on how to get from one place to another
5. east (n): the direction from which the sun rises E⇒
6. north (n): the direction toward the top of the world, or to the left of the rising sun N↑
7. Rd. (abbreviation): Road (n)--a hard surface for cars, trucks, etc. to travel on
8. St. (abbreviation): Street-- a road with houses or stores on one or both sides
9. south (n): the direction toward the bottom of the world, or to the left of the rising sun S↓
10. west (n): the direction toward which the sun goes down ⇐ W

Vocabulary Note:
When a location is on a corner, it is helpful to tell which corner. The four corners of an intersection are usually as follows:

```
   the northwest corner
HILL ST   BRANDON   the northeast corner

the southwest corner
the southeast corner
N↑
```
**Directions:** Refer to the map to answer the questions below. Take turns asking and answering the questions with your partner(s). Make sure to answer the questions in COMPLETE sentences and be as SPECIFIC as possible. SPEAK, don't write.

**Examples:**

a. The fire station is on Main St. What is the nearest cross street?
   
   "The nearest cross street is First Ave."

b. Molly is at Central Bank. She is going to the post office. What direction should she go?
   
   "She should go north on Hill St. and west on Second Ave."
c. Where is the Tower Hotel?
"The Tower Hotel is on the northwest corner of Main St. and First Ave."

1. City Hall is on First Ave. What is the nearest cross street?
2. Mark is at the Tower Hotel. He is going to the Post Office. Which direction should he go?
3. Pauline is at the 2nd Ave. Café. Which direction should she go to go to Central Bank?"
4. Monroe High School is located on Second Ave. What is the nearest cross street?
5. Sam and his children are at the Zoo. They are going to the Ice Cream Shop. Which direction should they go?
6. The Dental Office is on Main Street. What is the nearest cross street?
7. Tessa is at Maria’s Clothing Store. She is going to the Clinic. Which direction should she go?
8. The Pharmacy is on Second Ave. What is the nearest cross street?
9. Patty’s Pet Shop is on Hill Street. What is the nearest cross street?
10. Lily is at Easy Walk Shoe Store. Which direction does she have to go to get to the Courthouse?
11. Where is the Health Food Market? (Give the specific corner.)
12. Where is Sweet Tooth Bakery?
13. Where is the clinic?
14. Where is Central Bank?
15. The Shopping Town Mall is on First Ave. What are its cross streets?
Quiz 1
Interpret Maps and Graphs

Name:
Date:

1. Mark is at the Memorial Library. He is going to Monroe High School. Which direction should he go?
a. west on Main St., south on Big Rd.
b. east on Hope Ave., north on Abbey Blvd.
c. west on Main St. north on 3rd St.
d. west on Hope Ave., north on 2nd St.
2. Lily is at the police station. She is going to Highland Park. Which direction should she go?
   a. north on Big Rd., west on Green St.
   b. north on Big Rd., east on Green St.
   c. south on Big Rd., west on Hope Ave.
   d. south on 2\textsuperscript{nd} St., east on Main St.

3. What is this \text{ Hospital } a symbol of on this map’s legend?
   a. a hospital
   b. a school
   c. the police department
   d. a factory

4. Sally is going to National Airport. Where is the nearest parking lot?
   a. on Main St.
   b. on Green St.
   c. on Hope Ave.
   d. on Elm Rd.

5. Mercy Hospital is located on Melrose Blvd. What is the nearest cross street?
   a. Abbey Blvd.
   b. Elm Rd.
   c. 3\textsuperscript{rd} St.
   d. Green St.

6. Green St. Bus Station is located on Green St. What is the nearest cross street?
   a. Big Rd.
   b. 2\textsuperscript{nd} St.
   c. Melrose Blvd.
   d. 3\textsuperscript{rd} St.
Quiz 2
Interpret Maps and Graphs

Name:
Date:

MAP LEGEND

Hos. = Hospital
Lib. = Library
 Prk. = Park
Sch. = School
 Con. Hall = Concert Hall
 Fire Department
1. County Hospital is located at 3908 Rockfield Ave. What is the nearest cross street?
   a. Lawrence Blvd.
   b. Lincoln Rd.
   c. East Ave.
   d. Bloom St.

2. What does this symbol _ mean on this map’s legend?
   a. a school
   b. a library
   c. a hospital
   d. a park

3. The fire station is located at 1499 Michigan Blvd. What is the nearest cross street?
   a. Dartmouth Rd.
   b. Bloom St.
   c. Rockfield Ave.
   d. West Ave.

4. Liz is at Martin Luther King Jr. Library. She is going to Eastman Concert Hall. Which direction should she go?
   a. east on Mission St., south on East Ave.
   b. west on Mission St., north on Michigan Ave.
   c. east on Mission St., south on West Ave.
   d. west on Mission St., south on Michigan Ave.

5. Jesus is at Mission Hospital. He is now going to County Hospital. Which direction should he go?
   a. south on West Ave., east on Mission St.
   b. south on West Ave., west on Washington Blvd.
   c. south on West Ave., west Rockfield Ave.
   d. south on West Ave., east Rockfield Ave.

6. What does this symbol  mean on this map’s legend?
   a. a school
   b. a library
   c. a hospital
   d. a park
Name:
Date:

1. Where is the clinic located?
   a. on the northwest corner of Second Ave. and Hill St.
   b. on the northeast corner of Second Ave. and Hill St.
   c. on the southwest corner of Second Ave. and Hill St.
   d. on the southeast corner of Second Ave. and Hill St.
2. Sammy is at Sam’s Sporting Goods. He is going to the pharmacy. Which direction should he go?
   a. south on Main St., east on First Ave.
   b. south on Main St., west on First Ave.
   c. north on Main St., west on Second Ave.
   d. north on Main St., east on Second Ave.

3. Patty’s Pet Shop is located on Hill St. What is the nearest cross street?
   a. Second Ave.
   b. First Ave.
   c. Main St.
   d. Hill St.

4. Where is the Tower Hotel located?
   a. on the northwest corner of Main St. and First Ave.
   b. on the northeast corner of Main St. and First Ave.
   c. on the southwest corner of Main St. and First Ave.
   d. on the southeast corner of Main St. and First Ave.

5. Super Clean Cleaners is located on Main St. What is the nearest cross street?
   a. Second Ave.
   b. First Ave.
   c. Main St.
   d. Hill St.

6. Martha is at the Natural History Museum. She is going to the bus station. Which direction should she go?
   a. east on Second Ave., south on Main St.
   b. east on Second Ave., north on Main St.
   c. east on Second Ave., south on Hill St.
   d. east on Second Ave., north on Hill St.
WIA Course Supplement
"Identify, Use Methods To Buy Goods, Services Make Returns"
Competency 1.3.3

For
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Level B Test Prep Materials
Reading: Life and Work

• Identify, Use Methods To Buy Goods, Services
  Make Returns
  (Competency # 1.3.3)
Identify, Use Methods To Buy Goods, Services Make Returns  
(Competency # 1.3.3)

Teacher’s Notes:

This unit is broken into four exercises (two for return policies and two for warranties) and two quizzes.

Notice that every exercise has vocabulary at the top (and this vocabulary will be repeated from exercise to exercise). Please go over the vocabulary with your students before doing the exercises.

An idea on how to teach the vocabulary:

- Go over the meanings of the words. Then, as a class, come up with two or three examples of sentences (or phrases) with these words.

This unit asks students to read and interpret both return policies and warranties. Below are two examples of warm up exercises you might do with your class before embarking on this unit.

- Bring in any product (a lamp, a hairdryer, an MP3 player, etc.). Tell the class that you just bought this product yesterday, but when you got home, it didn’t work properly. Ask the class for advice about what you should do. Write their ideas on the board.
- Bring in two or three examples from the “real” world of return policies and warranties. Put them one at a time on an overhead projector and ask students to explain what they are and why you need them. You might even have them brainstorm about what specific vocabulary in the return policies and warranties mean.

All the exercises can be done in pairs, small groups or individually, but you should go over all the exercises as a class. The quizzes can be done after you have completed all the exercises, or quiz 1 can be done after completing exercises 1 & 2, and quiz 2 can be done after completing exercises 3 & 4.
Exercise 1
Understanding Return Policies

Vocabulary:
1. customer (n): someone who buys goods or services from a store, company, etc.
2. credit voucher (n): a piece of paper that can be used instead of money to buy something in a specific store or company
3. department (n): an area in a large store which sells a particular type of product
4. to exchange (v): to bring something you have bought back to the store and take something else in its place
5. item (n): a single thing in a set, group or list; a product
6. method of payment (n): the way a customer pays for a product (cash, check, credit card)
7. merchandise (n): products that are sold to customers
8. packaging (n): the box or bag that a product is in when it is in the store
9. policy (n): an official way of doing things
10. to purchase (v): to buy
11. receipt (n): a piece of paper that shows that you paid money for a specific product
12. to refund (v): to give a customer his/her money back when he/she is not satisfied with a product or a service
13. to return (v): to take a product back to the store where you bought it because you do not like it or you are not satisfied

Directions: Barbara bought a new toaster yesterday at Bull’s Eye Department Store. When she got home and took the toaster out of the box, she realized that the toaster wasn’t the color that you wanted to buy. She wants to take the toaster back tomorrow and exchange it for a toaster that is the color she wants. Read Bull’s Eye Department Store’s return policy and answer the questions.
1. Why isn't Barbara satisfied with the toaster?

2. Where in the store should Barbara take the toaster she wants to exchange?

3. If Barbara goes to the same store, and they do not have the color she wants, can she get a full refund?

4. If Barbara paid for the toaster with a credit card, how will she receive a refund from the store?

5. How many days does Barbara have to take the toaster back and get a full refund?

6. What will the store do if Barbara returns the toaster without the original receipt?

7. How many days does it take to receive a credit voucher from the store in the mail?

8. Should Barbara take the toaster back in the box it came in?
Exercise 2
Understanding Return Policies II

Name:
Date:

Vocabulary:
1. customer (n): someone who buys goods or services from a store, company, etc.
2. credit voucher (n): a piece of paper that can be used instead of money to buy something in a specific store or company
3. to exchange (v): to bring something you have bought back to the store and take something else in its place
4. method of payment (n): the way a customer pays for a product (cash, check, credit card)
5. merchandise (n): products that are sold to customers
6. packaging (n): the box or bag that a product is in when it is in the store
7. policy (n): an official way of doing things
8. to purchase (v): to buy
9. receipt (n): a piece of paper that shows that you paid money for a specific product
10. to refund (v): to give a customer his/her money back when he/she is not satisfied with a product or a service
11. to return (v): to take a product back to the store where you bought it because you do not like it or you are not satisfied

Directions Read R,T,&T’s Phones return policy using the information in the return policy, read the statements and put “True,” “False” or “I Don’t Know.”

R,T&T PHONES
Return Policy

R,T&T wants you to be happy with your new purchase. If you are not completely satisfied with the product you have purchased, please return it to the place of purchase with the original sales receipt within 3 days, and you will receive a full refund in the original method of payment. If the product does not work and needs to be repaired, please mail the product (in the original packaging) with a copy of the sales receipt to: R,T&T/ 2906 Main St./ Rochester, NY 14619. Please allow 15 to 20 business days for R,T&T to exchange or repair your product. If the product cannot be exchanged or repaired, you will receive a credit voucher equal to the amount of the price you paid for the product to purchase another R,T&T product. Thank you for buying our merchandise! We appreciate your business!

RTT.com
1. If you don’t like the product, you have 5 days to return it to the place of purchase. __________________

2. If you don’t like the product and you return it in the correct amount of time, you will receive a full refund. __________________

3. If the product does not work, you should return it to the place of purchase. __________________

4. If you return the product to the place of purchase, you must have the original sales receipt. ________________

5. If the customer returns the product because it does not work, he/she should send the product in the original packaging. ________________

6. If the customer returns the product because it needs to be repaired, he/she should send the original sales receipt. ________________

7. It will take 5-10 business days for R,T&T to repair or exchange a product. ________________

8. R,T&T is a successful company. ________________

9. If R,T&T can not repair a product, the customer will receive a credit voucher to buy another R,T&T product. ________________

10. R,T&T sells only telephones. ________________
Exercise 3
Understanding Warranties

Name:
Date:

Vocabulary:
1. to abuse (v): to knowingly use something in the wrong way
2. customer (n): someone who buys goods or services from a store, company, etc.
3. defect (n): a fault (mistake) in something that makes it not perfect
4. defective (adj): not made correctly, not working correctly
5. to exchange (v): to bring something you have bought back to the store and take something else in its place
6. to guarantee (v): to make a formal written promise to repair or replace a product within a specific period of time after purchase
7. item (n): a single thing in a set, group or list; a product
8. merchandise (n): products that are sold to customers
9. to misuse (v): to use something in the wrong way
10. policy (n): an official way of doing things
11. receipt (n): a piece of paper that shows that you paid money for a specific product
12. replacement (n): a new part of product that takes the place of a defective part or product
13. to return (v): to take a product back to the store where you bought it because you do not like it or you are not satisfied
14. warranty (n): a written promise that a company makes to replace or repair a product if it breaks or does not work correctly
15. workmanship (n): skill in making things, especially in a way that makes them look good and work well

Read the following warranty.
PART I:

Answer the questions.

1. What is the name of the company who made the product?

2. What product is this warranty for?

3. What does the warranty guarantee?

4. How long does this warranty cover the product?
5. If you buy this lamp at a garage sale, can you use this warranty? Why not?

___________________________________________

6. What is covered by the warranty?

___________________________________________

7. If this lamp is defective, where do you have to send it?

_____________________________________________

_____________________________________________

8. What do you have to send with the defective lamp?

_____________________________________________

_____________________________________________

9. Who will pay for the shipping costs for the replacement product or parts?

___________________________________________

10. What is NOT covered by this warranty?

___________________________________________

PART II:

Match.

1. ___ the address of the company a. www.naturallight.com
2. ___ name of the company b. damage caused by abuse or misuse of the product
3. ___ the company's website c. U.S. mail, UPS, FedEx Ground
4. ___ what is NOT covered on the by the warranty d. 8930 Clarion Way
5. ___ the way to ship the defective product e. The Natural Light Company

ECC/WIA/Comegys/Chardiet
Exercise 4
Understanding Warranties II

Name:
Date:

Vocabulary:
1. to abuse (v): to knowingly use something in the wrong way
2. customer (n): someone who buys goods or services from a store, company, etc.
3. defect (n): a fault (mistake) in something that makes it not perfect
4. defective (adj): not made correctly, not working correctly
5. to exchange (v): to bring something you have bought back to the store and take something else in its place
6. to guarantee (v): to make a formal written promise to repair or replace a product within a specific period of time after you buy it
7. item (n): a single thing in a set, group or list: a product
8. merchandise (n): products that are sold to customers
9. to misuse (v): to use something in the wrong way
10. policy (n): an official way of doing things
11. receipt (n): a piece of paper that shows that you paid money for a specific product
12. replacement (n): a new part of product that takes the place of a defective part or product
13. to return (v): to take a product back to the store where you bought it because you do not like it or you are not satisfied
14. warranty (n): a written promise that a company makes to replace or repair a product if it breaks or does not work correctly
15. workmanship (n): skill in making things, especially in a way that makes them look good and work well

Directions: Using the words in the box, fill in the missing words in the warranty on the next page. Each word can only be used ONCE.

```
mail    receipt    date of purchase
defects guarantees responsible
shipping misuse damage
normal product model
```
A & B Tea Products (2)_______________ this tea kettle to be completely free of (3)_____________ in workmanship and materials for ten years from the (4)______________________. This warranty applies only to the original purchaser. During the ten year warranty period, this tea kettle will be repaired or replaced without charge if the workmanship, or any parts or materials, are defective under (5)______________ use.

The original purchaser can return defective products or parts to the store where purchased, or send by U.S. (6)__________, UPS or FedEx Ground to:

A & B Tea Products
9038 Ilona Blvd. Suite 3A
Simi Valley, CA 93065

Please remember to include the dated sales (7)______________, a brief description of the defect, the model number (located at the top of this card), and the customer’s name and address. A & B Tea Products will pay the cost of (8)______________ for the replacement product or parts.

A & B Tea Products is not (9)__________________ for damage caused by (10)________________ or abuse of the (11)______________, and this kind of (12)______________ is not covered by this warranty.

Questions? Contact us as customerservice@abteaproducts.com
Quiz 1
Identify, Use Methods To Buy Goods, Services Make Returns

Name: 
Date: 

BULL’S EYE DEPARTMENT STORE

Return Policy

Bull’s Eye Department Store wants you to be completely satisfied with the merchandise you have purchased. If you are not satisfied, you have 60 days to return it with the original sales receipt to the department of purchase, and Bull’s Eye Department Store will exchange it or offer a full refund in the same method of payment the customer used to buy the merchandise. After 60 days, you can still return the merchandise with the original receipt for exchange only. Returned merchandise without a receipt must be approved by the department manager, and you will receive a credit voucher in the mail 8-10 business days after the return. We ask that you please return all merchandise in the original packaging.

Thank you for shopping at Bull’s Eye Department Store! For more information about other store policies, please visit our web site at www.bullseye.com.

1. How can a person who buys a product from this department store return merchandise and get a complete refund?
   a. return it within 60 days and bring the original sales receipt
   b. ask a salesperson for a credit voucher
   c. visit the store’s website
   d. bring it back after 60 days

2. In this return policy, the word “exchange” means:
   a. an official way of doing things
   b. to bring something you have bought back to the store and take something else in its place
   c. a piece of paper that can be used instead of money to buy something in a specific store or company
   d. to give a customer his/her money back when he/she is not satisfied with a product or a service
3. Where should customers return merchandise?
   a. to customer service
   b. to the store’s manager
   c. to the department where they bought it
   d. to another store

4. In this return policy, the word “credit voucher” means:
   a. a piece of paper that can be used instead of money to buy something in a specific store or company
   b. the box or bag that a product is in when it is in the store
   c. products that are sold to customers
   d. an official way of doing things

5. Bob wants to return merchandise, but he doesn’t have a receipt. What will the store do?
   a. return Bob’s money after 60 days
   b. exchange the product for Bob
   c. mail Bob a credit voucher
   d. make a receipt for Bob

6. In this return policy, the word “packaging” means:
   a. to give a customer his/her money back when he/she is not satisfied with a product or a service
   b. a piece of paper that can be used instead of money to buy something in a specific store or company
   c. products that are sold to customers
   d. the box or bag that a product is in when it is in the store
Quiz 2
Identify, Use Methods To Buy Goods, Services Make Returns

Name:
Date:

WARRANTY

The Natural Light Company guarantees this lamp to be completely free of defects in workmanship and materials for five years from the date of purchase. This warranty applies only to the original purchaser. During the five year warranty period, this lamp will be repaired or replaced without charge if the workmanship, or any parts or materials, are defective under normal use.

The original purchaser can return defective products or parts to the store where purchased, or send by U.S. mail, UPS or FedEx Ground to:

The Natural Light Company
8930 Clarion Way
Northport, FL 34288

Please remember to include the dated sales receipt, a brief description of the defect, the model number (located at the top of this card), and the customer’s name and address. The Natural Light Company will pay the cost of shipping for the replacement product or parts.

The Natural Light Company is not responsible for damage caused by misuse or abuse of the product, and this kind of damage is not covered by this warranty.

www.naturallight.com

1. In this warranty, the word “workmanship” means:
   a. a fault (mistake) in something that makes it not perfect
   b. skill in making things, especially in a way that makes them look good and work well
   c. a piece of paper that shows that you paid money for a specific product
   d. someone who buys goods or services from a store, company, etc.
2. What is covered by this warranty?
   a. problems with the product after regular use
   b. problems with the product after abuse
   c. problems with the product after misuse
   d. problems with the packaging

3. What is NOT covered by this warranty?
   a. problems with the product after regular use
   b. problems with the product after abuse
   c. problems with the product after misuse
   d. problems with the packaging

4. What does a person who is returning this product have to include with the defective product or part?
   a. the model number of the product
   b. a check for return shipment
   c. the address of the store
   d. the name of the salesperson

5. What does this warranty explain?
   a. how to use the lamp
   b. where to buy this lamp
   c. the different kinds of products that The Natural Light Company sells
   d. what the company will do if the lamp is defective

6. Who will pay for the cost of shipping for the replacement product or parts?
   a. The Natural Light Company
   b. the customer
   c. the store
   d. FedEx Ground
WIA Course Supplement
"Interpret Lease and Rental Agreements"
Competency 1.4.3

For Level B Test Prep Materials
Reading: Life and Work

These Supplements are Provided
• In Priority Order Based on Pass/Fail Rates
• For Classes Taking Forms 83R, 84R of state mandated tests

Los Angeles Unified School District
Division of Adult and Career Education

CREATED AND FIELD TESTED BY
LAURA CHARDIET & ELEANOR COMEGYS
Level B Test Prep Materials
Reading: Life and Work

• Interpret Lease and Rental Agreements
  (Competency # 1.4.3)
Interpret Lease and Rental Agreements
(Competency # 1.4.3)

Teacher’s Notes:

This unit is broken into three exercises and two quizzes.

Notice that every exercise has vocabulary at the top (and this vocabulary will be repeated from exercise to exercise). Please go over the vocabulary with your students before doing the exercises.

An idea on how to teach the vocabulary:
  • Go over the meanings of the words. Then, as a class, come up with two or three examples of sentences (or phrases) with these words.

This unit asks students to read and interpret a rental application. As a warm up activity, you might want to bring in a “real” rental application. Tell the students that you are going to apply for a new apartment and you need their help in understanding the application. Put the application on an overhead projector and ask the students specific questions about the application (try and use the vocabulary the students will learn in the unit). If the students cannot answer your questions, circle the information in a red pen and come back to the same application AFTER you finish the unit and ask the students the same questions. They should be able to answer after completing the unit.

Exercises 1 & 2 must be done in pairs. Exercise 3 may be done individually, in pairs or in groups of three. Be sure to go over all the exercises as a class. The quizzes should be done after the class has completed all three exercises.

***NOTE: These exercises use present perfect, so it would be helpful if your class has already studied this grammar structure.
Exercise 1
Understanding Rental Agreements

Vocabulary:

1. applicable (adj): affecting or relating to a particular person, group or situation
2. applicant (n): someone who formally asks, usually in writing, for something (a job, an apartment/house, a place in a school, etc.)
3. application (n): a formal, written request for something (a job, an apartment, etc.)
4. desired (adj): wanted
5. landlord (n): the person who owns the property that someone is renting
6. move-in date (n): the date the applicant wants to move to a new apartment, house, etc.
7. No. (abbreviation): short form for "number"
8. occupant (n): someone who lives in a house or apartment
9. to rent (v): to regularly pay money to live in a house, apartment, etc. that belongs to someone else
10. Soc. Sec. No. (abbreviation): short form for "social security number"

Directions: Ask your partner the following questions. Use their answers to fill out the rental application. Answer your partner’s questions. He/She will use your answers to fill out the rental application on his/her paper. (NOTE: For this exercise, make up a social security number. Do not use your real social security number.)

1. What is your last name? What is your first name? What is your middle initial?
2. What is your street address?
3. What city do you live in? What state? What is your zip code?
4. What is your telephone number? What is your social security number?
5. What is the name of your present landlord? How long has this person been your landlord?
6. Are you married, single, or divorced?
7. If you are married and a woman, what is your husband’s place of employment? If you are the husband, what is your place of
employment? If you are not married, what is your place of employment?

8. If you are married and a man, what is your wife’s place of employment? If you are the wife, what is your place of employment? If you are not married and you have a roommate, what is his/her place of employment?

9. If you have children, how many children will be living at home?

10. If you have children, what are their ages?

11. Do you have any pets? If so, what kind of pets?

12. Do you own a car?

13. If you have a car, what is the make, model and year of your car?

14. When do you want to move in to your new apartment?

---

**RENTAL APPLICATION**

Date_____________________

(1) Applicant’s Name_______________________________________________________________

Last                                      First                                   Middle Initial

(2) Present Address _______________________________________________________________

(3) City _______________________________________State ______________ Zip ____________

(4) Telephone No. __________________________ Soc. Sec. No. ___________________________

(5) Present Landlord _______________________________ How long? ______________________

(6) Marital Status:   Single    Married    Divorced

(7) Occupant 1’s (or Husband’s, if married) Place of Employment _____________________________

(8) Occupant 2’s (or Wife’s, if married) Place of Employment _________________________________

(9) How many children living at home (if applicable)? ______________

(10) Ages of Children (if applicable): ______________________________________________

(11) Any pets?  Yes  No  If so, what kind? _____________________________

(12) Car Owners?  Yes  No

(13) Kind of car(s) (make, model, year) ______________________________________________

(14) Desired Move-in Date ________________________________________

          Month                   Day
Exercise 2
Understanding Rental Agreements

Vocabulary:

1. **applicable** (adj): affecting or relating to a particular person, group or situation
2. **applicant** (n): someone who formally asks, usually in writing, for something (a job, an apartment/house, a place in a school, etc.)
3. **application** (n): a formal, written request for something (a job, an apartment, etc.)
4. **desired** (adj): wanted
5. **landlord** (n): the person who owns the property that someone is renting
6. **move-in date** (n): the date the applicant wants to move to a new apartment, house, etc.
7. **No.** (abbreviation): short form for "number"
8. **occupant** (n): someone who lives in a house or apartment
9. **to rent** (v): to regularly pay money to live in a house, apartment, etc. that belongs to someone else
10. **Soc. Sec. No.** (abbreviation): short form for "social security number"
11. **would like** + base form of the verb: a polite way of saying "want"

Directions: Fill out the rental application on the third page with your information. Then, with a partner, do the dialogue below, using the information from your application. Take turns with your partner so that you both play the landlord and the applicant.

**Landlord:** Mr./Ms./Mrs. _______________________. It’s nice to meet you.

**Applicant:** It’s very nice to meet you, Mr./Ms./Mrs. ____________.

**Landlord:** Are you interested in renting the unit?

**Applicant:** Yes. I like the apartment very much.

**Landlord:** Great. Do you mind if I ask you a few questions?
Applicant: Not at all.

Landlord: What is your present address?

Applicant: I currently live at _____________________________.

Landlord: How long have you lived there?

Applicant: I have lived there for/since _________________.

Landlord: Why do you want to move?

Applicant: I want to move because _________________________.

Landlord: Are you married?

Applicant: ________________________.

Landlord: Do you have any children, and if you do, how old are they?

Applicant: ____________________________________________________________________.

Landlord: Where do you work?

Applicant: ____________________________________________________________________.

Landlord: How long have you worked there?

Applicant: I have had this job for/since ____________________.

Landlord: Do you have any pets, and if so, what kind?

Applicant: ____________________________________________________________________.

Landlord: Do you have a car?
Applicant: ________________________________________________________________.

Landlord: When would you like to move into the unit?

Applicant: I would like to move in on _____(date)____________.

Landlord: Well, let me take an evening to review your application, and I will give you a call tomorrow and let you know my decision.

Applicant: Thank you so much, and I look forward to hearing from you.

### RENTAL APPLICATION

| Date_____________________
| (1) Applicant’s Name_____________________________________________________________
|   Last                                      First                                   Middle Initial
| (2) Present Address _______________________________________________________________
| (3) City ___________________________State ______________ Zip ____________
| (4) Telephone No. ___________________________ Soc. Sec. No. ___________________________
| (5) Present Landlord ___________________________ How long? ___________________________
| (6) Marital Status: _____Single _____Married _____Divorced
| (7) Occupant 1’s (or Husband’s, if married) Place of Employment _____________________________
| (8) Occupant 2’s (or Wife’s, if married) Place of Employment _________________________________
| (9) How many children living at home (if applicable)? ______________
| (10) Ages of Children (if applicable): ______________________________________________
| (11) Any pets?_____Yes _____No    If so, what kind? ________________________________
| (12) Car Owners?_____Yes _____No
| (13) Kind of car(s) (make, model, year) _______________________________________________
| (14) Desired Move-in Date __________________________________________________________
|   Month                   Day
Exercise 3
Understanding Rental Agreements

Vocabulary:
1. **applicable** (adj): affecting or relating to a particular person, group or situation
2. **applicant** (n): someone who formally asks, usually in writing, for something (a job, an apartment/house, a place in a school, etc.)
3. **application** (n): a formal, written request for something (a job, an apartment, etc.)
4. **desired** (adj): wanted
5. **landlord** (n): the person who owns the property that someone is renting
6. **move-in date** (n): the date the applicant wants to move to a new apartment, house, etc.
7. **No.** (abbreviation): short form for “number”
8. **occupant** (n): someone who lives in a house or apartment
9. **to rent** (v): to regularly pay money to live in a house, apartment, etc. that belongs to someone else
10. **Soc. Sec. No.** (abbreviation): short form for “social security number”

Directions: Using the application below, answer the questions in complete sentences.

**RENTAL APPLICATION**

Date 5/18/07

(1) Applicant’s Name ___ Felding ___________________ Rosana ___________________ L. ________
    Last                                      First                                   Middle Initial

(2) Present Address ___ 1230 N. Sweetzer Ave. #212

(3) City __ West Hollywood ______ State ___ CA ______ Zip ___ 90069

(4) Telephone No. ___ 323-782-0948 ______ Soc. Sec. No. ___ 807-29-4911

(5) Present Landlord ___ Harry Goldman ______ How long? ___ 2 years

(6) Marital Status: _ Single        ☒ Married        _ Divorced

(7) Occupant 1’s (or Husband’s, if married) Place of Employment ___ Universal Studios

*(application continued on the next page ➔)*
| (8) | Occupant 2's (or Wife's, if married) Place of Employment | Borders Bookstore |
| (9) | How many children living at home (if applicable)? | 1 |
| (10) | Ages of Children (if applicable): |  |
| (11) | Any pets? | Yes  
| (12) | Car Owners? | Yes  
| (13) | Kind of car(s) (make, model, year): |  |
| (14) | Desired Move-in Date | September 2007 |

1. What is the name of the applicant?
   ________________________________

2. What is the applicant's current address?
   ________________________________

3. What is the applicant's telephone number?
   ________________________________

4. What is the applicant's social security number?
   ________________________________

5. What information did the applicant write on line 5?
   ________________________________

6. What is the applicant's marital status?
   ________________________________

7. Where does occupant 1 work?
   ________________________________

8. Where does occupant 2 work?
   ________________________________

9. The applicant's son is 13 years old. Where should the applicant write this information?
   ________________________________

10. What should the applicant write on line 13?
    ________________________________
Leslie Ramirez is filling out this form.

1. Leslie is single. Where should she write this information?
   a. line 5
   b. line 12
   c. line 9
   d. line 6
2. Leslie drives a 2003 Toyota Corolla. Where should Leslie write this information?
   a. line 7
   b. line 13
   c. line 14
   d. line 5

3. What should Leslie write on line 5?
   a. the date she wants to move into the new apartment
   b. the name of her current landlord and the amount of time she has known this person
   c. how long she will live in her new apartment
   d. the name of the place where she works

4. What information should Leslie write on line 4?
   a. her telephone number and social security number
   b. her name
   c. the city, state and zip code of the address where she currently lives
   d. the name of her roommate

5. Leslie has one dog and one cat. Where should Leslie write this information?
   a. line 13
   b. line 11
   c. line 9
   d. line 8

6. Leslie will share this apartment with a roommate. Where should she put her roommate’s place of employment?
   a. line 5
   b. line 8
   c. line 9
   d. line 14
# Quiz 2
## Interpret Lease and Rental Agreements

Name: 
Date: 

<table>
<thead>
<tr>
<th>RENTAL APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date ________________</td>
</tr>
<tr>
<td>(1) Applicant’s Name_______________________________________________________________</td>
</tr>
<tr>
<td>Last                                      First                                   Middle Initial</td>
</tr>
<tr>
<td>(2) Present Address _______________________________________________________________</td>
</tr>
<tr>
<td>(3) City ___________________________ State _________ Zip __________</td>
</tr>
<tr>
<td>(4) Telephone No. ___________________________ Soc. Sec. No. ___________________________</td>
</tr>
<tr>
<td>(5) Present Landlord ___________________________ How long? ___________________________</td>
</tr>
<tr>
<td>(6) Marital Status: ____Single  ____ Married  ____ Divorced</td>
</tr>
<tr>
<td>(7) Occupant 1’s (or Husband’s, if married) Place of Employment ___________________________</td>
</tr>
<tr>
<td>(8) Occupant 2’s (or Wife’s, if married) Place of Employment ___________________________</td>
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</tr>
<tr>
<td>(10) Ages of Children (if applicable): ____________________________________________</td>
</tr>
<tr>
<td>(11) Any pets? _______ Yes _______ No  If so, what kind? ____________________________</td>
</tr>
<tr>
<td>(12) Car Owners? _______ Yes _______ No</td>
</tr>
<tr>
<td>(13) Kind of car(s) (make, model, year) ____________________________________________</td>
</tr>
<tr>
<td>(14) Desired Move-in Date _________________________________________________________</td>
</tr>
</tbody>
</table>

Month                   Day

Henry Rubenstein is filling out this form.

1. What information should Harry write on line 14?
   a. how long he lived in his last apartment
   b. the date he plans to leave the new apartment
   c. when he and his family want to move into the new apartment
   d. how long he knew his last landlord
2. Henry’s wife works at Sunshine Pharmacy. Where should Henry write this information?
   a. line 6
   b. line 7
   c. line 8
   d. line 9

3. What should Henry write on line 10?
   a. the names of his children
   b. the school his children attend
   c. the children’s birth dates
   d. the ages of his children

4. The Rubensteins have three cats and a dog. Where should Henry write this information?
   a. line 10
   b. line 11
   c. line 12
   d. line 13

5. How should Henry write his name on this application?
   a. Henry M. Rubenstein
   b. Rubenstein Henry M.
   c. M. Henry Rubenstein
   d. Rubenstein M. Henry

6. What information should Henry write on line 13?
   a. green
   b. last year
   c. 4 door
   d. Honda Civic 2001
WIA Course Supplement
"Interpret Wages, Deductions, Benefits, Timekeeping Forms"
Competency 4.2.1

For
Level B Test Prep Materials
Reading: Life and Work

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Los Angeles Unified School District
Division of Adult and Career Education

CREATED AND FIELD TESTED BY
LAURA CHARDIET & ELEANOR COMEGYS

ENR 10-03-07
Level B Test Prep Materials
Reading: Life and Work

- Interpret Wages, Deductions, Benefits, Timekeeping Forms
  (Competency #4.2.1)
Interpret Wages, Deductions, Benefits, Timekeeping Forms  
(Competency #4.2.1)

Teacher’s Notes:

This unit is broken into three exercises and three quizzes.

Notice that every exercise has vocabulary at the top (and this vocabulary will be repeated from exercise to exercise). Please go over the vocabulary with your students before doing the exercises.

An idea on how to teach the vocabulary:
• Go over the meanings of the words. Then, as a class, come up with two or three examples of sentences (or phrases) with these words.

This unit helps students to understand and interpret paycheck stubs. As a warm up activity, you might want to bring in a “real” paycheck stub. Put the paycheck stub on an overhead projector and ask the students specific questions about the stub (try and use the vocabulary the students will learn in the unit). If the students cannot answer your questions, circle the information in a red pen and come back to the same paycheck stub AFTER you finish the unit and ask the students the same questions. They should be able to answer after completing the unit.

Exercises 1 & 3 can be done as individual work, in pairs, or in small groups. Exercise 2 must be done in pairs. Be sure to go over all the exercises as a class. The quizzes should be done after the class has completed all three exercises.

***NOTE: These exercises use present perfect, so it would be helpful if your class has already studied this grammar structure.
Exercise 1
Reading Paycheck Stubs

Name:
Date:

Vocabulary:
1. deductions (n): money that is subtracted or taken out from your pay
2. federal taxes (n): a percentage of an employee's wages that goes to the federal government
3. gross pay (n): the amount of money in an employee's paycheck before any deductions have been taken out
4. net pay (n): the amount of money left in an employee's paycheck after all the deductions have been taken out; the amount of money an employee takes home
5. paycheck stub (n): a paper record that says the hours an employee worked, how much money the employee was paid, and the amount of money taken out of the employee's pay for taxes and other deductions
6. rate (n): how much an employee is paid per hour
7. state taxes (n): a percentage of an employee's wages that goes to the state government
8. year-to-date (n): beginning from the 1st of January (or the time the employee began working for the company) until now in the current year

Directions: Match the vocabulary word with the abbreviation.

___ 1. deduction a. net

___ 2. paycheck stub b. gross

___ 3. gross pay c. Fed Tax

___ 4. State Taxes d. pay stub

___ 5. net pay e. State Tax

Directions: Using the pay check stub below, answer the following questions.

1) What is the name of the employer? __________________
2) What is the name of the employee? __________________
3) What is the employee’s social security number? __________________
4) What is the employee’s hourly pay rate? __________________
5) What is the date the employee received the check? ________________
6) What is the employee’s net pay? ________________
7) How much money was taken out from the employee’s paycheck in total? ________________
8) What is the employee’s gross pay? ________________
9) How much did the employee pay in Federal Taxes? ________________
10) How much did the employee pay in State Taxes? ________________
11) How much has the employee earned from the beginning of the year until this check? ________________

<table>
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<th>Zon’s Market</th>
<th>Pay date: 6/5/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Bella Cole</td>
<td>Rate: 10.00</td>
</tr>
<tr>
<td>Social Sec. No.: 062-29-1125</td>
<td>Net: 795.00</td>
</tr>
<tr>
<td></td>
<td>Period from 5/1/07</td>
</tr>
<tr>
<td></td>
<td>Period Thru 5/31/07</td>
</tr>
<tr>
<td><strong>EARNINGS</strong></td>
<td><strong>DEDUCTION</strong></td>
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<tr>
<td><strong>Type</strong></td>
<td><strong>Amount</strong></td>
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<td>Regular</td>
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<tr>
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</tr>
</tbody>
</table>
Exercise 2
STUDENT A
Reading Paycheck Stubs II

Name:
Date:

Vocabulary:
1. **deductions** (n): money that is subtracted or *taken out* from your pay
2. **federal taxes** (n): a percentage of an employee's wages that goes to the federal government
3. **gross pay** (n): the amount of money in an employee's paycheck before any deductions have been taken out
4. **net pay** (n): the amount of money left in an employee's paycheck after all the deductions have been taken out; the amount of money an employee takes home
5. **overtime** (n): working extra hours (usually for more money than an employee's hourly rate)
6. **paycheck stub** (n): a paper record that says the hours an employee worked, how much money the employee was paid, and the amount of money taken out of the employee's pay for taxes and other deductions
7. **rate** (n): how much an employee is paid per hour
8. **state taxes** (n): a percentage of an employee's wages that goes to the state government
9. **year-to-date** (n): beginning from the 1st of January (or the time the employee began working for the company) until now in the current year

**PART I**

*Directions: Look at the paycheck stub and then answer your partner's questions.*

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<thead>
<tr>
<th>Zon's Market</th>
<th>Pay date: 6/5/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Bella Cole</td>
<td>Rate: 10.00</td>
</tr>
<tr>
<td>Social Sec. No.: 062-29-1125</td>
<td>Net: 795.00</td>
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</table>

<table>
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<tr>
<th>EARNINGS</th>
<th>DEDUCTION</th>
<th>YEAR-TO-DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Hours</td>
<td>Amount</td>
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<tr>
<td>Regular</td>
<td>105</td>
<td>1050.00</td>
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<tr>
<td>Overtime</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Total Gross</td>
<td>1050.00</td>
<td>Total Ded. 255.00</td>
</tr>
</tbody>
</table>
**PART II**

*Directions: Ask your partner the following questions about his/her paycheck stub. Write down the answers.*

1. What is the employee’s name? __________________
2. What is the name of the company the employee works for? __________________
3. When did the employee receive this check? __________________
4. What is the pay period? __________________
5. How many regular hours did the employee work this pay period? __________________
6. How many overtime hours did the employee work this pay period? __________________
7. How much does the employee get paid per hour? __________________
8. How much is the net pay for this pay period? __________
9. How much state tax did the employee pay this pay period? __________
10. How much federal tax did the employee pay this pay period? __________
11. How much is the gross pay for this paycheck? _________
12. How much was deducted from this paycheck? _________
13. What is the employee’s year-to-date gross earnings? __________
14. How much in state taxes has the employee paid this year? __________________
15. How much in federal taxes has the employee paid this year? __________
Exercise 2
STUDENT B
Reading Paycheck Stubs II

Name: ____________________________
Date: ____________________________

Vocabulary:
1. deductions (n): money that is subtracted or taken out from your pay
2. federal taxes (n): a percentage of an employees wages that goes to the federal government
3. gross pay (n): the amount of money in an employees paycheck before any deductions have been taken out
4. net pay (n): the amount of money left in an employees paycheck after all the deductions have been taken out; the amount of money an employee takes home
5. overtime (n): working extra hours (usually for more money than an employee’s hourly rate)
6. paycheck stub (n): a paper record that says the hours an employee worked, how much money the employee was paid, and the amount of money taken out of the employee’s pay for taxes and other deductions
7. rate (n): how much an employee is paid per hour
8. state taxes (n): a percentage of an employee’s wages that goes to the state government
9. year-to-date (n): beginning from the 1st of January (or the time the employee began working for the company) until now in the current year

PART I

Directions: Ask your partner the following questions about his/her paycheck stub. Write down the answers.

1. What is the employee’s name? __________________________
2. What is the name of the company the employee works for? __________________________
3. When did the employee receive this check? __________________________
4. What is the pay period? __________________________
5. How many regular hours did the employee work this pay period? ______________
6. How many overtime hours did the employee work this pay period? ______________
7. How much does the employee get paid per hour? ______________
8. How much is the net pay for this pay period? __________
9. How much state tax did the employee pay this pay period? ________
10. How much fed tax did the employee pay this pay period? ________
11. How much is the gross pay for this paycheck? _________
12. How much was deducted from this paycheck? ________
13. What is the employee's year-to-date gross earnings? ________
14. How much state tax has the employee paid this year? ________
15. How much federal tax has the employee paid this year? ________

Part II

Directions: Look at the paycheck stub and then answer your partner's questions.

<table>
<thead>
<tr>
<th>Bleck Construction</th>
<th>Pay date: 6/1/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: John McHenry</td>
<td>Rate 15.00</td>
</tr>
<tr>
<td>Social Sec. No. 062-29-1125</td>
<td>Net 1003.40</td>
</tr>
<tr>
<td>Period from 5/14/07</td>
<td>Period Thru 5/25/07</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EARNINGS</th>
<th>DEDUCTION</th>
<th>YEAR-TO-DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td>Regular</td>
<td>80</td>
<td>1200.00</td>
</tr>
<tr>
<td>Overtime</td>
<td>5</td>
<td>112.50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Gross</td>
<td>1312.50</td>
</tr>
<tr>
<td></td>
<td>Total Ded.</td>
<td>309.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 3
Reading Paycheck Stubs III

Name:
Date:

Vocabulary:
1. **earnings** (n): the money you make from working
2. **FICA** (n): Federal Insurance Contributions Act. This was a law passed to require that money be taken out of an employee’s paycheck and put into a government savings account. The employee is paid monthly from this account when they retire. It is more commonly known as “social security.”
3. **overtime** (n): working extra hours (usually for more money than an employee’s hourly rate)
4. **pay period** (n): the days an employee worked and is paid for
5. **SDI** (n): State Disability Insurance. This is money that is taken out of an employee’s paycheck that goes into a state savings account. The employee can collect this money if he or she has an accident or becomes sick and is not able to work. Women can use this money if they have a baby.
6. **to take out** (v): to remove
7. **year-to-date** (n): beginning from the 1st of January (or the time the employee began working for the company) until now in the current year

**Directions:** Use the paycheck stub to answer the questions.

<table>
<thead>
<tr>
<th>Antonio’s Plumbing Service</th>
<th>Pay date: 1/30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Max Mullally</td>
<td>Rate: 30.00</td>
</tr>
<tr>
<td>Social Sec. No.: 963-29-1025</td>
<td>Net: 1283.00</td>
</tr>
<tr>
<td></td>
<td>Period from 1/7</td>
</tr>
<tr>
<td></td>
<td>Period Thru 1/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EARNINGS</th>
<th>DEDUCTION</th>
<th>YEAR-TO-DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td>Regular</td>
<td>40</td>
<td>1200.00</td>
</tr>
<tr>
<td>Overtime</td>
<td>10</td>
<td>450.00</td>
</tr>
<tr>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Gross</td>
<td>1650.00</td>
<td>Total Ded.</td>
</tr>
</tbody>
</table>
1. What is the name of the employee? __________________

2. What is the name of the company he works for? __________________

3. What is the employee’s social security number? __________________

4. How much does Max get paid per hour? __________________

5. How much has Max earned so far this year? __________________

6. What is his gross pay for this pay period? __________________

7. What is his net pay for this pay period? __________________

8. How many different deductions were taken out of Max’s check? ____________

9. Name the type of deductions that were taken out of his gross pay. __________________

10. How much FICA was taken out this pay period? __________________

11. How much SDI has been taken out year-to-date? ____________

12. How many hours of overtime did Max work this pay period? ____________

13. What date did Max receive his check? _________________

14. When did the pay period begin? ________________

15. When did the pay period end? ________________
Quiz 1
Interpret Wages, Deductions, Benefits, Timekeeping Forms

Name:
Date:

<table>
<thead>
<tr>
<th>EARNINGS</th>
<th>DEDUCTION</th>
<th>YEAR-TO-DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Hours</td>
<td>Amount</td>
</tr>
<tr>
<td>Regular</td>
<td>40</td>
<td>800.000</td>
</tr>
<tr>
<td>Overtime</td>
<td>6</td>
<td>120.00</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>920.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Gross</td>
<td></td>
<td>920.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How much FICA did Sara pay this pay period?
   a. $704.00
   b. $32.00
   c. $396.00
   d. $800.00

2. How many deductions were taken out of her check?
   a. 1
   b. 2
   c. 3
   d. 4

3. How much SDI has Sarah paid this year?
   a. $396.00
   b. $18.00
   c. $180.00
   d. $46.00
Quiz 2
Interpret Wages, Deductions, Benefits, Timekeeping Forms

Name: 
Date: 

<table>
<thead>
<tr>
<th>Chu-licious Chinese Food</th>
<th>Pay date: 11/30/07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Chris Lim</td>
<td>Rate: 12.00</td>
</tr>
<tr>
<td>Social Sec. No.: 659-57-4572</td>
<td>Net: 1218.00</td>
</tr>
<tr>
<td></td>
<td>Period from 11/12/07</td>
</tr>
<tr>
<td></td>
<td>Period Thru 11/23/07</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EARNINGS</th>
<th>DEDUCTION</th>
<th>YEAR-TO-DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Hours</td>
<td>Amount</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Regular</td>
<td>120</td>
<td>1440.000</td>
</tr>
<tr>
<td>Overtime</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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<tr>
<td>Total</td>
<td></td>
<td>1440.00</td>
</tr>
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</tr>
</tbody>
</table>

1. What is the gross pay for this pay period?
   a. $28,800.00
   b. $222.00
   c. $1218.00
   d. $1440.00

2. How much gross pay has Chris earned since the beginning of the year?
   a. $28,800.00
   b. $222.00
   c. $1218.00
   d. $1440.00

3. How much SDI was taken out in this pay period?
   a. $21.00
   b. $420.00
   c. $55.00
   d. $35.00
Name:
Date:

Green Thumb Gardening                                  Pay date: 9/10

Name: Don Dodge                                      Rate: 16.00

Social Sec. No.: 458-48-6954          Net: 598.00

Pay date: 9/10
Period Thru 9/7

<table>
<thead>
<tr>
<th>EARNINGS</th>
<th>DEDUCTION</th>
<th>YEAR-TO-DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Hours</td>
<td>Amount</td>
</tr>
<tr>
<td>Regular</td>
<td>40</td>
<td>640.00</td>
</tr>
<tr>
<td>Overtime</td>
<td>6</td>
<td>96.00</td>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Gross</td>
<td>736.00</td>
<td>Total Ded. 138.00</td>
</tr>
</tbody>
</table>

1. On what day did the company pay Don?
   a. 9/10
   b. 9/1
   c. 9/7
   d. 2007

2. How much did Don pay in federal taxes this pay period?
   a. $2628.00
   b. $1296.00
   c. $73.00
   d. $36.00

3. How many hours did Don work in total this pay period?
   a. 6
   b. 40
   c. 60
   d. 46
WIA Course Supplement
"Interpret Job-Related Signs, Charts, Diagrams, Forms, Etc."
Competency 4.4.3

For
Level B Test Prep Materials
Reading: Life and Work

These Supplements are Provided
• In Priority Order Based on Pass/Fail Rates
• For Classes Taking Forms 83R, 84R of state mandated tests

Los Angeles Unified School District
Division of Adult and Career Education

CREATED AND FIELD TESTED BY
LAURA CHARDIET & ELEANOR COMEGYS
Level B Test Prep Materials
Reading: Life and Work

• Interpret Job-Related Signs, Charts, Diagrams, Forms, Etc.
  (Competency # 4.4.3)
**Interpret Job-Related Signs, Charts, Diagrams, Forms, Etc.**
(Competency # 4.4.3)

**Teacher’s Notes:**

This unit is broken into three exercises and three quizzes.

Notice that every exercise has vocabulary at the top (and this vocabulary will be repeated from exercise to exercise). Please go over the vocabulary with your students before doing the exercises.

An idea on how to teach the vocabulary:

- Go over the meanings of the words. Then, as a class, come up with two or three examples of sentences (or phrases) with these words.

This unit asks students to interpret work schedules. As an introduction activity, make a chart on the board (see below). Choose three or four students and ask them where they work, who makes the work schedule at their job, whether this schedule is made weekly, monthly, etc., and what the different “shifts” at their workplace are. Fill out the chart on the board as they give you the information. A completed chart might look like this:

<table>
<thead>
<tr>
<th>name</th>
<th>where he/she works</th>
<th>who makes schedule</th>
<th>kind of schedule</th>
<th>different shifts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan</td>
<td>supermarket</td>
<td>manager</td>
<td>weekly</td>
<td>early AM, late AM, afternoon, night</td>
</tr>
<tr>
<td>Cecilia</td>
<td>café</td>
<td>café owner</td>
<td>monthly</td>
<td>morning, afternoon evening</td>
</tr>
<tr>
<td>Sasha</td>
<td>factory</td>
<td>supervisor</td>
<td>permanent</td>
<td>day, night</td>
</tr>
</tbody>
</table>

After filling out the chart, explain to the students that every workplace has its own kind of work schedule, as they can see by looking at the chart, and that these work schedules might look different. This unit will look at three different kinds of work schedules. Encourage students to bring in their work schedules and share them with the class if they look different than the work schedules in the exercises.

All the exercises in this unit require students to work in pairs or small groups.
Please note that there are two different student worksheets for Exercise 1. Divide the class into “A”s and “B”s, and then pair the “A”s and “B”s together.

Exercise 2 can be done in pairs, small groups or individually. Exercise 3 should be done in pairs (and a teacher’s answer key is included for this exercise).

The quizzes can be done after you have completed all the exercises, or quiz 1 can be done after completing exercise 1, quiz 2 can be done after completing exercise 2, and quiz 3 can be done after completing exercise 3.
Exercise 1
STUDENT A
Reading Work Schedules

Name:
Date:

Vocabulary:
1. shift (n): a period when a particular group of workers are at work
2. work schedule (n): a plan of when employees will work

Directions: Ask your partner questions which will help you fill out the work schedule. There should be one person working in every department every shift. You have to answer your partner’s questions, too. Take turns asking and answering. DON’T LOOK AT YOUR PARTNER’S PAPER.

Sample Questions and Answers:

Partner A: Which cashier works the 1pm-9pm shift on Saturday?
Partner B: Sandra works the 1pm-9pm shift on Saturday.
Partner A: How do you spell Sandra?
Partner B: S-A-N-D-R-A.
Partner B: Who works the 5am-1pm shift in the meat department on Friday?
Partner A: Herman works the 5am-1pm shift in the meat department on Friday.
Partner B: How do you spell Herman?
Partner A: H-E-R-M-A-N.
### Fresh Food Market
**Work Schedule—Week of July 8-14**

<table>
<thead>
<tr>
<th>Day</th>
<th>Cashiers</th>
<th>Meat Department</th>
<th>Fruit and Vegetable Department</th>
<th>Frozen Goods Department</th>
<th>Dry Goods Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
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</tr>
<tr>
<td>Tuesday</td>
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<td></td>
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<tr>
<td>Wednesday</td>
<td></td>
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<tr>
<td>Thursday</td>
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<tr>
<td>Friday</td>
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<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CASHIERS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Sandra</th>
<th>Sandra</th>
<th>Leonard</th>
<th>Amy</th>
</tr>
</thead>
<tbody>
<tr>
<td>5am-1pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11am-7pm</td>
<td></td>
<td></td>
<td>Amy</td>
<td>Leslie</td>
</tr>
<tr>
<td>1pm-9pm</td>
<td></td>
<td></td>
<td>Peter</td>
<td>Sandy</td>
</tr>
</tbody>
</table>

**MEAT DEPARTMENT**

<table>
<thead>
<tr>
<th>Time</th>
<th>Jose</th>
<th>Michelle</th>
<th>Tony</th>
<th>Herman</th>
</tr>
</thead>
<tbody>
<tr>
<td>5am-1pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11am-7pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pm-9pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FRUIT AND VEGETABLE DEPARTMENT**

<table>
<thead>
<tr>
<th>Time</th>
<th>Liliana</th>
<th>George</th>
<th>Antonio</th>
</tr>
</thead>
<tbody>
<tr>
<td>5am-1pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11am-7pm</td>
<td></td>
<td>Liliana</td>
<td>Antonio</td>
</tr>
<tr>
<td>1pm-9pm</td>
<td></td>
<td></td>
<td>Liliana</td>
</tr>
</tbody>
</table>

**FROZEN GOODS DEPARTMENT**

<table>
<thead>
<tr>
<th>Time</th>
<th>Paul</th>
<th>Mark</th>
<th>Gaby</th>
<th>Martha</th>
</tr>
</thead>
<tbody>
<tr>
<td>5am-1pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11am-7pm</td>
<td>John</td>
<td>Sam</td>
<td>Gaby</td>
<td></td>
</tr>
<tr>
<td>1pm-9pm</td>
<td></td>
<td></td>
<td></td>
<td>Gaby</td>
</tr>
</tbody>
</table>

**DRY GOODS DEPARTMENT**

<table>
<thead>
<tr>
<th>Time</th>
<th>Lee</th>
<th>Lee</th>
<th>Donald</th>
</tr>
</thead>
<tbody>
<tr>
<td>5am-1pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11am-7pm</td>
<td></td>
<td>Danny</td>
<td></td>
</tr>
<tr>
<td>1pm-9pm</td>
<td>Carol</td>
<td>Donald</td>
<td>Lee</td>
</tr>
</tbody>
</table>

*Dinner schedule for afternoon shift 5-5:30, 6:30-7 for evening shift*
Exercise 1
STUDENT B
Reading Work Schedules

Name:
Date:

Vocabulary:
1. shift (n): a period when a particular group of workers are at work
2. work schedule (n): a plan of when employees will work

Directions: Ask your partner questions which will help you fill out the work schedule. There should be one person working in every department every shift. You have to answer your partner’s questions, too. Take turns asking and answering. DON’T LOOK AT YOUR PARTNER’S PAPER.

Sample Questions and Answers:

Partner A: Which cashier works the 1pm-9pm shift on Saturday?
Partner B: Sandra works the 1pm-9pm shift on Saturday.
Partner A: How do you spell Sandra?
Partner B: S-A-N-D-R-A.
Partner B: Who works the 5am-1pm shift in the meat department on Friday?
Partner A: Herman works the 5am-1pm shift in the meat department on Friday.
Partner B: How do you spell Herman?
Partner A: H-E-R-M-A-N.
Fresh Food Market
Work Schedule—Week of July 8-14

<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASHIERS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5am-1pm</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amy</td>
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</tr>
<tr>
<td>11am-7pm</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leslie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Leslie</td>
</tr>
<tr>
<td>Peter</td>
<td></td>
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</tr>
<tr>
<td>Leslie</td>
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<tr>
<td>1pm-9pm</td>
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<tr>
<td>Peter</td>
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<td></td>
<td></td>
<td>Sandra</td>
</tr>
<tr>
<td>Leslie</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandra</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| **MEAT DEPARTMENT** |        |        |         |           |          |        |          |
| 5am-1pm            |        |        |         |           |          |        |          |
| Herman             |        |        |         |           |          |        |          |
| Larry              |        |        |         |           |          |        | Michelle |
| Michelle           |        |        |         |           |          |        |          |
| 11am-7pm           |        |        |         |           |          |        |          |
| Jose               |        |        |         |           |           |        | Tony     |
| Michelle           |        |        |         |           |           |        |          |
| 1pm-9pm            |        |        |         |           |          |        |          |
| Tony               |        |        |         |           |           |        | Herman   |
| Herman             |        |        |         |           |           |        |          |

| **FRUIT AND VEGETABLE DEPARTMENT** |        |        |         |           |          |        |          |
| 5am-1pm              |        |        |         |           |          |        |          |
| Sue                  |        |        |         |           |           |        | Sue      |
| Antonio              |        |        |         |           |           |        |          |
| Liliana              |        |        |         |           |           |        | Liliana  |
| 11am-7pm             |        |        |         |           |          |        |          |
| Antonio              |        |        |         |           |           |        | Maggie   |
| Maggie               |        |        |         |           |           |        |          |
| 1pm-9pm              |        |        |         |           |          |        |          |
| George               |        |        |         |           |           |        | Sue      |
| Maggie               |        |        |         |           |           |        | Maggie   |
| Sue                  |        |        |         |           |           |        | George   |
| Maggie               |        |        |         |           |           |        |          |

| **FROZEN GOODS DEPARTMENT** |        |        |         |           |          |        |          |
| 5am-1pm              |        |        |         |           |          |        |          |
| Sam                  |        |        |         |           |           |        | John     |
| Martha               |        |        |         |           |           |        |          |
| Sam                  |        |        |         |           |           |        |          |
| 11am-7pm             |        |        |         |           |          |        |          |
| John                 |        |        |         |           |           |        | Paul     |
| Martha               |        |        |         |           |           |        |          |
| Paul                 |        |        |         |           |           |        |          |
| 1pm-9pm              |        |        |         |           |          |        |          |
| Gaby                 |        |        |         |           |           |        | Paul     |
| Paul                 |        |        |         |           |           |        |          |

| **DRY GOODS DEPARTMENT** |        |        |         |           |          |        |          |
| 5am-1pm              |        |        |         |           |          |        |          |
| Sally                |        |        |         |           |           |        | Carol    |
| Carol                |        |        |         |           |           |        |          |
| Sally                |        |        |         |           |           |        | Carol    |
| 11am-7pm             |        |        |         |           |          |        |          |
| Sally                |        |        |         |           |           |        | Danny    |
| Danny                |        |        |         |           |           |        |          |
| 1pm-9pm              |        |        |         |           |          |        |          |
| Danny                |        |        |         |           |           |        | Sally    |
| Sally                |        |        |         |           |           |        | Danny    |
| Danny                |        |        |         |           |           |        |          |

* Dinner schedule for afternoon shift 5-5:30, 6:30-7 for evening shift
### Exercise 2
Understanding Work Schedules

**Name:**

**Date:**

**Vocabulary:**
1. *shift* (n): a period when a particular group of workers are at work
2. *work schedule* (n): a plan of when employees will work

**Directions:** Use the work schedule below to answer the questions. Answer in complete sentences.

#### Rosa's Café
Evening Shift Work Schedule—Week Of January 21-27

<table>
<thead>
<tr>
<th></th>
<th>Sunday 4pm-9pm</th>
<th>Monday 5pm-10pm</th>
<th>Tuesday 5pm-10pm</th>
<th>Wednesday 5pm-10pm</th>
<th>Thursday 5pm-10pm</th>
<th>Friday 5pm-10pm</th>
<th>Saturday 4pm-11pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Servers</strong></td>
<td>Terry</td>
<td>Lizette</td>
<td>Paula</td>
<td>Michael</td>
<td>Soo Jin</td>
<td>Elmer</td>
<td>Marina</td>
</tr>
<tr>
<td></td>
<td>Elmer</td>
<td>Michael</td>
<td>Soo Jin</td>
<td>Marina</td>
<td>Terry</td>
<td>Lizette</td>
<td>Paula</td>
</tr>
<tr>
<td></td>
<td>Marina</td>
<td>Lizette</td>
<td>Michael</td>
<td>Paula</td>
<td>Terry</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bartenders</strong></td>
<td>April</td>
<td>George</td>
<td>Hannah</td>
<td>George</td>
<td>April</td>
<td>Hannah</td>
<td>George</td>
</tr>
<tr>
<td></td>
<td>George</td>
<td>April</td>
<td>Hannah</td>
<td>George</td>
<td>April</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Busboys</strong></td>
<td>Sam</td>
<td>Pablo</td>
<td>Larry</td>
<td>Tom</td>
<td>Sam</td>
<td>Pablo</td>
<td>Tom</td>
</tr>
<tr>
<td></td>
<td>Sam</td>
<td>Pablo</td>
<td>Larry</td>
<td>Tom</td>
<td>Sam</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Managers</strong></td>
<td>Lizette</td>
<td>Shirley</td>
<td>Aaron</td>
<td>Shirley</td>
<td>Lizette</td>
<td>Aaron</td>
<td>Shirley</td>
</tr>
</tbody>
</table>
1. What hours do the employees on the evening shift work on Tuesday?

2. What hours do the employees on the evening shift work on Saturday?

3. What hours do the employees on the evening shift work on Sunday?

4. How many servers will be working on Wednesday night?

5. How many bartenders will be working on Sunday night?

6. How many busboys will be working on Monday night?

7. What job does April do at Rosa’s Café?

8. How many times will Sam work this week?

9. How many times a week does Michael work on this schedule?

10. When does Soo Jin begin work on Thursday?

11. When does Pablo finish work on Friday?

12. Which employee does two different jobs at the café? What jobs does she do?

**BONUS QUESTION:** Why do you think there are fewer employees on the schedule on Sunday and Monday nights?
Exercise 3
Making Work Schedules

Name:
Date:

Vocabulary:
1. shift (n): a period when a particular group of workers are at work
2. work schedule (n): a plan of when employees will work

Directions: Pretend that you are the supervisor for Pierpont Recreation Center. Work with a partner, and using the information below, fill in the work schedule.

• There is a different teacher for each session (3:30-5 & 5:15-6:45) each day.
• Darren teaches basketball. He can work all five days, but is not available before 5.
• Leroy teaches art. He can only work on Monday, Wednesday, and Friday, and he cannot work after 5.
• Sara teaches gymnastics. She can work five days a week, but she cannot work before 5.
• Lauren teaches baseball. She can work Tuesday and Thursday. She doesn’t want to work after 5 on those days. She can also work on Monday, Wednesday, and Friday after 5.
• Isabel teaches dramatic arts and dance. She can work all five days after 5.
• Tim teaches basketball. Tim also teaches baseball. He can work on Tuesday and Thursday.
• Horatio teaches art. He can work all five days. However, on Monday, Wednesday, and Friday, he can work after 5. On Tuesday and Thursday, he can work before 5.
• Leslie teaches basketball and art. She can work all five days.
• Tony teaches gymnastics. He can work all five days.
• Peter teaches dramatic arts and dance. He can work all five days.
• Bill teaches baseball. He is new to Pierpont Recreation Center. He will work whenever he is needed.

<table>
<thead>
<tr>
<th>Pierpont Recreation Center</th>
<th>After-School Program Work Schedule</th>
<th>Week of April 16-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Basketball—Outdoor Gym</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:15-6:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics—Inside Gym</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:15-6:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball—Field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:15-6:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramatic Arts/Dance—Auditorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:15-6:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art—Art Studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:15-6:45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Exercise 3
Making Work Schedules
Teacher's Answer Key

<table>
<thead>
<tr>
<th>Pierpont Recreation Center</th>
<th>After-School Program Work Schedule</th>
<th>Week of April 16-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td><strong>Basketball—Outdoor Gym</strong></td>
<td>3:30-5</td>
<td>Leslie</td>
</tr>
<tr>
<td></td>
<td>5:15-6:45</td>
<td>Darren</td>
</tr>
<tr>
<td><strong>Gymnastics—Inside Gym</strong></td>
<td>3:30-5</td>
<td>Tony</td>
</tr>
<tr>
<td></td>
<td>5:15-6:45</td>
<td>Sara</td>
</tr>
<tr>
<td><strong>Baseball—Field</strong></td>
<td>3:30-5</td>
<td>Bill</td>
</tr>
<tr>
<td></td>
<td>5:15-6:45</td>
<td>Lauren</td>
</tr>
<tr>
<td><strong>Dramatic Arts/Dance—Auditorium</strong></td>
<td>3:30-5</td>
<td>Peter</td>
</tr>
<tr>
<td></td>
<td>5:15-6:45</td>
<td>Isabel</td>
</tr>
<tr>
<td><strong>Art—Art Studio</strong></td>
<td>3:30-5</td>
<td>Leroy</td>
</tr>
<tr>
<td></td>
<td>5:15-6:45</td>
<td>Horatio</td>
</tr>
</tbody>
</table>
### Quiz 1
Interpret Job-Related Signs, Charts, Diagrams, Forms, Etc.

Name:  
Date:  

<table>
<thead>
<tr>
<th>Fresh Food Market</th>
<th>Work Schedule—Week of July 8-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sunday</td>
</tr>
<tr>
<td><strong>CASHIERS</strong></td>
<td></td>
</tr>
<tr>
<td>5am-1pm</td>
<td>Sandra</td>
</tr>
<tr>
<td>11am-7pm</td>
<td>Leonard</td>
</tr>
<tr>
<td>1pm-9pm</td>
<td>Leslie</td>
</tr>
<tr>
<td><strong>MEAT DEPARTMENT</strong></td>
<td></td>
</tr>
<tr>
<td>5am-1pm</td>
<td>Herman</td>
</tr>
<tr>
<td>11am-7pm</td>
<td>Larry</td>
</tr>
<tr>
<td>1pm-9pm</td>
<td>Tony</td>
</tr>
<tr>
<td><strong>FRUIT AND VEGETABLE DEPARTMENT</strong></td>
<td></td>
</tr>
<tr>
<td>5am-1pm</td>
<td>Sue</td>
</tr>
<tr>
<td>11am-7pm</td>
<td>Maggie</td>
</tr>
<tr>
<td>1pm-9pm</td>
<td>George</td>
</tr>
<tr>
<td><strong>FROZEN GOODS DEPARTMENT</strong></td>
<td></td>
</tr>
<tr>
<td>5am-1pm</td>
<td>Sam</td>
</tr>
<tr>
<td>11am-7pm</td>
<td>John</td>
</tr>
<tr>
<td>1pm-9pm</td>
<td>Mark</td>
</tr>
</tbody>
</table>

* Dinner schedule for afternoon shift 5-5:30, 6:30-7 for evening shift
1. What time does Jose start work on Monday?
   a. 5am
   b. 11am
   c. 1pm
   d. 5pm

2. Which frozen goods department employee works the morning shift on Thursday?
   a. Sam
   b. Martha
   c. Paul
   d. Mark

3. Which department does Liliana work in?
   a. meat department
   b. fruit and vegetable department
   c. cashiers
   d. frozen goods department

4. How often does Mark work?
   a. twice a week
   b. every day
   c. from 5am-7pm
   d. Sunday through Saturday

5. When does Gaby go to dinner on Wednesday?
   a. 11am-7pm
   b. 1pm-9pm
   c. 5pm-5:30pm
   d. 6:30pm-7pm

6. Which cashier goes to dinner late on Sunday?
   a. Sandra
   b. Peter
   c. Leonard
   d. Leslie
Quiz 2
Interpret Job-Related Signs, Charts, Diagrams, Forms, Etc.

Name: 
Date: 

<table>
<thead>
<tr>
<th></th>
<th>Monday 5pm-10pm</th>
<th>Tuesday 5pm-10pm</th>
<th>Wednesday 5pm-10pm</th>
<th>Thursday 5pm-10pm</th>
<th>Friday 5pm-10pm</th>
<th>Saturday 4pm-11pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Servers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terry</td>
<td>Lizette</td>
<td>Paula</td>
<td>Michael</td>
<td>Soo Jin</td>
<td>Elmer</td>
<td>Marina</td>
</tr>
<tr>
<td>Elmer</td>
<td>Michael</td>
<td>Soo Jin</td>
<td>Marina</td>
<td>Terry</td>
<td>Lizette</td>
<td>Paula</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marina</td>
<td>Lizette</td>
<td>Michael</td>
<td>Paula</td>
<td>Terry</td>
</tr>
</tbody>
</table>

| **Bartenders** | | | | | | |
| April         | George         | Hannah           | George            | April            | Hannah         | George           |
|               | George         | April            | Hannah            | George           | April          |                  |

| **Busboys** | | | | | | |
| Sam          | Pablo          | Larry            | Tom               | Sam              | Pablo          | Tom              |
|             |                |                  |                   | Sam              | Pablo          | Larry            |

| **Managers** | | | | | | |
| Lizette      | Shirley        | Aaron            | Shirley           | Lizette          | Aaron          | Shirley          |

1. Which servers work on Friday?
   a. Paula, Soo Jin, Marina
   b. Soo Jin, Terry, Michael
   c. Marina, Paula, Terry
   d. Elmer, Lizette, Paula
2. Which employee does two different jobs at the café?
   a. Paula
   b. Lizette
   c. Sam
   d. Michael

3. What time do the employees who work on Sunday start work?
   a. 4pm
   b. 9pm
   c. 5pm
   d. 10pm

4. How many bartenders will work at the café this week?
   a. three
   b. four
   c. seven
   d. five

5. How often does Marina work?
   a. from 5pm to 10pm
   b. every evening
   c. three times a week
   d. Monday through Friday

6. Which job does Shirley do?
   a. server
   b. bartender
   c. busboy
   d. manager
# Quiz 3
Interpret Job-Related Signs, Charts, Diagrams, Forms, Etc.

Name: 
Date: 

## Pierpont Recreation Center
After-School Program Work Schedule
Week of April 16-20

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball—Outdoor Gym</td>
<td>Basketball—Outdoor Gym</td>
<td>Basketball—Outdoor Gym</td>
<td>Basketball—Outdoor Gym</td>
<td>Basketball—Outdoor Gym</td>
</tr>
<tr>
<td>3:30-5</td>
<td>Leslie</td>
<td>Tim</td>
<td>Leslie</td>
<td>Tim</td>
</tr>
<tr>
<td>5:15-6:45</td>
<td>Darren</td>
<td>Darren</td>
<td>Darren</td>
<td>Darren</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30-5</td>
<td>Tony</td>
<td>Tony</td>
<td>Tony</td>
<td>Tony</td>
</tr>
<tr>
<td>5:15-6:45</td>
<td>Sara</td>
<td>Sara</td>
<td>Sara</td>
<td>Sara</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball—Field</td>
<td>Baseball—Field</td>
<td>Baseball—Field</td>
<td>Baseball—Field</td>
<td>Baseball—Field</td>
</tr>
<tr>
<td>3:30-5</td>
<td>Bill</td>
<td>Lauren</td>
<td>Bill</td>
<td>Lauren</td>
</tr>
<tr>
<td>5:15-6:45</td>
<td>Lauren</td>
<td>Tim</td>
<td>Lauren</td>
<td>Tim</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30-5</td>
<td>Peter</td>
<td>Peter</td>
<td>Peter</td>
<td>Peter</td>
</tr>
<tr>
<td>5:15-6:45</td>
<td>Isabel</td>
<td>Isabel</td>
<td>Isabel</td>
<td>Isabel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art—Art Studio</td>
<td>Art—Art Studio</td>
<td>Art—Art Studio</td>
<td>Art—Art Studio</td>
<td>Art—Art Studio</td>
</tr>
<tr>
<td>3:30-5</td>
<td>Leroy</td>
<td>Horatio</td>
<td>Leroy</td>
<td>Horatio</td>
</tr>
<tr>
<td>5:15-6:45</td>
<td>Horatio</td>
<td>Leslie</td>
<td>Horatio</td>
<td>Leslie</td>
</tr>
</tbody>
</table>
1. Which art teacher leaves early on Tuesday?
   a. Leslie
   b. Horatio
   c. Leroy
   d. Darren

2. How often does Bill work?
   a. three days a week
   b. every afternoon
   c. from 5:15pm-6:45pm
   d. Monday through Friday

3. What does Sara teach?
   a. art
   b. dramatic arts/dance
   c. baseball
   d. gymnastics

4. Which teacher teaches two different classes at the recreation center?
   a. Isabel
   b. Leslie
   c. Lauren
   d. Peter

5. What time does Darren finish work on Wednesday?
   a. 3:30
   b. 5
   c. 5:15
   d. 6:45

6. What time does Lauren start work on Thursday?
   a. 3:30
   b. 5
   c. 5:15
   d. 6:45
WIA Course Supplement

"Identify Procedures For Reporting A Crime"
Competency 5.3.8

For
Level B Test Prep Materials
Reading: Life and Work

These Supplements are Provided
• In Priority Order Based on Pass/Fail Rates
• For Classes Taking Forms 83R, 84R of state mandated tests

Los Angeles Unified School District
Division of Adult and Career Education

CREATED AND FIELD TESTED BY
LAURA CHARDIET & ELEANOR COMEGYS
ENR 10-03-07
Level B Test Prep Materials
Reading: Life and Work

- Identify Procedures For Reporting A Crime
  (Competency # 5.3.8)
Identify Procedures For Reporting A Crime
(Competency # 5.3.8)

Teacher’s Notes:

This unit is broken into three exercises, a game and three quizzes.

Notice that every exercise has vocabulary at the top (and this vocabulary will be repeated from exercise to exercise). Please go over the vocabulary with your students before doing the exercises.

An idea on how to teach the vocabulary:

• Go over the meanings of the words. Then, as a class, come up with two or three examples of sentences (or phrases) with these words.

As a warm up activity for this unit, you might bring in a story from the newspaper or a magazine about a recent crime. Either read the article as a class or paraphrase the article for the class. Then, put the class into groups of three and have them discuss the following questions:

• What was the crime?
• Who was the victim (or who were the victims)?
• What are the police doing about this crime?

When the class is ready, discuss the answers as a class.

The “Alibi Game” (Exercise 4) can also be used as a warm up activity, or you can do it after you have completed all three exercises with the class.

Teacher’s Directions For Exercise 1:

Introduce the vocabulary to your students by miming, “acting out,” or doing another TPR activity to demonstrate the verbs. (Where possible, involve the students in these demonstrations.) After the verbs have been introduced, put the students into pairs and have them do the writing activity. Go over the sentences as a class. Then put the students into groups of three or four. Give each group one of the “crimes” and have them go to the front of the class to act out the verb they have been given. Have the students who are watching call out the answer. (This can be done as a game where the groups earn points.)
Please note that Exercise 2 has a student worksheet and a teacher worksheet (with specific directions). The story strips will have to be copied and cut before you do this activity.

Exercise 3 may be done individually or in pairs. Be sure to go over the exercise as a class.

The quizzes should be done after the class has completed all three exercises.

***NOTE: These exercises use present perfect, so it would be helpful if your class has already studied this grammar structure.
Exercise 1
Verbs of Crime

Name: __________________________
Date: __________________________

Vocabulary:
1. to attack (v): to try to hurt someone, usually with a weapon
2. to hold a gun (or knife) on someone (v): to put a gun (or knife) on a person's body so they won't move
3. to murder (v): to kill someone
4. to rape (v): to force someone to have sex by using violence
5. to rob (v): to steal money or things from a person
6. to run up behind (someone) (v): to quickly approach someone from behind so that they can not see you coming
7. to shoot (v): to kill or injure someone with a gun
8. to stab (v): to push a sharp object (usually a knife) into someone or something
9. to steal (v): to take something that belongs to someone else

Directions: With your partner, write one original sentence (in any tense) using the verb

1. to attack

________________________________________________________________________
________________________________________________________________________

2. to rape

________________________________________________________________________
________________________________________________________________________
3. to hold a gun (or a knife) on someone

4. to stab

5. to rob

6. to murder

7. to run up behind (someone)

8. to shoot

9. to steal
Exercise 2
The Crime

Student Worksheet

Name: 
Date: 

Vocabulary:

1. to arrest (v): to catch someone and take him/her away because he/she might be guilty of a crime
2. cash (n): money
3. to hold a gun (or knife) on someone (v): to put a gun (or knife) on a person's body so they won't move
4. guilty (adj.): describing someone who has broken the law
5. jail (n): the place where criminals stay after they are caught
6. police officer (n): a man or woman that protects people and property
7. police station (n): the building where the police work
8. purse (n): a bag that a woman carries to hold her wallet, make-up etc.
9. robber (n): a person that takes things from other people
10. to steal (v): to take something that belongs to someone else
11. stolen (v): the past participle form of "to steal"
12. wallet (n): a place to hold money, a driver's license, credit cards, etc.

Listen to your teacher read a story describing a crime. Then, in your group, put the sentences your teacher gives you in the same order that you heard in the story.
Exercise 2
The Crime

Teacher's Directions

Vocabulary:

1. to arrest (v): to catch someone and take him/her away because he/she might be guilty of a crime
2. cash (n): money
3. to hold a gun (or knife) on someone (v): to put a gun (or knife) on a person's body so they won't move
4. guilty (adj.): describing someone who has broken the law
5. jail (n): the place where criminals stay after they are caught
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11. stolen (v): the past participle form of "to steal"
12. wallet (n): a place to hold money, a driver's license, credit cards, etc.

Using realia, pictures or pantomime, go over the above vocabulary with the class. Then, read the following paragraph two times out loud.

Alejandro and Rosario are students at Venice Adult School. One night during the break, they went into the restroom. As soon as they entered the restroom, two men came up behind them and held a gun to their backs. They told Alejandro and Rosario to put their hands on the sink, and then they took their wallets. The robbers left the
restroom quickly and got into a car. The car quickly drove away. Alejandro told Rosario that he didn’t feel like studying anymore, and he went home. Rosario went back to class and told the teacher about what happened in the restroom. He was very upset because he had a lot of cash in his wallet. The teacher called the school police officer. The officer told Rosario that this happened at a few other adult schools in the area the week before. The next night, at a different adult school, a similar robbery happened. This time, the police were ready, and they arrested the robbers as they came out of the restroom. Rosario and Alejandro are now really happy to know that the robbers are in jail.

Cut the sentences on page 9 into strips. Divide the class into groups of 7-14. Give one or two strips to each student. Working together, the students must put the strips into the correct order of the story. When the students believe they have the strips in the correct order, they should read their sentences out loud to the class.
Story Strips for Exercise 2

Alejandro and Rosario are students at Venice Adult School.

One night during the break, they went into the restroom.

As soon as they entered the restroom, two men came up behind them and held a gun to their backs.

They told Alejandro and Rosario to put their hands on the sink, and then they took their wallets.

The robbers left the restroom quickly and got into a car.

The car quickly drove away.

Alejandro told Rosario that he didn’t feel like studying anymore, and he went home.

Rosario went back to class and told the teacher about what happened in the restroom.

He was very upset because he had a lot of cash in his wallet.

The teacher called the school police officer.

The officer told Rosario that this happened at a few other adult schools in the area the week before.

The next night, at a different adult school a similar robbery happened.

This time, the police were ready, and they arrested the robbers as they came out of the restroom.

Rosario and Alejandro are happy to know that the robbers are in jail.
Exercise Three
Reporting a Crime

Name:
Date:

Vocabulary:
1. to arrest (v): to catch someone and take them away because they might be guilty of a crime (can also be a noun, "an arrest")
2. crime (n): an illegal activity
3. emergency (n): a serious situation that you must pay attention to immediately
4. guilty (adj.): describing someone who has broken the law
5. police report (n): the paper work that the police officer fills out that tells about the crime
6. robbery (n): the crime of stealing money or things from a person or place
7. status (n): what is happening at a particular time with a situation

Directions: Read the following information and then answer the questions in complete sentences.

Crime is a part of every community. Some crimes are more serious than others. When there is a serious crime, such as a robbery, rape or murder, you should call 911. You should only call 911 for emergency situations. You should not call 911 for situations that are not emergencies, for example if your cat is lost. If the crime is less serious and there is no danger, you should call your local police department. The police officer at the police station will either send officers to your home, or they will fill out a police report over the phone. After a few days, one of the officers will let you know the status of your crime and whether an arrest has been made. It is very important to report all crimes so that the police can do their work. The police are here to keep our communities safe.
1. What number should you call in an emergency?  
__________________________________________

2. What is an example of a serious crime?  
___________________________________________

3. What is an example, from the reading, of a situation that is NOT an emergency?  
___________________________________________

4. Who should you call if a less serious crime has occurred and there is no danger?  
___________________________________________

5. Who will come to your house if a crime has occurred?  
___________________________________________

6. What will the officer fill out at the crime scene?  
___________________________________________

7. What will the officer tell you when he/she calls a few days after you report the crime?  
___________________________________________
Exercise Four
The Alibi Game

The teacher walks into the classroom at the beginning of class (or after break) and says: "Something bad happened at the school last night. Someone stole a computer around 10:00pm. There are four students in this class who might be guilty of the crime and I think we should ask them some questions." The teacher needs to pick two pairs of students to go outside the room. The teacher says (very dramatically) to the class "I suspect ______ and ______ or _______ and __________." The teacher should arrange this with the "suspect" students beforehand.

The teacher takes the "suspects" outside the room and gets each pair started with their alibi. (For example: Pair 1 was at a movie, and Pair 2 was at a restaurant.) Then the teacher tells the suspects that they have 5 minutes to come up with the exact details of their alibi (what time they arrived, how long they stayed, who they saw, what time they left, etc.). In the class, the teacher arranges the rest of the students into four groups and puts each group into one of the corners of the classroom. The groups are told that they have five minutes to come up with five questions for the suspects. (The teacher should give samples of questions, for example, "What were you doing last night at 10pm?")

After five minutes, the teacher calls the "suspects" in and separates the pairs. Each suspect is put into one of the corners (each member of a pair should be put in opposite corners). The suspects spend five minutes at each "station" and answer their questions. After five minutes, the suspects stand and rotate to the next station. Repeat this until every suspect has visited every station.

After the interviews, call the suspects to the front of the class. Police Group 1 tells the class which pair they think did the crime and why. (Basically, they are exposing holes in the alibi). Each group has a chance to do the same. Whichever pair is found most guilty is sent to pretend jail and the game is over.
Quiz 1
Identify Procedures for Reporting a Crime

Name:
Date:

The Groysman family went on vacation in New York. When they came home, they saw that the lock on the door was broken. Mr. Groysman became nervous and told his wife to call 911. When the police came, they entered the house and saw that someone had robbed the house while the Groysmans were in New York. The Groysman family was very upset because the robber took the T.V., the computer and the telephone. The police officers filled out a police report and told them they should get the lock on the door fixed right away. They also interviewed the neighbors to find out if anyone had heard or seen anything. They were able to get some good information and told the Groysmans they would call them over the next couple of days.

Mr. Groysman fixed the lock on the door that night, and this weekend they are going to buy a dog.

1. What happened in this story?
   a. The Groysmans bought a dog on their vacation.
   b. The Groysmans called 911 without an emergency.
   c. Someone robbed the Groysmans' house while they were on vacation.
   d. The Groysmans talked to their neighbors about their vacation.

2. They Groysmans called the police. What happened next?
   a. They bought a dog.
   b. The police came to the house and searched the place.
   c. The robber ran away with the T.V. and the computer.
   d. The police told them to call back later.

3. What advice did the police officer give to the Groysmans?
   a. They told them to fix the lock on the door right away.
   b. They told them to speak with their neighbors.
   c. They told them to buy a dog.
   d. They told them to get an alarm.
Quiz 2
Identify Procedures for Reporting a Crime

Name:
Date:

Michael and Diana went out on a date at a nice restaurant in Santa Monica. After dinner, they decided to walk on the beach. Diana didn’t want to carry her purse, so she put it in the car. When they came back to the car, they realized that the purse was missing. Someone had stolen the purse! They looked around the car and in the trash cans nearby, but the purse wasn’t there. They decided to go home without calling the police.

A week later, Diana got an unexpected call from her old boyfriend, Joe. He told her that he was working as a lifeguard now and that a diver had found her purse in the Santa Monica Bay. When the thief stole her purse, he took out the cash and then threw it into the bay. The purse and the wallet were ruined, but her driver’s license and bank cards were still fine.

Joe asked Diana if she would like to go out with him again sometime. Diana told him to call her when he found her cash.

1. What happened in this story?
   a. A thief stole Diana’s purse from the car while she was taking a walk.
   b. Diana found a new boyfriend after she got her purse back.
   c. Diana and Michael called the police when they realized someone stole the purse.
   d. Someone stole Diana’s driver’s license while she was walking on the beach.

2. What did the robber do with the purse?
   a. He threw it in a trash can.
   b. He turned it into the lifeguard.
   c. He threw it into the bay.
   d. He kept it.

3. What did Diana get back after her purse was stolen?
   a. Nothing
   b. She got her cash back.
   c. She only got her driver’s license back.
   d. She got everything back except the cash.
Quiz 3
Identify Procedures for Reporting a Crime

Name:
Date:

Samuel took the bus to school with his friend Lee. He was very happy because he was wearing a very expensive pair of new tennis shoes. As he and Lee were talking, another boy sat down behind them. He asked Samuel what size shoes he wears. Samuel became nervous and told him, “I wear a size 10.” The boy took out a knife and held it to the back of Samuel’s neck and told him, “Take off your shoes.” Samuel did not want to take off his new shoes. He didn’t move. His friend Lee told him to take off his shoes because he was afraid for his friend. The boy pressed the knife into Samuel’s neck, and so Samuel took off the shoes.

Before the stop, the boy kicked off his old shoes and picked up the new shoes. At the stop, he got off the bus. When the shoe thief got off, Samuel told the bus driver what had happened. The driver called the police. When the police came they asked Samuel and Lee to describe the boy. They described what he looked like. Samuel said the boy would be barefoot or just wearing socks. The police man asked why. Samuel said “Because I really wear a size 9.”

1. What happened in the story?
   a. Samuel gets very expensive new shoes.
   b. A boy steals Samuel’s new shoes.
   c. Lee helped a boy steal Samuel’s shoes.
   d. The police ride the bus.

2. What happened after the shoe thief got off the bus?
   a. Samuel told the bus driver about the robbery.
   b. The police came and filed a police report.
   c. Samuel and Lee described the thief as barefoot.
   d. The police did not believe Samuel’s story.

3. What can’t the thief do with the shoes?
   a. Sell them.
   b. Throw them in a trashcan
   c. Give them to a friend
   d. Wear them