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AUTHOR Lewandowski, Carol
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ABSTRACT

This guide is intended for use in a level 1 course in English as a second language that was developed as a component of a workplace literacy program for persons employed in the manufacturing and service industries. The course is structured so that, upon its completion, students will be able to accomplish the following: ask grammatically correct questions in various tenses, give grammatically correct answers in various tenses, ask for and understand oral instructions, read and use various types of literature encountered in the workplace, communicate effectively with coworkers, and build a working English vocabulary for the workplace and beyond. Included in the guide are a course outline and 16 sections of materials providing strategies for students to improve their pronunciation, sentence structure, use of verb tenses and idioms, work vocabulary, and team-building skills. Each section contains some or all of the following: objectives; lists of topics covered, suggested teaching and evaluation methods, and materials required; teacher tips; student handouts; word lists; and learning activities/exercises. (MN)

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ED 368 970

English as a Second Language 1

MERCER COUNTY COMMUNITY COLLEGE

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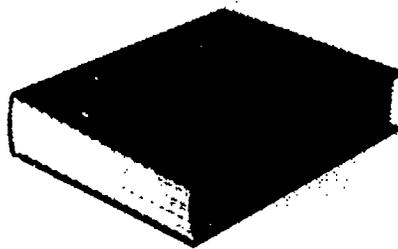
SKILLS

- 1999
- 1998
- 1997
- 1996
- 1995
- 1994
- 1993
- 1992

CE 066 400



English as a Second Language Level 1



**Mercer County Community College
Division of Corporate and Community Programs
1200 Old Trenton Road
Trenton, NJ 08690**

**Elaine S. Weinberg
Director, Workplace Skills**

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National Workplace Literacy Grant**

1994

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Mercer County Community College thanks Carol Lewandowski, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if the opportunity should arise.

COURSE OUTLINE:

Accent on English

This course identifies English language challenges for non-native speakers. It encourages students to practice speaking, writing, listening, and reading skills using company literature such as procedures, lists, policies, and safety information. It provides strategies for students to improve pronunciation, sentence structure, verb tenses, American idioms, and work vocabulary.

OBJECTIVES:

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

- Ask grammatically correct questions in various tenses
- Give grammatically correct answers in various tenses
- Ask for and understand oral instructions
- Read and use the literature in the workplace
- Communicate effectively with co-workers
- Build a working English vocabulary for the workplace and beyond

ESL1 ◆ **MANUFACTURING**

TOPICAL OUTLINE:

- Simple present tense
- Present progressive tense
- Modal "should"
- "Going to" and "It takes me"
- Cardinal and Ordinal Numbers
- Nouns and Pronouns
- Prepositions
- Definite and Indefinite articles
- Commands for giving instructions
- MSDS sheets and safety vocabulary
- Role plays: introducing yourself and others; asking for information; reporting information and incidents; implementing safety rules and disciplinary procedures; asking for and giving instructions
- Work vocabulary
- Work literature: station breakdown; instructions; color codes; MSDS sheets; disciplinary and safety policies
- Team building activities: brainstorming, building consensus, and problem solving
- Critical language skills: dialogues; surface language vs. real language; idioms; registers

EVALUATION:

- Students will be evaluated for written and spoken language skills with interviews and analysis of pre and post-tests
- Improvement in learning techniques will be evaluated based on performance in class and on worksheets
- Students will perform self-evaluations based on correct completion of worksheets

ESL1 ◆ MANUFACTURING

EVALUATION APPLICABLE IN THE WORKPLACE:

At the end of this course, students will perform more effectively in the workplace:

- Students will be more competent at number use and discrimination. This competency will reduce the number of job errors that revolve around the use of travel cards, part numbers, breakdowns, and rates.
- Students will be more effective communicators in that they will be able to use correct verb tenses and time expressions, which will reduce the occurrence of misunderstanding or miscommunication.
- Students will be more adept at giving and receiving instructions, both written and oral. This will enhance their ability to perform jobs on the line and make fewer errors in completion of those tasks.

SOURCES:

Rubin, Betsy. *Grammar Write Away: Book I*. Chicago: Contemporary Books, 1990.

ESL1 ◆ **SESSION 1**

OBJECTIVES:

At the end of this session, students will be able to:

- use the simple present tense
- introduce themselves

TOPICS:

- question format in the simple present tense
- short and long answers in the simple present tense
- role plays of self introduction
- dialogues with casual introductions
- Q and A role plays to practice present tense

METHODS:

- role plays
- dialogues
- Q and A role plays

ESL1* ◆ *SESSION 1

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- communicate in the present tense
- introduce themselves to new co-workers

Students will feel more comfortable introducing themselves to new people on the lines, or people they haven't met before. They will make fewer mistakes in introductions and will be able to use the present tense effectively. Also, students will be able to listen for present time words in instructions, directives, and requests on the line.

MATERIALS:

- ESL pre-class exercises (pre-test)
- Worksheets

TEACHER TIPS ◆ **SESSION 1**

- This session is to review the **simple present tense** for students. Have students generate questions and answers to each other using **DO/DOES**, and giving long and short answers.
- **Present tense Worksheet** --- students complete the worksheet. Review when completed, and have students generate questions to match the sentences.
- **Greetings** --- have students introduce themselves to you and to each other. Continue practicing until they feel comfortable with the typical Americanisms ("same here," "me too.")

VERB TENSES

PRESENT TENSE

to be

I am
you are
he/she/it is

we are
you are
they are

Complete

Contractions

I am Carol.
He is a student.
We are students.
They are Americans.
You are in class.

I'm Carol.
He's a student.
We're students.
They're Americans.
You're in class.

Negatives:

I am not ready.
He is not hungry.
They are not busy.
We are not in the JIT room.

I'm not ready.
He isn't hungry OR He's not hungry.
They aren't busy OR They're not busy.
We aren't in the JIT room OR We're not...

QUESTION FORMAT

TO BE: Simple Present tense

?	verb	subj.
Who	ARE	you?
Where	IS	Mr. Lewis?
What	IS	a travel card?
What color	IS	a travel card?
How many travel cards	ARE	on the unit?
Why	IS	she tired?
When	IS	lunch?
What time	IS	our break?

QUESTION FORMAT

TO BE: simple present tense

YES and NO questions:

Short answers:

IS	he George?	Yes, he is.
Are	you tired?	Yes, I am.
Are	they happy?	Yes, they are.
Is	he sick?	No, he isn't.
Are	you busy?	No, I am not.
Are	they tired?	No, they aren't.

VERB TENSES

PRESENT TENSE

other verbs:

to have

I have
you have
he/she/it **HAS**

we have
you have
they have

to work

I work
you work
he/she/it work**S**

we work
you work
they work

to come

I come
you come
he/she/it come**S**

we come
you come
they come

NOTE: third person singular takes **S** - this is the same for all verbs in the present tense

PRESENT TENSE

Fill in the correct verbs to complete these paragraphs.

1. Every day, Louise _____ to work. She _____ her blue Mazda to work and she _____ it in the company's parking lot. Then, she _____ into the building. Sometime she _____ to the cafeteria to get a cup of coffee. She _____ her coffee on the way to her line, and she _____ work at 8:15. Louise _____ on the B-Line. Later, at 10:00, she _____ a break and sometimes she _____ another cup of coffee. Then she _____ back to work, until lunch. Louise's lunch _____ at 12:15. She usually _____ in the cafeteria because she _____ her own lunch. She _____ with her co-workers and they _____ about their jobs and the weather. At the end of the day, Louise _____ work at 4:00. She really _____ her job, even if it _____ hard work!

2. We _____ in Lawrenceville, and we _____ in Trenton. When we _____ to work, we usually _____ together because we _____ to carpool. Today we _____ to work at 7:30 and we _____ at 3:30. I am glad I _____ someone to drive with, because it _____ gas, and then we _____ about all kinds of things on the way to work!

QUESTION FORMAT

PRESENT TENSE QUESTION FORMAT: helper DO and DOES

I do you do he/she/it DOES	we do you do they do
---	----------------------------

?	helper	subj.	vb.
Where	DO	you	work?
When	DOES	she	come to work?
What	DO	they	eat for lunch?
Why	DOES	he	drink so much coffee?

QUESTION FORMAT

The only exception to this standard question format is the question with "WHO"

?	helper	subj.	vb.
WHO	XX	XX	works at the company?
WHO	XX	XX	lives in Trenton?
WHO	XX	XX	has safety glasses?

Whenever you use "WHO" in a question, you must always use the third person singular for the verb: Who WORKS, Who SITS, etc.

PRACTICE: students ask each other questions using the *present tense*. Students ask each other about a third person, then ask that third person directly using "you," then report the information back to the original asker.

PRONOUNS

PRONOUN Replacement: it / they / he / she / they

The book is on the table.

IT is on the table.

The cups are next to the book.

THEY are next to the book.

Joe is next to Paul.

HE is next to Paul.

Susan is in front of Paul.

SHE is in front of Paul.

PRONOUNS

Write the correct *pronoun* in the space to complete the sentence.

1. Clara really enjoys her job. So _____ always comes to work on time.
2. Steve works in a different place everyday. _____ moves around a lot.
3. The units are moving on the belt. _____ are being fixed.
4. Do you have the keys to the cabinet? I don't know where _____ are.
5. The supervisor always makes a rate schedule. _____ puts _____ on the board.
6. The company is a big company. Actually, _____ is the largest heating unit manufacturer on the East Coast.
7. The computer is not working today, so _____ can't test the units.
8. Paul and Gladys work on the A-Line. _____ are busy today.
9. Greg and I will work overtime. _____ will work in the coil area.
10. The book, the calculator, and the marker are on the table; _____ are being used for class.

GREETINGS



Introducing yourself:

Hello, my name is _____.

Hello, I am _____.

Nice to meet you, _____.

Same here!

Hello, my name is Peter. What is your name?

My name is George. Nice to meet you.

Nice to meet you too.

Hello. What's your name?

My name is Paul. What's your name?

My name is Tad. Nice to meet you Paul.

Same here.

ESL1 ◆ SESSION 2

OBJECTIVES

At the end of this session, students will be able to:

- use the simple present tense
- use select prepositions correctly
- introduce themselves and co-workers
- use this/these correctly

TOPICS:

- present tense review
- prepositions of place
- role plays introducing others
- dialogues with casual introductions
- this/these

METHODS:

- role plays
- dialogues
- Q and A role plays
- job situation

ESL1 ◆ **SESSION 2**

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- use the present tense with competence
- introduce new co-workers to others

Students will make fewer errors when introducing other people. Also, they will be able to give directions (of place, using prepositions) clearly.

MATERIALS:

- worksheets
- tape recorders

TEACHER TIPS ◆ **SESSION 2**

- This session continues as a review of the **simple present tense**
- **This/These worksheet** --- students review the use of these words.
Encourage subj. and vb. agreement in present tense questions. Have students go around the room and ask about objects (sing. and pl.).
- **Prepositions worksheet** --- prepositions of place.
Have students practice telling where things in the classroom are, and then move to the illustration. Use workplace materials to illustrate further.
- **Greetings** --- have students introduce themselves, then each other.
Practice various settings - formal, informal, at work, etc.

PRESENT TENSE

- To practice the present tense, have students ask each other questions using the present tense; long and short answers are reviewed.
- Use the question format page to encourage students to practice writing questions.
- Interviews: pair students off and have them come up with 5 questions in the present tense to ask their partner. They must write the questions down, and ask their partner, and then write down the answers. Then, students take the "I" answers and translate them into he/she answers to write a paragraph about their partner and read it to the class.

THIS and THESE

THIS = singular (one)

THESE = plural (more than one)

What is this? This is a book.
What are these? These are books.

VERB AGREEMENT:

THIS always takes *IS*

THESE always takes *ARE*

PRACTICE: students ask each other about the objects in the classroom using
THIS and THESE, IS and ARE appropriately.

PREPOSITIONS OF PLACE

Prepositions are words that can show the **location** of things:

on, in, under, on top of, next to, in front of, behind

QUESTION: Where?

ANSWER: Location

?	vb.	subj.	/	subj.	vb.	location
Where	is	the book?		The book	is on	the table.
Where	are	the pencils?		The pencils	are in	the bag.
Where	is	the bag?		The bag	is under	the table.
Where is		the cup?		The cup	is next to	the book.

Use prepositions to discuss the objects in the handout (diagram). Then have students go around the room and tell where things are. Students ask "where is / are" questions and practice answering.

GREETINGS:



Introducing someone else to another person:

John: Hello, Steve. Let me introduce you to Peter.
Steve: Hello, Peter. My name is Steve.
Peter: Nice to meet you.
Steve: Same here.

Peter: Tom. Let me introduce you to George. George, this is Tom.
George: Hello Tom. Where do you work?
Tom: I work on the Insight II line. And you?
George: I work in the coil area.
Tom: Nice to meet you George.
George: Same here.

SITUATION

Pedro is new on the job. He works on the Insight I line. You know Pedro because he works next to you on the line. But he doesn't really know the other people on his line yet because he likes to work by himself. Also, he is a little shy. Introduce him to the other line people. Be sure to ask him where he works, and he has to ask the other people where they work on the line.

ESL1 ◆ **SESSION 3**

OBJECTIVES:

At the end of this session, students will be able to:

- use pronouns and articles correctly
- read and understand a station breakdown
- identify the colors and components of that breakdown

TOPICS:

- pronouns and articles
- station breakdown

METHODS:

- role plays
- dialogues
- Q and A role plays
- job situation

ESL1 ♦ **SESSION 3**

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- explain the components of station breakdown
- use articles and pronouns correctly

Students will be able to read these breakdowns and recognize what their job is in relation to the whole unit. They will make fewer errors in putting the units together and will have greater confidence in being placed on a new line with different breakdowns.

MATERIALS:

- sample station breakdown(s)
- tape recorders
- worksheets

TEACHER TIPS ◆ **SESSION 3**

- This session will help students become more competent using the correct **pronouns**. Stress the importance of gender and number considerations. Also, use materials from the workplace as examples.
- **Pronouns** --- worksheet
Students complete the worksheet, and review upon completion. Encourage students dialogue on each, such as forming questions or creating expanded examples.
- **Articles** --- handout and worksheet
Practice double questions using a/the.
- **Station breakdown** --- sample diagram
Break the parts down and have students discuss what each part means. This can be done in groups. Discuss the importance of *color coding* -- review colors for spelling and pronunciation.

PRONOUNS

Pronouns are words that replace the subjects in a sentence.

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

The employee comes to class. **YOU** come to class.

The teacher uses an eraser. **I** use an eraser.

The book is on the table. **IT** is on the table.

The cups are next to the book. **THEY** are next to the book.

Joe is next to Paul. **HE** is next to Paul.

Susan is in front of Paul. **SHE** is in front of Paul.

The teacher and the employee work together. **WE** work together.

PRONOUNS

Write the correct *pronoun* in the space to complete the sentence.

1. Clara really enjoys her job. So _____ always comes to work on time.
2. Steve works in a different place every day. _____ moves around a lot.
3. The units are moving on the belt. _____ are not being fixed.
4. "Do you have the keys to the cabinet?" "No, _____ don't."
5. The supervisor always makes a rate schedule. Today _____ is making new one.
6. The company is a big company. Actually, _____ is the largest heating unit manufacturer on the East Coast.
7. The computer is not working today, so _____ can't test the units.
8. Paul and Gloria work on the A-Line. _____ are busy today.
9. Greg and I work overtime. _____ work in the coil area.
10. The book, the calculator, and the ruler are on the table. _____ are for math class.

ARTICLES

We use indefinite articles to talk about something in general (A/AN); we use definite articles to talk about something more specific (THE).

I have **a** dog. (general)

The dog's name is Max. (specific - I'm referring to the same dog now)

The company has **a** large parking lot.

The parking lot is next to the factory.

Do you have **a** rivet gun? (general)

No, I don't have **a** rivet gun. (general)

Where did you put **the** pliers? (a specific set of pliers)

I put **the** pliers in **the** tool box. (a specific set of pliers and a specific tool box)

If the noun begins with an A/E/I/O/U, then use AN

He is eating **an** apple.

They are standing in **an** elevator.

She is eating **an** ice cream cone.

You are reading **an** outline.

He is a brother, not **an** uncle.

BE CAREFUL:

- some words that begin with H have a silent H sound, so you need AN to cover the vowel sound

He works **an** hour and a half

She is **an** honest woman.

- some words that begin with U do not have a soft sound, and it's impossible to say AN with them.

It is **a** unique event.

They are **a** unified team.

ARTICLES

Fill in the *articles* (**a/an/the**) to complete these paragraphs.

1. I have _____ red car. _____ car is 6 years old.

I like _____ car I have, but I really want to buy _____ Miata.

2. He doesn't use _____ air gun, but he uses _____ rivet gun.

_____ gun he uses has _____ long wire and many switches. At night, he puts _____ in _____ tool box.

3. Testing units is not _____ easy job. Sometimes _____ computer

breaks down and we have to call _____ repairman. When we do,

_____ repairman usually comes _____ same day.

4. I read for _____ hour at night before I go to bed. I usually read

_____ magazine, or sometimes _____ good book. _____

book I am reading now is _____ mystery.

Note to instructor: Use company specific diagrams.

STATION BREAKDOWN

1. What is the *purpose* of a station breakdown?
2. What is this a *diagram* of? What *objects* do you see in the diagram?
3. Look at the *chart* on the bottom left. What is in the first *column*?

the second?

the third?

the fourth?
4. What is the model number for this unit?
5. What colors do you see?
6. What do the different colors represent?

COLORS

This worksheet is to practice your familiarity with colors and to review the spelling.

Write the **color(s)** of these objects.

1. apple
2. banana
3. watermelon
4. bread
5. American flag
6. flag of your country
7. The company's logo
8. this room
9. the table and chairs
10. the teacher's shirt

ESL1 ♦ SESSION 4

OBJECTIVES:

At the end of this session, students will be able to:

- use the present progressive tense correctly and appropriately

TOPICS:

- present progressive tense

METHODS:

- role plays
- dialogues
- Q & A role plays

ESL1 ◆ **SESSION 4**

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- use the present progressive correctly to convey information about a situation in progress

Students will be able to report events and activities that are occurring at an immediate point, and make fewer errors in receiving time-related information.

MATERIALS:

- worksheets
- tape recorders

TEACHER TIPS ◆ **SESSION 4**

- This session is dedicated to review of the **present progressive tense**. Get students familiar with the form, and practice using it in Q and A. Do not stress the differences between this tense and the simple present tense yet -- that will occur later as students become more familiar with both.
- **Time words** --- review the use of time words for the present progressive.
- **Worksheet** --- have students complete the worksheet. Review the question forms
- **Q and A** --- students go around the room and ask each other questions in this tense then report the information using "he/"she."
- **Postcards --- worksheet**
Students write postcards to friends in order to practice the pres. prog. tense. Encourage them to think of where they are, what is on the postcard, and where they would put the address. For fun, have them even draw pictures to represent where they are and what they are doing.
- **Dialogues**
Students take turns reading. Ask questions for comprehension. Practice new expressions and vocabulary. Have them generate similar dialogues if time allows.

PRESENT PROGRESSIVE

verb TO BE + present participle

- 1) review verb **TO BE** in the present tense
- 2) introduce present participle (**ING**)
- 3) introduce time idea of "**right now**"

I am sitting in the classroom.

He is picking up a blower.

They are looking at the station breakdowns.

We are not sitting in the warehouse.

I am not wearing goggles.

She is not working in the coil area.

- Have students give examples of activities they are doing and are not doing. Then have them report on their people: he is sitting, he not standing.

QUESTION FORMAT

?	helper	subj.	vb.	misc.
What	ARE	you	reading?	
Where	IS	he	sitting?	
What	ARE	they	picking up?	
Why	IS	he	wearing safety glasses?	
When	ARE	the units	coming to us?	

ANSWERS: long

I am reading the station breakdown.

He is sitting next to Paul.

They are picking up the coils.

YES and NO QUESTIONS:

?	helper	subj.	vb.
---	--------	-------	-----

Short answers

XX	ARE	you	smoking?
Yes, I am.		No, I am not.	

XX	IS	she	working?
Yes, she is.		No, she isn't.	

XX	IS	it	snowing?
Yes, it is.		No, it isn't.	

XX	ARE	they	talking?
Yes, they are.		No, they aren't.	

PRESENT PROGRESSIVE

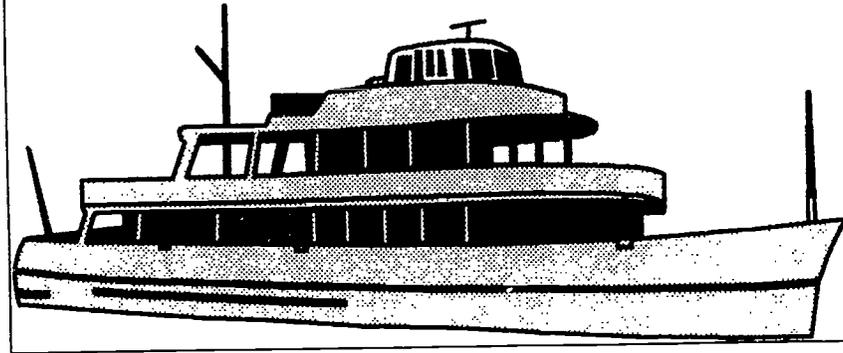
Complete these sentences using the *present progressive*. Then make questions for each.

Example: She is wearing gloves. (to wear)
They are not wearing aprons. (to wear)

1. The teacher _____ on the board. (to write)
2. The units _____ on the belt. (to move)
3. The pens _____ next to the binders. (to sit)
4. The supervisors _____ a new schedule this morning.
5. Today is August 10th, so it _____ (to leave)
6. I don't have any money. I _____ lunch today. (to go)
7. Right now, we _____ in the IT room. (to work)
8. We _____ English; we _____ math.
(to learn)

POSTCARDS

HAVING A GREAT VACATION!!!



When we are on vacation, we like to send postcards to our friends and family back home. We say "I am having a great time here," or "We are feeling tired and are waiting to come home."

You are on vacation in _____ (you decide!). Write a postcard to a friend of yours and tell him or her what you are doing, how you are feeling, what kinds of food you are eating, where you are staying, and other interesting events.

DIALOGUES



#1

Karen: Good morning, Pat. What are you doing?
Pat: Good morning, Karen. I'm working on the envelopes.
Karen: Is this your usual job?
Pat: No, but today I'm working here. Kathy is not here today, so I am taking her place.
Karen: That's good. Now you know how to do the envelopes.
Pat: Yes, I do. And I am learning a lot about the envelope papers.
Karen: Well, have a good day.
Pat: You too. Catch you later.

#2

Bruce: Hey, Jake. What are you doing for lunch today?
Jake: I'm not having my lunch here today. I'm going home for lunch today.
Bruce: Oh really? Why is that?
Jake: My wife is feeling sick, and she wants me to bring home some cold medicine. It might help her cold.
Bruce: Does your wife always get sick in the winter?
Jake: Yeh, you know how it is. She catches a cold every year.
Bruce: Really? Is her cold bad this time?
Jake: Not too bad, but her temperature is high.
Bruce: Well, I hope she feels better.
Jake: Thanks! Me too!

DIALOGUES

#3

Vicki: Hey, Bob. Where is your push/pull rod?

Bob: It's over there, next to the tester.

Vicki: Thanks. I don't have mine today, and I am having trouble pulling the units to me.

Bob: Use mine, because I am not using it on the line today.

Vicki: Oh, no? Where are you working today?

Bob: I'm working in the meat locker with Tom. He needs help because Steve is sick today.

Vicki: Oh really? What's wrong?

Bob: I don't know. Something with his stomach.

Vicki: That's too bad. Well, thanks again.

Bob: Sure thing.

CARDINAL NUMBERS

Cardinal numbers are the regular numbers we use for quantity. Write out the numbers below for spelling practice.

1	16	40
2	17	50
3	18	60
4	19	70
5	20	80
6	21	90
7	22	100
8	23	105
9	24	168
10	25	200
11	26	300
12	27	1000
13	28	5000
14	29	1,000,000
15	30	2,000,000

ORDINAL NUMBERS

We use ordinal numbers to show ORDER or ranking. In other words, they rank something or someone and are put right before the noun. We also use ordinals to talk about the date: August 5th, November 23rd, December 25th.

Example:

I have **one** day for vacation (quantity), but it is my **first** day off this year (order).

He takes off July **9th** (date).

Write the ordinal numbers for these. Notice how the abbreviations are different.

1st	20th	90th
2nd	21st	98th
3rd	23rd	99th
4th	30th	100th
5th	35th	102nd
6th	40th	148th
7th	47th	200th
8th	50th	300th
9th	52th	400th
10th	60th	1000th
11th	63th	
12th	70th	
13th	78th	
14th	80th	
15th	81st	

ORDINALS AND CARDINALS

Use the correct number word to complete these sentences.

Example:

He works 5 days a week. Monday is his first day.

1. She has two cups of coffee every morning. Right now she is drinking her _____ cup. At 11:00 she will have her _____ cup.
2. They missed five days last year. The _____ day was in December.
3. The supervisor explains the problem 10 times. The employee listens for the _____ time and then understands.
4. They have been married for 32 years, so they are celebrating their _____ wedding anniversary.
5. If you stay with the company for 20 years, you will receive a _____ year anniversary watch.

ESL1 ♦ SESSION 5

OBJECTIVES:

At the end of this session, students will be able to do the following:

- recognize cardinal numbers
- recognize ordinal numbers
- use ordinals and cardinals correctly
- read and use schedules

TOPICS:

- ordinals
- cardinals
- schedules

METHODS:

- dialogues
- Q and A practice

EVALUATION:

At the end of this session, students will be more competent in number differentiation and will be able to use numbers correctly. This skill will enable students to make fewer number errors on the line and will enhance their listening abilities regarding numbers. Also, students will read and use schedules with greater competence.

MATERIALS:

- worksheets
- schedules

TEACHER TIPS ◆ **SESSION 5**

- This session focuses on the use of **numbers** in the workplace (*ordinal* and *cardinal*) as well as on the use of **schedules**.
- **Numbers Worksheets** --- students work in pairs to fill out as much as they can. Group discussion and teacher led examples complete the sheet.
- **Practice** --- have students give number information about themselves, such as where they live (#335 Main Street, zip coded), what their phone number is, how many kids they have, etc. Encourage correct use of cardinals and ordinals.
- **Schedules worksheet** --- students complete their own schedules. This is a workday schedule, so focus on what they do in different parts of their workdays. Discuss how the chart/schedule is laid out and how we read such schedules (intersection). Once students have completed their schedules, they should answer the questions on the next page. This reinforces the work with ordinals and cardinals.

CARDINAL NUMBERS

Cardinal numbers are the regular numbers we use for quantity or for code numbers. Write out the numbers below for practice.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

20 _____

30 _____

40 _____

50 _____

60 _____

70 _____

80 _____

90 _____

100 _____

200 _____

1000 _____

5000 _____

1,000,000 _____

CARDINAL NUMBERS

How do we say numbers? Use cardinal numbers in groups to make it easier!

- When we say a phone number, we group this way:

609 - 685 - 3400

(six, oh, nine -- six, eight five -- thirty four hundred)

- When we give an address, we also group the numbers:

167 County Route 1285

(one sixty seven, County Route twelve eighty five)

- To express a dollar amount, we often drop the hundreds and thousands as well as "cents"

\$777.93

(seven hundred and seventy seven dollars and ninety three cents --- or seven seventy seven, ninety three)

- When we give code numbers, we break them down into manageable units:

M470127

(M four, seventy, one twenty seven)

NOTE: very often we drop the word "hundred" to make it easier. Instead of *one hundred and twenty seven*, we say *one twenty seven*.

CARDINAL NUMBERS

Write out how you would say these numbers.

1. 609 - 583 - 9826

2. 664 West Country Drive 759

3. ELX8876

4. \$592.53

5. 201 - 359 - 5375 ext. 7761

6. XLM 218TC8665

ORDINAL NUMBERS

We use ordinal numbers to show placement or order. For example, I drink three cups of coffee every morning; this is my **third** cup. Write the ordinals below for practice. Notice the abbreviations after the numbers.

1st _____	16th _____
2nd _____	17th _____
3rd _____	18th _____
4th _____	19th _____
5th _____	20th _____
6th _____	21st _____
7th _____	22nd _____
8th _____	30th _____
9th _____	40th _____
10th _____	50th _____
11th _____	60th _____
12th _____	70th _____
13th _____	80th _____
14th _____	90th _____
15th _____	100th _____

ORDINAL NUMBERS

Use the correct number word to complete these sentences.

Example: He works 5 days a week. Monday is his first day.

1. She has two cups of coffee every morning. Right now she is drinking her _____ cup. At 11:00 she will have her _____ cup.
2. They missed five days last year. The _____ day was Dec. 22.
3. The supervisor explains the problem ten times. The employee listens for the _____ time and then understands.
4. They have been married for 32 years. They are celebrating their _____ wedding anniversary.
5. If you stay with the company for 20 years, you will receive a _____ anniversary watch.

SCHEDULES

Schedules are all around us in the workplace. We need to know at what time we are doing what, and on what day we are going where. Complete the work schedule below for yourself. Fill in the dates on top of the days and use ordinal numbers.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					

SCHEDULES

Using the schedule that you have made, answer these questions.

1. What do you do during the first hour on Monday?

2. What do you do during your last work hour on Friday?

3. When do you have your first break on Wednesday?

4. On the second day of the week, what do you do at 10:00?

5. On the fourth day of the week, what do you do at noon?

6. On the last day of the week, what do you do at 2:00?

Pair up with another student and ask him/her these questions. Get the answers, and be ready to tell the class about your partner.

ESL1 ◆ SESSION 6**OBJECTIVES:**

At the end of this session, students will be able to do the following:

- use the present tense and present progressive tense correctly
- understand vacation policies

TOPICS:

- present tense vs. present progressive
- time words

METHODS:

- dialogues
- Q and A role plays
- job situation

EVALUATION:

At the end of this session, students will be more competent jumping between the two present tenses and will have less confusion over time words. Also, they will make fewer errors in communicating present tense information.

MATERIALS:

- vacation policies
- tape recorders

TEACHER TIPS ◆ **SESSION 6**

- This session focuses on the differences between the **simple present tense** and the **present progressive tense**. Stress the use of *time words*.
- **Q and A** --- have students practice asking each other questions first in the simple present, then in the present progressive. Have them give long answers at first, then short ones. Rotate Q and A among 3 students so that the third person singular is practiced. Once the tenses have been reviewed separately, interchange the Q and elicit quick short answers. This is to practice listening skills as well as verbal replies, and concentrates on the difference between "I do/don't" and I am/am not."
- **Worksheet with verbs** --- students complete and discuss. Practice making questions for each. For variation, this can be done in teams and the instructor can "keep score."

PRESENT PROGRESSIVE VS. SIMPLE PRESENT

Present tense time words:

in general, generally, usually, everyday, sometimes, always

Present progressive time words:

right now, now, at this time, today

Difference between the 2 tenses:

- *short answers differ*

DO YOU? Yes, I do.

ARE YOU? Yes, I am.

- *Time differs:*

Use compound sentences to convey this difference to students:

I speak Italian (usually). I am speaking English in class now.
I speak Italian, **but** (right now) I am speaking English.

He usually smokes cigars. He is not smoking now.
He smokes cigars, but right now he is not smoking.

They always eat lunch in the cafeteria. They are not eating now.
They eat lunch in the cafeteria, but they are not eating now.

PRESENT PROGRESSIVE VS. SIMPLE PRESENT

Q and A:

What do you wear in the winter?

What are you wearing now?

On line, what do you do?

What are you doing now?

Short answer practice:

Do you live in NJ?

Yes, I do.

Does he work at the company?

Yes, he does.

Is he sitting?

Yes, he is.

Are they eating?

No, they aren't.

Continue with examples of both tenses, positive and negative answers.

PRESENT PROGRESSIVE VS. SIMPLE PRESENT

Fill in the correct verb tense for these sentences. Look for time words! Then, make a question for each.

1. Right now, the units _____ down the line. (to move)
2. Every day, the employees _____ at least 8 hours. (to work)
3. We _____ in the JIT room for this class. (to be)
4. Usually we _____ class on Mondays and Fridays. (to have)
5. They never _____ their glasses. (to wear)
6. Right now they _____ their glasses. (to wear)
7. The fire alarm _____ when there is a fire. (to go off)
8. The building _____ now. (to burn)

ESL1 ♦ SESSION 7

OBJECTIVES:

At the end of this session, students will be able to do the following:

- recognize the components of instructions
- give and receive clear instructions
- use pronouns correctly

TOPICS:

- instructions (steps)
- pronouns

METHODS:

- group work
- dialogues

EVALUATION:

At the end of this session, students will be able to understand instructions, especially action words. They will make fewer errors in understanding instructions and will be able to follow them more closely. Also, students will be competent at providing instructions with clear steps for others.

MATERIALS:

- worksheets
- sample instructions

TEACHER TIPS ◆ **SESSION 7**

- **Instructions** are the focus of this session.
- **Worksheet** --- students work in pairs or small groups to complete this work. Encourage discussion of verbs, steps, order, and the importance of completeness in instructions.
- **Pronouns** --- worksheet. Review the pronouns and have students practice Q and A with pronoun replacement
- **Student work** --- have students independently create a set of instructions for something on the job that they perform daily. This emphasizes the importance of clarity and audience assessment. It also practices the use of pronouns in real life -- students will see that they don't need to repeat nouns and names, but that they can rely on pronouns to continue their ideas through the instructions.

INSTRUCTIONS

- When we listen for or read instructions, we must look for **ACTION** words – these are the words that tell us what to do. They are **VERBS** and are in command form.

Example: **Grab** the unit.
 Put the sticker on the side.
 Place the unit correctly back on the belt.
 Push unit down.

There are **4 verbs** in these directions, so there are **4 actions** that you must do, or **4 steps** to the instructions. Look for steps that have more than one verb – you may have two or three small actions in one large step.

- Also, look for the *order* of the verbs. This will tell you in what order the steps need to be done. Instructions are the most clear when the steps are numbered!
 1. **Grab** up the unit.
 2. **Put** the sticker on the side.
 3. **Place** the unit correctly back on the belt.
 4. **Push** unit down.
- Look for materials. What tools or materials do you need?
- Look for warnings or notes: anything that tells you to *be careful, take note, make sure, don't do, or don't forget to do*.
- Look for missing steps: is everything there in order? If you go through all the steps as listed, will you do the job?

INSTRUCTIONS

Here are the directions for the paperwork station on the Insight II line.

- 1) pull unit to your station
- 2) look at travel card
- 3) recognize unit type
- 4) pull paperwork
- 5) put paperwork in envelope
- 6) push unit down

Be careful not to push unit too hard, or it might fall over.

1. Underline the verbs. How many verbs are there?
2. How many smaller steps are there for the large steps?
3. What is the warning or note?
4. Are all the steps here? What step is missing?
5. Who do you talk to about this problem?
6. List **the complete** steps.

PRONOUNS

PRONOUN Replacement: it / they / he / she / they

The book is on the table. IT is on the table.

The cups are next to the book. THEY are next to the book.

Joe is next to Paul. HE is next to Paul.

Susan is in front of Paul. SHE is in front of Paul.

PRONOUNS

Write the correct *pronoun* in the space to complete the sentence.

1. Clara really enjoys her job. So _____ always comes to work on time.
2. Steve works in a different place everyday. _____ moves around a lot.
3. The units are moving on the belt. _____ are being fixed.
4. Do you have the keys to the cabinet? I don't know where _____ are.
5. The supervisor always makes a rate schedule. _____ puts _____ on the board.
6. The company is a big company. Actually, _____ is the largest heating unit manufacturer on the East Coast.
7. The computer is not working today, so _____ can't test the units.

PRONOUNS

8. Paul and Gladys work on the A-Line. _____ are busy today.
9. Greg and I will work overtime. _____ will work in the coil area.
10. The book, the calculator, and the marker are on the table; _____ are being used for class.

DIALOGUES



#1

Peter: Hello Steve. How are you today?
Steve: I'm just fine. Thanks. And you?
Peter: I'm okay. But I feel a little tired.
Steve: Oh really? I hope you feel better soon.
Peter: Thanks.

#2

John: When do you usually eat lunch?
Paul: I usually eat lunch at 12:30. Then I have a small break at 3:00.
John: Do you always have your break at 3:00?
Paul: Sometimes I take my break at 3:30. What about you?
John: I always eat lunch at noon. I don't have a break. I leave at 4:45
everyday and I skip my break.
Paul: Oh really? That's a good idea.
Steve: Yes, I think so. I don't like to get stuck in rush hour traffic.
Paul: I agree!

DIALOGUES

#3

Susan: Do you have change for a dollar?

Karen: No, I don't. But maybe Lisa does.

Susan: Okay. Thanks. Say, Lisa.

Lisa: Yes, Susan. What's the matter?

Susan: Do you have change for a dollar?

Lisa: I think so. Let me take a look.

Susan: Thanks. I want to buy a soda, and the machine is broken. It doesn't take dollars.

Lisa: Here you go. I have four quarters.

Susan: Thanks.

Lisa: No problem.

ESL1 ◆ **SESSION 8****OBJECTIVES:**

At the end of this session, students will be able to do the following:

- use FANBOYS to create compound sentences
- use "to have" correctly in the present tense
- read more complicated schedules

TOPICS:

- FANBOYS
- "to have" present tense review
- schedules

METHODS:

- group work
- individual writing practice

EVALUATION:

At the end of this session, students will be more competent reading complicated schedules. This will create fewer scheduling errors in the workplace.

MATERIALS:

- worksheets
- sample schedules

TEACHER TIPS ◆ **SESSION 8**

- This session is dedicated to helping students express their ideas in more *sophisticated* structures.
- **FANBOYS worksheet** --- generate as many student examples as possible! Show how the use of compound sentences economizes and makes communication more "connected."
- **To have** --- verb review worksheet. This reinforces the irregular verb structure and gives students the opportunity to Q and A with an isolated verb.
- **Schedules** --- find schedules from around the workplace. Break them down as we did the students' schedules and consider what they are telling, what their purpose is, what their longevity is, and who might be a reader of this particular schedule.
- **Set a task for the students** --- this schedule of classes works nicely with the task of signing up for a class that is at a good time for the student. Or, create a few scenarios and have the students solve the problem (for example, George wants to take the Blueprint class, but he works 6:30 - 1:30 and must leave promptly at 1:30 to pickup his daughter at day care, etc.).
- **Job Situation** --- team building. Students work in pairs or small groups and solve the problems. Help them consider their goal and the best possible solutions.

FANBOYS

FANBOYS is a list of the conjunctions to make compound sentences:

for / and / nor / but / or / yet / so

AND = *addition*

He comes to work. He works eight hours.
He comes to work and he works eight hours.

FOR = *reason*

He works hard. He gets a raise.
He gets a raise for he works hard.

OR = *alternative*

She works on Insight I. Sometimes she works on Insight II.
She works on Insight I or she works on Insight II.

BUT = *contrast*

He is buying a new car. He has no money.
He has no money, but he is buying a new car.

SO = *for that reason*

He wants a promotion. He is working hard.
He wants a promotion so he is working hard.

YET = *contrast*

They want to go to the movies. They don't want to drive.
They want to go to the movies yet they don't want to drive.

FANBOYS

We use FANBOYS to show **contrast, addition, and reason**. Look at these examples --- underline the FANBOYS and think of what they are showing.

1. I speak Italian, but I am not speaking Italian now.

2. She drives the forklift and she picks up the cartons.

3. He works in the coil area, but today he is working on the B-Line.

4. They go to the cafeteria so they can buy lunch.

5. We are taking ESL class for we want to speak better!

6. The units were dented, yet they passed electrical inspection.

FANBOYS

Writing Practice:

When you put two ideas together in one sentence and connect them with a FANBOY, you are making **COMPOUND** sentences.

Write one compound sentence on these topics.

1. What are you doing now? What aren't you doing now?
2. Do you speak another language? Are you speaking it now?
3. Does your teacher wear skirts to class? Is she wearing one today?
4. Where do you usually work? What do you do there?
5. Do you come to work everyday? Why or why not?

TO HAVE

Review of the verb "to have" in the present tense. Once you complete the sentences, go back and make questions for each one.

1. We always _____ problems with the rivet gun.
2. The unit _____ many wires inside.
3. The employees _____ breaks at 9:00 and 2:00.
4. The teacher _____ an air gun in her bag.
5. The company _____ a large parking lot, but it
_____ a parking garage.
6. Peter and Sarah _____ only a few minutes to talk to their supervisor.
7. They _____ any more brackets in the bin.

SCHEDULES

Look at this schedule. What are the *parts* of the schedule? What is the whole schedule telling you?

SCHEDULES

This is a different kind of schedule. What is it telling you?

LINE	7/9 Monday	7/10 Tuesday	7/11 Wednesday	7/12 Thursday	7/13 Friday
A-Line	75	77	54	78	66
B-Line	58	59	55	59	50
Insight I	53	44	46	50	42
Coil	67	64	56	60	51

What do the numbers represent?

SCHEDULES

Job Situation:

Using the schedules that you completed last week, get together with two other people and compare schedules to solve these problems.

I. East State Street Ext. has been closed due to building demolition across the street. So you and your co-workers have to join together as a group and take a shuttle bus to and from the Seven Eleven on Olden Avenue (the shuttle only runs for 3 or more workers). The times are below. Pick the best times for your *group*.

M - F

AM: 6, 6:30, 7, 7:30, 8, 8:30
9, 9:30, 10, 11

PM: 12, 1, 2, 3, 3:30, 4, 4:30
5, 5:30

II. You are planning a surprise birthday party for your teacher. Here is her schedule. What time can you give the party for her so that everyone in the group can attend?

Teacher's Schedule

M	T	W	TH	FR
8-1	9-11	12-5	11-3	11-3
2-4	1-3			

ESL1 ◆ SESSION 9

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use prepositions and pronouns correctly
- use "to be" correctly in the present tense
- get instructions from a station breakdown

TOPICS:

- prepositions and pronouns (review)
- "to be"
- station breakdown and instructions

METHODS:

- group work
- Q and A practice

EVALUATION:

Students will not only understand the station breakdown, but will be able to derive instructions from it. This will make on-line changes less ominous to the students and will create fewer errors in production.

MATERIALS:

- worksheets
- breakdowns

TEACHER TIPS ◆ **SESSION 9**

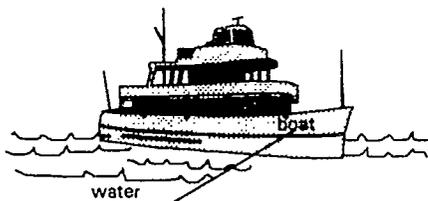
- This session expands upon the station breakdown reviewed earlier and encourages students to take workplace materials one step further.
- **To be** – review of verb. Once again, this gives students the opportunity to practice an irregular verb in isolation using Q and A.
- **Prepositions and Pronouns** – this section is a combination of two earlier topics and reinforces the importance of economizing in communication. Go around the room and have students practice with objects and locations. Use magazine ads or catalogue pictures to add more practice and increase vocabulary.
- **Instructions** – students complete the instructions in pairs, then compare their list of steps. Have them write their group's response on the board using numbers and clear verbs – this gives them the opportunity to lead the class and express themselves on the board.
- **Station Breakdown and instructions** – worksheet.
Using the station breakdown from the earlier class, students look at what it is telling them to do and they write the instructions out step by step. Look for verbs, tools, and warnings. This can be done in pairs, or alone.
- **Dialogues** – have students read the dialogues out loud. Ask questions for content comprehension; review vocabulary; elicit summaries from students. If time allows, set up students in groups of three and have them come up with their own dialogues based on something in the workplace and using the noted verb tenses.

PREPOSITIONS AND PRONOUNS

Use pronouns to replace the subject, and prepositions to show place.

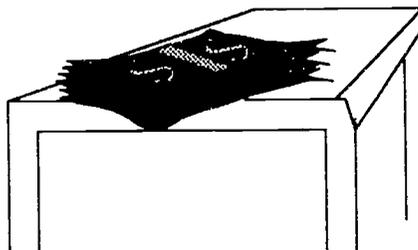
The **boat** is *in* the water.

It is *in* the water.



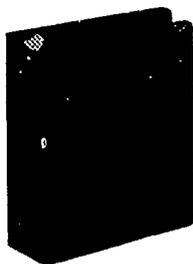
The **money** is *on* the table.

IT is *on* the table.



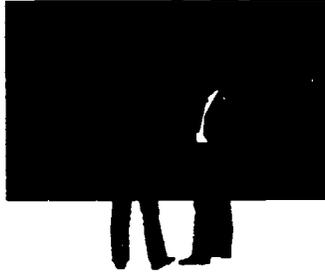
The **math binder** is *under* the table.

IT is *under* the table.



PREPOSITIONS AND PRONOUNS

Joe is *next to* Paul.
HE is *next to* Paul.



The map is *behind* them.
It is *behind* them.

They are standing *in front of* the map.

PRACTICE: go around the room and ask questions of place to elicit answers from students. Then have them ask questions to each other. Make sure that the subject and verb agree!

TO BE

Review of the verb "to be" in the present tense. Complete these sentences, and then make the questions for each.

1. We _____ busy on the line today.
2. Today _____ Thursday.
3. The math class _____ in the JIT room.
4. Ron and Gary _____ in their office.
5. The units _____ on the belt, but they _____ finished.
6. The instructions _____ on the door of the unit.
7. The envelopes _____ in the boxes, but they _____ on top of the boxes.
8. Thanksgiving _____ in November.
9. You _____ on break for 10 minutes.
10. The company _____ a big company.

INSTRUCTIONS

Instructions have steps that are shown with ACTION words (verbs). The steps must be in order so that you can do the job correctly. Look at these steps. Are they in order? Are there any steps missing? Break into groups and make these directions perfect!

Shipping a unit

Close box top
Put unit in box
Assemble box and glue bottom
Load box onto forklift
Place packing materials around unit
Seal box top
Put address label on side of box

Shipping a unit - the completed steps

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

INSTRUCTIONS

Look at this station breakdown. What is it telling you to do? In what order?
Write out the steps in order.

1.

2.

3.

Note to instructor:
Use company specific diagrams

DIALOGUES



George: I have a headache today. I think I am sick.
Paula: No, really? You look fine.
George: I have a lot of pain behind my eyes. I think I need glasses.
Paula: Well, do you have a temperature?
George: I'm not sure. I don't think so. But I do feel queasy.
Paula: Do you want to sit down?
George: No, thanks.
Paula: Do you want a glass of water?
George: No, thanks.
Paula: Well, then what do you want?
George: I don't know, but I feel just terrible.
Paula: Do me a favor, okay? Go home, go to bed, and just sleep until tomorrow. And don't watch any television or read.
George: Thanks for the good instructions! See you tomorrow.

ESL1 ◆ **SESSION 10**

OBJECTIVES:

At the end of this session, students will be able to:

- use the future tense

TOPICS:

- time words

METHODS:

- role plays
- dialogues
- Q & A role plays

EVALUATION:

At the end of this session, students will avoid miscommunication through the use of correct time words and will be able to express events in the future. They will be able to express their plans and explain future oriented schedules. This will enable them to make greater use of their work time.

MATERIALS:

- worksheets
- tape recorders

TEACHER TIPS ◆ **SESSION 10**

- This session is dedicated to the practice of the using the **future** tense (will / won't).
- **Time words** --- emphasize the difference in time words. Draw a time line on the board and have students give time words appropriate to the line parts. Then review the simple present and the progressive. Move on to the future.
- **Q and A** --- get students to ask each other questions in the future. Long and short answers, both positive and negative, must be practiced.
- **Weekend Schedule** --- students love to talk about their weekend plans! Have them complete this schedule. Notice that the times are left out -- students must determine their own hourly / tri-hourly(?) breakdown. Discuss, and encourage further Q and A practice and summaries.
- **Role plays** --- students pair off and write dialogues to solve the problems in these situations.

WILL / WON'T

We use **WILL** and **WON'T** plus the regular verb to show an action takes place in the future.

Examples:

- I **will** go to the team meeting after lunch.
- I **won't** buy my lunch at the cafeteria.
- Next month the A-Line **will** hire three new packers.
- The company **won't** ship its units by boat.
- Tomorrow the supervisors **will** ask us to work overtime.

Time words:

- tomorrow
- next week
- next month
- next year
- next time
- later
- after lunch
- after _____
- in _____ minutes/hours/days/months/years.

EXAMPLE: difference between simple present and future

I usually come to work at 9:00. -- general, every day -- simple present tense

Tomorrow I WILL come to work at 8:45. -- future time word

WILL / WON'T

QUESTION format

?	WILL	subj.	verb	misc.
What	will	you	bring	to work tomorrow?
When	will	she	push	the unit down?
Where	will	they	work	tomorrow?
How many units	will	she	finish	before noon?
What kind of paperwork	will	he	put	in the envelope?
WHO	will	XX	test	the unit?

(remember that the WHO question is always different)

WILL / WON'T

Long answers (positive): WILL for all subjects

I will come to work at 9:00.

She will push the unit down in 10 minutes.

Long answers (negative): WON'T for all subjects

I will not come to work at 6:00 a.m.

I won't come to work early.

He won't finish the unit in 2 minutes.

She won't push the unit down.

Short answers (positive):

Will you work on the Insight line?

Yes, I will.

Will they insert the paperwork?

Yes, they will.

Will she push the unit down?

Yes, she will.

Short answers (negative):

Will you work in the coil area?

No, I won't.

Will they tear the label?

No, they won't.

Will she test the unit?

No, she won't.

Student questions:

Have students go around the room and ask each other WILL questions, and answer accordingly. Encourage long answers at first, then short ones.

WILL / WON'T

Make a schedule for yourself for this coming weekend. Then write 10 sentences telling us what you will do over the weekend.

SATURDAY	SUNDAY
7:00	



ROLE PLAYS

Break into pairs. Each student will take one role and together you will create a dialogue.

1. Your supervisor asks you if you will go to class today. Give him/her the information.
2. Your co-worker needs to know if you will work late tomorrow. He needs a ride home.
3. Your team leader asks you when you will take vacation. Give him/her the correct information and ask for approval.
4. You need to make an appointment at the doctor's office. Call and ask if the doctor will be available on Friday. Set up a time.

ESL1 ◆ **SESSION 11**

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use modal "have to" correctly
- use time expressions correctly (to tell time)

TOPICS:

- modal "have to"
- time expressions / telling time

METHODS:

- Q and A practice
- dialogues

EVALUATION:

Students will make fewer mistakes telling time and planning a schedule. This will in turn lead to less error on the line and in time management.

MATERIALS:

- worksheets
- clock with movable hands

TEACHER TIPS ◆ **SESSION 11**

- This session focuses on the use of "have to" as different from just the verb "to have." Also, students will practice telling time and giving estimations of time.
- **have to** --- use Q and A to practice this modal, and encourage the correct use of have / has. Let students do the worksheets on their own, and review the question format together.
- **have to and compound sentences** --- students generate their own sentences using have to and expressing events in the future.
- **Role plays** --- students work in pairs. This focuses on the use of "have to" for obligation and advice.
- **Steps to a process** --- this worksheet practices the modal "have to" and gives students the opportunity to break down a simple task into multiple steps. They should be aware of chronological order and clear verbs.

HAVE TO

MODAL: have to = must
This is the strongest of the modals.

I have to work 8 hours every day = I must work every day.

You have to park in the employee lot.
They have to turn on the machines in the morning.
We have to use the conference room for our class.

→NOTE: HE / SHE / IT **HAS TO**

He **HAS** to bring his safety glasses to work.
She **has** to work on the Insight line this morning.
It **has** to be 32° for it to snow.

QUESTION format:

?	helpersubj.	HAVE TO	vb.	misc.
Where	do	you have to	work	today?
When	does	she have to	come	to work?
Why	do	we have to	inspect	the units?
What	does	he have to	tell	his boss?
WHO	XX	XX HAS TO	work	late?

HAVE TO

HAVE TO in the
Simple future: the helper changes to "will"

When	will	you	have to	work	tomorrow?
Why	will	she	have to	come	to work?
Why	will	we	have to	inspect	the units?
WHO	WILL	XX	have to	work	late?

Long answers (positive):

I will have to clean up this area.
He has to talk to his boss after lunch.
They have to give me the station breakdown.

Long answers (negative):

I won't have to clean the whole plant.
He doesn't have to work both shifts.
They don't have to talk to the president of the company.

Short answers (positive):

Do you have to come to work?	Yes, I do.
Does he have to clean his area?	Yes, he does.
Do they have to wear boots?	Yes, they do.
Will they have to wear hats?	Yes, they will.
Will I have to take notes?	Yes, you will.
Will we have to show up on time?	Yes, we will.

Short answers (negative):

Do you have to work at 7:00 a.m.?	No, I don't.
Does she have to lift the unit?	No, she doesn't.
Do they have to wear ties?	No, they don't.
Will I have to take notes?	No, you won't.
Will he have to bring his lunch?	No, he won't.

100

HAVE TO

Complete these sentences using have to/has to/will have to. Then make the questions for each.

Example: The units have to move down the line.

1. Today the supervisor _____ make the schedule.
2. Tomorrow the supervisor _____ make another schedule.
3. Ron and Gary _____ make the class lists for November.
4. The air gun _____ be plugged in.
5. The secretaries in the office downstairs _____ to work this weekend.
6. Next year we _____ negotiate another union contract.
7. Every morning I _____ get a cup of coffee for my boss.

COMPOUND SENTENCE REVIEW AND HAVE TO

I have to work on the Insight II line, but I don't have to work the late shift.

He has to push the units down, and he has to inspect the units.

They have to stay late, for they have to finish the batch.

Writing Practice: write compound sentences as answers to the questions below.

1) Will you have to come to class this week?

Will you have to bring your notebook?

2) Do you have to eat lunch in the afternoon?

Do you have to go out for lunch?

3) Does the teacher have to leave early?

Does she have far to drive?

ROLE PLAYS

Break into pairs and prepare these role plays.

- 1) Paul is new to the line, and he doesn't understand what he has to do with the push/pull rods. Tell him what he has to do, and Paul will ask you more about what he has to do.

- 2) Paul wants to change his schedule from one shift to another. He asks you who he has to talk to, and when. Give him that information.

- 3) You want to take more classes at TRANE but you don't know what you have to do to sign up, or where you have to meet the counselor. Ask a co-worker.

- 4) Your co-worker needs a morning off for a doctor's visit and he isn't sure what to do. Tell him, what does he have to do? Who does he have to tell?

WRITING PRACTICE

STEPS to a PROCESS:

Getting a driver's license is not a right, but it is a *privilege*. What do you have to do to get a driver's license? What are the steps? List them below. Next, think of **verbs** that you can use to start each step. Then write the completed steps with numbers.

ESL1 ◆ **SESSION 12****OBJECTIVES:**

At the end of this session, students will be able to:

- use "going to" to express the simple future
- recognize and use adjectives

TOPICS:

- questions using "going to"
- long and short answers with "going to"
- negative answers with "going to"
- Q & A role plays: are you going to?
- adjectives: before nouns/describing nouns

METHODS:

- role plays
- dialogues
- Q & A role plays
- job situation

EVALUATION:

At the end of this session, students will be able to perform the following tasks:

- convey future time information
- have fewer safety violations and errors
- give clearly detailed descriptions of tools, machines, co-workers, and other items using adjectives

MATERIALS:

- post-test exercises
- company safety information (as posted)

TEACHER TIPS ◆ **SESSION 12**

- This session focuses on the use of adjectives and on the variation of the future, "going to."
- **Going to** --- use Q and A technique to practice.
- **Adjectives** --- worksheet
Review worksheet with students and have them generate their own examples.
Watch for correct placement of adjectives.
- **Writing Practice** --- students work alone to complete this task. They have a lot of fun reading their description out loud and having their co-students try to figure out what they are describing.

GOING TO

Tomorrow I will work on the XL line.

Tomorrow I am going to work on the XL line.

Use verb **TO BE** plus **GOING TO** plus **VERB**

I am going to

you are going to

he / she / it is

going to

we are going to

you are going to

they are going to

It is going to snow in February.

We are going to learn more verb tenses.

QUESTION FORMAT

?	helper (TO BE)	subj.	GOING	infinitive	misc.
What	are	you	going	to bring	to work?
Where	is	she	going	to go	for vacation?
When	are	we	going	to clean	the area?
Why	are	they	going	to have	a meeting?
WHO	is	XX	going	to attend	the meeting?

Long answers (positive):

I am going to bring my work boots to work.
 She is going to go to Mexico for vacation.
 We are going to clean the area in two hours.

Long answers (negative):

I am not going to bring my glasses to work.
 She is not going to Puerto Rico for vacation.
 We are not going to clean the whole plant.

QUESTION FORMAT**Short answers (positive):**

Are you going to come to work tomorrow?	Yes, I am.
Is she going to visit Mexico?	Yes, she is.
Are they having a meeting?	Yes, they are.

Short answers (negative):

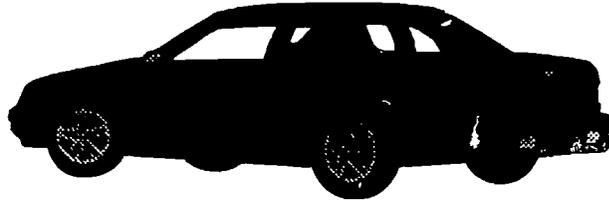
Are you going to come to work on Sunday?	No, I am not.
Is she going to go to Paris?	No, she isn't.
Is it going to snow tomorrow?	No, it isn't.

Q and A: encourage the students to ask each other questions using "going to."
Possible topics:

- 1) going to take more classes?
- 2) going to talk to your supervisor?
- 3) going to work on the Insight II line?
- 4) going to participate in the WORK classes?
- 5) going to use the tape recorder?

ADJECTIVES

ADJECTIVES describe nouns (things, places, and people).



I have a car. It is red.
I have a **RED** car.

My car is old.
I have an **old** car.

My car was made in Japan.
It is a **Japanese** car.

Sometimes my car doesn't run well.
It is a **broken** car.

CAR = noun

RED, OLD, JAPANESE, BROKEN = adjectives (describe the noun)

The **ADJECTIVE** usually goes before the **NOUN**!!

TYPES OF ADJECTIVES

A) COLORS: can be used as adjectives

What color car do you have?

I have a red car.

What color wire do you have?

I have blue wire.

B) SIZES: can be used as adjectives

My brother's name is Paul. He is tall.

I have a tall brother.

The company is a company. It is big.

The company is a big company.

C) Relating to COST:

This machine costs a lot of money.

It is an expensive machine.

Walking shoes don't cost a lot of money.

They are cheap shoes.

They ar inexpensive shoes.

D) Relating to AGE:

He is 19 years old.

He is a young man.

The house is 150 years old.

It is an old house.

The car is 2 months old.

It is a new car.

TYPES OF ADJECTIVES

E) Relating to WEIGHT:

The bag weighs 300 pounds.
It is a heavy bag.

The box weighs 2 pounds.
It is a light box.

F) Relating to how much MONEY:

They have a lot of money.
They are rich people.

They don't have any money.
They are poor people.

G) Relating to personal CHARACTERISTICS:

She is a teenager. She is pretty.
She is a pretty teenager.

The dog weighs 75 pounds.
He is a fat dog.

The woman weighs 110 pounds.
She is a thin woman.

The car is very nice to look at.
It is a beautiful car.

The truck is not nice to look at.
It is an ugly truck.

TYPES OF ADJECTIVES

H) Relating to **QUANTITY**

They fix **a lot** of units.

We drink **some** coffee on our break.

Do they use **100** rivets?

How **much** time do you have to stuff the envelopes?

MORE THAN ONE ADJECTIVE:

The truck is big. It is red. It is ugly.

It is a big, ugly red truck.

The unit is made in American. It is inexpensive. It is good.

It is a good, inexpensive American unit.

Her sweater is wool. It is blue. It is big.

She is wearing a big blue wool sweater.

Placement of ADJECTIVES:

It is a big, old house.

SIZE AGE

NOT: It is an old, big house.

She has a big, blue Angora sweater.

SIZE COLOR TYPE

NOT: She has an Angora, blue,
big sweater.

There is an old, broken, black stapler.

AGE CONDITION COLOR

WRITING PRACTICE

Using **adjectives**: describe the thing but *DO NOT NAME IT* ! You will read your paragraph out loud and we will try to guess what it is you are talking about.

- 1) Pick a **tool** that you work with everyday and describe it in a paragraph.
What color is it? Is it heavy?

- 2) Pick a **person** that you work with everyday and describe him/her in a paragraph.

READING → TAKING SAFETY PRECAUTIONS
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MATERIAL SAFETY DATA SHEET**I. PRODUCT IDENTIFICATION**

Product name Bonderite 1014
 DOT Proper Shipping Name..... Compound, rust preventing,
 corrosive material, NS1760
 Hazard Classification..... corrosive material

II. HAZARDOUS INGREDIENTS

This product contains a toxic chemical subject to the reporting requirements of Section 313, Title III of SARA, Part 372.

III. PHYSICAL DATA

Appearance Liquid
 Color Colorless
 Boiling Point..... 210 - 250 F
 Vapor Pressure N/A
 Specific Gravity 1.1 - 1.2
 Solubility in water Complete

IV. FIRE AND EXPLOSION DATA

Flash Point F (C) None
 Extinguishing Media Water, Chemical, Foam, Dry Chemical
 Unusual fire or explosion hazards. None
 Special fire fighting procedures Wear positive
 pressure self-contained breathing apparatus and full
 protective clothing.

READING → TAKING SAFETY PRECAUTIONS

V. HUMAN HEALTH DATA

Primary Route(s) of exposure Eyes, Skin, Inhalation
Eyes Contact with eyes can cause burn and eye damage
Skin Contact with skin can cause irritation
Inhalation..... Inhalation of mist can cause injury (burns) to the respiratory tract
Ingestion..... Can result in gastrointestinal damage; burns of the digestive tract
Medical conditions aggravated by of overexposure.....
Pre-existing skin disorders

No component of this chemical is listed in the NTP Annual Report on carcinogens, or is regulated as a carcinogen by OSHA.

VI. EMERGENCY AND FIRST AID PROCEDURES

Eye contact..... Flush eyes with plenty of water for at least 15 minutes while holding eyelids apart to ensure complete washing of the eye and eye tissue.
GET MEDICAL ATTENTION.

Skin contact..... Immediately remove contaminated clothing and shoes. Flush skin with water for at least 15 minutes. Rinse clothing. If irritation persists, get medical attention.

Inhalation..... Remove to fresh air. Remove contaminated clothing. If breathing is difficult, administer oxygen. If respiration stops, give mouth to mouth resuscitation.
GET MEDICAL ATTENTION.

Ingestion..... Drink large quantities of water.
CORROSIVE. DO NOT INDUCE VOMITING. If vomiting occurs, drink more water. Never give anything by mouth to an unconscious person.
GET MEDICAL ATTENTION.

READING: TAKING SAFETY PRECAUTIONS

VII. EMPLOYEE PROTECTION RECOMMENDATIONS

Eye protection Chemical goggles or face shield
Skin protection rubber gloves and
appropriate protective clothing
Respiratory protection respirator mask recommended
Ventilation Local exhaust during processing
Other Employee education and training in safe
handling procedures of this product are recommended. Safety showers and eye
wash stations should be easily accessible to work areas.

JOB SITUATION

#1

Your co-worker is working with Bonderite 1014B. He is not wearing a respiratory mask, and he is feeling dizzy. What should he do?

#2

Your co-worker is working with Bonderite. He spills some on his skin and he develops a rash. What should he do?

#3

Your co-worker is working with Bonderite. He gets some in his left eye. What should he do?

ESL1 ◆ **SESSION 13**

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use modal "should" correctly
- understand the company's smoking policy

TOPICS:

- modal "should"
- company smoking policy

METHODS:

- discussion
- Q and A
- dialogues

EVALUATION:

Students will be able to use "should" to show obligation, probability, and to give advice. They will be able to problem solve using the smoking policy. Therefore, there will be fewer problems with policy violations.

MATERIALS:

- worksheets
- smoking policy

TEACHER TIPS ◆ **SESSION 13**

- Students will read and understand the smoking policy and use the modal "should" throughout this lesson.
- **Should** --- use Q and A practice. Stress the use of should to express duty, obligation, and advice; secondary is the use of should as probability (this can be confusing and overwhelming).
- **Role plays** --- practicing *should*. Students pair off and solve the problems, hence giving advice to their colleagues.
- **Smoking Policy** --- reading
Students read out loud and discuss the meaning and general application of this policy. Practice new vocabulary and expressions. Pose comprehension questions. Have students complete the worksheet with questions.
- **Dialogues** --- students take turns reading and acting out these dialogues. Get them to ask each other comprehension questions. If time allows, let students create their own dialogues around smoking policy and other safety issues. Encourage use of *should*.

SHOULD

SHOULD shows the idea of duty or obligation. We use SHOULD to give advice.

Examples:

I have a headache. What should I take?
You should take aspirin.

The parking lot is full. Where should I park my car?
You should park across the street.

The wires in the unit are broken. What should I do?
You should take the unit to the repair station.

QUESTION FORMAT for should:

?	modal	subj.	verb.
What	should	I	take?
Where	should	she	park?
When	should	we	leave?
Who	should	XX	turn off the lights?

(Remember that the WHO question is always different!)

SHOULD

MORE EXAMPLES:

- The belt has stopped. Who should I call?
You should call your manager.
- The sign says "Do not smoke." Should I smoke?
No, you shouldn't smoke.
- What should I do with this scrap?
You should recycle it.
- He might be late for work. Who should he call?
He should call his supervisor.

READ DIALOGUES for more examples and practice with SHOULD

ROLE PLAYS

- 1) You have a bad cold and you are not feeling well. Ask your co-worker what you should take.

- 2) Your supervisor is telling you to move the units from the line. Ask him where you should move them to.

- 3) You know that your work station should be cleaned. Ask your co-worker how often you should clean it.

- 4) You want to smoke but you don't know where you should smoke. Ask your supervisor where you should smoke.

- 5) You need a new pair of work shoes. Your co-worker has a nice pair, and you want a pair like his. Ask him where you should go to get a good pair of boots.

READING: WHERE TO SMOKE?

Read the company's smoking policy and answer the following questions.

*** * * * * COMPANY SMOKING POLICY * * * * ***

The company's policy provides a healthy, comfortable and productive work environment for employees. In an effort to protect the rights of nonsmokers, as well as to consider the needs of smokers, this policy takes effect on October 15, 1986. All employees and visitors to the Trenton Plant are expected to comply with this policy.

SMOKING-PROHIBITED AREAS

Common areas, including hallways, stairwells, the lobby, copier rooms, mail room and rest rooms.

All conference rooms
Medical clinic
All assembly lines
Tool room

Computer room
Fabrication Department
Maintenance shop
Paint shop

(Except in established smoking permitted areas within these departments, each area manager designates)

The cafeteria, from the food area to the divider, is set aside for nonsmokers. Smokers should use the area from the divider back.

READING: WHERE TO SMOKE?

Questions and vocabulary review for the smoking policy reading

VOCABULARY: to take effect, to comply with, to designate, divider, stairwells

1. When does this policy take effect?
2. What are the "common areas" ?
3. Should employees smoke in the mail room?
4. Should employees smoke in the cafeteria?
5. What part of the cafeteria is set aside for smokers?
6. What part of the cafeteria is set aside for non-smokers?
7. Who designates the smoking areas in the departments?

DIALOGUES



1)

Peter: Hey, John. Why aren't you wearing your safety glasses?
John: I don't like to wear them. I feel restricted with them.
Peter: But this is a very dangerous area. You should wear your glasses when you are working in the coil area.
John: But I am not working here all day. I am only filling in for Tom until he comes back from lunch.
Peter: Even so, you should protect your eyes.
John: Okay. Let me put them on. Thanks for your advice.
Peter: Sure.

2)

Sharon: Do you have a book of matches I can borrow?
Lynn: Sure, here you are. But you shouldn't smoke here in the paint shop.
Sharon: Why not?
Lynn: This is a non-smoking area.
Sharon: Well, I'm only smoking one cigarette.
Lynn: I don't think that's a good idea. You should obey the smoking policy.
Sharon: Yeh? I guess I should. Where should I go to smoke?
Lynn: Go to the cafeteria.
Sharon: Is that a designated smoking spot?
Lynn: Yes, it is.
Sharon: Thanks for the tip.

DIALOGUES

3)

Ted: My car isn't running right. What should I do?

Bill: You should take it to the mechanic.

Ted: Do you know of a good one?

Bill: Yes, I do.

Ted: What's his name?

Bill: His name is Brian Miller. He has a garage on Greenwood Avenue in Trenton.

Ted: Is he expensive?

Bill: No, not really. And he is very fast.

Ted: Great. Give me his address and I'll drop off my car.

Bill: You should call before you drop it off. He is usually very busy.

Ted: Good idea. Thanks for the help.

ESL1 ◆ SESSION 14

OBJECTIVES:

At the end of this session, students will be able to do the following:

- use modals "should" and "have to" when giving advice
- read and use safety information

TOPICS:

- "should" and "have to" review
- safety information / MSDS sheet
- safety situations

METHODS:

- group work
- Q and A

EVALUATION:

Students will be able to read safety materials with greater competence and understand the components of an MSDS sheet. Hence, they will be more aware of safety issues and will have the ability to resolve safety problems.

MATERIALS:

- worksheets
- sample MSDS sheet

TEACHER TIPS ◆ **SESSION 14**

- This session expands upon the earlier lessons using "should" and "have to" and has students choose the appropriate time to use either. Also, more company safety issues are discussed and the reading material includes an MSDS sheet.
- **Should vs. have to** --- create situations and ask students for advice and help. This lets them determine when to use "have to" and when to give advice with "should."
- **MSDS sheet** --- this is included to practice adjectives. **DO NOT** review every sentence or new vocabulary word. Instead, have students determine a global meaning and be able to give a comprehensive summary of what the MSDS sheet tells about (its sections).
- **Job Situation** --- students work in pairs to problem solve and give advice to their colleagues in the situations.

SHOULD AND HAVE TO

Which would you use to complete these sentences? "Should" or "has/have to"?

1. Thomas has a really bad headache. He _____ go home.
2. I _____ leave work early to pick up my daughter.
3. We _____ pick up the screws from the floor so no one trips and gets hurt.
4. Greg and Claire _____ wear goggles in the coil area.
5. If you want to get paid, then you _____ work.

READING PRACTICE → SAFETY SHEETS

Read the following MSDS sheet and answer these questions.

1. What is the chemical's name?
2. What does this chemical look like?
3. What kinds of fire extinguishers can you use to put out a fire with this chemical?
4. Will this chemical explode?

VOCABULARY:

hazard, toxic, extinguisher, apparatus, digestive, inhalation, ingestion, aggravated, exposure, contaminated, induce, vomiting, respirator

READING PRACTICE → SAFETY SHEETS

MATERIAL SAFETY DATA SHEET

I. PRODUCT IDENTIFICATION

Product name Additin RC7135
Chemical Family Aromatic Amine
Chemical Name N-Phenyl-stryenated benzenamine
OSHA Hazard Communication
Status This product is not hazardous under the
criteria of the Federal OSHA Hazard Communication Standard 29 CFR 1910.1200.

II. HAZARDOUS INGREDIENTS

Components: None % : optional

III. PHYSICAL DATA

Appearance Liquid
Color Brown to Reddish
Melt point/Freeze point N/A
Boiling Point Greater than 572 F (300 C)
Vapor Pressure N/A
Specific Gravity 1.1
Solubility in water Insoluble

IV. FIRE AND EXPLOSION DATA

Flash Point F (C) 518 F (270 C)
Extinguishing Media Water, Chemical, Foam, Dry Chemical
Special firefighting procedures / unusual fire or explosion hazards:
Firefighters should wear full protective clothing including self-contained breathing
apparatus. During a fire, irritating and/or toxic gasses from combustion/decomposition
may be generated.

READING PRACTICE → SAFETY SHEETS

V. HUMAN HEALTH DATA

Primary Route(s) of exposure Eyes, Skin
 Human effects and symptoms of overexposure
 Acute none observed
 Chronic none observed
 Medical Conditions aggravated by exposure not established
 Carcinogenicity This product is not listed
 as a carcinogen.
 Exposure limits see section II

VI. EMERGENCY AND FIRST AID PROCEDURES

Eye contact Flush eyes with plenty of water
 Skin contact Wash thoroughly with soap and water
 Remove contaminated water and wash container before reuse.
 Inhalation Remove to fresh air
 Ingestion Consult physician

VII. EMPLOYEE PROTECTION RECOMMENDATIONS

Eye protection safety glasses
 Skin protection rubber gloves
 Respiratory protection Organic vapor cartridge
 respirator is highly recommended
 Ventilation Local exhaust during processing
 Other Employee education and training in safe
 handling procedures of this product are recommended. Safety showers and eye wash
 stations should be easily accessible to work areas.

JOB SITUATION

Work in pairs and come up with advice for the people in these situations.

#1

Your co-worker is working with Additin RC7135. He is not wearing goggles and his eyes are burning. What should he do?

#2

Your co-worker is working with Additin RC7135. He spills some on his skin and develops a red rash. He is starting to scratch at it. What should he do?

#3

Your co-worker is working with Additin RC7135. He is having trouble breathing. What should he do?

#4

A fire starts in the part of the plant where workers are using Additin RC7135. What should the fire-fighters be wearing when they come to put the fire out?

ESL1 ♦ SESSION 15**OBJECTIVES**

At the end of this session, students will be able to do the following:

- read and understand the company's disciplinary policy
- recognize time words as keys for verb tenses

TOPICS

- disciplinary policy
- verb tense review

METHODS

- group work
- dialogues

EVALUATION

Students will be competent expressing themselves using various time expressions and verb tenses. This will lead to fewer errors in reporting information in the workplace. Also, students will be able to understand the disciplinary procedure, and hence be more aware of company policy.

MATERIALS

- company policy sheet
- worksheets

TEACHER TIPS ◆ **SESSION 15**

- In this session, students will summarize the elements of the disciplinary policies and apply them to situations. They will practice generating a list of steps from the policy.
- **Disciplinary Policy** --- reading. Students read out loud. Ask comprehension questions. Encourage discussion of the policy. Give examples and get feedback.
- **Verb Tense review** --- this is an overview of the three tenses that students have worked on so far: simple present, present progressive, simple future. Generate Q and A practice.

VERB TENSE REVIEW

Time words tell us what tense we should use.

General Present Tense

usually	I usually eat at noon.
always	They always work until 4:00.
often	She often brings lunch.
every day	The machine breaks every day.
every week	We get paid every week.
every morning	I drink coffee every morning.
never	I never drink cold coffee.

Present Continuous

right now	I am sitting in class right now.
at this time	At this time we are speaking English.
this morning	This morning I am wearing a hat.
this afternoon	This afternoon I am not working late.
this evening	This evening she is going out.

Future

tomorrow	I will see you tomorrow.
next week	They will pay me next week.
next month	You will go away next month.
next year	The company will make a profit next year.
next time	I will buy an American car next time.

VERB TENSE REVIEW

Look at the time words in these paragraphs. Choose the correct verbs and tenses to complete them.

1. Next month Steve _____ on the A-line. He _____ to work at 7:30 a.m. and he _____ work at 3:30 p.m. On the A-line, Steve _____ many new people and he _____ many new friends.
2. The MSDS sheets always _____ in the supervisor's office. He _____ them on file. We _____ them every time work with chemicals.
3. Right now, the supervisors _____ a meeting. In that meeting, they _____ about the line changes. All of the supervisors _____ at schedules and _____ the new names down.

READING PRACTICE

Company's Progressive Disciplinary Procedure

- Our philosophy of discipline is to be constructive in trying to correct improper conduct. We apply discipline without discrimination, and based on the individual case. We do not intend to use discipline except when it is absolutely necessary. We want to be sure that all employees are aware of these rules.

Types of Disciplinary Action**A. Verbal Warning**

A supervisor will talk with the employee and discuss the violations. He will point out the correct standards. A written record of the verbal warning will be placed in the employee's personnel record.

B. Written Warning

Written warning notices are given for violations of work rules and violations of good conduct. These notices create a formal record of the violation and record the appropriate discipline.

Warning notices remain in effect for 12 months after the last warning notice issues. If there is more than a 12 month period between any two consecutive warning notices, then the previous warning notice expires and the next warning notice issued will be considered warning notice #1.

READING PRACTICE

Vocabulary Review:

improper, conduct, discrimination, intend, violation, standards, verbal, appropriate, discipline, in effect, previous, expires

Questions:

1. What is the general message of this policy?
2. What is a verbal warning? What are the steps involved?
3. What is a written warning? What are the steps involved?
4. How long do notices remain in effect?

ESL1 ◆ **SESSION 16****OBJECTIVES**

At the end of this session, students will be able to do the following:

- apply the company's disciplinary policy
- understand the message of a company memo

TOPICS

- disciplinary policy
- job situation
- company memo

METHODS

- individual work

EVALUATION

Students will be able to apply the disciplinary procedure, and hence be more aware of company policy. Also, they will be able to understand the messages in memos and apply that information to job situations as well. This will make them better informed employees and hence create a better atmosphere in the workplace.

MATERIALS

- company memo
- post-class exercises

TEACHER TIPS ◆ **SESSION 16**

- Students work independently to complete their **post-class exercises**. Then, they work independently on the **job situation** that asks them to apply the disciplinary policy to an individual who has broken the smoking rules. They will have to write a *brief note*, which will serve as part of their post-class exercise.

READING PRACTICE

Read this memo on the smoking policy and the section on disciplinary action. Then, consider the situation on the next page.

Vocabulary: to remind, to adhere to, to violate, flammable, hazard, cooperation, however

TO: All personnel
FROM: C. Tai
DATE: September 2, 1992
SUBJECT: *Trenton Plant Smoking Policy*

This memo is to remind you that this facility has a smoking policy that allows smoking in designated areas only.

This smoking policy is for the protection and safety of all employees. We have many flammable materials in this plant, so smoking is a fire hazard.

If you do not adhere to this policy, you will violate the company's safety rules. At that time, you will receive a verbal warning notice. This notice is a formal record of the violation and of the discipline administered. Because smoking in a non-smoking area is not a "serious" offense, it does not call for severe discipline.

However, we have to protect our jobs in Trenton from going up in flames. Your cooperation will create a healthier and safer workplace.

JOB SITUATION

Todd has already received a verbal warning for smoking on the line. He is smoking on the line again today, but he doesn't feel worried about it – he thinks that everything will be okay, even if he is caught.

Using the disciplinary procedure and the smoking notice from earlier classes, give Todd advice. What should he do? Where should he go to smoke? What will happen to him if he is caught smoking? What kind of warning will he receive?

Write a memo to Todd.

ESL1 ◆ **PRE-CLASS EXERCISES**

NAME: _____

Part I:

Fill in the correct verb tenses in these sentences using the verb that appears at the end of the sentence.

EXAMPLE: Paul always _____ his lunch.
(to bring)

1. Tom usually _____ the station breakdown first.
(to read)
2. Right now, Susan _____ the push/pull rod.
(to use)
3. Tomorrow, we _____ the meeting in the conference room. (to have)
4. Yesterday, I _____ to my supervisor.
(to talk)
5. Karen _____ many envelopes everyday.
(to fill)

ESL1 ◆ **PRE-CLASS EXERCISES****PART II:**

Fill in the correct words in these sentences.

EXAMPLE: The car belongs to Paul. It is _____ car.

6. The book belongs to our teacher, Carol.

It is _____ book.

7. Those glasses belong to Bill and Tom.

They are _____ glasses.

8. We are using this room today, so it is _____ room.

9. This table belongs to the company. It is _____ table.

10. Those pens belong to me. Those are _____ pens.

ESL1 ♦ **PRE-CLASS EXERCISES**

PART III:

Fill in the correct word in the sentences below.

11. The pen is _____ the desk.
12. She lives _____ Trenton.
13. He lives _____ Hamilton Street.
14. We live _____ #556 Lewis Street.
15. I put the glue _____ the glue machine.
16. I put the glue _____ the box to close it.
17. We turn _____ the lights when we leave.
18. To make coffee, we turn _____ the coffee pot.
19. I will give the envelope _____ the mail person.
20. He will get the mail _____ the mail person.

ESL1 ◆ PRE-CLASS EXERCISES

PART IV:

Make questions to get these sentences as answers.

EXAMPLE: He lives in Trenton.

Question: Where does he live?

21. She works at the company.

Question:

22. We will come to work at 8:00.

Question:

23. They are testing many units.

Question:

24. He has a lot of work to do.

Question:

25. Joe comes from Italy.

Question:

ESL1 ◆ **PRE-CLASS EXERCISES**

PART V:

Read the following memo and answer the following questions.

To: Tubing Redesigning Team
From: Plant Supervisor

Date: May 7, 1992

We want to thank the team that worked on the tubing design problem. Your efforts will save the company more than \$750,000 this year, and we anticipate saving over \$2.3 million in the long run.

The 40 coil models that have over 130 connections are now being redesigned to have only 44 connections. The "before" and "after" designs are very different, and we are very happy with the final design model.

In the process of design and change, each team member helped and generated wonderful ideas. As a reward, we would like to have a pizza party for the team. We will let you know the exact date and time.

QUESTION:

- 1) What is the basic topic of the memo?
- 2) According to the memo, how much money will the company save short term?
- 3) According to the memo, how much will the company save long term?
- 4) How many connections will the new coils have?
- 5) What is the team's reward?

ESL1 ◆ **PRE-CLASS EXERCISES**

PART VI: DICTATION

Listen to the teacher for the first reading. Then, as the teacher reads a second time, write down what she says. She will read the paragraph a third time -- make corrections then.

ESL1 ◆ ***PRE-CLASS EXERCISES***

PART VII: Teacher Conference

I will meet with each of you to talk and find out a little about you. Be prepared to tell me about yourself!

ESL1 ♦ POST-CLASS EXERCISES

NAME: _____

Part I:

Fill in the correct verb tenses in these sentences using the verb that appears at the end of the sentence.

EXAMPLE: Paul always _____ his lunch.
(to bring)

1. Tom usually _____ the station breakdown first.
(to look at)
2. Right now, Susan _____ the unit instructions.
(to read)
3. We always _____ class in the JIT training room. (to have)
4. Karen _____ many envelopes everyday.
(to fill)

ESL1 ◆ **POST-CLASS EXERCISES**

PART II:

Fill in the correct words in these sentences.

EXAMPLE: The car belongs to Paul. It is _____ car.

5. The book belongs to our teacher, Carol.

It is _____ book.

6. Those glasses belong to Bill and Tom.

They are _____ glasses.

7. We are using this room today, so it is _____ room.

8. Those pens belong to me. Those are _____.

ESL1 ◆ **POST-CLASS EXERCISES**

PART III:

Fill in the correct word in the sentences below.

9. The pen is _____ the desk.
10. She lives _____ Trenton.
11. He lives _____ Hamilton Street.
12. We live _____ #556 Lewis Street.
13. His birthday is _____ April 3.
14. We turn _____ the lights when we leave.
15. To make coffee, we turn _____ the coffee machine.
16. I will give the envelope _____ the mail person.

ESL1 ◆ **POST-CLASS EXERCISES**

PART IV:

Make questions to get these sentences as answers.

EXAMPLE: He lives in Trenton.

Question: Where does he live?

17. She works on the A Line.

Question:

18. We come to work at 8:00.

Question:

19. They are testing many units.

Question:

20. Joe is wearing a blue shirt today.

Question:

ESL1 ◆ ***POST-CLASS EXERCISES***

PART V: DICTATION

Listen to the teacher for the first reading. Then, as the teacher reads a second time, write down what she says. She will read the paragraph a third time -- make corrections then.