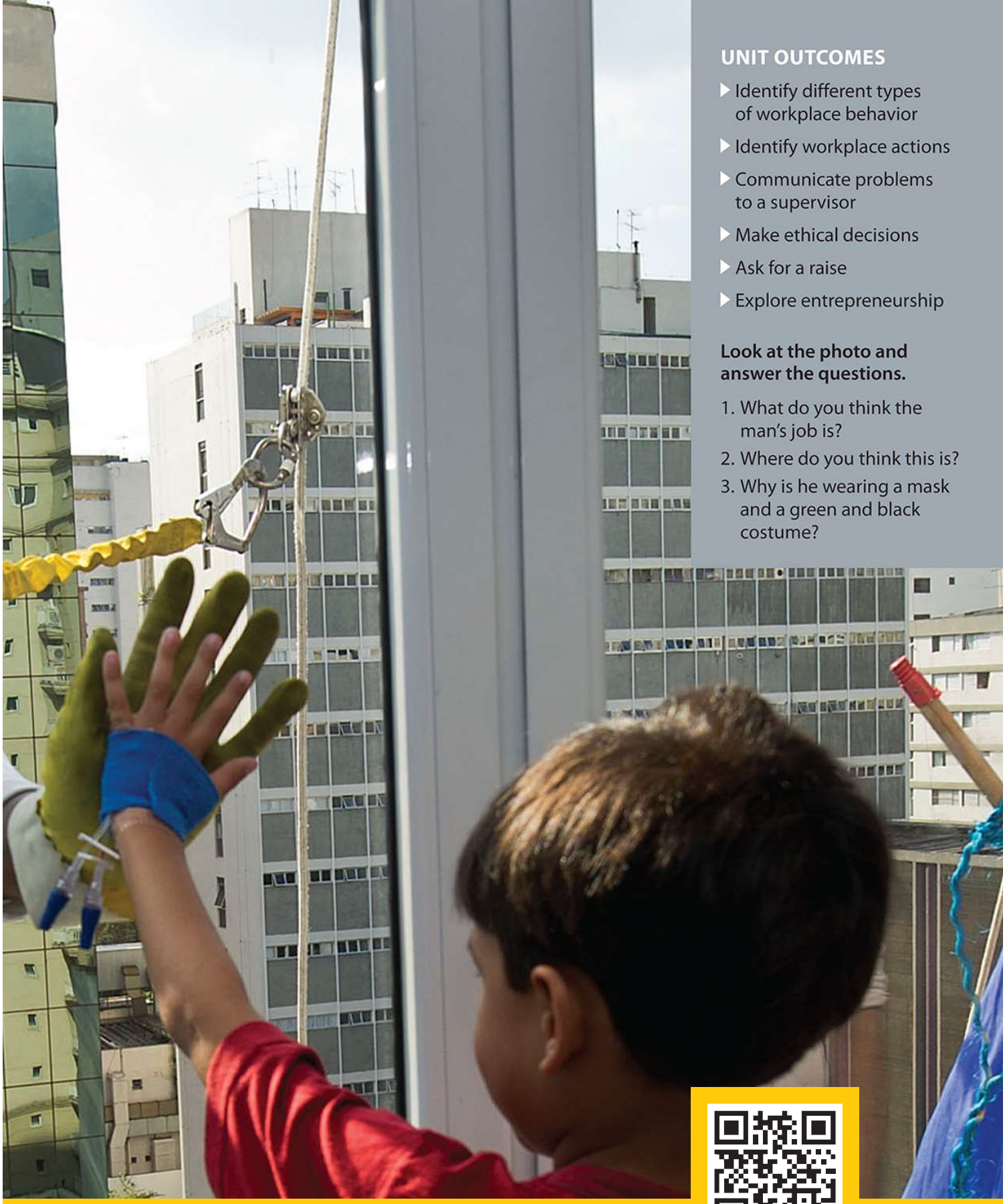
7 On the Job





UNIT OUTCOMES

- Identify different types of workplace behavior
- Identify workplace actions
- Communicate problems to a supervisor
- Make ethical decisions
- Ask for a raise
- Explore entrepreneurship

Look at the photo and answer the questions.

1. What do you think the man's job is?
2. Where do you think this is?
3. Why is he wearing a mask and a green and black costume?

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LESSON 1

She's Late, Isn't She?

GOAL ▶ Identify different types of workplace behavior

A **Imagine that you are at work. Think carefully about each action and decide if it is appropriate (*A*) or inappropriate (*I*) workplace behavior. Write your answers.**

1. Ask a coworker for help. _____
2. Take products home for your friends and family. _____
3. Ask your supervisor a question. _____
4. Call in sick (when you are really sick). _____
5. Come to work sick. _____
6. Send personal emails. _____
7. Sit on your desk. _____
8. Ask for a raise. _____
9. Come back from break early. _____
10. Smoke in the office. _____
11. Talk to a friend on the phone. _____
12. Do research for your child's school project. _____
13. Talk to your boss about a problem with a coworker. _____
14. Show up late every day. _____
15. Tell your boss you don't understand something he or she said. _____



B **Discuss your answers in a group and think of three more examples of both appropriate and inappropriate workplace behavior. Share your ideas with the class.**

_____

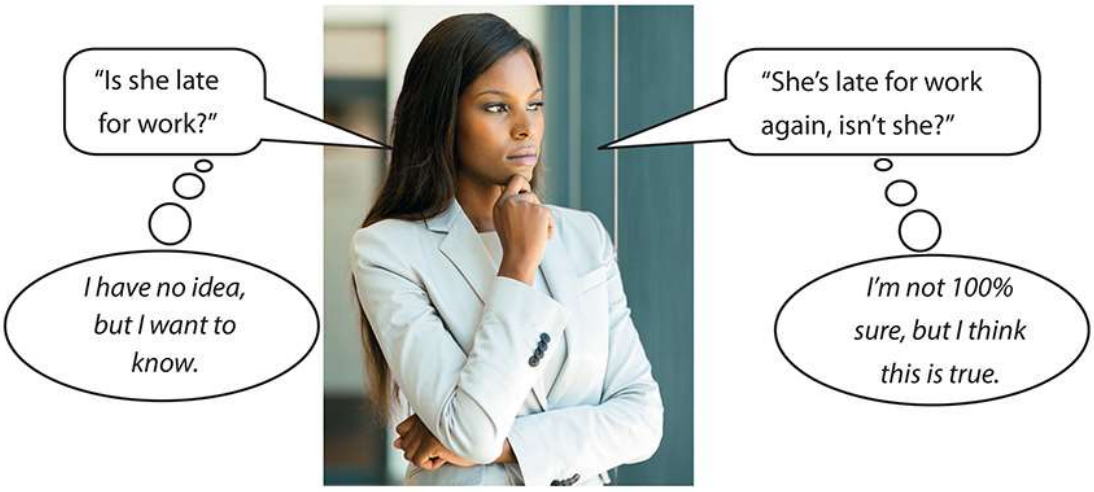
_____

_____

_____

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C **COMPARE** **Read the two questions. Which is a tag question?**



D **Read the questions and answers about the tag question.**

Tag question: She's late for work again, isn't she?

Q: Why is this called a tag question?

A: Because it's a question tagged onto the end of a statement.

Q: When do we use tag questions?

A: When we are almost sure something is true, but we want to check and be 100% sure.

Q: When I'm asking a tag question, how do I know if the tag should be positive or negative?

A: If the sentence is positive, the tag is negative. If the sentence is negative, the tag is positive.

Q: What verb form do I use in the tag?

A: Use the same verb form in the tag that is used in the beginning of the statement.

E **Study the chart with your teacher.**

Tag Questions			
Positive Statement	**Tag**	**Negative Statement**	**Tag**
She works,	doesn't she?	She doesn't work,	does she?
She is working,	isn't she?	She isn't working,	is she?
She worked,	didn't she?	She didn't work,	did she?
She will work,	won't she?	She won't work,	will she?
She is going to work,	isn't she?	She isn't going to work,	is she?
She has worked,	hasn't she?	She hasn't worked,	has she?
She had worked,	hadn't she?	She hadn't worked,	had she?

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F **Complete each statement with the correct tag question.**

1. He isn't texting a friend, _____?
2. Lisa and Jack have never missed a day of work, _____?
3. Maria works late every night, _____?
4. Our coworkers won't be fired, _____?
5. My assistant is going to eat lunch during the meeting, _____?
6. She didn't finish her work, _____?
7. The supervisor said to wait until tomorrow to ask for a raise, _____?
8. He wore shorts to his interview, _____?
9. Liam had stolen things before, _____?
10. We'll have a business meeting next week, _____?

G **Listen to the tag questions. Choose the tag that you hear.**

1.	☐ did he?	☐ didn't he?	☐ does he?	☐ doesn't he?
2.	☐ won't she?	☐ will she?	☐ won't we?	☐ don't we?
3.	☐ did they?	☐ did he?	☐ didn't they?	☐ didn't he?
4.	☐ hasn't she?	☐ did she?	☐ didn't she?	☐ has she?
5.	☐ are you?	☐ aren't you?	☐ weren't you?	☐ were you?

H **Write three tag questions about inappropriate workplace behavior.**

1. She told her boss he looked bad, didn't she?
2. _____
3. _____
4. _____

I **Write three tag questions about appropriate workplace behavior.**

1. She wore a suit to the interview, didn't she?
2. _____
3. _____

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LESSON 2

The Note Was Written by Jim

GOAL ▶ Identify workplace actions

A **Look at the photo. Where are these people? What are they talking about? What can you see on the desk? Then read and listen to the conversation.**



Raquel: Did you see the note I put on your screen?

Bruno: Was that note from you? I thought Jim put it there.

Raquel: Actually, the note was written by Jim, but I taped it to your screen. I wanted to make sure you got it before you left for lunch.

Bruno: I did get it. The orders were sent to me yesterday, and I'll have them ready for your signature before I leave today.

Raquel: Great! I'll sign them in the morning, and then you can send them to the finance department. Make sure they are sent by Package Express.

Bruno: I'll take care of it right away.

B **Answer the questions about the conversation.**

1. Who are the two people in the conversation? Who is the supervisor?
2. What was the misunderstanding?
3. What was sent to Bruno?

C **Practice the conversation with a partner. Replace some of the words and phrases with these new words.**

screen	→	computer
note	→	email
lunch	→	the day
the finance department	→	human resources
right away	→	as soon as possible

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D **Study the chart. Compare the sentences in the passive voice with those in the active voice. What are the differences?**

Passive Voice	Active Voice
The note **was put** there by Raquel.	Raquel **put** the note there.
The note **was written** by Jim.	Jim **wrote** the note.
The orders **were sent** yesterday. (We don't know who sent them.)	They **sent** the orders yesterday.

E **CLASSIFY** **Read each sentence and write *A* for active or *P* for passive.**

1. The copy machine was repaired last week. _____
2. My manager wrote the report. _____
3. The employees were laid off by their supervisor. _____
4. Was the package received? _____
5. Eli designed the new brochure. _____
6. The new office building was built last year. _____
7. Our new employees were given an orientation. _____
8. Yuri was given a raise last week. _____
9. Jamal and Brian started their own business. _____
10. Jayden quit. _____

F **Rewrite each sentence in the active voice. (*Hint:* Use the simple past.)**

1. Three employees were laid off by the supervisor.

   The supervisor laid off three employees.

2. Our new employees were given an orientation by the manager.

   _____

3. Yuri was given a raise last week by the owner of the company.

   _____

4. The package was received by the receptionist.

   _____

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G Study the chart.

Passive Voice				
Example Sentence	**Passive Subject**	***Be***	**Past Participle**	***by* + Person or Thing**
The note was written by Jim.	It	was	written	by Jim.
The orders were sent yesterday. (We don't know who sent them.)	They	were	sent.	

- Use the passive voice to emphasize the object of the action, or when the doer of the action is unknown or unimportant.
- To change an active sentence into a passive sentence, switch the subject and the object, and change the verb to the correct form of *be* + the past participle. The word *by* is used before the doer of the action.

H Change the sentences from active voice to passive voice.

1. Our delivery person brought twelve bottles of water this morning.

   Twelve bottles of water were brought by our delivery person this morning.

2. The receptionist bought all the supplies.

   _____

3. The repairperson fixed the computer.

   _____

4. Someone stole his money and driver's license.

   _____

5. A group of managers saw my presentation.

   _____

I Think of three things that happened at work last week. Write three passive voice sentences.

1. _____
2. _____
3. _____

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LESSON 3

Taking Action

GOAL ▸ Communicate problems to a supervisor

A **Read and listen to the conversation.**

Construction worker: Excuse me, do you have a second?

Supervisor: Sure. What is it?

Construction worker: Well, there's a small problem. The shipment of lumber didn't arrive, so we have to stop construction until it gets here. What would you like us to do?

Supervisor: There's nothing else you can do while you are waiting for it?

Construction worker: No. We need that lumber to start working on the door frames.

Supervisor: OK. Well, why don't you guys take lunch early, and I'll call and see where the lumber is.

Construction worker: Let me make sure I understand you correctly. You want all of us to go on lunch break right now while you call and find out where the lumber is?

Supervisor: That's right.

Construction worker: When should we come back?

Supervisor: In about an hour.

Construction worker: Thank you. See you in an hour.

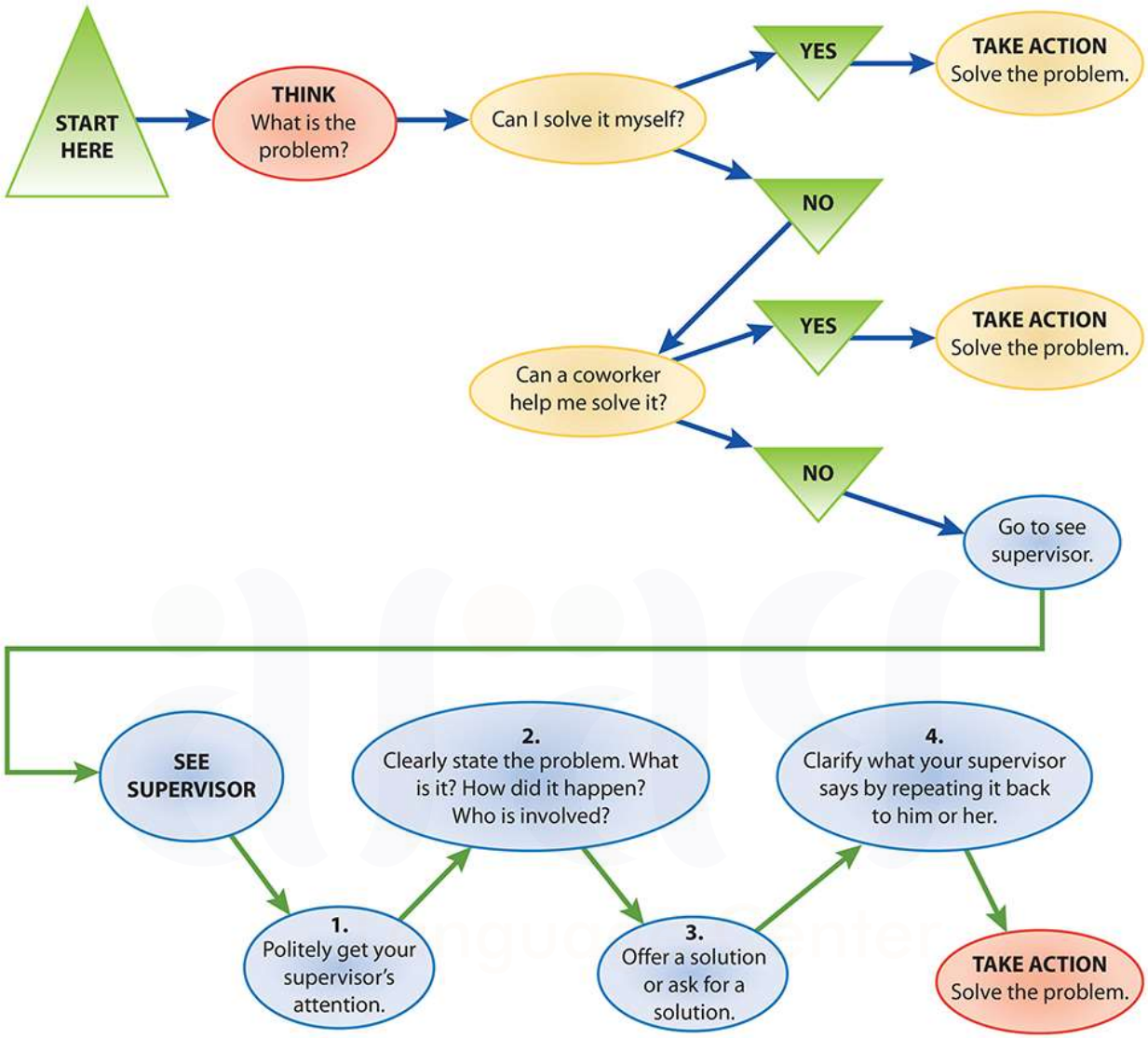
B **Answer the questions about the conversation.**

1. What is the problem?
2. What does the employee say to get the supervisor's attention?
3. Does the supervisor understand the problem?
4. What does the supervisor suggest they do to solve the problem?

How to get someone's attention politely	How to check that you have understood
Excuse me, sir / ma'am / (name). Do you have a minute? Pardon me, sir / ma'am / (name). Can I talk to you for a second?	Let me make sure I understand you. What you are saying is . . . So what we / I should do is . . .

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C **INTERPRET** **Read the flowchart. Do you agree with each step?**



D **Discuss these questions with a partner.**

1. If you can solve the problem by yourself, what should you do?
2. If a coworker can help you solve the problem, what should you do?
3. When you go to see your supervisor, what is the first thing you should do? What is the last thing you should do?

E **Look at the conversation in A. Did the construction worker follow the steps in the flowchart?**

How to offer a solution

Why don't we / I . . .
What if we / I . . .
Would it work if we / I . . .

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F **In a group, read the three situations. Following the steps in the flowchart in C, discuss what you would do if you were in these situations.**

1. Renee is a cashier in a fast-food restaurant. A customer just came up to the counter and told her that she gave him the wrong change. He doesn't have his receipt, and she doesn't remember helping him. What should she do?
2. Mikhail is part of an advertising team that has to put together a presentation for the client. One of the team members isn't doing her research—research that is needed for Mikhail to create his part of the presentation. What should he do?
3. Leo is a hairdresser about to make some hair dye for a customer. He is supposed to wear gloves since the chemicals can cause mild irritation if not handled properly. His coworker tells him they are out of gloves and not to bother since taking time to put on the gloves will slow down the mixing process. What should Leo do?

G **As a group, divide into 'supervisors' and 'employees' and read the instructions for your part. Then walk around the room and role-play the scenarios.**

Supervisors: Discuss how you would solve each of the employees' problems below. Be prepared to communicate this to the employee when they ask you.

Employees: Discuss what you would say to your supervisor about each of the problems below. Remember the four steps from the flowchart.

1. You just received your paycheck, and you notice that you didn't get paid for the overtime hours you worked.
2. There is an emergency phone call for you, but if you leave your place, you will negatively impact the assembly line.
3. You are out installing cable TV at a customer's home, and the customer is unhappy with your service.

H **Switch roles and role-play the same scenarios.**

Life ONLINE

Email for Communication at Work

Often times, it may be easier to send an email to communicate with a manager at work. But it may not always be the best way to solve a problem. Maybe a simple *yes / no* question can be handled by email, but a longer, in-depth discussion should be done in person. Look at the following situations and decide which ones could be handled by email.

- asking for a promotion
- requesting time off
- discussing a personal issue you're having with a coworker
- asking for a raise
- letting your manger know that an item needs to be restocked

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LESSON 4

What Should You Do?

GOAL ▶ Make ethical decisions

A **Each situation describes an ethical question you might face. What would you do? Choose your answers and discuss them with a partner.**

Definition

ethics: *n.* moral rules or principles of behavior for deciding what is right and wrong; *adj.* **ethical**

1. You notice that your company has paid you for overtime you didn't work. This type of mistake is almost never caught and even if they catch it, it will be payroll's fault, not yours. What would you do?

Pay Period	Amount
10/06/2023	$1,025.50
10/20/2023	$1,025.50
11/03/2023	$1,025.50
11/17/2023	$1,025.50
12/01/2023	$1,370.50

_____ Say nothing.

_____ Tell payroll.

2. It's the night before the final exam at your school and you haven't had much time to study. A classmate has found the answers to the exam online and offers to share them with you. What would you do?



_____ Say no.

_____ Borrow the answers from him.

3. You go shopping and buy some books. When you get home, you realize that the clerk put an extra book in your bag that you didn't pay for. What would you do?



_____ Go back to the store and give the book back.

_____ Keep it.

Life ONLINE

Using work technology for personal communication is often prohibited at most companies. But even if it's not, it's probably not a good idea to use your work computer, phone, or tablet for personal business. Your company can see all the emails, messages, and internet searches you conduct.

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B **In some situations, you know what you should do, but do you always do it? Sometimes the decision is not easy, but there are steps you can take to make a good decision.**

Steps for Making an Ethical Decision

1. Identify the ethical issue or problem.
2. List the facts that are most relevant to your decision.
3. Identify the people who might be affected by your decision and how.
4. Explain what each person would want you to do about the issue.
5. List three different decisions you could make and what the outcome of each decision would be.
6. Decide what you will do.

C **Using the steps in B, discuss one of the situations in A in a group and decide what would be the best thing to do.**

D **RANK** **Read the situations and decide how ethically wrong each one is. Rank them 1–4, with 4 being the worst.**

___ Ricardo, the night security guard, has access to all of the buildings at night. It is a slow night and he wants to chat with a friend for a little while. The company has a strict policy about texting during business hours, but Ricardo is the only person in the building. So, he decides to text his friend at work.

___ Emilia is a facilities manager who is in charge of cleaning the restrooms and refilling the supplies. She is the only one with a key to the supply closet. She is a single mom and she is having trouble making enough money to support her family. Sometimes she can't afford to feed her family. She decides to take some extra supplies home for her family.

___ Kimberly, who works as a receptionist in the front office, has access to the copy machine to make copies for other employees. Her daughter, Alyse, needs some copies for a school project. She brought her own paper and needs 50 copies for her class. She needs to have the copies or she will fail the project. The copier does not require a security code and they don't keep track of who makes how many copies, so she decides to make the copies at work.

___ Brandon works in Quality Control, helping refurbish used computers. Once a year, his supervisor gives away computers to a local elementary school. He doesn't keep any record of this, and Brandon really needs a computer for his son, who is just starting high school. His supervisor asks him to deliver 12 computers to a local school. Brandon decides to keep one for his son.

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E **APPLY** **Work with a partner and choose one of the situations from D. Follow the steps for making an ethical decision in B and answer the questions.**

1. What is the ethical problem?

2. What are the relevant facts?

3. Which people are involved and how would each person be affected?

4. What would each person want you to do?

5. What are three different possible decisions?

6. What is your final decision?

F **REFLECT** **Write a description of an actual situation where you had to make an ethical choice. What did you do? How did you feel afterward?**

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LESSON 5

A Raise

GOAL ▶ Ask for a raise

A **Discuss these questions in a group.**

1. Have you ever received a raise at your job? If yes, what was it for?
2. Have you ever asked for a raise? If yes, did you get it? If no, did your manager or supervisor explain to you why you didn't get it?

B **SUPPOSE** **Many people hesitate to ask for a raise. Can you think of some reasons why? List them.**

_____

_____

_____

C **Raj met with his boss yesterday to ask for a raise. Read about his experience.**

Raj has been working for EJ Electronics as an assembler for two years. In the past year, he has come up with new ways to make the assembly line more efficient and helped increase productivity in his department. Raj thinks he deserves a raise. He has friends who work at other electronics companies, and he has been asking around to find out what different employees are paid. He believes that with his experience and his contributions to the company, his boss should give him a raise.

First, Raj went to see Heidi in Human Resources and asked her what procedures he needed to follow to ask for a raise. She suggested that he should make an appointment with his boss. So, last week, he asked his boss if the two of them could sit down and have a meeting. When his boss agreed, he began to gather his paperwork: job evaluations, memos from his supervisor about the new assembly-line configurations, his "Employee of the Month" award, and records of his attendance at work. He sat down and thought about all the questions his boss might ask him, and he wrote out detailed answers. Then he asked his cousin to help him practice by asking him those questions.

D **Answer the questions.**

1. Do you think Raj deserves a raise? Why or why not?
2. Who did he talk to first after he decided to ask for a raise? What did this person tell him?
3. What did he do to prepare for the meeting with his boss?

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E **Read the article about getting a raise. Underline the advice that could be useful for you.**

How to Ask for a Raise

Men are still earning more than women—lots more. According to the most recent data from the US Bureau of Labor Statistics, the gap between men and women is 18%. This means that a woman earns 82 cents for every dollar a man earns. In other words, a woman works five weeks to earn as much as her male counterpart earns in three weeks.

How can women close the gap? Knock on the boss's door and ask for a raise! Getting a raise is not as difficult as it might seem. Here are 10 tips to assist women in negotiating their annual raise.

1. Be a star performer. Make yourself indispensable to the company. Document your achievements by saving emails and letters, and then compile them into a portfolio. Make sure to take this portfolio with you when you go to your boss.

2. Do some research. Know what other men and women in your field and position are paid.

3. Focus on your contributions to the company. While the raise is certainly important to you, do not focus on how it will help your credit card debt.

4. Be informed. Know the company's policy on raises by asking your human resources director.

5. Timing is everything. Don't ask when the office is hectic; wait until the pace has slowed down and the moment is right.

6. Do your homework. Rehearse and prepare responses to counter any objections your boss might have. Know ahead of time what the difficult questions might be and have your answers ready.

7. Rehearse. If you can, role-play the scenario with a friend or colleague. This will help you become more comfortable when you are actually face-to-face with your boss.

8. Be professional. Ask for a formal meeting with your boss.

9. Cover your bases. Make four points about your contributions prior to asking for the raise. Show your employer or company how this will benefit them. Illustrate your ability to:

- find solutions;
- go above and beyond your job responsibilities;
- help others; and, most important,
- increase the company's profitability.

10. Negotiate. If the answer is *no* to a raise, negotiate more vacation time, stock options, 401K contribution, or flextime. Set goals and ask for another review in three to six months.

F **ANALYZE** **Discuss these questions in a group.**

1. This article focuses on how women should ask for a raise. Do you think these same ideas apply to men? Why or why not?

2. Which aspect of asking for a raise do you think is the most difficult? Take a poll among your group members.

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G **Read the email that Rogelio wrote to his supervisor asking for a raise.**

Dear Mr. Michalski,

I'm writing to ask you to consider giving me a raise. I have been working at Mitchel George Manufacturing for five years, and I really like my job here. I started out as a warehouse packer, and now I work in the shipping department.

I feel like I deserve a raise because, in the past year, I have been given more responsibilities on my shift. I have trained 10 new employees and become a team leader. I have increased efficiency in my department by implementing a new flow system that helps us pack and ship the boxes in less time. Therefore, I hope that you will consider my request.

I would like to sit down and discuss this possibility with you as soon as it is convenient for you. Thank you for your time.

Sincerely,

Rogelio Rodriguez

H **Read the email again and choose the items Rogelio included.**

_____ *thank you* to his supervisor for reading the email

_____ reason for the email

_____ how long he has been working for the company

_____ what his job is

_____ how his job has changed since he has been there

_____ things he has done to help the company

I **You can ask for a raise in person or by writing an email. What are the advantages and disadvantages of each method?**

J **EVALUATE** **Let's get ready to ask for a raise! First, answer these questions. (If you are a homemaker or a student, imagine that you get paid for what you do and are asking for more money.)**

1. Do you deserve a raise? Why or why not?
2. How long have you been working at your job?
3. When was the last time you got a raise?
4. Have you been working harder or working more hours?
5. Have you been given more responsibilities?
6. Have you gotten good reviews from your supervisors?

K **Work with a partner. Practice asking for a raise, or write an email asking for a raise.**

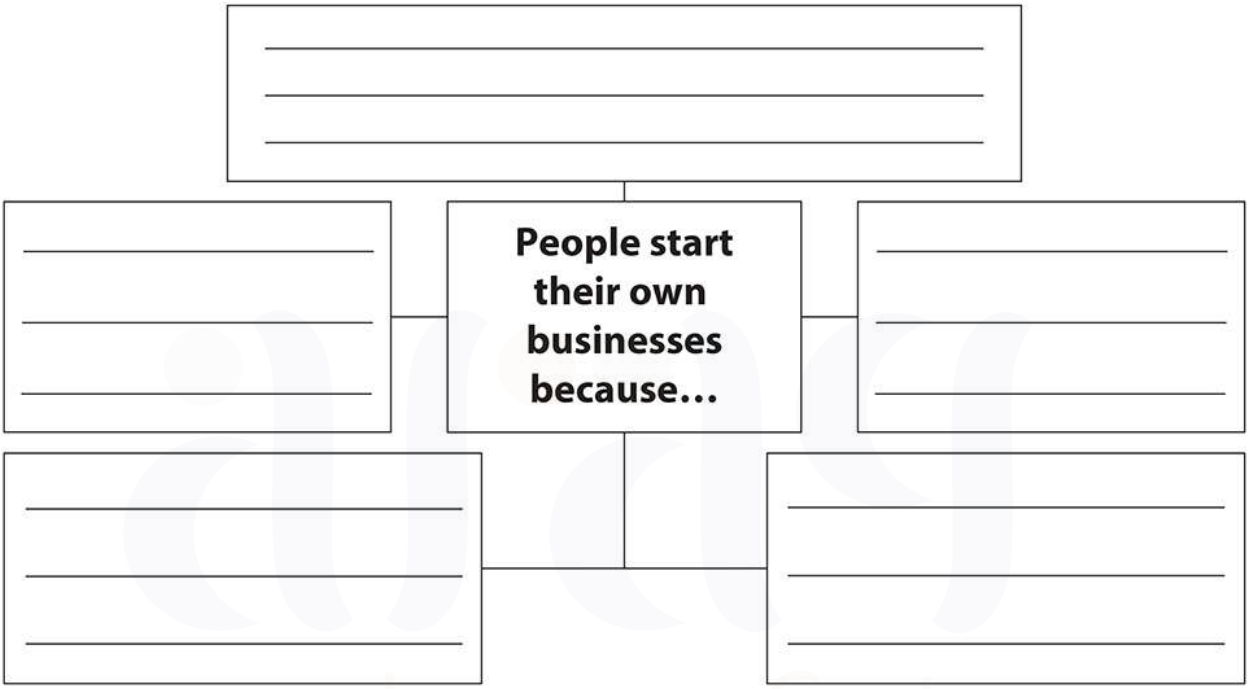
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LESSON 6

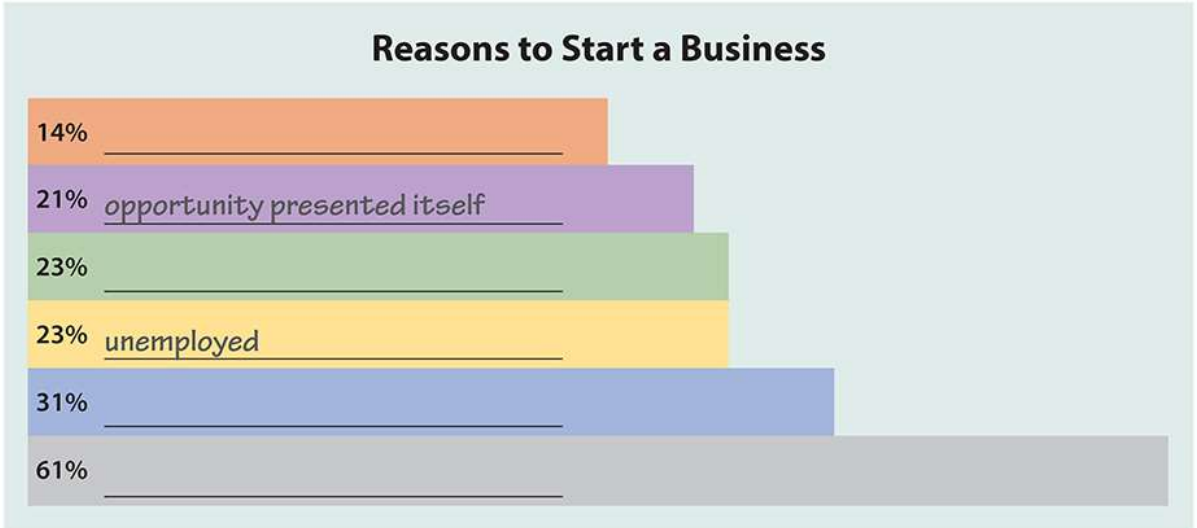
Entrepreneurship

GOAL ▶ Explore entrepreneurship

A An entrepreneur is someone who owns their own business. Why do you think someone would decide to start a business? Brainstorm ideas.



B The graph shows what research says about why people started their own companies in 2022. Listen and fill in missing information.



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C **Listen to the interviews again and complete the answers.**

1. What type of business did she start? _____

   Why did she do it? Woodworking is her passion.

   History behind her decision? _____

   _____

2. What type of business did he start? _____

   Why did he do it? _____

   History behind his decision? He loved hanging out in bars with his friends after work. The opportunity presented itself for him to buy a bar, so he did.

3. What type of business did she start? _____

   Why did she do it? _____

   History behind her decision? _____

   _____

4. What type of business did he start? landscaping business

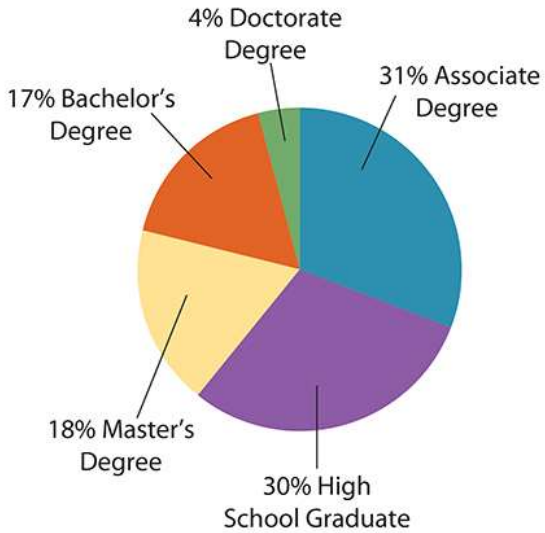
   Why did he do it? _____

   History behind his decision? _____

   _____

D **Decide if each statement is true (*T*) or false (*F*) based on the pie chart.**

1. Most small business owners have a Bachelor's degree. _____
2. Eighteen percent of small business owners have a Master's degree. _____
3. More small business owners have a high school diploma than have a Bachelor's degree. _____
4. Almost half of all small business owners have a Doctorate degree. _____
5. It is important to have a college degree if you want to own your own business. _____
6. An Associate degree is common for small business owners to have. _____



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E **Work with a partner and make statements like the ones in D. Have your partner guess if they are true or false.**

F **RANK** **Although owning a business is a dream come true for many people, it is not always easy. Look at the problems that small business owners face. In a group, rank them from biggest problem (5) to smallest problem (1). Your group must come to a consensus.**

_____ Taxes

_____ Competition from other similar businesses

_____ Finding good employees

_____ Government regulations

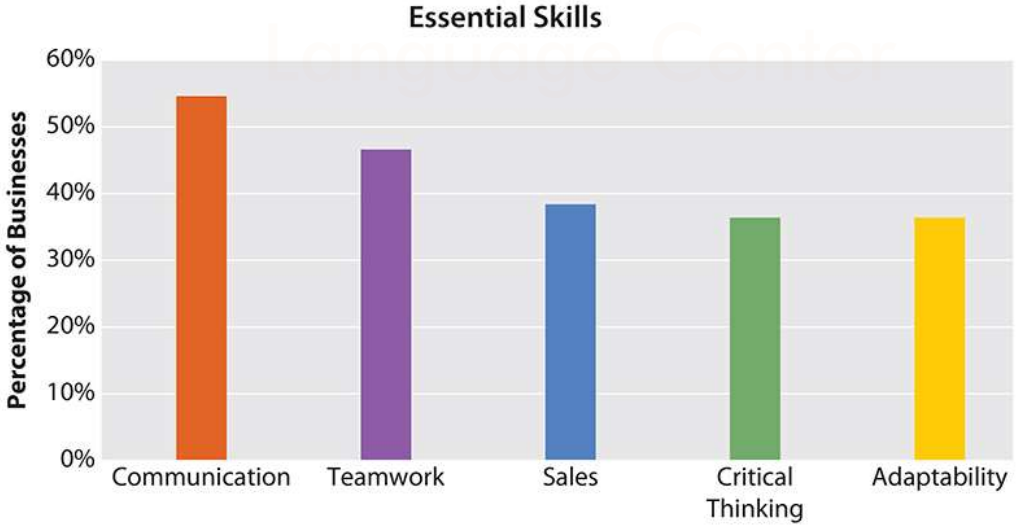
_____ Cost of insurance

_____ Employee retention

G **What are some other problems that small businesses might face?**

1. _____
2. _____
3. _____
4. _____

H **Small businesses look for employees with specific skills. Look at each of the skills from the graph. With a partner, discuss examples of how these skills might be valuable in the workplace.**



Example: An employee who is a team player is important to employers. They are looking for a person who can work well with others, someone who contributes to the project.

I **Choose one of the essential skills from H and prepare a small presentation for the class. Explain why this is an essential skill for an employee to have and give an example of what this employee would do or say in the workplace.**

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Review

A **Add tags to the statements to make tag questions.**

1. She is going to ask for a promotion, _____?
2. We will volunteer to help them finish, _____?
3. Ken gets to work early every day, _____?
4. Her sister can't design our logo, _____?
5. They won't get that project done on time, _____?

B **List two examples of appropriate and inappropriate employee behavior.**

Appropriate Employee Behavior:	Inappropriate Employee Behavior:
1. _____	1. _____
2. _____	2. _____

C **Use the words below to write sentences in the passive voice.**

1. new office building / build / Lynn Street
   A new office building was built on Lynn Street.
2. childcare workers / give / a raise
   _____
3. machines / repair / mechanics
   _____
4. computer / buy / the finance department
   _____
5. reports / write / two weeks ago
   _____
6. package / send / express mail
   _____

D **What are two ways to politely get someone's attention? Write them below.**

1. _____
2. _____

Learner Log

I can identify different types of workplace behavior.
☐ Yes ☐ No ☐ Maybe

I can identify workplace actions.
☐ Yes ☐ No ☐ Maybe

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E **Recall how to communicate a problem to a supervisor. Choose the best answer.**

1. What is the first step in communicating a problem to a supervisor?
   a. Take action.
   b. Think about what the problem is.
   c. Offer a solution.
2. What should you do if you can solve the problem yourself?
   a. Take action.
   b. Ask a coworker for help.
   c. Offer a solution.
3. What should you do if you and your coworker can't solve the problem yourselves?
   a. Take action.
   b. Think about what the problem is.
   c. Go see your supervisor.
4. What is the first thing you should do when you talk to your supervisor?
   a. Ask for a solution.
   b. Think about what the problem is.
   c. Politely get his or her attention.
5. After your supervisor offers a solution, what should you do?
   a. Offer a different solution.
   b. Clarify what your supervisor has said by repeating it back to him or her.
   c. Take action and solve the problem.

F **What are the six steps to making an ethical decision? List them.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Learner Log

I can communicate problems to supervisors.
☐ Yes ☐ No ☐ Maybe

I can make ethical decisions.
☐ Yes ☐ No ☐ Maybe

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Review

G **Read the situation. Based on the steps you wrote in F, what would you do?**

You work in a restaurant and notice that your coworker is taking food off of the customers' plates before they are served—a french fry here, a carrot there. You know that your coworker is supporting a very large family and doesn't have enough money to feed everyone. What would you do?

_____

_____

_____

H **You read 10 suggestions on how to ask for a raise. List them in your own words.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

I **Can you think of synonyms for these words? Use a dictionary if you need help. Synonyms are words that have the same or similar meanings.**

problem—*difficulty, hard time*

solution—*answer, explanation*

fact _____

decision _____

rehearse _____

illustrate _____

contributions _____

Learner Log

I can ask for a raise.

☐ Yes ☐ No ☐ Maybe

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Solve a Company Problem

SOFT SKILL ▶ Collaboration

In a team, you will solve a company problem as an action committee and create a handout for the class.

1. Form a human resources action committee of four or five students. Choose positions for each member of your team.

Position	Job Description	Student Name
Student 1: **Human Resources Director**	Check that everyone speaks English and participates.	
Student 2: **Secretary**	Take notes and write information for handout.	
Student 3: **Designer**	Prepare final handout.	
Students 4/5: **Spokespeople**	Report final decision to class.	

2. Carefully read the problem.
3. Use the steps for making an ethical decision from **Lesson 4** as you consider each possible solution.
4. Make a final decision.
5. Create a handout explaining the process you went through to come up with your decision.
6. Report your final decision to the class.

Company: RB Aerospace—Refurbishes and designs airplane interiors

Problem: A group of employees discovers that the quality of some of the parts they are using is not up to standard. They are worried that this may cause safety problems when the aircraft is in use. They have mentioned it to the quality control supervisor, but the factory is on a tight schedule and if they don't deliver this contract on time, they may lose future contracts.

COLLABORATION

Prioritize

When solving a problem, it is important to prioritize, in other words, decide what is most important. Read the problem and list each of the issues caused by the problem. Then, when coming up with a solution, decide which of these issues is the most important.

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Reading Challenge

A **What differences do you see between the two photos in this section? Discuss with a partner and take notes.**



- _____
- _____
- _____
- _____
- _____
- _____

B **Read *Body Art*.**

C **Choose the best answer.**

1. Where might you see a body artist?
   a. at a football game
   b. at a work party
   c. at a political protest
   d. all of the above
   e. none of the above
2. What do a tattoo artist and a body painter have in common?
   a. They both use paint.
   b. They both use the human body as their canvas.
   c. They both work in a studio.
   d. both a and b
   e. both b and c
3. In line 9, what do you think *hypoallergenic* means?
   a. something that is safe to put on your body
   b. a medicine you take for allergies
   c. something that won't cause an allergic reaction
   d. both a and b
   e. both a and c

D **With a partner, write a job description for a body artist.**

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Body art by artist Guido Daniele

Body Art

When someone tells you they are an artist, what do you think of? A painter? A sculptor? Perhaps a musician who plays in an orchestra? These are the things that most people think of. But there are other people who call themselves artists who do a more personal form of art. Two unique types of artist actually create their art on a person's body. The most common body artist is a tattoo artist, who creates permanent images or words on the body using a needle that injects ink underneath the skin. But have you heard of a body painter?

Traditional artists paint on a canvas, whereas body painters use the human body as their canvas. These artists can paint an entire body or just a small part, such as an arm or leg. They create their art using non-toxic, hypoallergenic paint with their hands, sponges, brushes and airbrushes. Some artists are so good that's it's difficult to tell if the person is painted or clothed. Artist Guido Daniele, who did this body painting, is one of them. He has painted models for advertisements, commercials, and fashion events. He has also used his art to raise awareness for endangered species.

Body painting is an ancient art form. Indigenous people used to paint themselves in order to worship gods. This practice still occurs using natural pigments such as clay, chalk, ash, and cattle dung. It is thought that painting the body will help moderate body heat or protect the skin from insect bites. In modern society, body painting appeared in the late 1950s as part of the Performance Art Movement, where live bodies would be painted as part of a show. Today, in addition to fine art exhibits, you can find body painters at music festivals or sporting events. Sometimes, you'll see bodies painted at political protests, where people are trying to get the attention of the media and people passing by. More commonly, body painters work at private events, such as corporate gatherings or children's birthday parties.

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8 Civic Responsibility



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UNIT OUTCOMES

- Interpret civic responsibilities
- Apply for a driver's license and respond to a jury summons
- Communicate opinions about a community problem
- Interpret the electoral process
- Write and give a speech
- Explore law-related careers

Look at the photo and answer the questions.

1. What type of place is this?
2. Who are the people walking around it? Why are they there?
3. What do you know about Martin Luther King, Jr.?



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LESSON 1

Solving Problems

GOAL ▸ Interpret civic responsibilities

A IDENTIFY Why are these things important? Complete the sentences below.











car registration	driver's license	jury summons	taxes	ticket

1. A _____ permits you to drive a car.
2. _____ help pay for government programs.
3. A _____ shows that you have paid to register your car with the state.
4. A _____ indicates that you have broken a traffic law.
5. A _____ notifies you that the court needs you to appear for jury selection.

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B **SUMMARIZE** **A group of students from all over the country is attending a workshop about civic responsibility in the United States. Read their conversation and see if you can define *civic responsibility* with your teacher.**

Bita: I never realized how difficult it would be to get adjusted to life in the United States. There are so many things to do.

Consuelo: I know. Getting a driver's license and registering my car was very complicated.

Ranjit: In New York, we have good public transportation, so I don't have to worry about a car. But I did get a jury summons the other day, and I didn't know what I was supposed to do with it.

Ricardo: I got one of those last year and I couldn't understand it, so I threw it away.

Minh: You threw it away? You can't do that. You have to respond.

Bita: What about tickets? The other day, I got a ticket for jaywalking. I want to fight it, but I don't know where to go.

Ranjit: I think you have to go to court, don't you?

Minh: The most confusing thing I've had to do is pay taxes. Can't they make those forms easier to understand?

Consuelo: I agree. Last year, we paid someone to do our taxes.

C **What five situations do the students mention?**

1. *getting a driver's license*
2. _____
3. _____
4. _____
5. _____

D **REFLECT** **Can you think of other situations you have had to deal with in the United States that are related to civic responsibility? Write them.**

_____

_____

Life ONLINE

Many of the civic responsibilities mentioned in this lesson can be taken care of online, including one of the most important, a driver's license. If you are getting a driver's license for the first time, you can fill out the application and upload the documents online. However, you will need to go to the DMV in person to take the driving test and get your picture taken. But if you are just renewing your license, you can often do everything online.

Do you know what documents you will need to upload? Visit your state's DMV website and find out.

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E **Do you have a driver's license? How did you get it? Share your experience with a group of students.**

F **Bita calls Elena to ask how to get a driver's license. Listen to the conversation.**

G **With a partner, ask and answer the questions based on what you learned from the conversation.**

1. If I already have my driver's license from another country, do I still have to take the test?
2. How do I prepare for the written test?
3. How many questions are on the test?
4. How many questions do I have to get correct?
5. What if I don't pass it the first time?
6. Do I have to take any other tests?
7. What do I need to know about the driving test?
8. How do I apply for the license?
9. Do I need to make an appointment to take the driving test?
10. When will they take my picture?
11. How much does it cost?

H **Listen again. Put the steps in the correct order.**

_____ Fill out the application online.

_____ Take the driving test.

_____ Take and pass the written test.

_____ Upload your documents.

_____ Wait for your license to arrive in the mail.

_____ Create an account on the DMV website.

_____ Get your picture taken.

_____ Make an appointment to take the driving test.

I **In groups, ask and answer questions about situations related to the civic responsibilities that you listed in D.**

Student A: Have you ever gotten a ticket before?

Student B: Yes, I got one for rolling through a stop sign.

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LESSON 2

A Driver's License and Jury Duty

GOAL ▶ Apply for a driver's license and respond to a jury summons

A **Marco is getting his driver's license for the first time. He filled out his application online. Read and answer the questions that follow.**

I am	Applying for the first time	Edit	**Real-ID Compliant**	Yes	Edit

PERSONAL INFORMATION

Name	Marco Rivera	Edit	**Date of Birth**	2/27/2003	Edit
Home Address	6798 Orlena Street, Chicago, IL 60018	Edit			
Mailing Address	6798 Orlena Street, Chicago, IL 60018	Edit			
Sex	Male	Edit	**Eye Color**	Brown	Edit
Hair Color	Brown	Edit			
Height	5 feet 10 inches	Edit	**Weight**	140 pounds	Edit
Social Security Number	xxx-xx-6723	Edit			

MY HISTORY

Medical Conditions	None	Edit
Previous Names	None	Edit
Veteran	No	Edit

ORGAN DONATION

Be an Organ Donor	Yes	Edit

1. What is the difference between a home address and a mailing address? Why is this important?
2. What is an organ donor?
3. Why is it important to have a social security number?
4. What is a Real ID?

B **Marco made some mistakes on his application. Read the statements and correct the application for him.**

1. Marco gets his mail at: PO Box 2645, Chicago, IL 60018
2. He is 5'11".
3. Marco was in the military for four years.
4. He does not want to donate his organs.

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C **Bita and Ranjit are talking about jury duty in the United States. Read their conversation.**

Bita: Ranjit, I just got my new driver's license in the mail!

Ranjit: Congratulations, Bita! That's wonderful.

Bita: What are you looking at?

Ranjit: Oh, I just got a jury summons. Can you tell me what I'm supposed to do with it?

Bita: Sure. I've had at least three of them.

Ranjit: What are they about, anyway?

Bita: Well, in the United States, anyone accused of a crime has the right to a fair trial, which means a judge and a jury of their peers get to listen to the case and make a decision.

Ranjit: Oh, I get it. So, can anyone be on a jury?

Bita: No, you have to meet certain qualifications.

Ranjit: Like what?

Bita: First of all, you have to be a US citizen and a resident of the county or city where the trial is taking place. Also, you have to be able to understand and speak enough English to participate in the jury selection and the trial.

Ranjit: Well, I think I can speak and understand enough English, but I'm not a citizen yet. Does that disqualify me?

Bita: I'm afraid so.

Ranjit: Darn. It would be interesting to participate in a trial. So, what do I do with this form?

Bita: There should be a series of *yes / no* questions on it. Answer them truthfully. Then explain why you are not qualified to participate. Some people who are citizens can be excused for other reasons, like financial hardship, medical conditions, or being older than 65. So, fill out the form and send it back or do it online.

Ranjit: That's it?

Bita: That's it. Easy, huh?

D **INFER** **Discuss the terms with your teacher. Try to figure out their meanings using the conversation in C.**

accused of a crime	fair trial	judge	jury	jury selection	qualifications

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E Read the partial jury summons with your teacher.

JURY SUMMONS

You are required to register using the telephone within five days of receipt of this summons. If you cannot serve, complete steps 1, 2, and 3 below.

Section A- Affidavit

STEP 1 – Answer the following questions by completely filling in the appropriate circle. (circle ●) (Incorrect ⊗ ⃠ ⊙) Use Black or Blue Ink, only.

	YES	NO
1. I am a citizen of the United States. ..... If not, I am citizen of: _____	○	○
2. I am able to read and understand basic English.	○	○
3. I am a resident of the County of Los Angeles.	○	○
4. I am at least 18 years of age.	○	○
5. I have been convicted of a felony and am currently on parole.	○	○
6. I am on active military duty and not living in this state.	○	○
7. I am a peace officer.	○	○
8. I am currently incarcerated in prison or jail.	○	○

STEP 2 – Complete Juror Information

Juror Name: _____ Age: _____

Telephone Home / Work: _____ Cell: _____

Email: _____ Emergency Contact: _____ Contact Phone: _____

STEP 3 – Juror or Respondent Signature

It is perjury to falsify any information on this form. Perjury is a felony punishable by up to four years in state prison. I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Sign _____ Date _____

Sign and date. Unsigned documents are not valid by law.

F **Fill out the jury summons in E with your personal information. What should you do with this form when you have filled it out?**

Note: If the information is too personal, just invent the answer.

Life ONLINE If you receive a jury summons in the mail, you MUST respond to it, even if you are not eligible to serve. Most states have an online portal where you can submit your summoms, postpone your service, or submit a request for excuse.

G **Listen to each person. Choose if they are eligible for jury service. To be eligible, questions 1–4 in E must be marked *yes* and questions 5–8 should be marked *no*.)**

1. Juror 1	a. yes	b. no	2. Juror 2	a. yes	b. no
3. Juror 3	a. yes	b. no	4. Juror 4	a. yes	b. no

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LESSON 3

Problems in Your Community

GOAL ▶ Communicate opinions about a community problem

A **Look at the photos and identify what these community problems might be.**

1



2



3



4



B **SOLVE** **List the problems. Discuss some possible solutions for each with a partner. Write one solution for each problem.**

Problem	Solution
1.	
2.	
3.	
4.	

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C **Share your solutions with the class. Vote on the best solution for each problem.**

D **Imagine you are meeting with a government official in your community. Practice the conversation.**

Official: What do you think one of the biggest problems in our community is?

Resident: I think the biggest problem is the number of homeless people who sleep on the street.

Official: Do you have any ideas about how to solve the problem?

Resident: Actually, our neighborhood came up with two ideas. One, we would like to spend our tax dollars to build a bigger homeless shelter. And two, we would like to put a community group together to tell the homeless people about the shelter and take them there if necessary.

Official: Those are two great ideas. I'll bring them up at our next council meeting.

E **What are some problems in your community? Work in a group to make a list. Then come up with two possible solutions for each problem.**

Problem	Solution
1.	1. 2.
2.	1. 2.
3.	1. 2.

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