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 for chemical plant employees, 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 40-hour course include a course outline, objectives, a topical outline, a list of chemical vocabulary and definitions, and 15 lessons. Lessons consist of objectives, information, exercises, and worksheets. 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. (KC)
ENGLISH LANGUAGE FOR
THE CHEMICAL PLANT

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

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

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

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

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

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

ENGLISH IN THE WORKPLACE

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

OBJECTIVES

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

- 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
Past progressive and the simple past
Indefinite articles
Present perfect
Present perfect and simple past: double questions

OTHER

40 hours
VOCABULARY

1 thru 5 - machines used to mix chemical compounds into a rubber base.

clean ups XA - A - B - C
Clean ups performed by operators of that certain mill for that day and mills require clean ups after they are through running all the material pertaining to the specific job.

binder - is leftover material from a certain job that does not total up to the pack weight of that specific job. It is then put on the binder shelf until the next time that that certain job comes up.

sixit - this is when the material mixed by the operator is bad or has contamination in it. For example paper, wood, plastic, metal. Then the operator proceeds to put it through #6 by placing the material in the extruder and screening it until the bad material is cleaned.

sheetoff - is when the operator screens all of the bad material and puts it back up on the mill and sheets it off.

labby - is a technician who checks patches that the operator has mixed. When the labby approves it, the operator then takes it off and packs it up for shipment.

pigs - are material rolled off the mill by the performing operator.

rubber and binder in pan - is the material used for the job running plus the rubber pertaining to that job running mixed together.

a batch - is the weight or size of one batch that the operator mixes during a day.

S.D.P. - means that the job calls for extruding the batch after the operator is done mixing it. The customer pays for this screening.
#6 barwell - this is where the bad batches are screened; also where all s.o.p. batches are screened.

T.B.P. - means "to be packed." Means that the packer left the batch on the table because it was still too hot to be packed at that time.
Lesson: Simple present tense

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Formulate sentences using the simple present tense.
2. Formulate questions using the simple present tense.
3. Identify steps of a simple process such as obtaining a driver's license.
Rheum Chanie Lesson #1

Introduction to each other - discussion of job tasks

Simple present tense:
I work at RC.
I live in Trenton.
He drives a red car.
They speak on the phone.
The teacher asks questions.

Question format:

<table>
<thead>
<tr>
<th>?</th>
<th>helper</th>
<th>subj.</th>
<th>verb.</th>
<th>misc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>DO</td>
<td>you</td>
<td>work?</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>DO</td>
<td>you</td>
<td>eat</td>
<td>lunch?</td>
</tr>
<tr>
<td>What</td>
<td>DOES</td>
<td>she</td>
<td>type?</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td>DOES</td>
<td>he</td>
<td>arrive</td>
<td>late?</td>
</tr>
</tbody>
</table>

Simple process:
GOAL: getting a NJ driver's license
MATERIALS: drivers manual, car, permit
STEPS and REQUIREMENTS: 7

1. You must be 17
2. You must be a resident of NJ
3. You must get a permit
4. You must read and study the manual
5. You must practice driving with a licensed driver
6. You must pass a written test and a driving test
7. You get your license

Discussion of the importance of each step in the whole process.
Vocabulary review: resident, permit, manual
Worked on rewriting the list as a paragraph of instructions.
using "first, second, then" as transitions.
Lesson: Asking questions and reporting information/Measurement

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Ask questions and report information in the third person.
2. Recognize and be able to use measurement vocabulary.
3. Ask and answer questions involving measurement.
Rhein Chemie Lesson #2

Review of the simple present
Asking each other questions and reporting information in
the third person

Role play asking for information:
Excuse me, where is the book?
It is on the table.
Okay. Thank you.
You're welcome.

Excuse me, where are the scissors?
They are in the box.
Okay. Thanks a lot.
Sure, no problem.

Role play asking for help:
Excuse me, can you help me move this table?
Sure. What can I do?
Just pick up that end, okay?
Okay. No problem.
Thanks a lot.
Sure.

Excuse me, can you help me measure this table?
Sure. What do you want me to do?
Just hold the tape measure there, okay?
Sure, no problem.
Thanks.
You're welcome.

Measuring review:
vocabulary: tape measure, ruler, inches, foot/feet, yard
using a tape measure: how to read and communicate measures
How wide is this table?
It is 2 and a half feet wide.
What is its width?
Its width is 2 and a half feet.

How long is this table?
It is 5 and three quarter feet long.
What is its width?
Its width is 5 and three quarter feet.

How thick is the table?
It is three quarter inches thick.
What is its thickness?
Its thickness is three quarter inches.

Giving the total measurements of the table top: It is
2 and a half feet by 5 and three quarter feet by three
quarter inches.
Giving exact measurements using both feet and inches:
It is 5 feet and 3 inches long.
It is 3 feet and 7 inches wide.

Converting to yards:
The table is one yard and 3 inches (total 39 inches)
Lesson: Verb: to have/Prepositions

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Use the verb "to have" in questions and sentences.
2. Ask where items are.
3. Identify where items are.
4. Ask politely where something is.
Rhein Chemie Lesson #3

Review of the simple present using the worksheet: fill in the verb form, then make a question from that sentence (practicing both declarative and interrogative forms)

verb to have:
I have
you have
he/she/it
we have
you have
they have
HAS

Question format?

? helper subj. verb misc.

How many cars DO you have?

How many cats DOES she have?

When DO they have lunch?

PREPOSITIONS

Illustration of warehouse / storage room. Asking where items are and reporting correctly.

Where is the fan switch?
It is between ________.

Where is the box of staples? Where are the staples?
It is on the bottom shelf, next to the tape.

Where is the mirror?
it's on the wall.

Where are the uniforms.
They are in the box.

Where is the box of uniforms?
It is in front of the mirror.

Where are the gloves?
They are on the top shelf of the right hand cabinet. next to the goggles.

ROLE plays: asking politely where something is
Excuse me. can you tell me where the tape is?
Sure. It's on the bottom shelf of the left hand cabinet. between the staples and clips.
Okay. Thanks.
No problem.

Extended role play: having trouble finding something after receiving directions to it

Excuse me. can you tell me where the fire extinguisher is.
Sure. It's on the wall, between the left cabinet and the box of uniforms.
Okay. (some time later) Excuse me. but I can't find it.
Can you show me where it is?
Okay. it's right here.
Oh. now I see it. Thank you.
You're welcome.
Present Tense

1. (to play) I ___________ basketball with my friends.

2. (to play) My son ___________ football in the fall.

3. (to like) My son also ___________ baseball in the summer.

4. (to like) I ___________ football because it is easy to be hurt.

5. (to want) I ___________ to study English.

6. (to tell) My boss ___________ me what to do.

7. (to tell) She is an honest person. so she ___________ any lies.

8. (to stay) My children ___________ home in the summer.

9. (to go) In the fall, my children ___________ to school.

10. (to know) My children ___________ how to speak French. but they ___________ how to speak English and Spanish.
Lesson:  Simple present vs. present progressive/Possessives

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Formulate sentences that use both the simple present and present progressive.
2. Identify steps in a simple process: unlocking the apartment door.
3. Identify and use possessive forms in sentences and questions.
Present progressive: to be + ing
I am speaking English.
We are sitting in the conference room.
The teacher is wearing a blue dress.
He is wearing a white hat.
You are sitting next to Jose.

Negative forms:
I am not speaking Spanish.
We are not sitting at the picnic table.
The teacher is not wearing jeans.
He is not wearing a suit.

Question format:

<table>
<thead>
<tr>
<th>?</th>
<th>helper</th>
<th>subj.</th>
<th>verb</th>
<th>misc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>ARE</td>
<td>you</td>
<td>sitting?</td>
<td></td>
</tr>
<tr>
<td>What</td>
<td>IS</td>
<td>he</td>
<td>eating?</td>
<td></td>
</tr>
<tr>
<td>What color shirt</td>
<td>IS</td>
<td>she</td>
<td>wearing?</td>
<td></td>
</tr>
<tr>
<td>WHO</td>
<td>IS</td>
<td></td>
<td>sitting next to him?</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>ARE</td>
<td>they</td>
<td>leaving?</td>
<td></td>
</tr>
</tbody>
</table>

Short answer practice:
Are you sitting? Yes, I am.
Is he wearing a hat? Yes, he is.
Is she wearing jeans? No, she is not.
Are we speaking Spanish? No, we are not.
Are we speaking English? Yes, we are.

Directions in a building:
Vocabulary: on the left / right: on your left / right:
straight ahead: turn left / right: make a right / left turn:
corridor: hallway: go through the lobby: go past the cafeteria.

Illustration of a company: asking and giving directions to a place in the company
Role play:
Excuse me, where is Mr. Smith's office.
It's straight ahead, on the right. It's the second door on your right.
Okay, thanks.
Sure.

Excuse me. how do I get to the cafeteria?
Go straight ahead, then make a right turn. The
cafe teria is on your left.
Okay, thanks a lot.
No problem.

Excuse me. how do I get to _____________.

Complex sentences using simple present: tense consistency
and time words (when, before, after)

When I drive to work. I go past the mall.
When I leave RC. I go home.
Before I eat lunch. I buy a soda.
Before he eats lunch, he buys a soda.
After she leaves the class. she drives home.
After I go to the bank. I go to Superfresh.

Question format:

? helper subj. vb. misc.
What DO you do after you leave RC?
What DOES she drive past when she comes to work?
What DO they buy before they eat lunch?
Verb Practice - "Right now"

1. Right now, he ____________________ for the train.
   (to wait)

2. They ____________________ television.
   (to watch)

3. At this moment, we ____________________ in
   the conference room. (to sit)

4. She ____________________ vacation on Monday.
   (to take)

5. I ____________________ brown shoes today.
   (to wear)

6. The teacher ____________________ the book on
   the table. (to put)

7. They ____________________ water because
   they are thirsty. (to drink)

8. We ____________________ pepperoni pizza.
   (to eat)

9. The company ____________________ a good year.
   (to have)

10. The temperature ____________________ up.
    (to go)
Lesson: Present progressive/Directions in a building/Complex sentences

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Use the present progressive tense.
2. Use the present progressive in negative statements.
3. Ask and answer questions involving the present progressive tense.
4. Give and follow directions to locations in a building.
5. Formulate complex sentences using the simple present tense.
6. Formulate complex questions using the simple present tense.
Rhein Chemie Lesson #5

Present progressive review: handout working on declarative verb forms and on interrogative structures

Simple present vs. present progressive

I speak Spanish. but I am not speaking Spanish now.  
I smoke. but I am not smoking now.  
I do not drink beer, and I am not drinking beer now.  
He drives a Mazda. but he is not driving now.

Question format:

? helper subj. vb.

Where DO you work?
Where ARE you working now?

What language DOES she speak?
What language IS she speaking now?

* * *

Short answers: practicing quick replies

Do you speak English? Yes, I do. 
Do you speak Russian? No, I don’t.

Are you speaking English? Yes, I am.
Are you speaking Spanish? No, I am not.

Is he wearing a shirt? Yes. he is.
Is he wearing a hat? No. he is not.

Does he smoke? Yes. he does.
Is he smoking? No. he isn’t.

Process: unlocking the apartment door

GOAL: to unlock the door

Materials: key

Steps: 5 (plus 2 reminders)

1. find keys
2. find apartment key on the keychain
3. put the key into the lock
4. turn key (to the left/right)
5. push open door
6. take key out of lock
7. close door behind you

26
POSSESSIVES

my our
your your
his/her their

This is my book.
That is your pencil.
Turn to your left.
The chair is on your right.
This is not our classroom.

QUESTION:  WHOSE ____________ is this?

WHOSE ____________ are these?

Is this your book?
Are these your pens?
Verb practice

1. He usually ____________ cigars. but he ____________ cigars now. (to smoke)

2. We always ____________ pizza, but we ____________ pizza now.

3. He doesn't always ____________ beer, but he ____________ beer now. (to drink)

4. Right now they ____________ a meeting, and they usually ____________ it on Thursdays.

5. I almost always ____________ my own lunch (to bring), but today I ____________ my lunch (to buy).

6. It never ____________ on Mondays, but right now it _____________. (to rain)

7. Rhein Chemie ____________ chemicals, and right now the factory ____________ a mix of chemicals. (to make)
Lesson: Simple reading/Future tense/Calling in sick

Lesson Objectives:
Upon completion of this lesson students will be able to:
1. Read simple workplace material.
2. Use the future tense in sentences and questions.
3. Use the future tense in negative sentences.
4. Call in sick.
Rhein Chemie Lesson #6

Simple reading: RC pretest material (part II #3)

Virgin material tends to be hard and brittle when it cools.

If it is very flexible when ___________ is cold, check to make sure that all the ___________ have been added and that they are the correct ones. Reworks may be flexible.

Vocabulary: tends to. brittle, flexible

Future tense: will

I will come to work tomorrow.
He will eat lunch at 12:00.
You will bring your notebook to class.
They will use this conference room for meeting.
We will have class again on Monday.

Negatives: will not / won’t
I will not go to Florida this year.
I won’t go to Florida this year.

He will not study math.
He won’t study math.

Question format:

? helper subj. verb / misc.
Where WILL you park your car?
When WILL he come to work?
What WILL they bring to class?
Why WILL we have class late?
How WILL she go to NY?
WHO WILL meet her there?
Short Answers:

Will you come to class tomorrow? Yes, I will.
Will you speak Spanish in class? No, I won't.
Will he visit his parents? No, he won't.
Will she go to the bank? Yes, she will.

Role play: calling in sick

Hello, Rhein Chemie. May I help you?
Yes, this is ______________.
Oh, hello. How are you?
Not too well. I will not come to work today because I am sick.
Okay. Will we see you tomorrow?
Yes, you will.
Alright then. take care.
Thanks.

Hello, Rhein Chemie. May I help you?
Yes, this is ______________.
Oh, hello. How are you?
Not too well.
What's the matter?
I have an upset stomach and I won't be in work today.
Oh, that's too bad. Will you be here tomorrow?
Yes, I will.
Okay. Take care, and we'll see you tomorrow.
Yes. Thank you.

Hello. Rhein Chemie. May I help you?
Yes, this is ______________.
Hello ______________. How are you doing today?
Not much better. The doctor tells me I am very sick.
Oh really? What is the matter?
I have an upset stomach and a fever. He tells me to stay in bed and rest until next week.
I see. So we won't see you until Monday?
That's right. I'll be at home until Monday.
Okay. Thanks for calling. Take care. and we'll see you on Monday.
Yes, I'll see you then. Goodbye.
Lesson: Future tense: going to do something/Modals

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the future tense, "going to ..." in sentences and questions.
2. Use the future tense, "going to ..." in negative sentences.
3. Identify steps involved in a simple process: opening a taped box of material.
4. Use modals in sentences and questions.
Rhein Chemie Lesson #7

Future tense review: handout

Alternative future expression: going to do something

This weekend I am going to visit my sister.  
She is going to cook dinner.  
We are going to study more vocabulary.  
They are going to buy a new machine.

Negatives:
We are not going to eat lunch here.  
They are not going to buy a used machine.  
You are not going to sit next to the window.  
I am not going to watch TV tonight.

QUESTION format:

<table>
<thead>
<tr>
<th>?</th>
<th>helper</th>
<th>subj.</th>
<th>verb</th>
<th>misc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you going to do tonight?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When is she going to eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where are they going to sit?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is going to study?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Process:
Goal: to open a taped box of materials
Materials: knife
Steps: 6 (plus one safety step)
Vocabulary: knife, blade, razor, stanley knife, tape, right side up, up side down, sideways

1. take out knife (razor)  
2. open blade of razor  
3. make sure the box is right side up  
4. cut the tape along the top with the knife  
5. cut the tape along the top sides  
6. put razor aside in a safe place  
7. pull open box tops

safety issues: open and closed blades, placement and storage of knife, making sure the box is right side up and not up side down or sideways.

MODALS: can vs. may
Can you hear me? Yes, I can. / No, I cannot.

May I sit here? Yes, you may. / No, you may not.

Can you see the screen? Yes, I can. / No, I cannot.

Question format:

? helper subj. verb misc.

Where may I park?

What language can you speak?

May I help you?

Can he pick up that big box?

Can you hear me?

When may we leave?

* * *

Short answers:

Can you hear me? Yes, I can. / No, I cannot.

May I sit here? Yes, you may. / No, you may not.

Can you see the screen? Yes, I can. / No, I cannot.
Verb practice

1. Tomorrow he ______________________ to work.

2. Next week she ______________________ her vacation.

3. She ______________________ to Puerto Rico.

4. Next year they ______________________ a new house.

5. This weekend we ______________________ my brother.
   but we ______________________ for a long time.

6. Tomorrow the company ______________________ a picnic.

7. He thinks the Yankees ______________________ the World Series.

8. I hope it ______________________ on Saturday
   because we ______________________ a BBQ.

9. Do you really think my car ______________________?
   (to run)

10. The mechanic thinks it ______________________, but
    he knows it ______________________ well.
Lesson: Past tense: regular forms/Comparatives and superlatives

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Use the regular past tense in sentences.
2. Use the regular past tense in questions.
3. Use time words with the regular past tense.
4. Use the regular past tense to report information.
5. Use the regular past tense to report information about another person's actions.
6. Use comparatives and superlatives.
Past Tense - regular forms

verb + ED

I worked on Monday, but I didn’t work on Sunday.
You walked to the store.
He talked to the supervisor, but he didn’t talk to Dot.
We watched TV until midnight.
They listened to the radio.
When I visited my sister, I stayed for three hours.

QUESTION FORMAT

? helper subj. vb. misc.
When DID you work?
Where DID they walk to?
Whom DID he talk to?
What DID they listen to?
Why DID you visit your sister?
How long DID you stay?

* * *

Short answers:
Did you walk to the store? Yes, I did.
No, I did not / didn’t.
Did she watch the Olympics? Yes, she did.
No, she didn’t.
Did we open the windows in the room? Yes, we did.
No, we didn’t.

* * *

Time words used with the past tense:
yesterday, last week, last month, last year, last night, yesterday afternoon, ago

I worked yesterday, but I didn’t work 2 days ago.
Reporting Information:

When did you mix that batch?
I mixed it two days ago.
Did it work okay?
Yes, it worked okay.

When did you receive your last pay check?
I received it last Friday.

Where did you park the truck?
I parked it next to the building.

Reported speech - reporting information about another person's actions:

asked him + question word

I asked him WHERE he parked.
I asked him WHEN he parked there.
I asked him WHY he parked there.
I asked him HOW he parked.
I asked him WHAT he did.
I asked him WHO he visited.
I asked him IF he visited his sister.

told me + question word

He told me WHERE he parked.
He told me WHEN he parked there.
He told me WHY he parked there.
He told me HOW he parked there.
He told me WHAT he did.
He told me WHO he visited.
He told me THAT he visited his sister.

told me + that (specific info)

He told me THAT he parked next to the building.
He told me THAT he parked straight.
NOTE: difference between simple question form and reported speech form. The r.s. form is not a question, but a statement, so don’t flip sub. and vb.

Where DO YOU live?

He asked me WHERE I lived.

Role play: reporting a conversation
Comparatives and Superlatives

Paul is 6 feet tall.
George is 5 feet 9 inches tall.
Peter is 6 feet 3 inches tall.

1. Paul is ____________ than Peter.
2. Peter is ____________ than George.
3. Peter is ________________.
4. George is ________________.
5. George is not ________________ Paul.
6. Paul is not ________________ Peter.

A BMW costs $40,000.
A Mercedes costs $37,000.
A Jaguar costs $45,000.

7. A BMW is ________________ than a Mercedes.
8. A Mercedes is ________________ than a Jaguar.
9. A Jaguar is ________________ than a Mercedes or a BMW.
10. A Jaguar is ________________

______________

good / better / the best

11. Miller beer is a ____________ beer, but Heineken is ________________ than Miller.
12. Heineken is not ________________ Dos Equis.
13. Of all the beers, Lowenbrau is ________________ and Old Milwaukee is ________________.

14. I think that Florida is ________________ place to go for vacation.
15. Florida is ________________ Canada because it is warmer and there are beaches.
16. The peaches in NJ are ____________, but the peaches in Florida are ____________.

bad / worse / the worst

17. Trenton is a ____________ place to go to on vacation.

18. Trenton is ____________ than Puerto Rico for vacation.

19. Of all the places in the world, Trenton is ____________ for vacation.

20. Sweeping a wet floor is ____________ lifting boxes because you get so dirty.
Lesson: Past tense: to be/Irregular verbs: past tense

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Use the past tense "to be" form in sentences and questions.
2. Use the negative forms of the past tense "to be."
3. Use the past tense "to be" form to report information.
4. Identify irregular past tense verbs.
Past tense: to be

I Was / wasn’t
you were / weren’t
he/she/it was / wasn’t
we were / weren’t
you were / weren’t
they were / weren’t

I was late to work yesterday.
Two days ago she was sick.
Last month they were very busy.
Last year we weren’t in NJ.
Three weeks ago he was in Guatemala.

QUESTION FORMAT

? verb subj. misc.
Where were you?
When was she in Puerto Rico?
What was on the table?
Who was late for class?
Why was the doctor so busy?
How was the temperature yesterday?

NOTE: we do not use "did" with the verb to be in the past

Short answers:
Were you tired?
Yes. I was.
No. I wasn’t.
Was she hungry?
Yes, she was.
No. she wasn’t.
Were they busy?
Yes, they were.
No. they weren’t.
Was it hot yesterday?
Yes. it was.
No. it wasn’t.
There was / wasn't ---- there were / weren't

There was an accident.
There was a tire.
There wasn't an injury.
There weren't any injuries.
There were many problems.
There weren't any mistakes.

Role play: Reporting an accident

There was a fire in the factory.
Where was it?
It was in the storage room.
Was anyone hurt?
No. No one was hurt, but there was a lot of smoke.

There was an accident on the floor.
Where was it?
It was near the kitchen.
What happened?
Paul walked on some powder and slipped.
Was he hurt?
No, he wasn't.

Past tense: Irregular verbs (see handout)
   introduction and practice with more common verbs
Past Tense

1. Yesterday, I ____________________ for eight hours.
   (to work)

2. The day before yesterday, he ____________________ to his supervisor.
   (to talk)

3. She ____________________ the Olympics for 3 hours.
   (to watch)

4. They ____________________ at the best hotel.
   (to stay)

5. We ____________________ to learn Italian.
   (to try)

6. You ____________________ the door after you
   ____________________ the door. (to lock / to close)

7. They ____________________ their parents after they
   ____________________ in Trenton. (to visit / to arrive)

8. She ____________________ three miles because she
   ____________________ to get a lot of exercise.
   (to walk / to want)

9. They ____________________ about the tickets and they
   ____________________ to get front row seats.
   (to ask / to decide)

10. Our supervisor ____________________ us how to pack
    the boxes, and we ____________________ them all
    correctly. (to show / to pack)
Lesson: To lose, to spend, to waste/Verb tense consistency

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Use the present and past tense of the verbs to lose, to spend, and to waste correctly.
2. Use irregular past tense verbs in sentences.
Specific verb use: to lose / to spend / to waste

On vacation, I lost my watch and I spent a lot of money. She spends a lot of time reading. They waste a lot of time watching cartoons. You lost your formulation sheet: don’t waste time looking for it. I prefer to spend my time eating, and spend my money on good food. I don’t waste any time or money on things I don’t like.

Past tense review (see worksheet)

Past tense - irregular verb practice (see handout)

I came to work late.
He ate lunch at noon.
They drank soda with their pizza.
You brought your friends to the party.
She bought a new house.

I didn’t come to work early.
He didn’t eat at 1:00.
They didn’t drink beer with their pizza.
You didn’t bring Joe.
She didn’t buy a new car.

* * *

QUESTION FORMAT review

When did you come to work today?
When did he eat lunch?

* * *

Verb tense consistency: comparison of present and past tenses and time words

When DOES he USUALLY eat?
He usually eats at noon.

Did he eat at noon YESTERDAY?
Yes, he did.

---
What DO they TYPICALLY drink?
They typically drink soda.

What DID they drink two days AGO?
Two days ago they drank beer.

---

Before he comes to work, what does he do?
Before he comes to work, he has breakfast.

Before he came to work, what did he do?
Before he came to work, he had breakfast.

---

After you mix the batch, what do you do?
After I mix the batch, I send a sample to the labo.

After you mixed the batch, what did you do?
After I mixed the batch, I sent it to the labo.

---

ROLE play: reporting what you did for the day

So, what did you do today?
I mixed a lot of patches today and I cleaned my work area. Did you have a good day?
Yes, I did. But I am tired. Okay, see you tomorrow.
Yes, see you.

So, what did you do today?
I packed materials in the morning and I mixed in the afternoon.
Did you have a good day?
Yes, I did. I got a lot done. Good for you. See you tomorrow.
Yes, see you.

Did you get a lot done today?
No, not really.
Oh, why not?
There was a small fire in the warehouse. Oh no. Were there any injuries?
No, but there was a lot of running around. I hope you have a better day tomorrow.
Me too.
Worksheet

TO BE

1. Yesterday I ___________ sick.

2. He ___________ hungry before lunch.

3. After lunch, he ___________ hungry anymore.

4. They ___________ happy to see their friends.

5. You ___________ on time because of the traffic.

6. Rhein Chemie ___________ open on Sunday.

7. We ___________ busy in the conference room.

8. We ___________ bored by the exciting news.

9. She ___________ sad because she lost her wallet.

10. The batch ___________ good, so it ___________ packed.
Lesson: Conditionals and use of can/will in the past tense/Permissives and causatives

Lesson Objectives:
Upon completion of this lesson students will be able to:
1. Use conditionals and can/will forms in sentences and questions.
2. Use permissives and causatives in sentences and questions.
3. Make complaints, requests, and suggestions.
Simple past review (see worksheet)

Conditionals and use of can/will in the past (could/would)

He tells me that he can write the letter.
He told me that he could write the letter.

I ask him if he can work late.
I asked him if he could work late.

She tells me that she will talk to the supervisor.
She told me that she would talk to the supervisor.

Present unreal conditional:

If I had a million dollars, I would go to China.
If he had a license, he could drive to work.
If we spoke Russian, we could visit Russia.
If they brought their lunches, they would save money.

QUESTION FORMATS:

? helper subj. vb. IF clause
What would you do if you had money?
Where could you go if you spoke Italian?

IF clause ? helper subj. vb.
If you spoke Italian, where could you go?
If they had a boat, what could they go?
If she knew Mr. Bush, who could she visit?

PERMISSIVES and CAUSATIVES - let, have, make

I let my son drive because he is 16, but I don't let him drive into NY city.

He lets his sister bring her children to his house, but he doesn't let her leave them there.
I have the dry cleaner clean my nice clothes.

We have the mechanic fix the car when it is broken.

You have the clerk pack your shopping bags, but you don't have her carry them to your car.

The teacher makes the students work very hard, but she doesn't make them stay past 4:00.

He makes his daughter clean her room.

They don't make us move to another building, but sometimes they make us move to another room.

QUESTION format:

DO you let your son drive?
DOES he let his children cook dinner?
DOES she make her husband clean the house?

WHO do you make fix the car?
WHO do you let drive your car?

Role play: making a complaint / request / suggestion

Excuse me. I want to make a complaint.
What's wrong?
Someone parked in front of the loading door and I can't put the boxes on the truck.
Okay. Thanks for telling me. I'll make him move his car.

Excuse me. I want to make a complaint.
Yes. What is it?
Someone is smoking in the warehouse and it is dangerous.
Okay. Thanks for letting me know. I'll make him stop.

Excuse me. I want to make a request.
Yes. What is it?
Can you let me leave 10 minutes early?
What's the reason?
I have a doctor's appointment and the rush hour traffic will make me late.
Okay. I'll let you leave 10 minutes early today. Let me know how your appointment went. Okay?
Sure.
Excuse me. I want to make a suggestion.
Sure. What is it?
I think we should have the mechanic look at the forklift because it is acting funny.
Okay. Thanks for letting me know. I'll let the supervisor know that you told me, and I'll have a mechanic look at it.
Put this paragraph into the past tense.

I work in the warehouse. I pack a lot of materials and I mix a lot of batches. So I had a lot of work to do. My supervisor gives me help if I had a question, and I am able to finish all of my jobs. Also, I had lunch with my friends everyday. This is nice because we spent time talking and laughing. Often I brought my lunch. I ate sandwiches and I drank soda for lunch. Sometimes we went out for a pizza. But if I didn’t have any extra money then I can’t go.
irregular verbs

1. Yesterday I _____________ to work at 9:00.
   (to come)

2. We _____________ to pack the boxes.
   (to begin)

3. I _____________ my own lunch.
   (to bring)

4. They _____________ champagne at the wedding.
   (to drink)

5. You _____________ six slices of pepperoni pizza!
   (to eat)

6. She _____________ work at 5:00.
   (to leave)

7. He _____________ me an old newspaper.
   (to give)

8. We _____________ a lot of fun on the boat.
   (to have)

9. They _____________ too much noise in the warehouse.
   (to make)

10. He _____________ a ticket for driving too fast.
    (to get)
Lesson: Past progressive/Quantity: too, enough/Countable and noncountable nouns

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Use the past progressive in sentences and questions.
2. Correctly use the words too and enough in sentences.
3. Distinguish between countable and noncountable nouns and use them correctly.
4. Identify the steps involved in a simple process: mixing procedure.
Lesson #12

Verb use: Past Progressive

to be (past) + verb + ING

At 8:00 last night, I was watching television.
I wasn't listening to the radio.
Yesterday at noon, he was walking his dog.
She was driving to work at rush hour.
We were mixing the batches at 2:00 yesterday.
You weren't mixing the batches, but you were packing.

QUESTION FORMAT:

? to be subj. verb (ing) misc.
What were you doing at 3:00?
Where was he sitting during the meeting?
Why were they using the old machine?
When were we watching TV?
Who was listening to the radio?
How long was he using the old machine?

* * *

Short replies:

Were you working yesterday at noon? Yes. I was.
No. I wasn't.

Were they listening to the news? Yes. they were.
No. they weren't.

Was she using the computer? Yes. she was.
No. she wasn't.
QUANTITY

too / enough

too + adjective enough + noun

He is too young to drive.
She is too old to run the marathon.
The machine is too hot to touch.
The box is too heavy for me to lift.

He has enough money to buy a new car.
They work enough hours to make $500 a week.
She doesn't have enough time to type the letter, but she has enough time to make coffee.

* * *

Question and answer practice:

I am not too young to vote: I am old enough.
He is not too short to touch the ceiling: he is tall enough.
The new machine is too expensive: we don't have enough money.

MUCH vs. MANY

/                      \
uncountable nouns      countable nouns

How much coffee do you drink?
(coffee is not countable)

How many cups of coffee do you drink?
(cups are countable)

* * *

How much work do you have?
(work is not countable)

How many jobs do you have?
(jobs are countable)

* *
Breaking things down into countable and noncountable nouns:

<table>
<thead>
<tr>
<th>Noncountable</th>
<th>Countable (can take S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>paper</td>
<td>pieces of paper</td>
</tr>
<tr>
<td>pizza</td>
<td>pizzas, slices of pizza</td>
</tr>
<tr>
<td>tea</td>
<td>cups of tea</td>
</tr>
<tr>
<td>beer</td>
<td>cans, bottles, glasses</td>
</tr>
<tr>
<td>space</td>
<td>inches, feet, yards</td>
</tr>
<tr>
<td>distance</td>
<td>miles, kilometers</td>
</tr>
<tr>
<td>weight</td>
<td>pounds, ounces, liters</td>
</tr>
<tr>
<td>furniture</td>
<td>pieces of furniture</td>
</tr>
<tr>
<td>luggage</td>
<td>pieces, suitcases</td>
</tr>
<tr>
<td>time</td>
<td>seconds, minutes, hours</td>
</tr>
<tr>
<td>money</td>
<td>days, months, years</td>
</tr>
<tr>
<td>sugar</td>
<td>dollars, cents</td>
</tr>
<tr>
<td>milk</td>
<td>spoons, cups</td>
</tr>
<tr>
<td>gasoline</td>
<td>cups, cartons</td>
</tr>
<tr>
<td>water</td>
<td>gallons, liters</td>
</tr>
<tr>
<td>fruit</td>
<td>cups, glasses</td>
</tr>
<tr>
<td>ice cream</td>
<td>fruits, oranges etc.</td>
</tr>
<tr>
<td></td>
<td>cones, cups</td>
</tr>
</tbody>
</table>

**READING practice: recycling**

Vocabulary: to dump, to recycle, alternatives, to have X done, sound, to dump, landfill, to end up, threat, to threaten, to pose, immediate, in spite of

Before you dump used motor oil on the ground or throw it in the garbage, think about your alternatives. You can take the oil to a recycling center, or you can give it to a service station that will have it recycled for you. To recycle means to reuse materials rather than throwing them away. Recycling is the most environmentally sound thing you can do with old motor oil. When oil is not recycled, it is dumped on the ground or buried in a landfill, where it might well end up in your drinking water or food. What’s more, dumped oil poses an immediate threat to the health of birds, small land animals, and plants. In spite of these dangers, only about 10 percent of all used oils is presently being recycled. The other 90 percent ends up in the ground.
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 hop 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)
Lesson: Past progressive and the simple past/Indefinite articles

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Create sentences and questions that combine the past progressive and simple past.
2. Create sentences using the form: long action plus when and short action.
3. Create sentences using the form: while plus long action, short action.
4. Formulate complex questions.
5. Correctly use indefinite articles.
6. Report events that occurred in the past.
7. Identify steps in a process: following a formula.
Review: quantity (see worksheet)
Past progressive and the simple past: long and short actions
in the past

1) long action (past progressive) plus WHEN and short action
(simple past)

I was driving to work when I saw a deer.
He was working in the warehouse when the fire started.
They were eating lunch when the fire alarm went off.

2) WHILE plus long action (progressive), short action
(simple past)

While I was driving to work. I saw a deer.
While he was working in the warehouse, the fire started.
While they were eating lunch. the fire alarm went off.

SAME subject to both parts:
While talking to my sister on the phone. I heard a loud noise.
While driving to work. I saw an accident.
After leaving work. he went home.

COMPLEX questions:
What were you doing when the phone rang?
Where was he sitting when the teacher entered?
Who was smoking when the fire started?
<table>
<thead>
<tr>
<th>either noncount or plural</th>
<th>only noncount</th>
<th>only plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a lot of, some, any, more</td>
<td>a little, much, an amount of, less</td>
<td>a few, many, a number of, fewer</td>
</tr>
</tbody>
</table>

I have a lot of time and a lot of jobs to do. We ate a lot of pizza, and we drank much beer. He has fewer jobs than I do; he has less work than I do. They have more money than I do, but they have fewer friends.

**NOTE:** more money, more time
less money, less time
but fewer friends, fewer hours, fewer dollars

**QUESTIONS:**

Do you have any aspirin?
Yes. I have some change.

Do you have any change?
No. I don't have any change.

**NOTE:** avoid double negative

I don't have any time.

He doesn't like any one.

**Indefinite articles:**

anyone, someone, everyone, no one / everything, something, nothing, anything / everybody, somebody, nobody, anybody

Nobody has any time to play.
Everybody is happy on payday.
Somebody is eating garlic.
Is anybody speaking Italian? No. no one is speaking Italian.
Reporting in the past:

He said I was busy.
They said we were working too hard.
She asked if I had any change.
I told her that I didn’t have any change.
They asked me where I parked, and I told them that I parked in front of the building.

Role play: reporting events in the past

Can I ask you a few questions?
Sure. Go right ahead.
Did you see _______ yesterday?
Yes. I did. I saw him while I was working.
What was he wearing?
He was wearing white overalls and safety glasses.
Was he working?
Yes. he was. But he was talking a lot.
Was he bothering you?
No. not really. Why do you ask?
Someone said he wasn’t wearing safety glasses and that he wasn’t working.
No. he was wearing safety glasses and he was working.
Okay. Thanks.

Do you have a few minutes to talk?
Sure. Go right ahead.
What were you doing at noon on Tuesday?
I was eating lunch and talking to Peter.
Where were you sitting?
We were sitting in the cafeteria.
Did your supervisor come in?
Yes. he came in while I was eating.
Did he give you anything?
No. he didn’t give me anything. Why do you ask?
Someone said he gave you an extra job assignment.
No. he didn’t give me anything.
Okay. Thanks.
### PROCESS: formula Q & A

<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
<th>LBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>PARACRIL BJLT M-30 only</td>
<td>28.3</td>
</tr>
<tr>
<td>100304</td>
<td>VANOX 2MTI</td>
<td>50.0</td>
</tr>
<tr>
<td>100320</td>
<td>AMINOX</td>
<td>25.0</td>
</tr>
<tr>
<td>100811</td>
<td>RECCO wax 140-B</td>
<td>2.0</td>
</tr>
<tr>
<td>10013</td>
<td>NIPOL 1312</td>
<td>7.4</td>
</tr>
</tbody>
</table>

**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?
QUANTITY

1. (few / little) I bought a ______________ apples at the supermarket.

2. (many / much) How ______________ rooms do you have in your apartment?

3. (many / much) How ______________ room do you have for parking?

4. (few / little) Could you lend me a ______________ money until next week?

5. (few / little) I need a ______________ advice.

6. (less / fewer) Lowfat milk has ______________ calories than regular milk.

7. (less / fewer) Lowfat milk has ______________ cholesterol than regular milk.

8. (much / many) I asked him how ______________ batches he mixed.

9. (much / many) He told me how ______________ work he did that day.

10. (the least / the fewest) Paul mixed the ______________ number of batches because he felt sick that day.
Lesson: Present Perfect

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Use the present perfect in sentences and questions.
2. Use the present perfect in negative sentences.
3. Use words indicating time in sentences and questions.
Review: past progressive (see worksheet)
Verb practice: Present Perfect
Use of continuous time: this week, this month, etc.
so far, since, frequency (two times this week)

To have + past participle
(for reg. vbs. making the past participle - vo + ed)

<table>
<thead>
<tr>
<th>verb</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk</td>
<td>talked</td>
</tr>
<tr>
<td>walk</td>
<td>walked</td>
</tr>
<tr>
<td>watch</td>
<td>watched</td>
</tr>
<tr>
<td>listened</td>
<td>listened</td>
</tr>
<tr>
<td>ask</td>
<td>asked</td>
</tr>
</tbody>
</table>

I have talked to my supervisor two times this week.
He has asked me to stay late this week.
She has watched TV every night this month.
This month, we have studied English.
This year, I have worked very hard.

Negatives:
I haven't talked to my boss yet.
He hasn't asked me to work late.
She hasn't watched any TV today.
We haven't studied Italian.
I haven't been a couch potato this year.

---
QUESTION format:

? helper subj. verb misc.
How often have you worked this week?
Where has she studied English?
When have we visited my family?
Who has watched TV?
Why have you signed up for the GED course?
Short answers:

Have you talked to Sam? Yes, I have. No, I haven't.
Has she visited her family? Yes, she has. No, she hasn't.
Have we worked hard today? Yes, we have. No, we haven't.
Has it rained today? Yes, it has. No, it hasn't.

Role play: what have you done?

What have you done today?
I have mixed a batch and I have packed.
Have you talked to Saul?
No. I haven't.
Have you studied English?
Yes. I have.

What have you worked on today?
I have worked on the pellets today.
Have you finished?
Yes. I have.

Reading practice: safety and health

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

Between 1900 and the present time, the United States has been able to raise the average life expectancy from about 47 years in 1900 to about 75 years today. This increase has resulted from several factors. One is that the lives of children have become safer. Early in the century, for example, dangerous labor practices were stopped. A second

ERIC
is that advances in work safety and medicine improved the health of adult Americans. Great reductions were achieved in the __________ of deaths in the workplace. A ______________ factor is that increased education at all levels has brought a new public awareness of health and safety.

Discussion IN THE WORKPLACE: what are some things that you do to increase your safety and the safety of others?
<table>
<thead>
<tr>
<th>verb</th>
<th>past tense</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>to be</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>to break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>to bring</td>
<td>brought</td>
<td>brought</td>
</tr>
<tr>
<td>to buy</td>
<td>bought</td>
<td>bought</td>
</tr>
<tr>
<td>to choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>to come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>to drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>to eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>to fly</td>
<td>flew</td>
<td>flown</td>
</tr>
<tr>
<td>to give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>to go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>to have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>to keep</td>
<td>kept</td>
<td>kept</td>
</tr>
<tr>
<td>to know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>to make</td>
<td>made</td>
<td>made</td>
</tr>
<tr>
<td>to put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>to read</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>to say</td>
<td>said</td>
<td>said</td>
</tr>
<tr>
<td>to see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>to sell</td>
<td>sold</td>
<td>sold</td>
</tr>
<tr>
<td>to sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>to speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>to spend</td>
<td>spent</td>
<td>spent</td>
</tr>
<tr>
<td>to take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>to tell</td>
<td>told</td>
<td>told</td>
</tr>
<tr>
<td>to write</td>
<td>wrote</td>
<td>written</td>
</tr>
<tr>
<td>to wear</td>
<td>wore</td>
<td>worn</td>
</tr>
</tbody>
</table>
Past Progressive

1. Yesterday at noon I __________________________ lunch.
   (to eat)

2. Last week, he __________________________ his friends.
   (to visit)

3. Yesterday, she __________________________ to her supervisor after lunch.
   (to talk)

4. Before lunch, it __________________________.
   (to rain)

5. It was 60 degrees, so it __________________________.
   (to snow)

6. When I walked into the room, my dog __________________________.
   (to sleep)

7. While I was sleeping, my dogs __________________________ around the house.
   (to walk)

8. He __________________________ his friends when he lost his wallet.
   (to visit)

9. They __________________________ TV when the phone rang.
   (to watch)

10. I __________________________ my car to break down, but it didn’t.
    (to expect)
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?
Lesson: Present perfect and simple past: double questions words:

Lesson Objectives:
Upon completion of this lesson students will be able to:

1. Ask and answer questions that lead to follow up questions.
2. Ask and answer questions that use time words.
3. Write a paragraph about their jobs.
4. Ask for needed supplies.
Role Plays: running out of important material

1) Excuse me, but I have run out of ____________. When did you run out? I ran out this morning. How much do you need? I need ____________. Okay, thanks. I’ll make sure that you get some. Thanks.

2) Excuse me, but we have run out of handtowels in the restroom. When did you run out? We ran out just now. Are there any left? No, there are none left at all. Okay, I’ll make sure that more are put in the restroom. Thanks.

3) Excuse me, but we have run out of boxes. When did you run out? We ran out yesterday afternoon, but it was too late to ask for more. Okay. I’ll get more boxes from storage. Thanks a lot.

4) Teacher, we are running out of time. Oh really? How much time do we have left? We have only five minutes left. Okay. I’ll hurry.

____________________________________

Reading practice: eye protection notice

Vocabulary: to protect X against Y, a result of, audit, exceptions to a rule, to cooperate with X, 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.
Present Perfect review (see worksheet)
Present perfect and simple past: double questions
time words: ever, recently, lately

Q: Have you ever visited Florida?
A: Yes, I have.
Q: Oh, really? When did you go there?
A: I went there two years ago.

Q: Has she ever seen the mill unit?
A: Yes, she has.
Q: When did she see it?
A: She saw it yesterday.

Q: Have you eaten at any good restaurants lately?
A: Yes, I have.
Q: Where did you eat?
A: I ate at Casa Espanola.

Q: Where have you been recently?
A: I have been to Philadelphia lately.
Q: Oh, really? When did you go there?
A: I went there last week.

Q: What have you done so far?
A: So far I have mixed this batch.
Q: Did it turn out okay?
A: Yes, it did.

Job description: write a single paragraph about your job.
Think about answering some of these questions:
1) What is your job title
2) What particular jobs do you usually do
3) What processes do you perform
4) What materials do you work with
5) What machines do you work with
6) What training have you had
Worksheet

Present Perfect - regular and irregular verbs

1. Sam _________________ sad this week. (to be)

2. His car _________________ running. (to stop)

3. Susan _________________ many tests this year. (to take)

4. Rhein Chemie _________________ new machines. (to buy)

5. They _________________ each other for years. (to know)

6. You _________________ the boss about the problem. (to tell)

7. Because he is lazy, he _________________ his bed. (to make)

8. William _________________ his lunch in the fridge. (to put)

9. Because it is only 11:00, William _________________ yet. (to eat)

10. The noise _________________ me a headache! (to give)

11. Because she doesn't know what color she likes the best, she _________________ a new car yet. (to choose)

12. After 20 years, our parents _________________ their old letters. (to keep)

13. They _________________ their jackets today. (to wear)

14. He _________________ to Jon twice today. (to speak)

15. In this class, we _________________ a few paragraphs. (to write)
Irregular Verbs

1. Last year he _________________ three colas.  
   (to catch)

2. They _________________ a new grill for the yard.  
   (to buy)

3. Trenton _________________ the capitol of NJ more than  
   150 years ago. (to become)

4. She _________________ her leg skiing. (to break)

5. We _________________ in New Jersey. (to grow up)

6. She _________________ the chocolate candy from the  
   children and she _________________ it all for herself.  
   (to hide / to keep)

7. He _________________ off the small ladder and he  
   _________________ really stupid. (to fall / to feel)

8. When I _________________ to Panama City. I _________________  
   my passport. (to fly / to forget)

9. The warehouse light _________________ out right after  
   he _________________ the flashlight. (to go / to find)

10. We _________________ the news about the hurricane as  
    we _________________ to work. (to hear / to drive)
irregular verbs

1. She _______________ Steve from five years ago. (to know)
2. They _______________ for lunch at noon. (to meet)
3. He _______________ her $10 for lunch. (to lend)
4. She _______________ him back the next day. (to pay)
5. The phone _______________ only two times. (to ring)
6. She _______________ that she _______________ three miles every night. (to say / to run)
7. When I _______________ my wallet. I _______________ the police. (to lose / to tell)
8. It _______________ $15 when she _______________ us the new materials. (to cost / to send)
9. After he _______________ the magazine, he _______________ it on the coffee table. (to read / to put)
10. We _______________ to call our supervisor, but we _______________ to call the plant manager instead. (to mean / to choose)
Irregular Verbs

1. We ____________ in the conference room for two hours. (to sit)

2. Last night, he ____________ well. (to sleep)

3. I ____________ a great movie last weekend. (to see)

4. The group ____________ the test after lunch. (to take)

5. The supervisor ____________ the formulation sneezes on the counter. (to set)

6. Bill ____________ next to me when I ____________ to the secretary. (to stand / to speak)

7. I ____________ you ____________ the problem with the machine. (to think / to understand)

8. They ____________ a big party because their division ____________ the most products. (to throw / to sell)

9. She ____________ a pair of old pants because she ____________ her new pair of pants at work. (to wear / to tear)

10. The teacher ____________ us the new words and we ____________ the letter ourselves. (to teach / to write)