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ABSTRACT

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to help chemical plant employees who are nonnative English speakers, the course covers basic English speaking and writing skills needed to communicate effectively at work and outside the workplace. Much of the vocabulary covered and the reading, writing, and role playing assignments were developed for workers at Rhein Chemie in New Jersey. The materials for the course include a course outline, objectives, a topical outline, and 20 lessons for English as a Second Language. Lessons consist of objectives, information, and exercises. Topics covered are as follows: verb tenses, asking questions, measurement, prepositions, directions, complex sentences, possessives, reading skills, conditionals, use of verbs, quantity, and countable and noncountable nouns. An appendix contains a review of verbs. (KC)

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ENGLISH AS A SECOND LANGUAGE FOR CHEMICAL OPERATORS

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MERCER COUNTY COMMUNITY COLLEGE
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OVERVIEW OF WORKPLACE LITERACY PROJECT
Skills for Tomorrow, NOW

The Workplace Literacy Project resulted from a Department of Education grant, plus in-kind contributions from a partnership with General Motors Inland Fisher Guide Plant, Princeton Plasma Physics Laboratory, and St. Francis Medical Center. The project is an attempt to find solutions to the growing "skills gap" in industry today. More than 25 million Americans cannot read the front page of a newspaper. In addition, workers whose average ages are rising, must produce in a technological environment that may not have existed when they began working. This lack of knowledge makes it difficult to compete in a technologically changing workplace. Moreover, an increasing number of immigrants have entered the workforce with limited English communication skills. In response to this growing need, the Federal government provided a grant to Mercer County Community College and its partners to develop ways to enrich and expand employees' basic workplace knowledge. The aim of the project was also to improve the self-esteem of the participants.

Support for the project was solicited from all levels of company management and the unions. In addition, an advisory council, comprising key management and employees from each company determined the design, goals, and time-frame of the project. Each company provided a liaison person from their site, and MCCC hired a director to manage the program. Employee release time for classes was site-specific.

Participation in the program was voluntary. Information about classes was disseminated through company letters, flyers, union notices, notices included with paychecks, and open forums with supervisors and employees.

The ABLE test was used for normative pre and post testing. Other types of evaluations varied from course to course. MCCC counselors met with each student to discuss present and future educational objectives.

Courses were offered in reading, business writing, math, science, and English as a Second Language. In addition, there were workshops in problem solving, stress management, and other work survival skills. The curricula for the courses were customized for each worksite to be as job focused as possible.

It is our hope that this program will serve as a model for other organizations to empower their employees with the skills needed to succeed in the changing technological workplace, today and in the future.

COURSE OUTLINE

ENGLISH IN THE WORKPLACE

Course covers basic English speaking and writing skills needed to communicate effectively at work and outside of the workplace. Much of the vocabulary covered and the reading, writing, and role playing assignments were specific to the work done at Rhein Chemie,

OBJECTIVES

Upon completion of this course, students will be able to:

- o Communicate with co-workers and supervisors in English
- o Understand instructions given in English
- o Be able to read and follow written directions of relevance to work and other important tasks

TOPICAL OUTLINE

- o Simple present tense
- o Asking questions and reporting information
- o Measurement
- o Verb: to have
- o Prepositions
- o Present progressive
- o Directions in a building
- o Complex sentences
- o Simple present vs. present progressive
- o Possessives
- o Simple reading skills
- o Future tense
- o Calling in sick
- o Future tense: going to do something
- o Modals
- o Past tense: regular forms
- o Comparatives and superlatives
- o Past tense: to be
- o Past tense: irregular verbs
- o Use of the verbs: to lose, to spend, to waste
- o Verb tense consistency
- o Conditionals and the use of can/will in the past
- o Permissives and causatives
- o Making a complaint/request/suggestion
- o Past progressive
- o Quantity: too, enough
- o Countable/noncountable nouns

ESL

Lesson: 1

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Ask questions and make statements using the simple present tense
2. Use the auxiliary verb "do"
3. Use the verb "to be" in sentences and questions in the present tense
4. Use present tense negatives

QUESTION FORMAT

Present tense: use helper "to do"

I do	we do
you do	you (plural) do
he / she / it	they do

DOES

?	HELPER	SUBJ	VERB	MISC.
Where	DO	you	live?	
When	DOES	she	come	to work?
What	DO	they	eat	at noon?
Why	DO	you	study	english?
How	DO	you	like	your job?
How many dogs	DOES	he	have?	
What kind of car	DOES	he	have?	
How often	DO	they	have	class?

ANSWERS:

I live	we live
you live	you live
he / she / it	they live

LIVES

Negative answers: always use "doesn't" or "don't" plus verb

I don't smoke.

He doesn't pack the materials.

They don't wear boots in the office.

Short answers:

Do you like your job?

Yes, I do. No, I don't.

Does she drive?

Yes, she does. No, she doesn't.

Do they wear hardhats?

Yes, they do. No, they don't.

Contractions:

Do not = don't.

Does not = doesn't

QUESTION WORDS:

1.4

where (donde)

who (quien)

what (que)

when (cuando)

why (por que)

how (como)

which (cual / cuales)

how many (cuantos)

how much (cuanto)

what kind of (que tipo de)

how often (con que frecuencia)

how many times (cuantas veces)

Reading practice: present tense

This is Joe. Joe is 28 years old. He works at a chemical company in Trenton. He likes his job very much and he especially likes his co-workers. Joe works five days a week, Monday through Friday. His company has four shifts and he works the second shift, from noon to 8:00 p.m. In work, Joe mixes chemicals and prepares products for shipment. Because he works with chemicals, Joe has to wear safety glasses and a uniform. He doesn't wear his uniform to work. Instead, he wears jeans and a t-shirt to work and he changes his clothes in the men's locker room. At the end of his shift, Joe takes a shower. Then he puts his street clothes back on and drives home. Joe is usually tired when he gets home, but he still likes his job.

QUESTIONS:

1. WHERE does Joe work?
2. HOW OLD is Joe?
3. Does Joe like his job?
4. Whom does Joe like?

Now here are the answers -- YOU make the questions:

5. Joe works five days a week.
6. His company has four shifts.
7. He mixes chemicals and prepares shipments.
8. Joe has to wear safety glasses and a uniform.
9. He wears jeans to work.
10. He doesn't change his clothes in the women's locker room.
11. He changes his clothes in the men's locker room.

ESL

Lesson: 2

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Ask questions and make statements regarding the formulation sheet
2. Recognize verbs
3. Count the verbs in a procedure to determine the number of minor steps within the numbered/noted larger steps
4. Use the simple past tense for statements, questions, and negatives

Looking for verbs.

The verb is the ACTION word in a sentence. Underline the action word in this sentence:

The machine makes a lot of noise.

Machine is the "subject" -- the verb is _____.

When the sentence is a command, then there is no subject. The verb is still the action word, but there is no clear person doing the action, since YOU are supposed to do the action. These commands are used in directions. Look at these directions below:

Open the door. Arrange the chairs in a circle. Close the blinds.

In this set of directions there are three verbs. So, there are three things that you have to do. Those are the three steps of the directions.

When you get a set of directions, look for the VERBS. These are the steps that you must do.

PROCESS: mixing procedure

2.3

Band Rubber and Binder

Add sulfur and DPG to pan -- mix with oil

Add powder plus oil mix to mill; open mill -- add some oil
to nip

Add altax to nop with remaining oil -- open mill quickly

Band on take off roll

Tighten mill

Sample and take off

GOAL:

What materials do you need?

How many steps are there?

What are they? (list them below)

PAST TENSE / QUESTION FORMAT

PAST tense: use helper DID

I did

we did

you did

you (plural) did

he / she /
it

did

they did

?	HELPER	SUBJ	VERB	MISC.
Where	DID	you	live?	
When	DID	she	come	to work?
What	DID	they	eat	at noon?
Why	DID	you	study	english?
How	DID	you	like	your job?
How many dogs	DID	he	have?	
What kind of car	DID	he	have?	
How often	DID	they	have	class?

ANSWERS: add "ED" to verb for regular verbs

I lived	we lived
you lived	you lived
he / she / it	lived
	they lived

(For irregular verbs, see the irregular verbs handout)

NEGATIVE ANSWERS: "didn't" plus verb

I didn't go to work on Saturday.
 He didn't mix the right chemicals.
 They didn't bring their paperwork to the office.
 She didn't know directions to the warehouse.

SHORT ANSWERS:

Did he eat?	Yes, he did.	No, he didn't.
Did you work?	Yes, I did.	No, I didn't.
Did they arrive?	Yes, they did.	No, they didn't.

NOTE: DID and DIDN'T are used for all subjects, both singular and plural

Base form	Past form	Past Participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met

Base Form	Past Form	Past Participle
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
set	set	set
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
write	wrote	written

ESL

Lesson: 3

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Recognize subjects and objects
2. Use possessive pronouns
3. Use "this" and "these" correctly
4. Ask the "whose" question

SUBJECTS

I we
 you you
 he they
 she
 it

I am hungry.
You are a student.
He likes to work.
She can type well.
It is hot pizza.
We are learning.
They smoke a lot of cigarettes.

OBJECTS

me us
 you you
 him them
 her
 it

Give me the book.
 I talk to you.
 We see him.
 He asks her to type.
 We eat it.
 Carol teaches us.
 They smoke them.

POSSESSIVES

It is my book.
 It is mine.

It is your book.
 It is yours.

It is his book.
 It is his.

It is her book.
 It is hers.

It is our room.
 It is ours.

It is your class.
 It is yours.

It is their table.
 It is theirs.

With names and nouns:

It is the teacher's book.
 This is Jose's chair.
 That is not the student's pencil.

Write two sentences for each exercise.

Examples: The car belongs to Paul.

a) It is Paul's car.

b) It is his car.

The keys belong to Carol.

a) They are her keys.

b) They are hers.

1. The book belongs to Jamie.

a)

b)

2. The glasses belong to Ed.

a)

b)

3. The classroom belongs to us.

a)

b)

4. The chairs belong to the people in the company.

a)

b)

5. The overalls belong to you.

a)

b)

6. The pen and pencil belong to those people next door.

a)

b)

7. The calculator belongs to me.

a)

b)

8. The calculator does not belong to Jose.

a)

b)

9. The formulation sheets do not belong to us.

a)

b)

10. The coffee does not belong to me.

a)

b)

Make "whose" questions.

Examples: Whose cap is this?

Whose books are these?

1. white cap
2. glasses
3. notebook
4. formulation sheet
5. overalls
6. bar of soap
7. pair of goggles
8. piece of paper
9. pair of overalls
10. pair of pliers

ESL

Lesson: 4

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Use the time expression "it takes me" in the simple present, past, and future tenses
2. Ask questions in the present perfect verb tense
3. Use long and short responses in the present perfect
4. Recognize present perfect time words

PRESENT PERFECT / QUESTION FORMAT

use helper HAVE OR HAS with past participle

I have

we have

you have

you (plural) have

he / she /
it

HAS

they have

?	HELPER	SUBJ	VERB	MISC.
Where	HAVE	you	lived?	
What	HAVE	you	read lately?	
How many jobs	HAS	he	had?	
What kind of car	HAS	he	driven?	
How often	HAVE	they	had	class?

ANSWERS: use HAVE / HAS plus participle

I have lived	we have lived
you have lived	you have lived
he / she / it	has lived
	they have lived

(For irregular verbs, see the irregular verbs handout)

NEGATIVE ANSWERS: "haven't" or "hasn't" plus verb

I haven't seen Bill today.
 He hasn't mixed the chemicals yet.
 They haven't brought their paperwork to the office.
 She hasn't met the new supervisor yet.

SHORT ANSWERS:

Has he eaten?	Yes, he has.	No, he hasn't.
Have you worked?	Yes, I have.	No, I haven't.
Have they arrived?	Yes, they have.	No, they haven't.

Present Perfect
Answer these questions!

4.4

1. How long have you lived in NJ?
2. How long have you worked at Rhein Chemie?
3. How long have you known Carol?
4. How long have we studied English together?
5. How long has Carol worked at Rhein Chemie?
6. How long has George Bush been president?
7. How long have we had to learn English today?
8. What kinds of hobbies have you been busy with lately?
9. Who have you visited recently?
10. So far, what have you learned in this class?

Answer these questions:

- 1) How long does it take you to come to work?
- 2) How long does it take Carol to go home in the afternoon?
- 3) How long does it take Jose to mix a batch?
- 4) How long will it take us to finish this lesson?
- 5) How long should it take you weigh the chemicals?
- 6) How long did it take the students to finish the GED class?
- 7) How long did it take you to read the formulation sheet?
- 8) How long will it take to remix a batch?
- 9) How long will it take to go to New York by bus?
- 10) How long should it take to pack a shipment?

Write the correct verb form:

Example: I have mixed two big batches, but I have not mixed any adhesives today.

- 1) You _____ English classes for three months, but you _____ Italian classes. (to take)
- 2) I _____ my boots this week, but I _____ my earplugs. (to wear)
- 3) He _____ the boxes for packing, but he _____ the polyliners. (to bring)
- 4) They _____ the "fire" signs, but they _____ the "poison" signs. (to see)
- 5) She _____ to Trenton, but she _____ to work. (to drive)
- 6) I _____ the formulation sheet, but I _____ the packing information. (to read)

Reading practice: safety and health

vocabulary: life expectancy, factors, advances,
reductions. to reduce. to achieve, to improve

Between 1900 and the present time, the United States has been able to raise the average life expectancy from about 47 years in 1900 to about 75 years today. This increase has resulted from several factors. _____ is that the lives of children have become safer. Early in the century, for example, dangerous _____ labor practices were stopped. A second _____ is that advances in work safety and medicine improved the health of adult Americans. Great reductions were achieved in the _____ of deaths in the workplace. A _____ factor is that increased education at all levels has brought a new public awareness of health and safety.

Lesson: 5

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Use "it" and "them" as objects
2. Use select phrasal verbs correctly
3. Read safety data sheet
4. Understand cautionary words and expressions

SUBJECTS and OBJECTS

The subject is the thing doing the action; the object is the thing receiving the action

I eat pizza.

I = subject pizza = object

subjects

I	we
you	you
he/she/it	they

objects

me	us
you	you
him/her/it	them

PHRASAL VERBS:

placement of object pronoun in separable phrasals

I pick up my sister.
I pick my sister up.

I pick HER up.

I drop off Paul.
I drop Paul off.

I drop HIM off.

Choose IT or THEM for the following:

examples: the desk = it
 the students = them

- | | |
|----------------|---------------------------|
| 1. the book | 7. the glasses |
| 2. the cups | 8. the paper |
| 3. the uniform | 9. the formulation sheets |
| 4. the shoes | 10. the water |
| 5. the pants | 11. the boots |
| 6. the mill | 12. the oil |
-

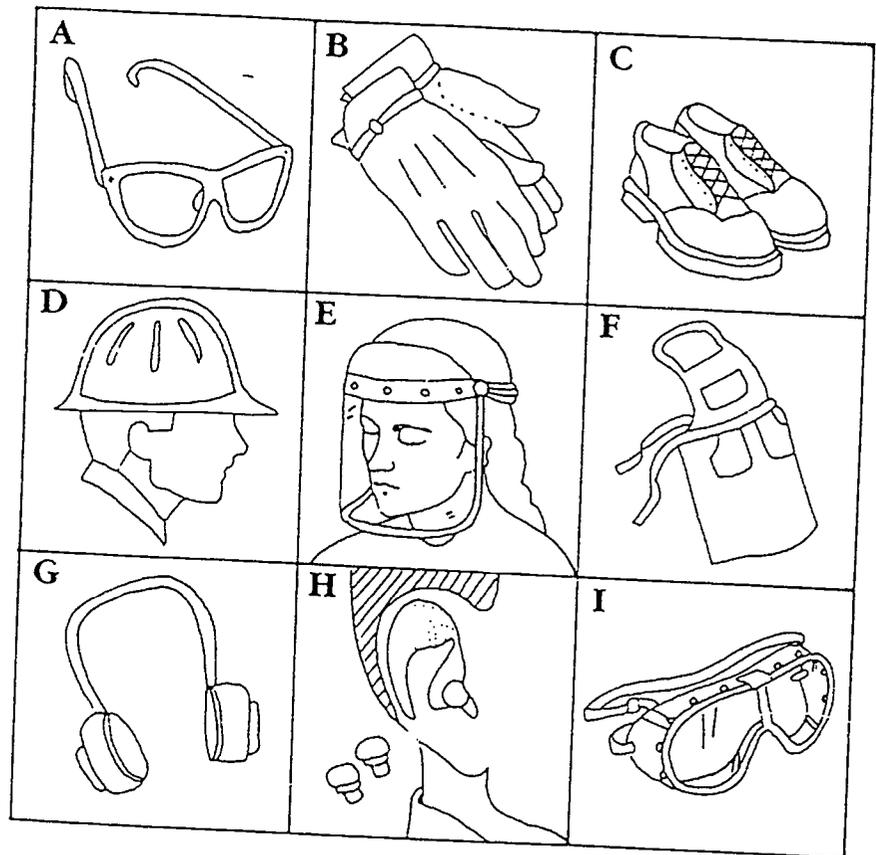
to put on -- to take off -- to leave on / off
 to turn on -- to turn off -- to leave on / off
 to take out -- to put away -- to leave out

Examples: He takes off his hat.
 He takes IT off.

I put on my glasses.
 I put THEM on.

1. We take off our hats in class.
2. She leaves on her sweater because she is cold.
3. You turn off the light when you leave the room.
4. He leaves the radio on at night.
5. Before they put the dishes away, they wash the dishes.
6. You take the uniform out of the closet and you put the uniform on.
7. After we put the trash in bags, we take the trash out .
8. After he puts his goggles on, he leaves his goggles on .

- _____ goggles
- _____ ear muffs
- _____ hard hat
- _____ ear plugs
- _____ gloves
- _____ apron
- _____ face shield
- _____ safety glasses
- _____ work shoes



Source: Robinson, Catherine. Speaking Up At Work.
New York: Oxford University Press, 1985.

ESL

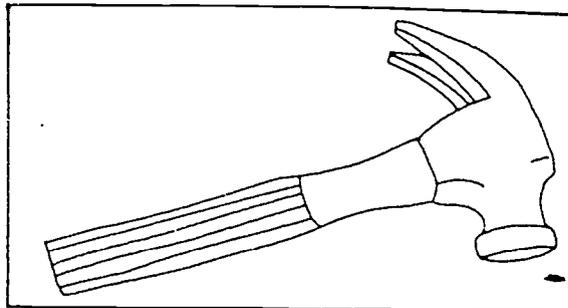
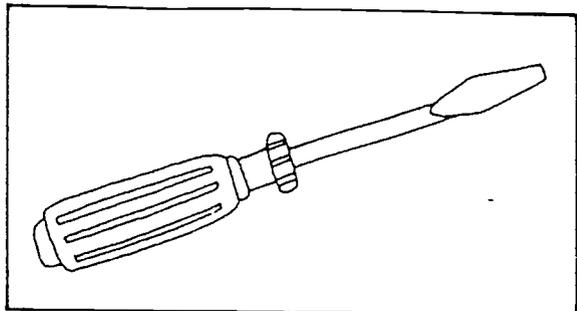
Lesson: 6

Lesson Objectives:

Upon completion of this lesson, students will be able to:

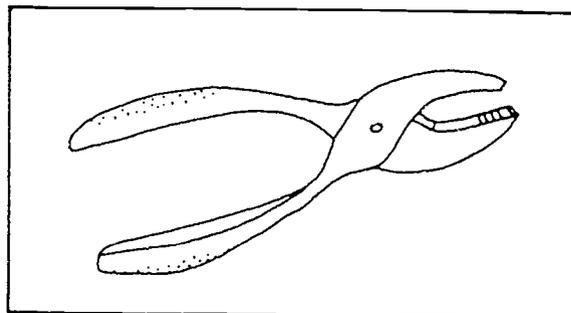
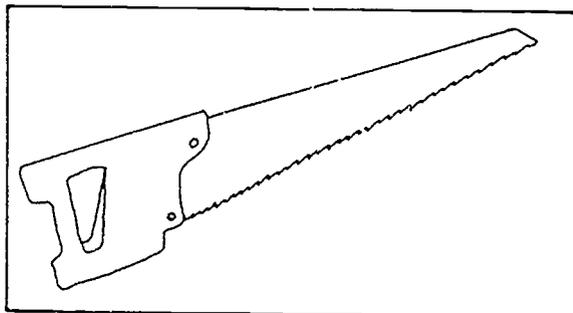
1. Recognize tool vocabulary
2. Ask to borrow equipment
3. Use a time sheet correctly
4. Report their hours and jobs to supervisors

Write the names for the tools below.



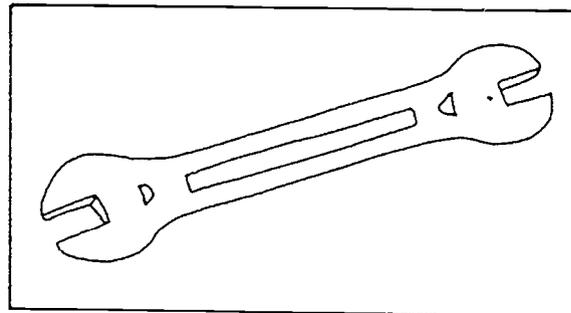
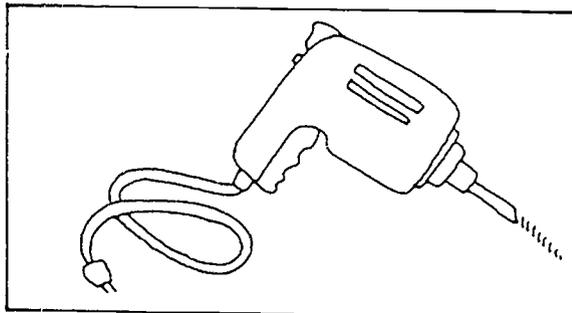
Example: *screwdriver*

1.



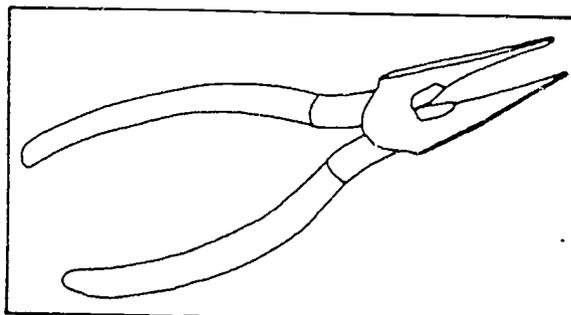
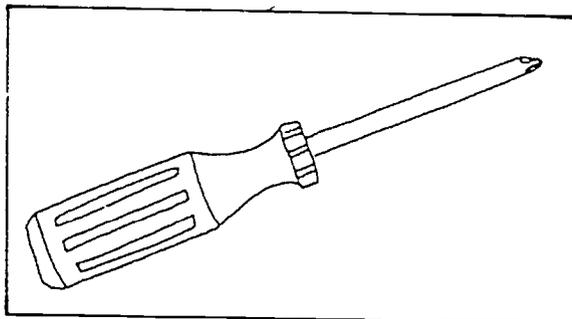
2.

3.



4.

5.



6.

7.

Roleplays: requesting tools from co-workers

--Excuse me. Can I borrow your _____?

--Sure. Here you are.

--Thanks.

--No problem.

Excuse me. Can I borrow your _____?

--Sure. Here you are. When will you return it?

--I'll return it tomorrow, okay?

--Okay.

Excuse me. Can I borrow your _____?

--I'm sorry, but I lent that to someone else.

--Well, thanks anyway.

--Sure thing. You might try asking Jose. I think
he has a _____.

--Okay. Thanks.

Excuse me. Remember I lent you that _____ last week?

Oh yes. I forgot to return it. Here you are.

Thanks.

Sure. And thank you for letting me use it.

--Excuse me. Remember that _____ I lent you last week?

--Oh yes. I'm sorry. I've been meaning to tell you that
I misplaced it.

--You misplaced it? Oh no! Can you replace it for me?

--Yes, I can replace it. I will buy you a new one. Okay?

--Yes. That will be fine.

Reading practice: eye protection notice

Vocabulary: to protect someone against something; as a result of; audit; exceptions to the rule; to cooperate with someone; to eliminate; elimination.

Eye protection is required in all plant and laboratory areas. This is a result of the recent Miles Safety Audit. The lunch room, the cafeteria, and the offices are the _____ exceptions to this rule. Your continued cooperation will help in the elimination of any _____ injuries.

Fill out the time sheet below. Make sure to include your name and the dates for the pay period.

TIME SHEET					
Employee			Pay Period Ending		
	IN	OUT	IN	OUT	Total Daily Hours
Sun.					
Mon.					
Tues.					
Wed.					
Thur.					
Fri.					
Sat.					
Employee's Signature			Total Hours		

- 1) Assume that you make \$9.50 per hour. How much will you make this week? Be sure to count time and a half.
- 2) Assume that you were sick on Monday and took the day off. Deduct that from your pay total. How much regular pay will you receive? How much in sick pay?
- 3) Assume that you worked both Saturday and Sunday, from 9-2. Calculate the time and a half. Subtract the regular time from your pay, then add the time and a half pay. What did you make total?

ESL

Lesson: 7

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Understand and use the passive voice
2. Report changes in location of equipment
3. Use prepositions of place to report location
4. Ask where equipment is

Turn the active into passive voices:

- 1) Rhein Chemie mixes adhesives and sealants.
- 2) The United States grows corn, wheat, and oats.
- 3) The secretary makes coffee in the morning.
- 4) The workers pack and ship the products.
- 5) You put the products into the boxes.

Answer these questions:

- 1) What is the table made of?
- 2) What are your shoes made of?
- 3) Where was your car made?
- 4) When was your house built?
- 5) Where were you born?
- 6) Name three things that your country produces.

Prepositions of place: on, in, under, on top of, next to, in front of, between

7.3

In picture A:

- 1) The rags are _____ the third shelf.
- 2) The mop is _____ the cabinet.
- 3) The towels are on the shelf _____ the sponges.
- 4) The soap is _____ the towels on the first shelf.
- 5) The drawer with the cups is _____ the drawer with the rags and the drawer with the bulbs.
- 6) The sponges are _____ the towels _____ the cabinet.

The storage room has been changed.
Carol's car has been cleaned two times this year.
Your schedule has not been changed.

HAS or HAVE + BEEN + participle

Two english classes have been given.
The money has been taken from my wallet.

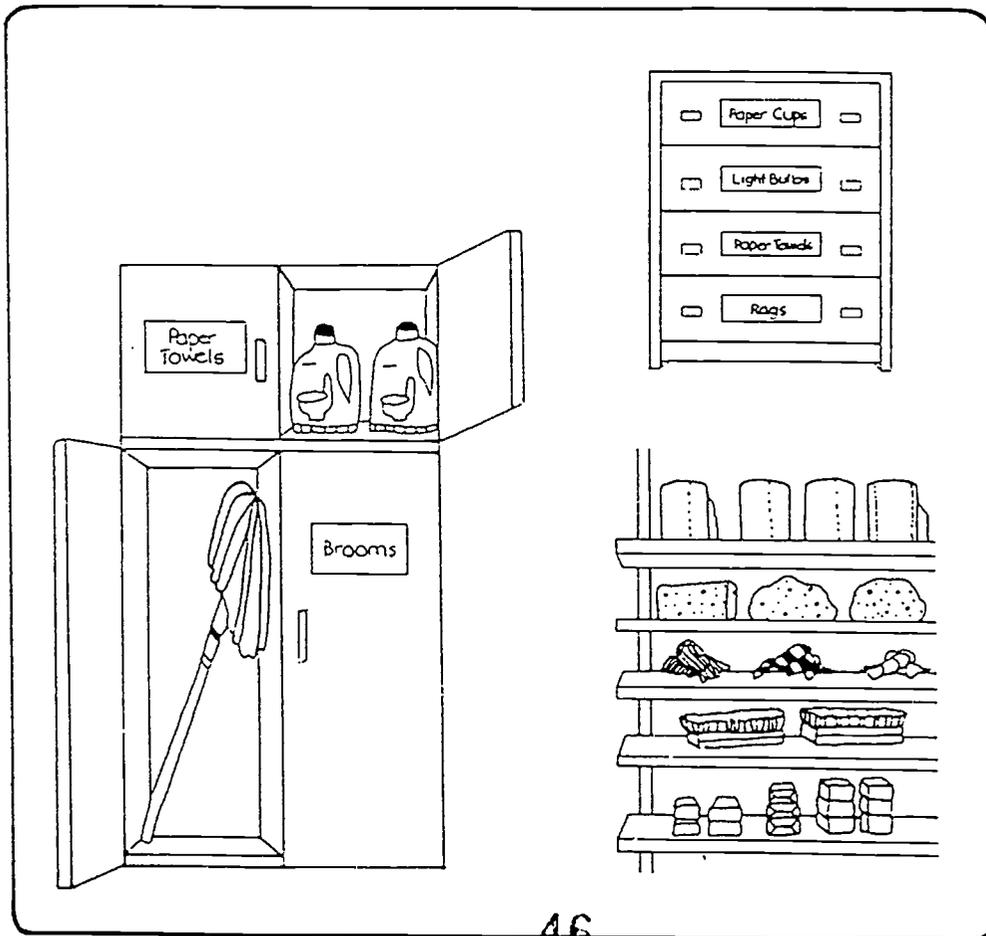
Look at the two pictures of the storage room, before and after.
The storage room has been changed. Some things have been moved.

- 1) What has been moved from the top shelf?
- 2) What has been moved from the floor to the shelf?
- 3) Where has all of the toilet tissue been moved to?
- 4) What has been moved from the third shelf to the second?
- 5) Where have all of the brushes been moved to?
- 6) Have the rags been moved on the shelf?
- 7) Have the rags been moved in the drawers?
- 8) What has been organized?
- 9) What has been lined up?



BEFORE

Source: Robinson, Catherine. Speaking Up At Work.. New York: Oxford University Press, 1985.



AFTER

ESL

Lesson: 8

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Understand spoken dialogues
2. Use conditionals correctly

CONDITIONALS

Present real conditional:

If + present tense, (then) + future tense.

If I go to New York, I will see the Empire State Building.

If he walks 10 miles, he will be tired.

If they buy a German car, they will pay a lot of money.

Present unreal conditional:

If + past tense, (then) + would/could

If I had money, I would travel.

If he ate a whole pizza, he would be sick.

If they learned Italian, they could go to Italy.

TO BE: always use "were" in the IF clause of a present unreal conditional:

If I were Princess Diana, I would live in a palace.

If I were you, I would talk to the boss.

If he were rich, he would buy a yacht.

Past unreal conditional:

If + past perfect, (then) + would have / could have

If I had lost my wallet, I would have called the police.

If they had bought a new car, they wouldn't have had all that trouble with the used one.

If we had studied French, we could have learned how to speak French.

Worksheet: conditionals
Finish the following sentences.

- 1) If I were rich, . . .
- 2) If I needed help, . . .
- 3) If I had been sick last week, . . .
- 4) If I hadn't mixed the right chemicals, . . .
- 5) If we had read the formulation sheet, . . .

-
- 1) I would lend you my hammer if . . .
 - 2) She could buy a house if . . .
 - 3) I would use a bigger box if . . .
 - 4) The batch would have been ready if . . .
 - 5) They would have been fined if . . .
 - 6) They wouldn't have been fined if . . .
 - 7) I would have helped you if . . .
 - 8) You could see the doctor if . . .

These are read to the students; then review questions.

A) Instructions: Supervisor to Paul

Paul, I'd like you to work with Jim today. Jim is new and he needs to be shown what to do. Mix a few batches with him and explain the formulation sheet to him. Then you can tell him about packing.

1. What is the situation?
- 2) Who is involved?
- 3) What are the things that the supervisor told him?
- 4) What must the worker do with Jim today?

B) One employee to another

I can't believe Tim took off two days in a row without permission. He never asked his supervisor. He will get into hot water, for sure. Next time, he should put in a request for personal time. That is, if there is a next time.

1. What did Tim do?
2. What advice does this colleague give?
3. Will Tim get into trouble?
4. What could happen to Tim?

C) I was standing in the warehouse and I smelt something funny. I wasn't wearing my mask -- I don't like to wear it because it's a nuisance. Anyway, I took a big whiff and I felt dizzy. My supervisor saw me and he came running over. He told me to put on my mask and get out of the way. It's going to take me a while to get used to this job.

- 1) What happened?
- 2) Why doesn't he wear his mask?
- 3) What advice would you give him?
- 4) How long has he been on the job?

ESL

Lesson: 9

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Understand spoken directions
2. Give directions
3. Ask for directions
4. Use reported speech

Where are you?

Teacher reads these directions as students work with the company map. Then, teacher pauses to ask individual students where they have ended up.

- 1) Enter the building. Turn left, then make a right at the first door. Where are you? (personnel office)
- 2) Leave the personnel office and make a left. Go around the corner to the left. Continue down the hall until you come to the T. Make a right at the T, then make another right. Where are you? (packing)
- 3) Leave the packing area and make a left. If you look straight ahead down the hallway, what do you see? (plant and water cooler)
- 4) Continue walking and take the second door on the right. Where are you? (business office)
- 5) If you stand in the business office doorway, what is to your right? (typewriter) To your left? (computer)
- 6) Turn around and leave this office. Walk straight across the hall and into the _____ (lunchroom) Have a cup of coffee and relax.
- 7) After your coffee, leave the lunchroom and make a right. Go right at the corner and after the men's room you will see _____. (stairs)
- 8) Go upstairs. At the top of the stairs, make a right. Turn right at the T, then take the second door on the right. You are now in the _____. (shop)
- 9) Leave the shop from the same door and make a left. Continue walking straight ahead to the end of the hall. Make a left and walk straight ahead. Nearly right in front of you is _____. (men's room)

10) After you use the restroom, leave and make a right. Then take the second door on your left. You are now in the _____ . (lounge)

11) Leave the lounge. Make a left, then take the left around the corner. Make a right and you are standing in front of _____ . (the stairs)

12) Go downstairs and make a left. Continue walking ahead. You are standing in front of the _____ . (exit)

13) As you leave the building, make a right and keep walking. Which parking lot will you end up in? (employees's lot)

Asking for directions:

How do I get to _____ ?

How can I get to _____ ?

Excuse me. Can you tell me how to get to _____ ?

Excuse me. Where is _____ ?

Where can I find _____ ?

Giving directions:

Go left / right

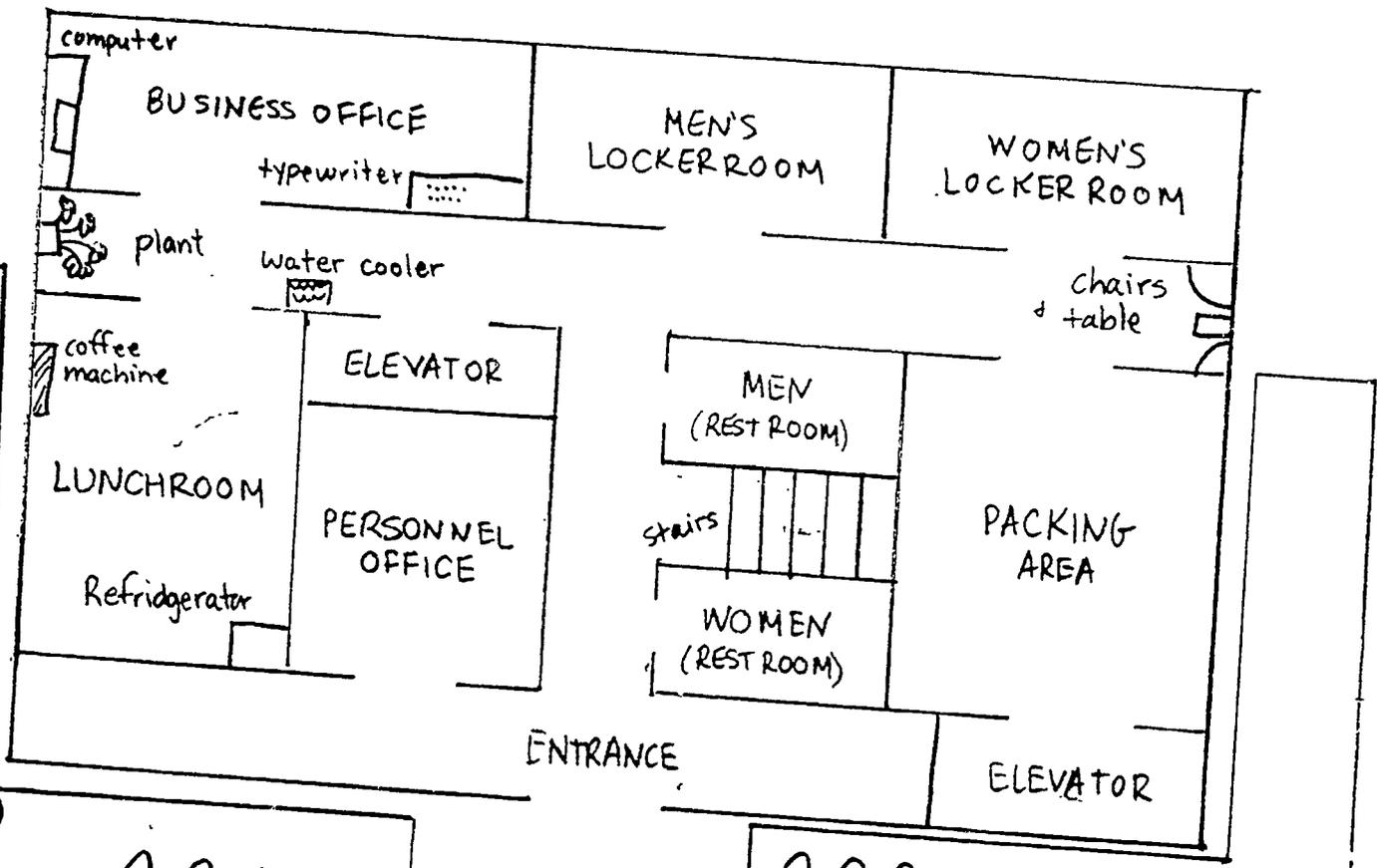
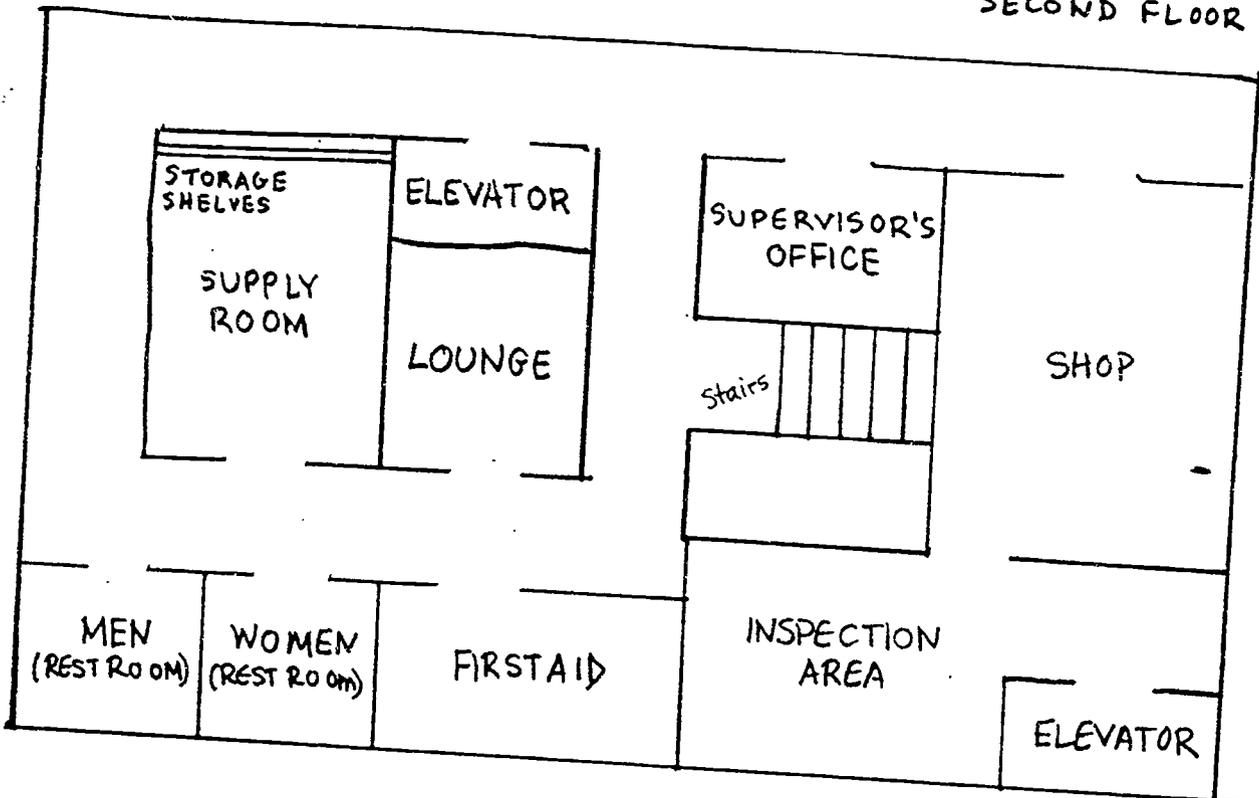
Make a left / right

Turn left / right

Go straight ahead

Go around the corner

SECOND FLOOR



EMPLOYEE
ERICNG

55

VISITOR
PARKING

ESL

Lesson: 10

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Understand spoken dialogue
2. Listen for key words when listening to a dialogue
3. Use reported speech questions and answers

REPORTED SPEECH

Keep tenses consistent; move backwards in tenses
(present to past, past to past perf. etc.)

"Where are you living?"
"I am living in Trenton."

What did you ask me?
I asked you where you WERE living.

What did I tell you?
You told me where you WERE living.

"Where do you work?"
"I work at Rhein Chemie."

What did I ask you?
You asked me where I WORKED.

What did you tell me?
I told you I WORKED at Rhein Chemie.

"Have you seen George?"
"No, I haven't."

What did I ask you?
You asked me if I had seen George.

What did you tell me?
You told me that you hadn't.

ASK	WHO	TELL	WHO
	WHERE		WHERE
	WHEN		WHEN
	WHAT		WHAT
	WHY		WHY
	HOW		HOW
	IF	-----	THAT

Dialogue #1

Mary: Hello. This is Mary Smith speaking.
John: Hello, this is John Krauss speaking.
Mary: Hello John. What can I do for you?
John: Mary, I'm calling to let you know that I won't
be in today.
Mary: Oh really? What's the problem, John?
John: I'm feeling very sick today.
Mary: You don't have that terrible flu, do you?
John: No, I don't. But I do have a fever and a bad
headache.
Mary: That's too bad. I'll let your supervisor know that
you called.
John: Thanks a lot, Mary.
Mary: Oh, one more thing. Do you think you'll make it
tomorrow?
John: I'm not sure. I'm going to call my doctor right now
and see if I can get an appointment.
Mary: Alright. Well, give us a call tomorrow morning if
you are still sick, okay? *I hope you feel better.*
John: Sure thing. Thanks. Goodbye.
Mary: Goodbye.

Dialogue #2

Susan: Say, Paul. Can you do me a favor?
Paul: Sure Susan. What is it?
Susan: Well, my car broke down this morning and I have no
way of getting home. I was wondering if you could give
me a lift.
Paul: Sure thing. I usually leave at around 4:45. Is that
okay with your schedule?
Susan: Yeh, that's great. I'll be ready by then.
Paul: Okay. See you in the lobby at 4:45?
Susan: Sounds good.
Paul: Oh, Susan. Do you think you'll need a ride in
tomorrow morning?
Susan: No, I don't think so. My husband can drop me off.
I only have a problem getting home. But thanks a lot
for the offer.
Paul: Sure. See you later.
Susan: Yep. See ya.

Dialogue #1

1. Why is John calling?
 2. What position do you think Mary has at the company?
 3. Does John have the flu?
 4. What does John have?
 5. Will John be in tomorrow?
 6. Who will John call after he finishes talking to Mary?
 7. What does Mary tell John to do tomorrow?
-

Dialogue #2

1. Why favor does Susan ask Paul for?
 2. At what time does Paul usually leave?
 3. Where will they meet?
 4. What does Paul ask Susan about for tomorrow?
 5. How will Susan get to work tomorrow?
-

Dialogue #3

Elizabeth: Excuse me. Aren't you new here?

Steve: Yes, I am. This is only my second day.

Elizabeth: Oh really? Let me introduce myself. I'm

Elizabeth Miller, the receptionist.

Steve: Nice to meet you, Elizabeth. I'm Steve Perez.

Elizabeth: Nice to meet you, Steve. Which department do you work in?

Steve: I'm in the warehouse. I will be mixing and packing the chemicals, once I'm trained.

Elizabeth: Are you in training now?

Steve: Yes. I should finish training this week. Then next week I'll be out on the floor.

Elizabeth: Sounds good. I hope you like working with us.

Steve: So far I like it a lot. The people are really nice.

Elizabeth: Glad to hear it. Well, I have to get back to work. Talk to you later.

Steve: Yep. Catch you later.

Dialogue #3

1. Why does Elizabeth stop Steve and talk to him?
2. How long has Steve worked there?
3. In which department does Steve work?
4. Where does Elizabeth work?
5. What is Steve doing at his job now?
6. Does Steve like his job?
7. What one thing does Steve really like about his job so far?

ESL

Lesson: 11

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Identify hazardous situations
2. Use tool and equipment vocabulary
3. Express concern in hazardous situations
4. Give advice in hazardous situations
5. Write a brief paragraph on an incident as a report to a supervisor

Source for illustrations: Robinson, Catherine. Speaking UP At Work,
New York: Oxford University Press, 1985.

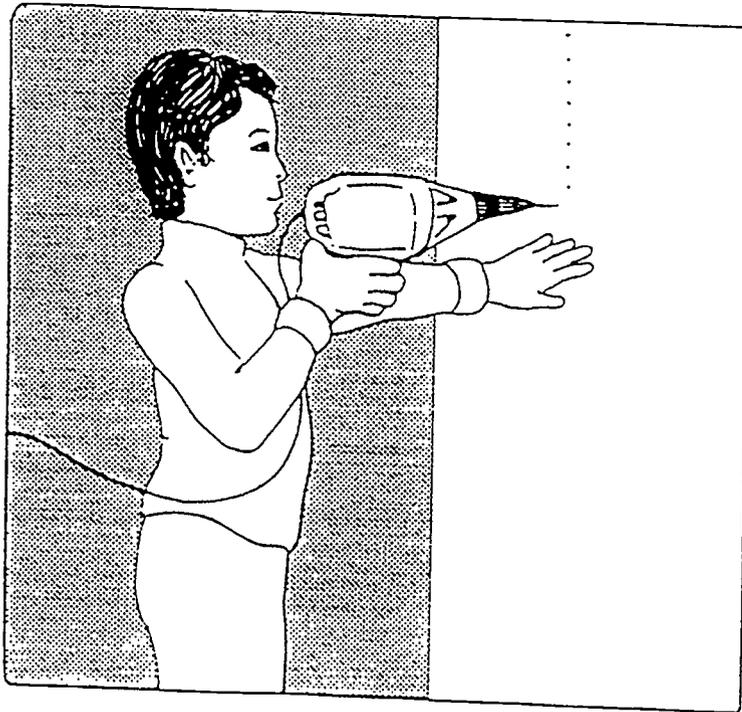
PART 1

Look at the picture and answer these questions:

- 1) What is the danger in this picture?

- 2) What could happen to the person?

- 3) If that happens to the person, how will the person be injured?



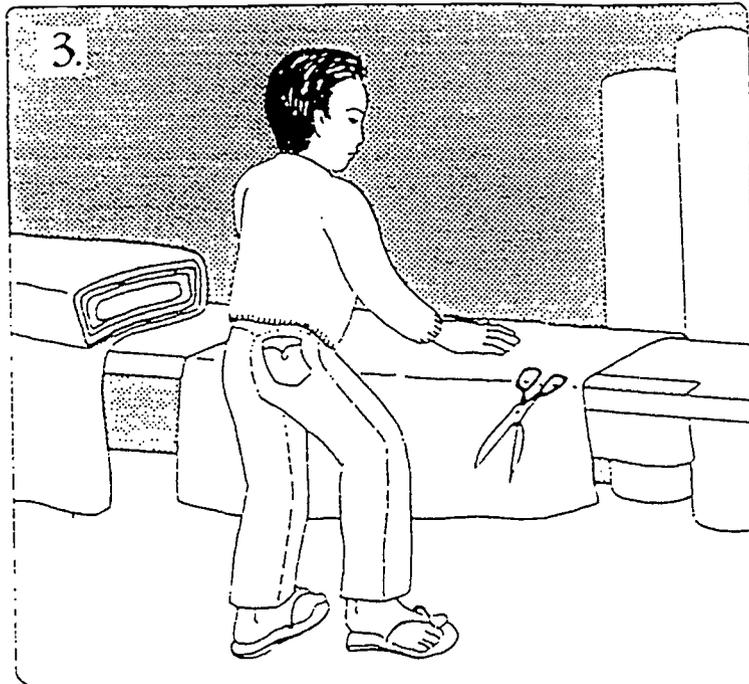
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- 2) What could happen to the person?

- 3) If that happens to the person, how will the person be injured?



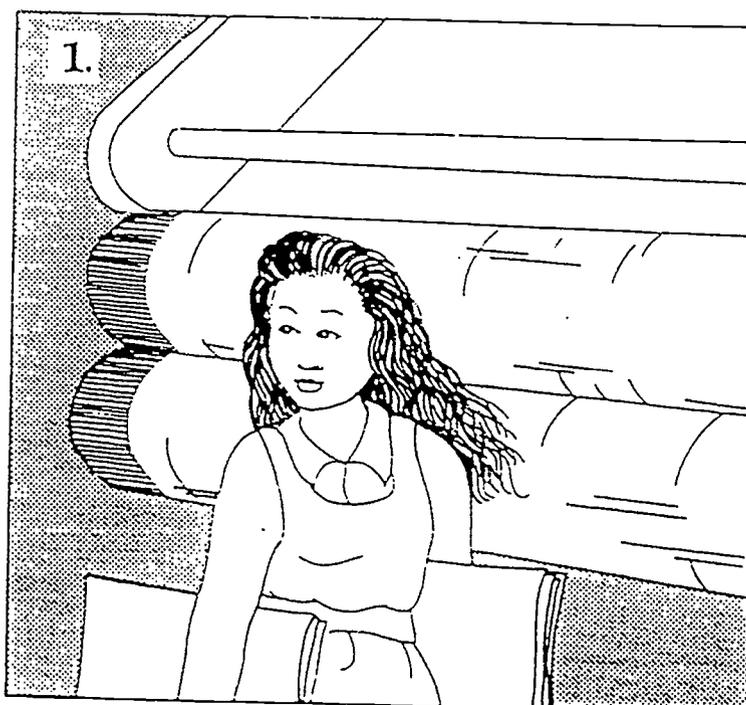
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3) If that happens to the person, how will the person be injured?



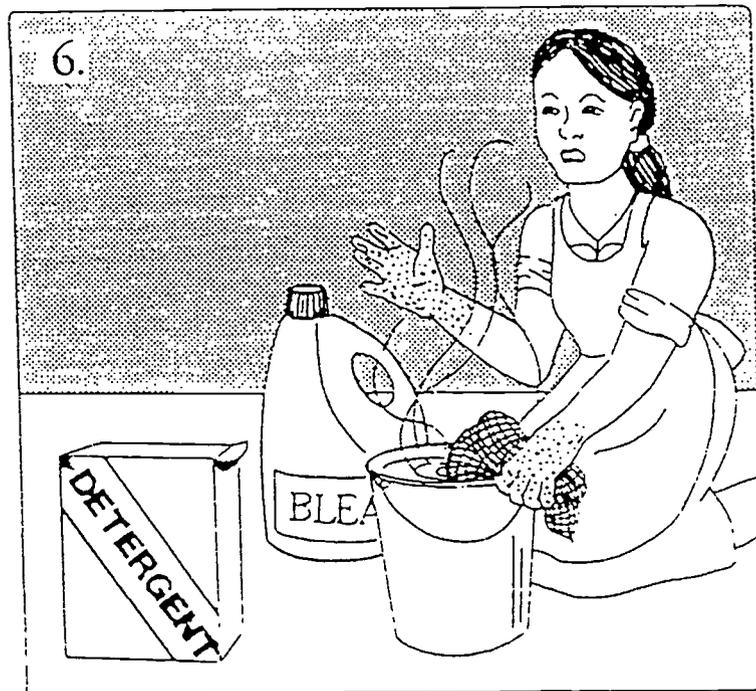
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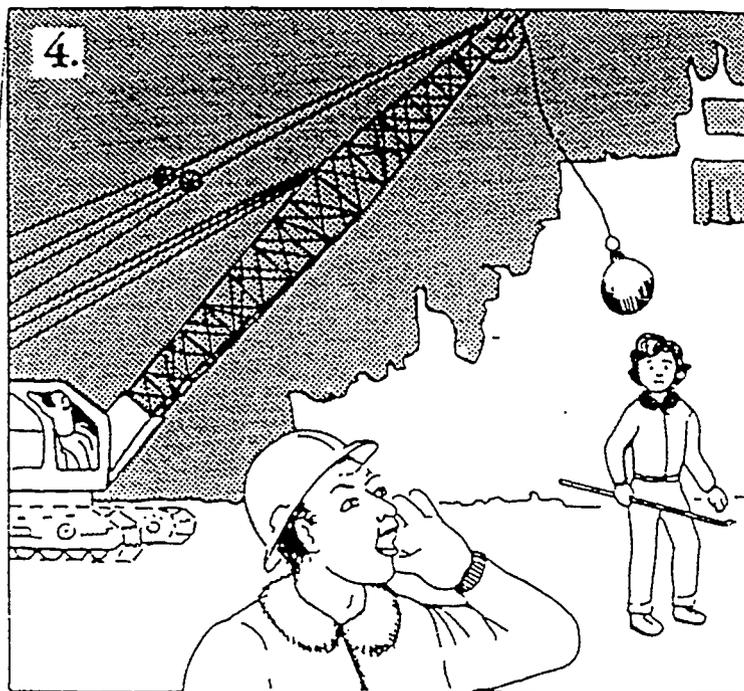
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2) What could happen to the person?

3) If that happens to the person, how will the person be injured?



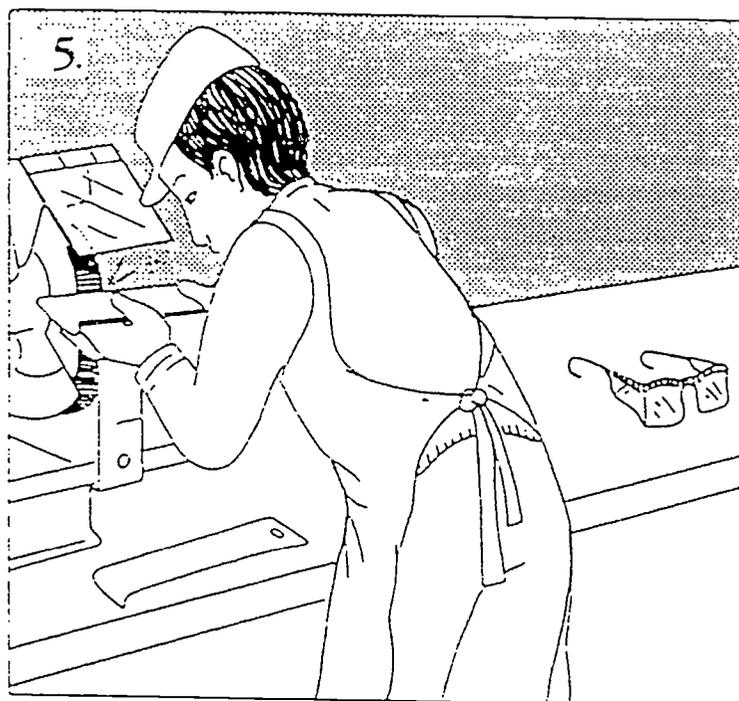
PART 1

Look at the picture and answer these questions:

1) What is the danger in this picture?

2) What could happen to the person?

3) If that happens to the person, how will the person be injured?



PART 2

The accident in this picture happened yesterday at work. Write a brief memo to your boss explaining what happened to this person on the job. Use the past tense. For example, think of these questions: What happened to cause the accident? How was he/she hurt? Did he/she go to the hospital?

Use this format:

TO:
FROM:
TOPIC:

DATE

MEMO

ESL

Lesson: 12

Lesson Objectives:

Upon completion of this lesson, students will be able to:

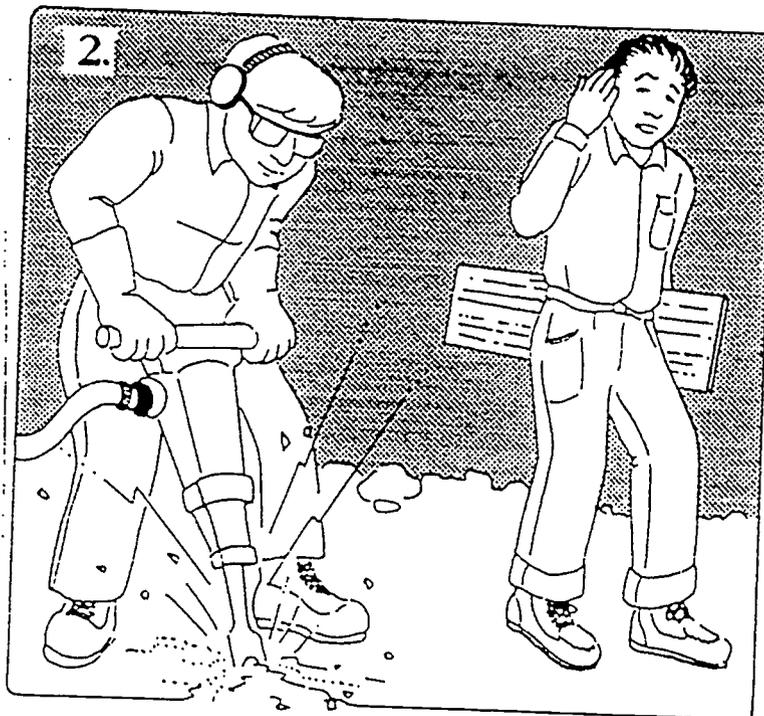
1. Identify hazardous situations
2. Use tool and equipment vocabulary
3. Express concern in hazardous situations
4. Give advice in hazardous situations
5. Write a brief paragraph on an incident as a report to a supervisor

Source for illustrations: Robinson, Catherine. Speaking Up At Work.
New York: Oxford University Press, 1985.

PART 1

Look at the picture and answer these questions:

- 1) What is the danger in this picture?
- 2) What could happen to the person?
- 3) If that happens to the person, how will the person be injured?



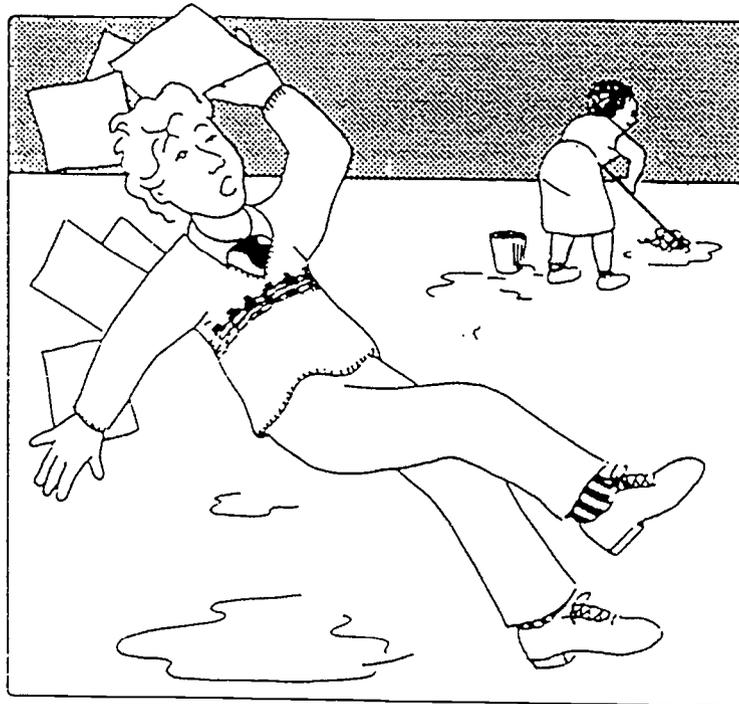
PART 1

Look at the picture and answer these questions:

- 1) What is the danger in this picture?

- 2) What could happen to the person?

- 3) If that happens to the person, how will the person be injured?



PART 1

Look at the picture and answer these questions:

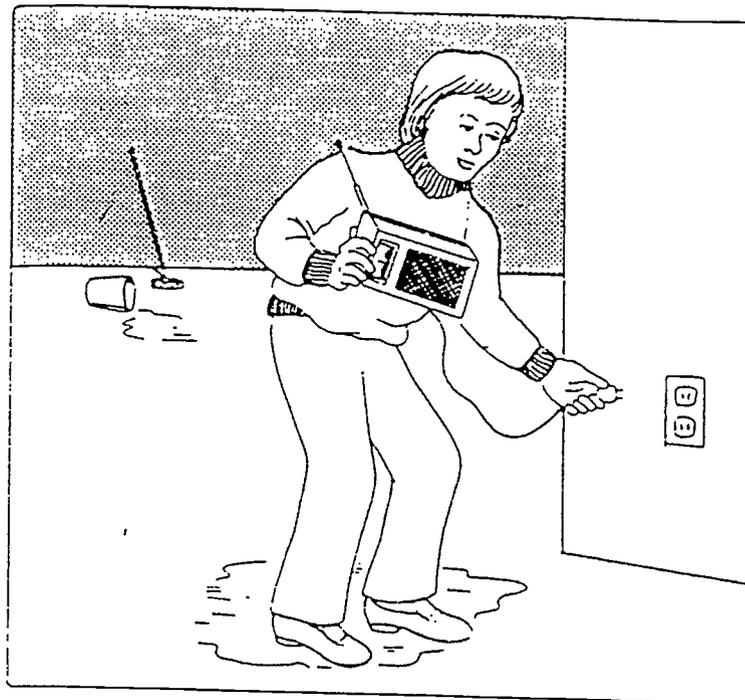
- 1) What is the danger in this picture?
- 2) What could happen to the person?
- 3) If that happens to the person, how will the person be injured?



PART 1

Look at the picture and answer these questions:

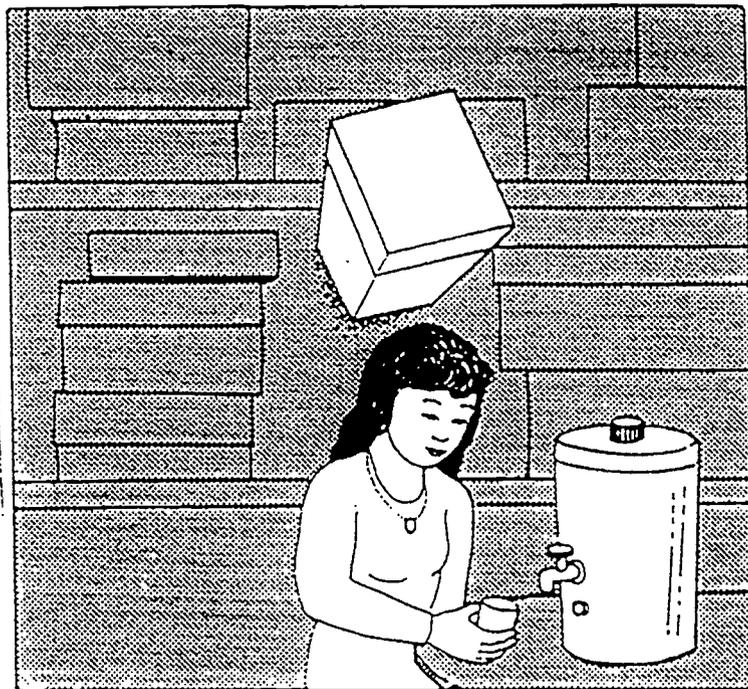
- 1) What is the danger in this picture?
- 2) What could happen to the person?
- 3) If that happens to the person, how will the person be injured?



PART 1

Look at the picture and answer these questions:

- 1) What is the danger in this picture?
- 2) What could happen to the person?
- 3) If that happens to the person, how will the person be injured?



ESL

Lesson: 13

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Read a formulation sheet
2. Understand the sheet's computations and parts
3. Use select phrasal verbs

PROCESS: formula / Q & A

CODE	NAME	LBS
. . . .	PARACRIL BJLT M-30 only	28.3
100304	VANOX ZMTI	50.0
100320	AMINOX	25.0
100811	RECCO wax 140-B	2.0
10013	NIPOL 1312	7.4
TOTAL WEIGHT		115.0

PROTECTIVE EQUIPMENT -- WHITECAP AND OVERALLS

(YOU MUST WEAR WHITECAP!!!)

Where would you expect to find the information above?

What protective equipment must you wear for this job?

What are the three types of information given?

What is the total weight of the mix?

What chemical does code number 10811 represent?

What is the code number for AMINOX?

How many pounds of VANOX do you need?

to pick up / to drop off / to let off / to let on

1) My sister needs a ride to the airport. I will

_____ at her house at noon.

2) Peter needs to get to work by 9:00. I will

_____ at work by 8:45.

3) We need to get on the bus to New York. The bus driver

will _____ the bus if we have

either money or a ticket.

4) Once we get to the Port Authority in NY, the driver will

_____ at gate 5.

5) I need a lift to work. Can you _____

at my house tomorrow morning?

6) I have your shoes in the back of my car! I will

_____ at your house tonight.

7) No, you don't need to come all the way to my house. Let me

_____ from you tomorrow.

8) Because I had no money and no ticket, the bus driver

_____ the bus.

ESL

Lesson: 14

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Ask questions using modals
2. Use modals in long and short answers / statements
3. Understand modals in a select dialogue

QUESTION FORMAT with Can/could, should / should have, must/must have

?	helper	subj.	vb.	misc.
What language	CAN	you	speaK?	
Where	COULD	you	sit	yesterday?
What	SHOULD	she	take	for her cold?
Where	SHOULD	I	HAVE	parked?
When	MUST	we	come	to work?
Where	MUST	he	HAVE	put his coat?

CAN = to be able to

CAN'T = not to be able to

*Both can and can't are in the present tense

I **can** speak English, but I **can't** speak Italian.

He **can** come to work at noon, but he **can't** stay late.

We **can** use the conference room upstairs.

COULD = CAN in the past

Today I **can** come to work.

Yesterday I **COULD** come to work.

Last week I **could** work the early shift.

COULDN'T = CAN'T in the past

Before I came to the US, I **couldn't** speak English.

We **couldn't** use the regular conference room last week.

*Also, **COULD** is used for a polite request:

Could you help me?

Sure I **could**.

Could you tell me the time?

Sure. It's 10:35.

SHOULD = duty, obligation, or advice

I **should** come to work on time.

They **should** put their whitecaps on.

If he has a headache, he **should** take aspirin.

SHOULDN'T = negative

I **shouldn't** come to work late everyday.

They **shouldn't** wear sneakers in the warehouse.

He **shouldn't** take 10 aspirins.

SHOULD is the present tense.

Past tense idea of should is SHOULD HAVE plus past participle

Yesterday I **should have called** my supervisor.

(this means that I did not call my supervisor yesterday, but now I wish that I called him)

He **should have eaten** lunch before he came to work.

(this means that he did not eat lunch before he came to work)

SHOULDN'T HAVE = negative in the past

I **shouldn't have been** late yesterday.

(this means that I was late yesterday, and now I wish I wasn't late yesterday)

They **shouldn't have worn** their sneakers in the warehouse last week.

(this means that they wore their sneakers, and now they are sorry that they did)

MUST = have to or very strong probability

I **must** wear boots when I work.

He **must** go to the doctor if he has the flu.

We **must** speak only English in our English class.

Because Carol isn't here, she **must** be in a traffic jam.
(probability)

MUSTN'T = it is not permitted; it is prohibited
or not likely (probability)

I **mustn't** smoke in the warehouse.

You **mustn't** park in front of the loading dock.

They **mustn't** leave work early.

He **mustn't** be feeling well today. (probability)

In the past: **MUST HAVE** plus past participle

He **must have been** sick yesterday. (probability)

You **must have finished** your work yesterday.

In the past: **MUSTN'T HAVE** plus past participle

We **mustn't have finished** lunch since there are still potato chips on the table. (probability)

ROLE PLAY

Dialogue #1

John: I can't use this desk. It is not near a light. Can you help me move this desk?

Bill: Sure, no problem. Where should we put the desk?

John: We should put the desk under the lamp so I can see what I'm doing.

Bill: Okay. Let's move it.

Dialogue #2

Tom: I can't change the light bulb because it is too high. Can you help me change it?

Frank: Sure. Should I get a chair?

Tom: Yes, that should do it. I should be able to reach it if I stand on a chair.

Frank: Okay. Let me get a chair.

Dialogue #3

George: I can't use this telephone. It is broken.

Paul: What should we do?

George: We should send it for repair.

Paul: Should we tell our supervisor first?

George: Yes, we should.

Dialogue #4

Ken: Could you help me carry this box?

Peter: Sure, no problem. Where do you have to put it?

Ken: I have to put it in the corner.

Peter: Okay. I can help you move it to the corner. But the box is too heavy to move into the other room.

Ken: Yes, it is too heavy to move that far. But thank goodness I only have to move it to the corner.

ESL

Lesson: 15

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Read and use the operator check-off sheet
2. Recognize verbs as parts of a process
3. Count the number of steps in a process
4. Read the mixing and packing notes
5. Ask questions using the past perfect
6. Use the past perfect for long and short answers / statements

PAST PERFECT / QUESTION FORMAT

use helper HAD with past participle

I had

we had

you had

you (plural) had

he / she /

they had

it had

?	HELPER	SUBJ	VERB	MISC.
Where	HAD	you	lived	earlier?
What	HAD	you	read	then?
How many jobs	HAD	he	had	by then?

ANSWERS: use HAD plus participle

I had lived

we had lived

you had lived

you had lived

he / she /

it

had lived

they had lived

(For irregular verbs, see the irregular verbs handout)

NEGATIVE ANSWERS: "hadn't" plus verb

I hadn't seen Bill that day.

He hadn't mixed the chemicals that time.

They hadn't brought their paperwork to the office by the time the boss left.

She hadn't met the new supervisor before she was fired.

SHORT ANSWERS:

Had he eaten?

Yes, he had.

No, he hadn't.

Had you worked?

Yes, I had.

No, I hadn't.

Had they arrived?

Yes, they had.

No, they hadn't.

ESL

Lesson: 16

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Read and use the packaging sheet
2. Recognize verbs as parts of a process
3. Count the number of steps in a process
4. Read the mixing and packing notes
5. Ask questions using tag questions

- 1) How much Paracril do you need?
- 2) How much Polygard do you need?
- 3) How many pounds of Burgess KE Clay do you need?
- 4) Do you need more Clay or more Paracril?
- 5) What is the code number for Ethyl Thiuram?
- 6) Number 306 is the code number for what?
- 7) What is the total weight of the chemicals?
- 8) Is there a fire hazard with this formula?
- 9) What protective equipment do you need to wear?
- 10) Do you need a static arrestor for this formula?
- 11) How many steps are there in the mixing procedure?
- 12) How long should you let the material cool before you sample it?

TAG QUESTIONS:

Making a statement then following it with a matching verb tag.

You WORK at Rhein Chemie, DON'T YOU?

|
|
|

|
|
|

present
tense

present tense helper
makes a tag - opposite of
original vb. (pos. or neg.)

He didn't go to the warehouse, DID he?
Yes, he did. No, he didn't.

They will go to headquarters, WON'T they?
Yes, they will. No, they won't.

You have mixed that batch, HAVEN'T you?
Yes, I have. No, I haven't.

He had left by that time, HADN'T he?
Yes, he had. No, he hadn't.

ESL

Lesson: 17

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Give advice in a problem situation
2. Use modals in giving advice
3. Give a summary of what happened in a situation using reported speech
4. Make practice role plays based on the situations

Source for illustrations: Robinson, Catherine. Speaking Up At Work.
New York: Oxford University Press, 1985.

Look at the picture below. Consider the following questions.

- 1) What can't the person do?
- 2) Why not?
- 3) What is the person with the problem asking the other person to do?
- 4) What will the other person's response be?



Look at the picture below. Consider the following questions.

- 1) What can't the person do?
- 2) Why not?
- 3) What is the person with the problem asking the other person to do?
- 4) What will the other person's response be?



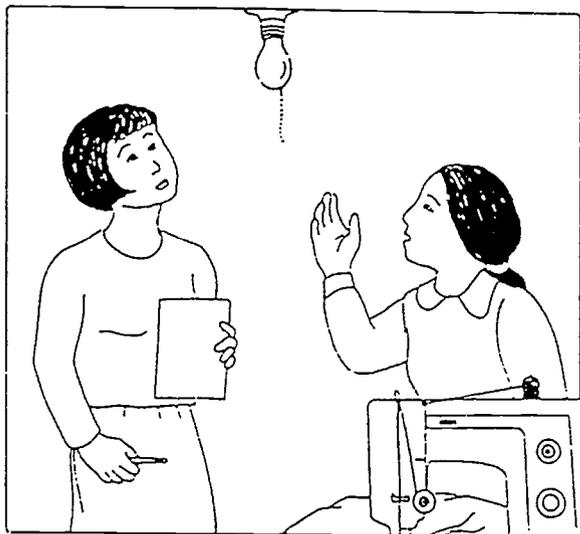
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- 4) What will the other person's response be?



Look at the picture below. Consider the following questions.

- 1) What can't the person do?
- 2) Why not?
- 3) What is the person with the problem asking the other person to do?
- 4) What will the other person's response be?



ESL

Lesson: 18

Lesson Objectives:

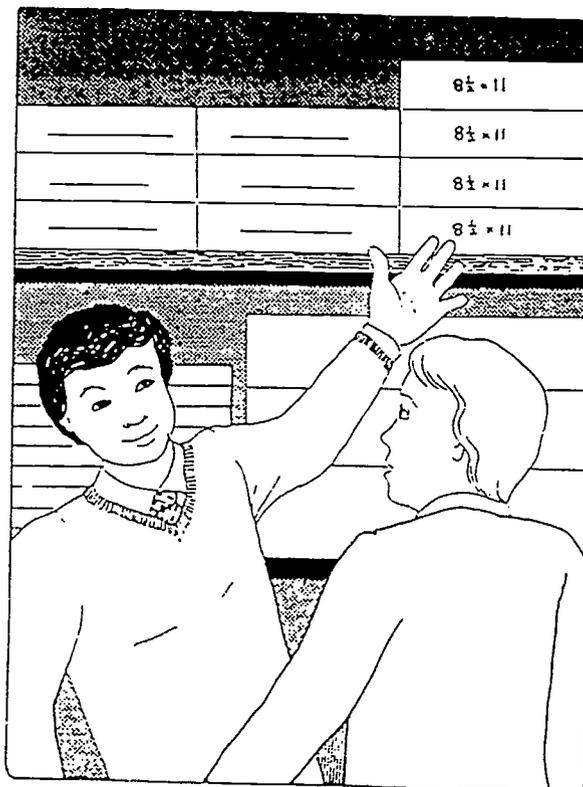
Upon completion of this lesson, students will be able to:

1. Give advice in a problem situation
2. Use modals in giving advice
3. Give a summary of what happened in a situation using reported speech
4. Make practice role plays based on the situations

Source for illustrations: Robinson, Catherine. Speaking Up At Work.
New York: Oxford Univeristy Press, 1985.

Look at the picture below. Consider the following questions.

- 1) What can't the person do?
- 2) Why not?
- 3) What is the person with the problem asking the other person to do?
- 4) What will the other person's response be?



Look at the picture below. Consider the following questions.

- 1) What can't the person do?
- 2) Why not?
- 3) What is the person with the problem asking the other person to do?
- 4) What will the other person's response be?



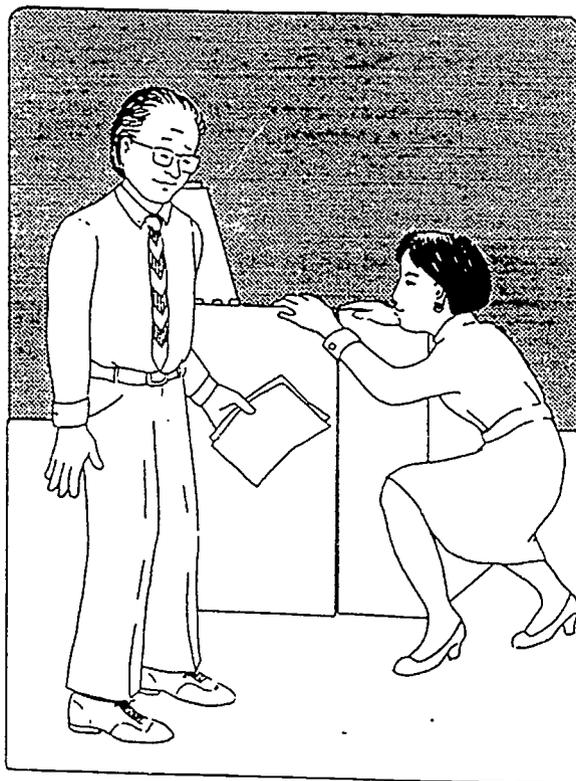
Look at the picture below. Consider the following questions.

- 1) What can't the person do?
- 2) Why not?
- 3) What is the person with the problem asking the other person to do?
- 4) What will the other person's response be?



Look at the picture below. Consider the following questions.

- 1) What can't the person do?
- 2) Why not?...
- 3) What is the person with the problem asking the other person to do?
- 4) What will the other person's response be?



ESL

Lesson: 19

Lesson Objectives:

Upon completion of this lesson, students will be able to:

1. Understand select spoken dialogues
2. Recognize signs in the workplace and neighborhood
3. Give a summary of what a sign means, where it appears, how else it can be depicted
4. Make practice role plays based on the signs

Dialogue #1

Joe: Hello Steve. How have you been?
 Steve: Well, I've been very busy, Joe. I've had a lot of trouble this month.
 Joe: Oh really? What happened?
 Steve: My car broke down and was in the shop for a week and a half.
 Joe: Oh no! What a nuisance! How did you get to work?
 Steve: I had to get to work by bus. It wasn't bad, except that I had to leave work 10 minutes early everyday to make the 3:00 bus at the corner.
 Joe: Did your boss get mad at you?
 Steve: No, he was pretty understanding. But I had to cut my lunch short to make up the time.
 Joe: Have you gotten your car back yet?
 Steve: Yes, I have.
 Joe: And is it running okay?
 Steve: So far I haven't had any problems this week. Let's keep our fingers crossed!

Dialogue #2

Peter: Have you run into David today?
 John: Yes, I have.
 Peter: Where did you run into him?
 John: In the parking lot this morning, but I Haven't seen him since.
 Peter: Maybe he has left early. Or maybe he is in the front office.
 John: You could check there for him. I know he had to fill out some paperwork for the new insurance policy.
 Peter: Okay. I'll look for him there.
 John: Let me know if you track him down, okay? I'd like to talk to him too.
 Peter: Sure thing.

Dialogue #3:

Andy: Excuse me, Tom. Have you come across my gloves?
 Tom: Oh, yes. Are these yours?
 Andy: They sure are. Where did you find them?
 Tom: Here in this box, next to the cabinet.
 Andy: I don't know how they wound up there!
 Tom: Maybe someone from the other shift put them there.
 Andy: Maybe. But the other workers shouldn't move our equipment around. It's too easy to lose track of.
 Tom: I agree. We already have enough to keep track of!
 Andy: Well, I have to get back to work. Thanks for my gloves.
 Tom: No problem.

Look at the sign below and answer the following questions:



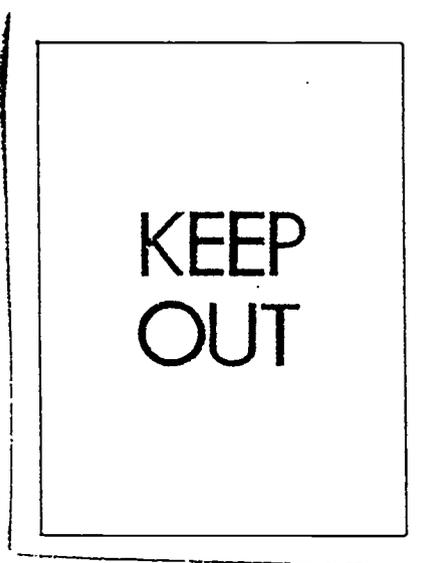
- 1) What is the sign saying or telling you?
- 2) Where would you see this sign? Under what circumstances?
- 3) What should you / shouldn't you do in the area with this sign?
- 4) What picture could you use to show the same idea, without the words?
(Some of these signs already have pictures -- if so, what other picture could you think of?)

Look at the sign below and answer the following questions:



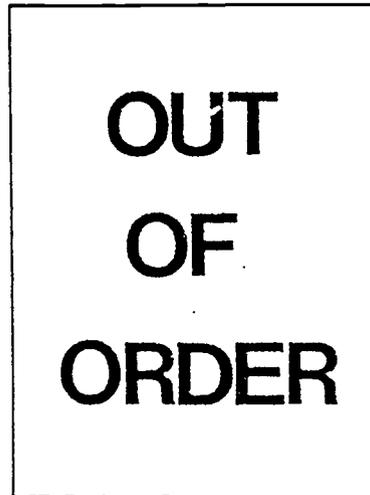
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Look at the sign below and answer the following questions:



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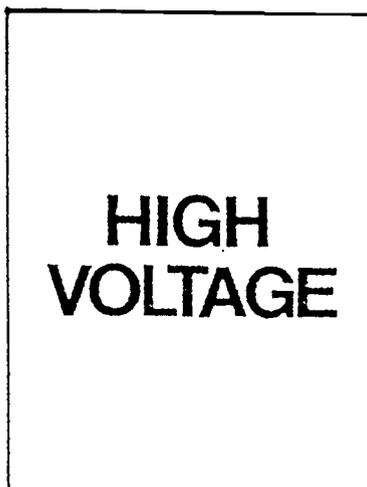
Lesson: 20

Lesson Objectives:

Upon completion of this lesson, students will be able to:

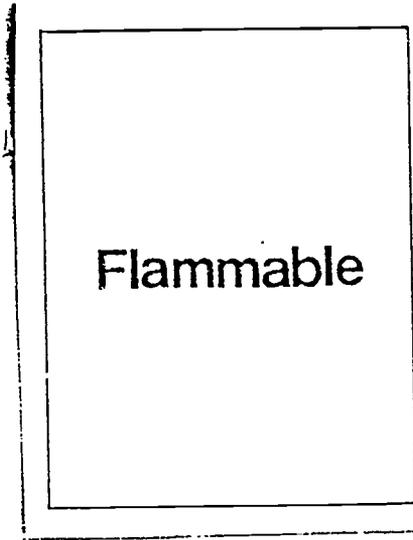
1. Understand select spoken dialogues
2. Recognize signs in the workplace and neighborhood
3. Give a summary of what a sign means, where it appears, how else it can be depicted
4. Make practice role plays based on the signs

Look at the sign below and answer the following questions:



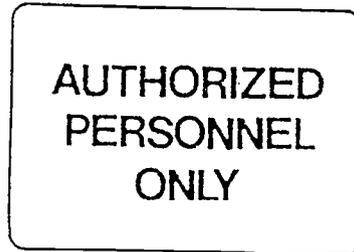
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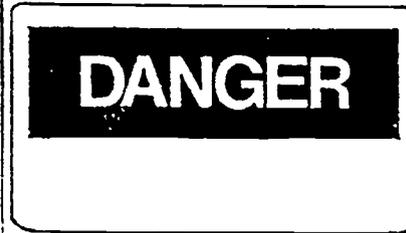


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Look at the sign below and answer the following questions:



**SLIPPERY
WHEN WET**

- 1) What is the sign saying or telling you?
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VERB REVIEW

TO BE

Present tense

I am
you are
he/she/it is

we are
you are
they are

REMEMBER: singular form **IS**
plural form **ARE**

Future tense

I will be
you will be
he/she/it will be

we will be
you will be
they will be

REMEMBER: the future is the
same for both singular
and plural

Past tense

I was
you were
he/she/it was

we were
you were
they were

REMEMBER: singular form **WAS**
plural form **WERE**

Present perfect

I have been
you have been
he/she/it has been

we have been
you have been
they have been

REMEMBER: the helper
changes - **HAS** sing.
HAVE plur.

TO HAVE

Present tense

I have
you have
he/she/it has

we have
you have
they have

REMEMBER: singular form **HAS**
plural form **HAVE**

Present Progressive Tense

I am having
you are having
he/she/it is having

we are having
you are having
they are having

REMEMBER: change the
helper - **IS** sing.
ARE plural

Future tense

I will have
you will have
he/she/it will have

we will have
you will have
they will have

REMEMBER: future is
the same for all forms

Past tense

I had
you had
he/she/it had

we had
you had
they had

REMEMBER: past tense is the
same for all forms

Past progressive tense

I was having
you were having
he/she/it was having

we were having
you were having
they were having

REMEMBER: the helper
to be changes in past
WAS sing. / **WERE** plur.

Present perfect

I have had
you have had
he/she/it has had

we have had
you have had
they have had

REMEMBER: the helper
changes - **HAS** sing.
HAVE plural
also: irregular past
participle - **HAD**

TO EAT

Present tense

I eat
you eat
he/she/it eats

we eat
you eat
they eat

REMEMBER: in the present tense,
HE/SHE/IT always take **S** at
the end of the verb

Present progressive tense

I am eating
you are eating
he/she/it is eating

we are eating
you are eating
they are eating

REMEMBER: the helper
to be changes -
IS sing.
ARE plural

Future tense

I will eat
you will eat
he/she/it will eat

we will eat
you will eat
they will eat

Past tense

I ate
you ate
he/she/it ate

we ate
you ate
they ate

REMEMBER: the past is the same
for all forms

Past progressive tense

I was eating
you were eating
he/she/it was eating

we were eating
you were eating
they were eating

Present perfect tense

I have eaten
you have eaten
he/she/it has eaten

we have eaten
you have eaten
they have eaten

REMEMBER: irregular
past participle -
EATEN

TO BUY

Present tense

I buy	we buy
you buy	you buy
he/she/it buys	they buy

Present progressive

I am buying	we are buying
you are buying	you are buying
he/she/it is buying	they are buying

Future tense

I will buy	we will buy
you will buy	you will buy
he/she/it will buy	they will buy

Past tense

I bought	we bought	REMEMBER: irregular form in
you bought	you bought	the past - BOUGHT
he/she/it bought	they bought	

Past progressive

I was buying	we were buying
you were buying	you were buying
he/she/it was buying	they were buying

Present perfect

I have bought	we have bought	REMEMBER: irregular
you have bought	you have bought	past participle -
he/she/it has bought	they have bought	BOUGHT