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

Prepared Under a United States Department of Education National Workplace Literacy Program Grant to MERCER COUNTY COMMUNITY COLLEGE Center for Training and Development 1200 Old Trenton Road Trenton, NJ 08690

Elaine S. Weinberg Director, Workplace Skills Program
Acknowledgements

This manual was developed and taught by Carol Lewandowski for chemical mill operators. She supplemented course content with actual company literature and other materials. With much appreciation, we thank Carol for the time and effort she put into her classes.
OVERVIEW OF WORKPLACE LITERACY PROJECT
Skills for Tomorrow, NOW

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

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

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

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

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

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

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

OBJECTIVES

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

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

TOPICAL OUTLINE

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

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

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

Present tense: use helper "to do"

<table>
<thead>
<tr>
<th>HELPER</th>
<th>SUBJ</th>
<th>VERB</th>
<th>MISC.</th>
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</thead>
<tbody>
<tr>
<td>Where</td>
<td>DO</td>
<td>you</td>
<td>live?</td>
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<tr>
<td>When</td>
<td>DOES</td>
<td>she</td>
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<td>What</td>
<td>DO</td>
<td>they</td>
<td>eat</td>
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<td>Why</td>
<td>DO</td>
<td>you</td>
<td>study</td>
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<td>How</td>
<td>DO</td>
<td>you</td>
<td>like</td>
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<td>How many dogs</td>
<td>DOES</td>
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<td>What kind of car</td>
<td>DOES</td>
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<tr>
<td>How often</td>
<td>DO</td>
<td>they</td>
<td>have</td>
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</tbody>
</table>

ANSWERS:

I live          we live
you live        you live
he / she / it   LIVES    they live
Negative answers: always use "doesn't" or "don't" plus verb

I don't smoke.
He doesn't pack the materials.
They don't wear boots in the office.

Short answers:

Do you like your job? Yes, I do. No, I don't.
Does she drive? Yes, she does. No, she doesn't.
Do they wear hardhats? Yes, they do. No, they don't.

Contractions:

Do not = don't
Does not = doesn't
QUESTION WORDS:
where (donde)
who (quien)
what (que)
when (cuando)
why (por que)
how (como)
which (cual / cuales)
how many (cuantos)
how much (cuanto)
what kind of (que tipo de)
how often (con que frecuencia)
how many times (cuantas veces)
Reading practice: present tense

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

QUESTIONS:

1. WHERE does Joe work?

2. HOW OLD is Joe?

3. Does Joe like his job?

4. Whom does Joe like?
Now here are the answers -- YOU make the questions:

5. Joe works five days a week.

6. His company has four shifts.

7. He mixes chemicals and prepares shipments.

8. Joe has to wear safety glasses and a uniform.

9. He wears jeans to work.

10. He doesn't change his clothes in the women's locker room.

11. He changes his clothes in the men's locker room.
Lesson:  2

Lesson Objectives:

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

1. Ask questions and make statements regarding the formulation sheet
2. Recognize verbs
3. Count the verbs in a procedure to determine the number of minor steps within the numbered/noted larger steps
4. Use the simple past tense for statements, questions, and negatives
Looking for verbs.
The verb is the ACTION word in a sentence. Underline the action word in this sentence:

The machine makes a lot of noise.

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

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

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

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

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

Band Rubber and Binder

Add sulfur and DPG to pan -- mix with oil

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

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

Band on take off roll

Tighten mill

Sample and take off

GOAL:

What materials do you need?

How many steps are there?

What are they? (list them below)
PAST TENSE / QUESTION FORMAT

PAST tense: use helper DID

<table>
<thead>
<tr>
<th>HELPER</th>
<th>SUBJ</th>
<th>VERB</th>
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<tbody>
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<td>Where</td>
<td>DID</td>
<td>you</td>
<td>live?</td>
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<td>When</td>
<td>DID</td>
<td>she</td>
<td>come to work?</td>
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<td>What</td>
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</tbody>
</table>

I did
you did
he/she/it did
we did
you (plural) did
they did
ANSWERS: add "ED" to verb for regular verbs
I lived
we lived
you lived
you lived
he / she / it lived
they lived

(For irregular verbs, see the irregular verbs handout)

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

SHORT ANSWERS:

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

NOTE: DID and DIDN'T are used for all subjects, both singular and plural
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<th>Past form</th>
<th>Past Participle</th>
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</table>
Lesson: 3

Lesson Objectives:

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

1. Recognize subjects and objects
2. Use possessive pronouns
3. Use "this" and "these" correctly
4. Ask the "whose" question
<table>
<thead>
<tr>
<th>SUBJECTS</th>
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<tr>
<td>I</td>
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<tr>
<td>we</td>
<td>us</td>
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<td>you</td>
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<td>you</td>
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<td>they</td>
<td>them</td>
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<td>she</td>
<td>her</td>
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<td>it</td>
<td>it</td>
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<tr>
<td>I am hungry.</td>
<td>Give me the book.</td>
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<tr>
<td>You are a student.</td>
<td>I talk to you.</td>
</tr>
<tr>
<td>He likes to work.</td>
<td>We see him.</td>
</tr>
<tr>
<td>She can type well.</td>
<td>He asks her to type.</td>
</tr>
<tr>
<td>It is hot pizza.</td>
<td>We eat it.</td>
</tr>
<tr>
<td>We are learning.</td>
<td>Carol teaches us.</td>
</tr>
<tr>
<td>They smoke a lot of cigarettes.</td>
<td>They smoke them.</td>
</tr>
</tbody>
</table>

**POSSESSIVES**

| It is my book. | It is our room. |
| It is mine. | It is ours. |
| It is your book. | It is your class. |
| It is yours. | It is yours. |
| It is his book. | It is their table. |
| It is his. | It is theirs. |
| It is her book. | |
| It is hers. | |

With names and nouns:

| It is the teacher's book. | |
| This is Jose's chair. | |
| That is not the student's pencil. | |
Write two sentences for each exercise.

Examples: The car belongs to Paul.
   a) It is Paul's car.
   b) It is his car.

The keys belong to Carol.
   a) They are her keys.
   b) They are hers.

1. The book belongs to Jamie.
   a) 
   b)

2. The glasses belong to Ed.
   a) 
   b)

3. The classroom belongs to us.
   a) 
   b)

4. The chairs belong to the people in the company.
   a) 
   b)

5. The overalls belong to you.
   a) 
   b)

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

7. The calculator belongs to me.
   a) 
   b)
8. The calculator does not belong to Jose.
   a) 
   b) 
9. The formulation sheets do not belong to us.
   a) 
   b) 
10. The coffee does not belong to me.
    a) 
    b)
Make "whose" questions.

Examples: Whose cap is this?
          Whose books are these?

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

Lesson Objectives:

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

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

use helper  HAVE OR HAS with past participle

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<thead>
<tr>
<th></th>
<th>HELPER</th>
<th>SUBJ</th>
<th>VERB</th>
<th>MISC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>HAVE</td>
<td>you</td>
<td>lived?</td>
<td></td>
</tr>
<tr>
<td>What</td>
<td>HAVE</td>
<td>you</td>
<td>read lately?</td>
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<tr>
<td>How many jobs</td>
<td>HAS</td>
<td>he</td>
<td>had?</td>
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<tr>
<td>What kind of car</td>
<td>HAS</td>
<td>he</td>
<td>driven?</td>
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<tr>
<td>How often</td>
<td>HAVE</td>
<td>they</td>
<td>had class?</td>
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</tbody>
</table>
ANSWERS: use HAVE / HAS plus participle

I have lived  
we have lived

you have lived  
you have lived

he / she /  
it  
has lived  
they have lived

(For irregular verbs, see the irregular verbs handout)

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

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

SHORT ANSWERS:

Has he eaten?  Yes, he has.  No, he hasn’t.
Have you worked?  Yes, I have.  No, I haven’t.
Have they arrived?  Yes, they have.  No, they haven’t.
Present Perfect
Answer these questions!

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

It takes me 10 minutes to make coffee.
It takes you one hour to drive to NY.
It takes him three hours to write the report.

PAST TENSE:
It took me 10 minutes to make coffee.
It took me 20 minutes to find a parking place.

FUTURE TENSE:
It will take me 10 minutes to make coffee.
It will take us one hour to finish class.
It will take them three days to paint the office.

QUESTIONS:
How long does it take you to eat lunch?
How long did it take him to drive to work?
How long will it take you to mix the batch?
Answer these questions:

1) How long does it take you to come to work?

2) How long does it take Carol to go home in the afternoon?

3) How long does it take Jose to mix a batch?

4) How long will it take us to finish this lesson?

5) How long should it take you weigh the chemicals?

6) How long did it take the students to finish the GED class?

7) How long did it take you to read the formulation sheet?

8) How long will it take to remix a batch?

9) How long will it take to go to New York by bus?

10) How long should it take to pack a shipment?
Write the correct verb form:

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

1) You _________________________ English classes for three months, but you _________________________ Italian classes. (to take)

2) I _________________________ my boots this week, but I _________________________ my earplugs. (to wear)

3) He _________________________ the boxes for packing, but he _________________________ the polyliners. (to bring)

4) They _________________________ the "fire" signs, but they _________________________ the "poison" signs. (to see)

5) She _________________________ to Trenton, but she _________________________ to work. (to drive)

6) I _________________________ the formulation sheet, but I _________________________ the packing information. (to read)
Between 1900 and the present time, the United States has been able to raise the average life expectancy from about 47 years in 1900 to about 75 years today. This increase has resulted from several factors. One is that the lives of children have become safer. Early in the century, for example, dangerous labor practices were stopped. A second factor is that advances in work safety and medicine improved the health of adult Americans. Great reductions were achieved in the number of deaths in the workplace. A factor is that increased education at all levels has brought a new public awareness of health and safety.
Lesson: 5

Lesson Objectives:

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

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

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

I eat pizza.

I = subject        pizza = object

subjects
I
you
he/she/it

objects
me
you
him/her/it

PHRASAL VERBS:
placement of object pronoun in separable phrasals

I pick up my sister.
I pick my sister up.
I pick HER up.
I drop off Paul.
I drop Paul off.
I drop HIM off.
Choose IT or THEM for the following:

examples: the desk = it
           the students = them

1. the book  
2. the cups  
3. the uniform  
4. the shoes  
5. the pants  
6. the mill  
7. the glasses  
8. the paper  
9. the formulation sheets  
10. the water  
11. the boots  
12. the oil
to put on -- to take off -- to leave on / off

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

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

           I put on my glasses.
           I put THEM on.

1. We take off our hats in class.

2. She leaves on her sweater because she is cold.

3. You turn off the light when you leave the room.

4. He leaves the radio on at night.

5. Before they put the dishes away, they wash the dishes.

6. You take the uniform out of the closet and you put the uniform on.

7. After we put the trash in bags, we take the trash out.

8. After he puts his goggles on, he leaves his goggles on.
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>goggles</td>
<td>ear muffs</td>
<td>hard hat</td>
</tr>
<tr>
<td>ear plugs</td>
<td>gloves</td>
<td>apron</td>
</tr>
<tr>
<td>face shield</td>
<td>safety glasses</td>
<td>work shoes</td>
</tr>
</tbody>
</table>

Lesson: 6

Lesson Objectives:

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

1. Recognize tool vocabulary
2. Ask to borrow equipment
3. Use a time sheet correctly
4. Report their hours and jobs to supervisors
Write the names for the tools below.

Example: screwdriver

1.

2.

3.

4.

5.

6.

7.
Roleplays: requesting tools from co-workers

--Excuse me. Can I borrow your _____?
--Sure. Here you are.
--Thanks.
--No problem.

Excuse me. Can I borrow your _____?
--Sure. Here you are. When will you return it?
--I'll return it tomorrow, okay?
--Okay.

Excuse me. Can I borrow your _____?
--I'm sorry, but I lent that to someone else.
--Well, thanks anyway.
--Sure thing. You might try asking Jose. I think
he has a ________.
--Okay. Thanks.

Excuse me. Remember I lent you that _______ last week?
Oh yes. I forgot to return it. Here you are.
Thanks.
Sure. And thank you for letting me use it.

--Excuse me. Remember that ______ I lent you last week?
--Oh yes. I'm sorry. I've been meaning to tell you that
I misplaced it.
--You misplaced it? Oh no! Can you replace it for me?
--Yes, I can replace it. I will buy you a new one. Okay?
--Yes. That will be fine.
Reading practice: eye protection notice

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

Eye protection is required in all plant and laboratory areas. This is a result of the recent Miles Safety Audit. The lunch room, the cafeteria, and the offices are the exceptions to this rule. Your continued cooperation will help in the elimination of any injuries.
Fill out the time sheet below. Make sure to include your name and the dates for the pay period.

<table>
<thead>
<tr>
<th>TIME SHEET</th>
<th></th>
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<th>Pay Period Ending</th>
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<tr>
<td></td>
<td>IN</td>
<td>OUT</td>
<td>IN</td>
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<td>Sun.</td>
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<tr>
<td>Sat.</td>
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</tbody>
</table>

Employee's Signature

Total Hours

1) Assume that you make $9.50 per hour. How much will you make this week? Be sure to count time and a half.

2) Assume that you were sick on Monday and took the day off. Deduct that from your pay total. How much regular pay will you receive? How much in sick pay?

3) Assume that you worked both Saturday and Sunday, from 9-2. Calculate the time and a half. Subtract the regular time from your pay, then add the time and a half pay. What did you make total?
Lesson: 7

Lesson Objectives:

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

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

1) Rhein Chemie mixes adhesives and sealants.

2) The United States grows corn, wheat, and oats.

3) The secretary makes coffee in the morning.

4) The workers pack and ship the products.

5) You put the products into the boxes.

Answer these questions:

1) What is the table made of?

2) What are your shoes made of?

3) Where was your car made?

4) When was your house built?

5) Where were you born?

6) Name three things that your country produces.
Prepositions of place: on, in, under, on top of, next to, in front of, between

In picture A:

1) The rags are _______ the third shelf.

2) The mop is _______ the cabinet.

3) The towels are on the shelf _______ the sponges.

4) The soap is _______ the towels on the first shelf.

5) The drawer with the cups is _______ the drawer with the rags and the drawer with the bulb.

6) The sponges are _______ the towels _______ the cabinet.
The storage room has been changed. Carol's car has been cleaned two times this year. Your schedule has not been changed.

HAS or HAVE + BEEN + participle

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

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

1) What has been moved from the top shelf?

2) What has been moved from the floor to the shelf?

3) Where has all of the toilet tissue been moved to?

4) What has been moved from the third shelf to the second?

5) Where have all of the brushes been moved to?

6) Have the rags been moved on the shelf?

7) Have the rags been moved in the drawers?

8) What has been organized?

9) What has been lined up?
Lesson Objectives:

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

1. Understand spoken dialogues
2. Use conditionals correctly
CONDITIONALS

Present real conditional:
If + present tense, (then) + future tense.
If I go to New York, I will see the Empire State Building.
If he walks 10 miles, he will be tired.
If they buy a German car, they will pay a lot of money.

Present unreal conditional:
If + past tense, (then) + would/could
If I had money, I would travel.
If he ate a whole pizza, he would be sick.
If they learned Italian, they could go to Italy.

TO BE: always use "were" in the IF clause of a present unreal conditional:
If I were Princess Diana, I would live in a palace.
If I were you, I would talk to the boss.
If he were rich, he would buy a yacht.

Past unreal conditional:
If + past perfect, (then) + would have / could have
If I had lost my wallet, I would have called the police.
If they had bought a new car, they wouldn't have had all that trouble with the used one.
If we had studied French, we could have learned how to speak French.
Worksheet: conditionals

Finish the following sentences.

1) If I were rich, . . .

2) If I needed help, . . .

3) If I had been sick last week, . . .

4) If I hadn't mixed the right chemicals, . . .

5) If we had read the formulation sheet, . . .

1) I would lend you my hammer if . . .

2) She could buy a house if . . .

3) I would use a bigger box if . . .

4) The batch would have been ready if . . .

5) They would have been fired if . . .

6) They wouldn't have been fired if . . .

7) I would have helped you if . . .

8) You could see the doctor if . . .
These are read to the students; then review questions.

A) Instructions: Supervisor to Paul

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

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

B) One employee to another

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

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

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

1. What happened?
2. Why doesn't he wear his mask?
3. What advice would you give him?
4. How long has he been on the job?
Lesson: 9

Lesson Objectives:

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

1. Understand spoken directions
2. Give directions
3. Ask for directions
4. Use reported speech
Where are you?

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

1) Enter the building. Turn left, then make a right at the first door. Where are you? (personnel office)

2) Leave the personnel office and make a left. Go around the corner to the left. Continue down the hallway until you come to the T. Make a right at the T, then make another right. Where are you? (packing)

3) Leave the packing area and make a left. If you look straight ahead down the hallway, what do you see? (plant and water cooler)

4) Continue walking and take the second door on the right. Where are you? (business office)

5) If you stand in the business office doorway, what is to your right? (typewriter) To your left? (computer)

6) Turn around and leave this office. Walk straight across the hall and into the ______. (lunchroom) Have a cup of coffee and relax.

7) After your coffee, leave the lunchroom and make a right. Go right at the corner and after the men's room you will see ______. (stairs)

8) Go upstairs. At the top of the stairs, make a right. Turn right at the T, then take the second door on the right. You are now in the ______. (shop)

9) Leave the shop from the same door and make a left. Continue walking straight ahead to the end of the hall. Make a left and walk straight ahead. Nearly right in front of you is ______. (men's room)
10) After you use the restroom, leave and make a right. Then take the second door on your left. You are now in the ______ (lounge).

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

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

13) As you leave the building, make a right and keep walking. Which parking lot will you end up in? (employees's lot)
Asking for directions:
How do I get to ____________ ?
How can I get to ____________ ?
Excuse me. Can you tell me how to get to ____________ ?
Excuse me. Where is ____________ ?
Where can I find ____________ ?

Giving directions:
Go left / right
Make a left / right
Turn left / right
Go straight ahead
Go around the corner
Lesson Objectives:

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

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

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

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

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

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

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

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

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

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

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

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

ASK WHO TELL WHO
WHERE WHERE
WHEN WHEN
WHAT WHAT
WHY WHY
HOW HOW
IF ------------------------ THAT
Dialogue #1

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

Dialogue #2

Susan: Say, Paul. Can you do me a favor?
Paul: Sure Susan. What is it?
Susan: Well, my car broke down this morning and I have no way of getting home. I was wondering if you could give me a lift.
Paul: Sure thing. I usually leave at around 4:45. Is that okay with your schedule?
Susan: Yeh, that's great. I'll be ready by then.
Paul: Okay. See you in the lobby at 4:45?
Susan: Sounds good.
Paul: Oh, Susan. Do you think you'll need a ride in tomorrow morning?
Susan: No, I don't think so. My husband can drop me off. I only have a problem getting home. But thanks a lot for the offer.
Paul: Sure. See you later.
Susan: Yep. See ya.
Dialogue #1
1. Why is John calling?
2. What position do you think Mary has at the company?
3. Does John have the flu?
4. What does John have?
5. Will John be in tomorrow?
6. Who will John call after he finishes talking to Mary?
7. What does Mary tell John to do tomorrow?

Dialogue #2
1. Why favor does Susan ask Paul for?
2. At what time does Paul usually leave?
3. Where will they meet?
4. What does Paul ask Susan about for tomorrow?
5. How will Susan get to work tomorrow?
Dialogue #8

Elizabeth: Excuse me, Aren't you new here?
Steve: Yes, I am. This is only my second day.
Elizabeth: Oh really? Let me introduce myself. I'm Elizabeth Miller, the receptionist.
Steve: Nice to meet you, Elizabeth. I'm Steve Perez.
Elizabeth: Nice to meet you, Steve. Which department do you work in?
Steve: I'm in the warehouse. I will be mixing and packing the chemicals, once I'm trained.
Elizabeth: Are you in training now?
Steve: Yes. I should finish training this week. Then next week I'll be out on the floor.
Elizabeth: Sounds good. I hope you like working with us.
Steve: So far I like it a lot. The people are really nice.
Elizabeth: Glad to hear it. Well, I have to get back to work. Talk to you later.
Dialogue #3

1. Why does Elizabeth stop Steve and talk to him?

2. How long has Steve worked there?

3. In which department does Steve work?

4. Where does Elizabeth work?

5. What is Steve doing at his job now?

6. Does Steve like his job?

7. What one thing does Steve really like about his job so far?
Lesson: 11

Lesson Objectives:

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

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

PART 1

Look at the picture and answer these questions:

1) What is the danger in this picture?

2) What could happen to the person?

3) If that happens to the person, how will the person be injured?
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PART 1
Look at the picture and answer these questions:
1) What is the danger in this picture?

2) What could happen to the person?

3) If that happens to the person, how will the person be injured?
PART 2

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

Use this format:

TO:
FROM:
TOPIC:

DATE

MEMO
Lesson: 12

Lesson Objectives:

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

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

PART 1
Look at the picture and answer these questions:
1) What is the danger in this picture?

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PART 1

Look at the picture and answer these questions:
1) What is the danger in this picture?

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PART 1
Look at the picture and answer these questions:
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Look at the picture and answer these questions:
1) What is the danger in this picture?

2) What could happen to the person?

3) If that happens to the person, how will the person be injured?
PART 1
Look at the picture and answer these questions:
1) What is the danger in this picture?

2) What could happen to the person?

3) If that happens to the person, how will the person be injured?
Lesson: 13

Lesson Objectives:

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

1. Read a formulation sheet
2. Understand the sheet's computations and parts
3. Use select phrasal verbs
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<thead>
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<th>CODE</th>
<th>NAME</th>
<th>LBS</th>
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<tbody>
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<td>PARACRIL BJLT M-30 only</td>
<td>28.3</td>
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<tr>
<td>100304</td>
<td>VANOX ZMTI</td>
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<tr>
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<td>NIPOL 1312</td>
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**TOTAL WEIGHT**: 115.0

PROTECTIVE EQUIPMENT -- WHITECAP AND OVERALLS

(YOU MUST WEAR WHITECAP!!!)

---

Where would you expect to find the information above?

What protective equipment must you wear for this job?

What are the three types of information given?

What is the total weight of the mix?

What chemical does code number 10811 represent?

What is the code number for AMINOX?

How many pounds of VANOX do you need?
13.3

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

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

_________________________ at her house at noon.

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

_________________________ at work by 8:45.

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

will _____________________ the bus if we have

either money or a ticket.

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

_________________________ at gate 5.

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

at my house tomorrow morning?

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

_________________________ at your house tonight.

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

_________________________ from you tomorrow.

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

_________________________ the bus.
Lesson: 14

Lesson Objectives:

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

1. Ask questions using modals
2. Use modals in long and short answers / statements
3. Understand modals in a select dialogue
**QUESTION FORMAT** with Can/could, should / should have, must/must have

<table>
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<tr>
<th></th>
<th>helper</th>
<th>subj.</th>
<th>vb.</th>
<th>misc.</th>
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</thead>
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<tr>
<td>What language</td>
<td>CAN</td>
<td>you</td>
<td>speak?</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td>COULD</td>
<td>you</td>
<td>sit</td>
<td>yesterday?</td>
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<tr>
<td>What</td>
<td>SHOULD</td>
<td>she</td>
<td>take</td>
<td>for her cold?</td>
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<tr>
<td>Where</td>
<td>SHOULD</td>
<td>I</td>
<td>HAVE</td>
<td>parked?</td>
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<tr>
<td>When</td>
<td>MUST</td>
<td>we</td>
<td>come</td>
<td>to work?</td>
</tr>
<tr>
<td>Where</td>
<td>MUST</td>
<td>he</td>
<td>HAVE</td>
<td>put his coat?</td>
</tr>
</tbody>
</table>
CAN = to be able to
CAN'T = not to be able to
*Both can and can’t are in the present tense
I can speak English, but I can’t speak Italian.
He can come to work at noon, but he can’t stay late.
We can use the conference room upstairs.

COULD = CAN in the past
Today I can come to work.
Yesterday I COULD come to work.

Last week I could work the early shift.

COULDN’T = CAN’T in the past
Before I came to the US, I couldn’t speak English.
We couldn’t use the regular conference room last week.

*Also, COULD is used for a polite request:

Could you help me?
Sure I could.

Could you tell me the time?
Sure. It’s 10:35.

SHOULD = duty, obligation, or advice
I should come to work on time.
They should put their whitecaps on.
If he has a headache, he should take aspirin.

SHOULDN’T = negative
I shouldn’t come to work late everyday.
They shouldn’t wear sneakers in the warehouse.
He shouldn’t take 10 aspirins.

SHOULD is the present tense.
Past tense idea of should is SHOULD HAVE plus past participle

Yesterday I **should have called** my supervisor.
(this means that I did not call my supervisor yesterday, but now I wish that I called him)

He **should have eaten** lunch before he came to work.
(this means that he did not eat lunch before he came to work)

**SHOULDN’T HAVE** = negative in the past

I shouldn’t have been late yesterday.
(this means that I was late yesterday, and now I wish I wasn’t late yesterday)

They shouldn’t have worn their sneakers in the warehouse last week.
(this means that they wore their sneakers, and now they are sorry that they did)

**MUST** = have to or very strong probability

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

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

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

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

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

I **mustn’t** smoke in the warehouse.

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

They **mustn’t** leave work early.

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

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

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

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

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

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

Dialogue #1

John: I can't use this desk. It is not near a light. Can you help me move this desk?
Bill: Sure, no problem. Where should we put the desk?
John: We should put the desk under the lamp so I can see what I'm doing.
Bill: Okay. Let's move it.

Dialogue #2

Tom: I can't change the light bulb because it is too high. Can you help me change it?
Frank: Sure. Should I get a chair?
Tom: Yes, that should do it. I should be able to reach it if I stand on a chair.
Frank: Okay. Let me get a chair.

Dialogue #3

George: I can't use this telephone. It is broken.
Paul: What should we do?
George: We should send it for repair.
Paul: Should we tell our supervisor first?
George: Yes, we should.

Dialogue #4

Ken: Could you help me carry this box?
Peter: Sure, no problem. Where do you have to put it?
Ken: I have to put it in the corner.
Peter: Okay. I can help you move it to the corner. But the box is too heavy to move into the other room.
Ken: Yes, it is too heavy to move that far. But thank goodness I only have to move it to the corner.
Lesson: 15

Lesson Objectives:

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

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

Use helper HAD with past participle.

<table>
<thead>
<tr>
<th>HELP</th>
<th>SUBJ</th>
<th>VERB</th>
<th>MISC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>HAD</td>
<td>you</td>
<td>lived earlier?</td>
</tr>
<tr>
<td>What</td>
<td>HAD</td>
<td>you</td>
<td>read then?</td>
</tr>
<tr>
<td>How many jobs</td>
<td>HAD</td>
<td>he</td>
<td>had by then?</td>
</tr>
</tbody>
</table>
ANSWERS: use HAD plus participle

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

(For irregular verbs, see the irregular verbs handout)

NEGATIVE ANSWERS: "hadn’t" plus verb

I hadn’t seen Bill that day.
He hadn’t mixed the chemicals that time.
They hadn’t brought their paperwork to the office by the time the boss left.
She hadn’t met the new supervisor before she was fired.

SHORT ANSWERS:

Had he eaten?  Yes, he had.  No, he hadn’t.
Had you worked? Yes, I had.  No, I hadn’t.
Had they arrived? Yes, they had.  No, they hadn’t.
Lesson: 16

Lesson Objectives:
Upon completion of this lesson, students will be able to:
1. Read and use the packaging sheet
2. Recognize verbs as parts of a process
3. Count the number of steps in a process
4. Read the mixing and packing notes
5. Ask questions using tag questions
1) How much Paracril do you need?

2) How much Polygard do you need?

3) How many pounds of Burgess KE Clay do you need?

4) Do you need more Clay or more Paracril?

5) What is the code number for Ethyl Thiuram?

6) Number 306 is the code number for what?

7) What is the total weight of the chemicals?

8) Is there a fire hazard with this formula?

9) What protective equipment do you need to wear?

10) Do you need a static arrestor for this formula?

11) How many steps are there in the mixing procedure?

12) How long should you let the material cool before you sample it?
TAG QUESTIONS:
Making a statement then following it with a matching verb tag.

You WORK at Rhein Chemie, DON'T YOU?

He didn't go to the warehouse, DID he?

They will go to headquarters, WON'T they?

You have mixed that batch, HAVEN'T you?

He had left by that time, HADN'T he?

Yes, he did. No, he didn't.

Yes, they will. No, they won't.

Yes, I have. No, I haven't.

Yes, he had. No, he hadn't.
Lesson Objectives:

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

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

Look at the picture below. Consider the following questions.

1) What can't the person do?

2) Why not?

3) What is the person with the problem asking the other person to do?

4) What will the other person's response be?
Look at the picture below. Consider the following questions.

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Lesson: 18

Lesson Objectives:

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

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

Look at the picture below. Consider the following questions.

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Lesson Objectives:

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

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

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

Dialogue #2

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

Dialogue #3:

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

1) What is the sign saying or telling you?

2) Where would you see this sign? Under what circumstances?

3) What should you / shouldn't you do in the area with this sign?

4) What picture could you use to show the same idea, without the words? (Some of these signs already have pictures -- if so, what other picture could you think of?)
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Lesson: 20

Lesson Objectives:

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

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

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Present tense

I am  
you are  
he/she/it is  

we are  
you are  
they are  

REMEMBER: singular form IS  
plural form ARE  

Future tense

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

we will be  
you will be  
they will be  

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

Past tense

I was  
you were  
he/she/it was  

we were  
you were  
they were  

REMEMBER: singular form WAS  
plural form WERE  

Present perfect

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

we have been  
you have been  
they have been  

REMEMBER: the helper changes - HAS sing.  
HAVE plur.
<table>
<thead>
<tr>
<th>Tense</th>
<th>Singular Form</th>
<th>Plural Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong> have</td>
<td>we have</td>
<td></td>
</tr>
<tr>
<td>you have</td>
<td>you have</td>
<td>you have</td>
</tr>
<tr>
<td>he/she/it has</td>
<td>they have</td>
<td></td>
</tr>
<tr>
<td><strong>Present Progressive Tense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am having</td>
<td>we are having</td>
<td></td>
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<td>you are having</td>
<td>you are having</td>
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</tr>
<tr>
<td>he/she/it is having</td>
<td>they are having</td>
<td></td>
</tr>
<tr>
<td><strong>Future tense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will have</td>
<td>we will have</td>
<td></td>
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<td>you will have</td>
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<tr>
<td>he/she/it will have</td>
<td>they will have</td>
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<tr>
<td><strong>Past tense</strong></td>
<td></td>
<td></td>
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<tr>
<td>I had</td>
<td>we had</td>
<td></td>
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<tr>
<td>you had</td>
<td>you had</td>
<td>you had</td>
</tr>
<tr>
<td>he/she/it had</td>
<td>they had</td>
<td></td>
</tr>
<tr>
<td><strong>Past progressive tense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was having</td>
<td>we were having</td>
<td></td>
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<tr>
<td>you were having</td>
<td>you were having</td>
<td></td>
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<tr>
<td>he/she/it was having</td>
<td>they were having</td>
<td></td>
</tr>
<tr>
<td><strong>Present perfect</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have had</td>
<td>we have had</td>
<td></td>
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<tr>
<td>you have had</td>
<td>you have had</td>
<td></td>
</tr>
<tr>
<td>he/she/it has had</td>
<td>they have had</td>
<td></td>
</tr>
</tbody>
</table>

**REMEMBER:**

- Singular form **HAS**
- Plural form **HAVE**
- Change the helper - **IS** sing., **ARE** plural
- Future is the same for all forms
- Past tense is the same for all forms
- The helper to be changes in past
- WAS sing. / WERE plur.
- Has sing.
- Have plural
- Also: irregular past participle - **HAD**
TO EAT

Present tense

I eat          we eat  REMEMBER: in the present tense, HE/SHE/IT always take S at the end of the verb
you eat        you eat
he/she/it eats they eat

Present progressive tense

I am eating    we are eating  REMEMBER: the helper to be changes - IS sing. ARE plural
you are eating you are eating
he/she/it is eating they are eating

Future tense

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

Past tense

I ate          we ate  REMEMBER: the past is the same for all forms
you ate        you ate
he/she/it ate  they ate

Past progressive tense

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

Present perfect tense

I have eaten   we have eaten  REMEMBER: irregular past participle - EATEN
you have eaten you have eaten
he/she/it has eaten they have eaten
TO BUY

Present tense

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

Present progressive

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

Future tense

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

Past tense

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

REMEMBER: irregular form in the past - BOUGHT

Past progressive

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

Present perfect

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

REMEMBER: irregular past participle - BOUGHT