This workplace skills training course in English as a Second Language (ESL) identifies English problems for non-native speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature. Introductory material includes course description, objectives, topical outline, and evaluation. The course consists of 13 sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, and information sheets and handouts. Pre- and post-class exercises are found at the end of the materials. Topics covered in the sessions include the following: grammar skills (simple past tense, present perfect, past perfect; present real conditionals, past real conditionals, past unreal conditionals; causative and permissive; negatives; use of some/any to avoid double negative); role plays (asking for instructions, giving instructions, reporting incidents in the workplace, expressing conditional statements); job focus (work vocabulary; work literature; company maps, material lists, Material Safety Data Sheets); and analytical skills (steps to problem solving, organizational skills, ability to discriminate among parts). (YLB)
Advanced English as a Second Language for Manufacturing

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

Elaine S. Weinberg
Director, Workplace Skills

United States Department of Education
National Workplace Literacy Program

1995
ACKNOWLEDGMENT

Mercer County Community College thanks Carol Lewandowski, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.
A factory or service center creates a classroom that is very different from the one we are used to seeing in colleges and adult schools, so it only follows that our approach to teaching in the factory should also differ.

Our goal is to teach employees skills that they need in order to be functional and successful in their work environment, and encourage them to apply those skills on the job and at home. For example, we motivate students to do the following:

- work more efficiently and more safely
- make fewer mistakes
- solve problems working interactively
- take greater responsibility for their jobs
- recognize the interconnectedness of the various jobs in their workplace
- be better communicators in the workplace

Company needs are revealed through a needs assessment. At that time, we also determine the basic skills needs of the employees. We are learner centered, as the individual employee’s needs are considered alongside those of the company.

Once we have determined those needs, we develop curricula that incorporate basic skills, using the workplace literature (e.g. forms, applications, codes, abbreviations, charts and tables, handbooks, regulations, procedures, policies, memos, letters) of the company. Because each company is different, the needs and literature are also different; hence, we develop new materials for every company in which we teach. By utilizing these workplace items, we help students transfer and apply their skills directly to their jobs.

We rely on the classroom techniques of problem solving, cooperative learning, and group discussion. Our overall approach is concept based, with the emphasis on application, such as in role plays, dialogues, and group work. Despite the specific course titles, we incorporate the elements of math, English, and communication skills into all of our sessions.

In terms of students evaluation, after initial testing we give a pre-test and post-test in order to determine comprehension. Students receive feedback throughout the course from the instructor, as well as from fellow students as we sincerely believe in the powerful positive reinforcement of peer critiques and cooperative exchanges.

In essence, we believe that although we make the materials for the students with which to work, it is the students who truly make the class.
ACCENT ON ENGLISH:

This ESL course identifies English problems for non-native speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature such as illustrations, instructions, maps, and notices. Also, the classwork motivates students to improve pronunciation, sentence structure, verb tenses, American idioms, and work vocabulary and encourages students to organize work projects, identify problems, describe problems, solve problems, and implement solutions in order to create a harmonious environment where successful communication can occur.

OBJECTIVES:

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

- Ask grammatically correct questions
- Give grammatically correct answers
- Ask for and understand oral instructions
- Read and use the literature in the workplace
- Communicate effectively with co-workers
- Build a working English vocabulary for the workplace and beyond
- Analyze problems and implement solutions
- Organize work materials and take responsibility for physical improvements to the work area

TOPICAL OUTLINE:

- Grammar Skills:
  - Simple past tense, present perfect, past perfect,
  - Present real conditionals, past real conditionals, past unreal conditionals
  - Causatives and Permissives
  - Negatives: no, not, none
  - Use of some/any to avoid double negative
ADVANCED ESL FOR MANUFACTURING

TOPICAL OUTLINE (con't):

- **Role plays:**
  => Asking for instructions
  => Giving instructions
  => Reporting incidents in the workplace
  => Expressing conditional statements

- **Job Focus:**
  => Work vocabulary
  => Work literature: line instructions, product illustrations,
  => Company maps, material lists, MSDS sheets

- **Analytical Skills:**
  => Steps to problem solving
  => Organizational skills
  => Ability to discriminate among parts

EVALUATION:

- students will be evaluated for written and spoken language skills with interviews and post-test
- students will perform self-evaluation based on correct completion of worksheets
- improvement in learning techniques will be evaluated with interviews and student response sheets
- students will be evaluated for their participation in teams and for their completion of analytical tasks

OTHER:

- **C.E.U.:** 1.6

Mercer County Community College
OBJECTIVES:

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

- use simple past irregular forms correctly
- report incidents in the past

TOPICS:

- Review: questions and answers with simple past
- Irregular forms of past tense verbs

METHODS:

- dialogues
- Q & A role plays

EVALUATION:

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

- relay information using the past tense using both regular and irregular verbs

MATERIALS:

- tape recorders
- pre-class exercises
THE SIMPLE PAST

REVIEW: Using the list of irregular verbs, complete these sentences and make a question for each.

1. Last week my line __________________ rate. (to make)

   Question:

2. Last night my sister and I ___________ dinner at a pizza parlor. (to eat)

   Question:

3. ABC Company ______________ more than 50,000 units last year. (to sell)

   Question:

4. I ______________ this class so I could practice my English. (to take)

   Question:

5. He ______________ in northern New Jersey. (to grow up)

   Question:
DIALOGUE

A: Did you hear what happened to Dave?
B: No. What happened?
A: He fell on the ice and he broke his ankle.
B: You're kidding? Is he okay?
A: Well, his ankle is in a cast and he has to keep off it.
B: How can he work if he has to keep off his ankle?
A: He can't! He's on disability until he can walk again.
B: That's too bad. At least he is collecting something.
A: Yeh, I guess so. But knowing Dave, he'll be eager to come back to work again.
B: Think so?
A: Sure. Dave isn't one of those people who likes to sit still. How do you think he got hurt in the first place?
B: You said he slipped on the ice in front of the building.
A: No I didn't. I said he fell on the ice, but not outside. It was at a skating rink near his house.
B: Oh, I see. I misunderstood you.
A: Yeh. He was taking his kids ice skating, and he tried to do a jump. He fell and broke his ankle.
B: Well, I guess you're right about Dave.
A: What's that?
B: He can't sit still. And he can't skate still either.
A: No, he can't. And he won't be skating for a long time!
DIALOGUE

Answer these questions about the dialogue:

1. What's the problem with Dave?

2. How did he hurt himself?

3. Is he working now?

4. What is Dave collecting?

5. What does person A think happened to Dave? Where does he think he slipped?

6. In your own words, tell me what happened to Dave and what Dave is like.
WHAT HAPPENED?

Using the past tense, write about something that happened in work. Remember that you are reporting information, so you want to be clear and concise. Assume that your reader does not know the people or situations involved. Be prepared to answer any questions that your readers might have!


Be sure to keep these questions in mind when you are reporting information:

◊ who?
◊ what?
◊ where?
◊ when?
◊ why?
◊ how many? how much?
◊ how big? how small? how long? how short?
◊ what kind?
ADVANCED ESL FOR MANUFACTURING • SESSION 2

OBJECTIVES:

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

- use the simple past tense of to be/to have correctly
- report incidents and accidents using the past tense

TOPICS:

- to be/to have in the past
- incidents and accidents in the workplace

METHODS:

- Q and A practice
- role plays

EVALUATION:

At the end of this session, students will be more competent in using the past tense to report events. Hence, these events will be reported more accurately and fewer miscommunications will occur.

MATERIALS:

- worksheets
- tape recorders
- scenarios (pictures)
Irregular Past Tense verbs:

TO BE

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

Yesterday I was tired.
When you came to work, you were early.
They were not busy last night.
We were in the downstairs classroom last week.

Question/Answer Practice

NOTE: to ask a past tense question using the verb "to be" you don't need "DID"

Where were you at noon?
I was at lunch.

Why was he tired?
He was tired because he didn't sleep last night.

When were they ready to leave?
They were ready to leave at 3:00.
NEGATIVES with TO BE:

I was not in New York yesterday.
I wasn't in New York yesterday.

They were not at lunch.
They weren't at lunch.

It was not cold this morning.
It wasn't cold this morning.

Answer these questions:

1. What was the temperature yesterday?

2. Where were you at noon?

3. When were the units ready yesterday?
**PAST TENSE: TO BE / TO HAVE**

**TO HAVE:**

\[
\begin{align*}
\text{I had} & \quad \text{we had} \\
\text{you had} & \quad \text{you had} \\
\text{he/she/it had} & \quad \text{they had}
\end{align*}
\]

I had a headache yesterday.
She had enough money for lunch.
We had three hours to finish work.
You had a good weekend.

**Question/Answer Practice**

**NOTE:** Use "DID" as helper in the past

Where did they have lunch?
They had lunch in the cafeteria.

When did you have a fever?
I had a temperature last night.

Why did she have so many problems?
She had problems because she felt sick.
NEGATIVES with TO HAVE:

Keep the DID and add NOT:

I did not have the flu.
I didn't have the flu.

He didn't have money for vacation, but he had the time.
We didn't have class upstairs.

You did not work overtime.
You didn't work overtime.
**WAS/WERE AND HAD**

Practice using the past tense of to be / to have. Pair off with a partner and make dialogues for these situations.

1. You are feeling tired and hungry. Your co-worker asks you if you had breakfast this morning.

2. Your co-worker asks how your weekend was. Give him/her a good answer.

3. Your supervisor forgot that you took yesterday off to go to a wedding. He asks you where you were. Tell him.

4. Your co-worker was late this morning. Ask your co-worker where he/she was.
Last night, my sister _______________ sick. She called me and said that she _______________ a fever. I told her to call the doctor, but she _______________ his number. After I gave her the number, she called the doctor, but his line _______________ busy. I _______________ worried about her, so I went to her house. When I got to her house, she still _______________ a fever, and she _______________ very tired. Finally, I called the doctor again and we _______________ happy to make an appointment for the next day. I gave my sister some cold medication and she _______________ a good night's sleep. When I got home I _______________ very tired, but at least I _______________ worried about my sister!
WHAT HAPPENED?

Think of a situation that happened on your line recently. You ran out of parts, or you did 100 over rate, or you had a lot of people call cut sick. Write down some notes for yourself about the situation (using the past tense) and be prepared to tell the class about it. The class will ask you follow-up questions to get more information.

Example:

◊ On the A-line last week we ran out of parts.
◊ We shut down the line.
◊ I didn't work for 30 minutes.
◊ I moved to the B-Line for the morning.
◊ The parts came in the afternoon.
ADVANCED ESL FOR MANUFACTURING • SESSION 3

OBJECTIVES:

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

- avoid double negatives
- use any/some in Q and A
- write instructions in order

TOPICS:

- double negatives
- any/some
- sequential order and the importance of clear steps

METHODS:

- Q and A
- dialogues

EVALUATION:

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

- use negatives correctly
- avoid miscommunication with negatives
- provide co-workers with clear instructions for jobs/tasks

MATERIALS:

- worksheets
HOW MANY?

These are the words we use to show quantity for count and non-count nouns.

<table>
<thead>
<tr>
<th>COUNT</th>
<th>NON-COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>any (question and negative)</td>
<td>any (question and negative)</td>
</tr>
<tr>
<td>many</td>
<td>much</td>
</tr>
<tr>
<td>some</td>
<td>some</td>
</tr>
<tr>
<td>a lot of</td>
<td>a lot of</td>
</tr>
<tr>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>a few</td>
<td>a little</td>
</tr>
<tr>
<td>a number of</td>
<td>an amount of</td>
</tr>
<tr>
<td>a couple of</td>
<td>a bit of</td>
</tr>
</tbody>
</table>

Examples:

Do you have any money? Yes, I have some money. No, I don't have any money.

Do you have any singles? Yes, I have a few singles. No, I have no singles.

NOTE: avoid the double negative!!

I don't have no money.

/  \

negative 1  negative 2

Instead, say: I don't have any money OR I have no money.
HOW MANY?

Use these to complete these sentences: any, some, no; anything, something, nothing

1. I don't have _______________ time to eat lunch today.

2. Do you have _______________ money to lend me?

3. No, I don't have _______________ money.

4. They speak _______________ Italian, but they don't speak _______________ French.

5. You should bring _______________ to the party.

6. Don't drink _______________ if you are driving.

7. Can't I drink _______________ soda?

8. Sure, but if you're driving, don't drink _______________ beer.

9. She has _______________ to do, so she is bored.

10. We don't have _______________ to discuss at the meeting.
Commands are brief and to the point! We use them to give instructions or to tell someone to do something.

When you use a command, don't use a subject. Look at the differences between these sentences and commands:

Sentence: You put the pencil on the table and you take your notebook with you.
Command: PUT the pencil on the table and TAKE your notebooks with you.

Sentence: You don't talk Hungarian in class and you don't ignore the teacher.
Command: DON'T TALK Hungarian in class and DON'T IGNORE the teacher.

Sentence: It would be really nice if you stopped talking while I'm working.
Command: STOP TALKING!
Give **commands** for the following sentences.

1. I think you should close the door and then you should erase the board.

2. It would be nice if you didn't throw the parts on the floor.

3. What a wonderful idea to put the units on the line.

4. You really shouldn't talk back to your boss, you know.

5. If I were you, I would plug in the light before you turn it on.

6. I don't like it when you are rude to me, so I'm asking you to stop.
Pair off. As a team, think of commands you would use for these situations:

- Helping someone punch in their timecard
- Helping someone use the Coke vending machine
- Helping someone use the rivet gun or air gun
- Helping someone pick up a heavy box
- Helping someone cash a check
- Helping someone test a unit
ADVANCED ESL FOR MANUFACTURING • SESSION 4

OBJECTIVES:

- recognize and use causatives/permissives
- use instructions

TOPICS:

- permissives/causatives
- transitions in instructions (time words)

METHODS:

- Q and A technique
- dialogues
- team writing: instructions

EVALUATION:

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

- use permissives correctly
- provide clearly written instructions for co-workers and understand written instructions on the job

MATERIALS:

- worksheets
PERMISSIVES: idea of allowing or permitting

I let my children go to their friends' parties.

I don't let my 15 year old son drive my car.

(I allow / I don't allow)

My parents let me go to parties, but they didn't let me stay out really late.

I wouldn't let my son drive unless he was 17 years old.

Excuse me, but will you let me get a drink of water?
CAUSATIVES: when someone causes something to happen, either with strength (makes) or naturally (has)

My supervisor makes me clean my area everyday.

My supervisor doesn't make me come in 3 hours early.

(I have no choice!)

I have the mechanic fix my car.

I don't have the mechanic wash my car.

(What you expect of the person)
Fill in the spaces with LET/S, MAKE/S, or HAS/HAVE.

1. We _________________ the cleaner clean our coats.

2. He always _________________ his children run around in the stores.

3. She never _________________ her children stay out until midnight.

4. Do you _________________ your kids do their homework?

5. Does your supervisor _________________ you leave early?

6. When you were a kid, did your parents _________________ you make your bed?

7. How often do you _________________ your dentist clean your teeth?

8. Should we _________________ management make all of the big decisions?

9. Carol doesn’t _________________ you do homework, but she _________________ you do work in class.
**PERMISSIVES AND CAUSATIVES**

**Role Plays**

Break up into pairs and work on these role plays.

- The person on the line asks you to let him use your spare apron.

- Explain your schedule to your co-worker. What time does your supervisor make you come in? What does he have you do?

- You are at the mechanic's garage and you want to have him look at the engine, but not the tires.

- You and your co-worker want to bring in a cake for the supervisor's birthday. Ask your line manager if he will let you do that.

- Talk about what your parents let you do and didn't let you do — compare your experiences growing up.

- Cashing a check at the bank, talk about what the teller makes you do, and has you do.
**COMMANDS WITH PERMISSIVES AND CAUSATIVES**

Very often we use these expressions in commands:

- **Let**
  - Let me help you with that box.
  - Let me carry that for you.
  - Let me hold the door.

- **Have**
  - Have the mechanic look at the hoses.
  - Don't have the mechanic look at the tires.
  - Have the dry cleaner remove this stain.

- **Make**
  - Make the quality controller do his job.
  - Make him be quiet!
  - Don't make me have to come in early.

Practice using these as commands. Consider in which situations you could use these.
Think of something you do every day in work. Write a set of instructions telling someone else how to do it. Use numbers to mark the steps.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
OBJECTIVES:

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

- categorize information
- ask for help in getting directions

TOPICS:

- supermarket map
- categories and food vocabulary
- asking for directions

METHODS:

- Q and A
- dialogues

EVALUATION:

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

- give and get directions in the market

MATERIALS:

- worksheets
- categories/tables
## VOCABULARY AND QUANTITY REVIEW

<table>
<thead>
<tr>
<th>Non-Count</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td>Apples</td>
</tr>
<tr>
<td></td>
<td>Oranges</td>
</tr>
<tr>
<td></td>
<td>Pears</td>
</tr>
<tr>
<td></td>
<td>Bananas</td>
</tr>
<tr>
<td>Milk</td>
<td>Gallons of milk</td>
</tr>
<tr>
<td></td>
<td>Cartons of milk</td>
</tr>
<tr>
<td>Produce</td>
<td>Vegetables</td>
</tr>
<tr>
<td></td>
<td>Types of fruit</td>
</tr>
<tr>
<td>Cheese</td>
<td>Slices of cheese</td>
</tr>
<tr>
<td></td>
<td>Ounces of cheese</td>
</tr>
<tr>
<td>Meat</td>
<td>Slices of meat</td>
</tr>
<tr>
<td></td>
<td>Pounds of meat</td>
</tr>
<tr>
<td>Chicken</td>
<td>Pieces of chicken</td>
</tr>
<tr>
<td></td>
<td>Chicken legs, thighs, etc.</td>
</tr>
<tr>
<td>Ice cream</td>
<td>Gallons of ice cream</td>
</tr>
<tr>
<td></td>
<td>Half-gallons of ice cream</td>
</tr>
</tbody>
</table>
**VOCABULARY AND QUANTITY REVIEW**

What kinds of things in the market do we use these measurements for?

<table>
<thead>
<tr>
<th>Gallons</th>
<th>Pints</th>
<th>Quarts</th>
<th>Ounces</th>
<th>Pounds</th>
<th>Liters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36
**MAKING CATEGORIES**

We make categories by thinking about what certain things have in common. For example, if my category is drinks, then I can include (as members) soda, juices, and even beer. If my category is alcoholic beverages, can I include soda?

Look at these categories. List as many "members" under them as you can think of.

<table>
<thead>
<tr>
<th>MEAT</th>
<th>FISH</th>
<th>FRUIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POULTRY</th>
<th>ALCOHOLIC BEVERAGES</th>
<th>SOFT DRINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRESH PRODUCE</th>
<th>PAPER PRODUCTS</th>
<th>STATIONERY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37
AT THE SUPERMARKET

Aisles in the supermarket
OBJECTIVES:

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

- ask for and give clear directions
- use prepositions to show location

TOPICS:

- directions
- prepositions

METHODS:

- Q and A
- dialogues
- team work

EVALUATION:

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

- ask specific work related questions
- give clear directions
- use correct prepositions for work situations

MATERIALS:

- worksheets
**PREPOSITIONS – WHERE?**

- AT
- IN
- ON
- UNDER

1. behind
2. in front of

1. beside
2. next to

1. between
2. among

1. opposite

1. above
2. below

1. by
2. near
3. not far from
4. a long way from
PREPOSITIONS—WHERE?

- up
- down
- 1. into
- 2. out of
- past

- 1. onto
- 2. off
- 1. over
- 2. under
- 1. from
- 2. back to
- through

- along
- round
- around
- 1. to
- 2. towards
- across
## PREPOSITIONS

<table>
<thead>
<tr>
<th>Live</th>
<th>Work</th>
</tr>
</thead>
</table>
| I live in Trenton.  
I live on Hamilton Street.  
I live at 334 Hamilton Street. | He works at ABC Company.  
He works on the A-Line.  
He works in the Fab shop. |

**Where do you live?**

**Where do you work?**

<table>
<thead>
<tr>
<th>Where are we?</th>
<th>To and From</th>
</tr>
</thead>
</table>
| We are in the classroom.  
We are on the second floor of the factory.  
We are sitting at the table.  
The instructor is writing on the board.  
Someone is knocking on the door. | I give my timecard to my boss.  
I get my paycheck from him.  
I give my mail to the mailman.  
I get my mail from him too. |

**What do we give at Christmas?**

**What do we get from the union?**

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Walking . . .</th>
</tr>
</thead>
</table>
| She gets on the train in Newark.  
She gets off the train in NY.  
He gets on the bus in Trenton, and gets off the bus in NY.  
They get on the plane at JFK and get off at Heathrow.  
We get into my car here, and we get out of my car at home. | I walk across the street.  
The supervisor walks around the line.  
They walk back from the training room.  
They walk back to work.  
She is walking towards the door.  
The couple walked along the beach. |
Fill in the missing prepositions to complete this paragraph.

I work _______ a small company _______ Route 1 _______. Lawrenceville. My best friend works _______ Trenton. Her name is Karen. She works _______ the big bank downtown, _______ South Montgomery Street, _______ the ninth floor. When I visit her, I have to take the elevator. I get _______ the elevator _______ the lobby and I push the button marked "9." The door opens when I get _______ the ninth floor, and I get _______ the elevator. I walk _______ Karen's office and knock _______ the door. She says, "Come ______." I walk _______ her office and sit down _______ the chair. We talk, and very often we decide to go _______ for lunch. She takes me _______ her favorite cafe and we sit _______ a window table so we can watch the pedestrians walk _______. When we leave the restaurant, we pay _______ the counter and leave a tip _______ the table. We walk back _______ lunch and get _______ her office at around 1:15. We say good-bye and then I walk _______ the bank _______ my car, which is _______ the parking garage. I go back _______ my job.
DIALOGUES - AT THE MARKET

1)

A: Excuse me. Can you tell me where you keep the pitted olives?
B: They're over by the pickles.
A: Oh, I see. Excuse me, but where are the pickles?
B: They're over by the condiments.
A: Oh, okay. Thanks. Say, excuse me one more time. Down which aisle are the condiments?
B: Where do you think they are? Next to the spices and baking supplies. Haven't you ever been in a grocery store before?
A: Yes, I have. But you aren't being much help.
B: What do you mean? Are you trying to get smart with me?
A: Look, just tell me what aisle those items are in.
B: Beats me. I only know what's together, but I don't know the aisle numbers. You'll have to ask the other guy over there.
A: You mean the young man at the counter with the long line?
B: You have something nasty to say about our lines now?
A: Thanks for your help. Have a good day.
B: Yeh, right. With customers like you, that's easier said than done.
A: Excuse me, but these two items are mismarked.
B: Oh, really? What's the problem?
A: On the shelf the price is 2 for $1. But on the cans they are $.89 each.
B: Okay. Let me do a price check for you.
A: Can't you just scan the item and get the correct price?
B: No. Unfortunately our scanners aren't working today. They should be back up by tomorrow.
A: Oh, what a nuisance. I hope all these other items have stickers, otherwise you'll have to do price checks on all of them.
B: Yeh, tell me about it. These scanners are great, if they are working. But when they go down, it's like prehistoric times.
A: Well, I guess we shouldn't complain. The machines don't go down that often, right?
B: Are you kidding? Only when we have crowds like today!
3)

A: Pardon me for bothering you, but I have a few questions about some items in your flyer.

B: Yes? What can I do to help?

A: Well, you advertise COKE, a 2 liter bottle for $.89, but they have stickers for $1.09 on them.

B: That's okay. The scanner will ring up the correct price. We can't resticker all those bottles!

A: Oh, okay. That makes sense. Also, I have a manufacturer's coupon here for $.50 off, and since you have double coupons, will I get a dollar off?

B: No, you won't. Since the price is $.89, that's what you'll receive off.

A: Oh, that seems fair enough.

B: Let me see the coupon. Uh-oh. This has expired.

A: Are you sure? Let me see. Oh!! You're right. I never can keep up with these things. You know how it is.

B: Yeh, you really have to be on top of these coupons!

B: Last thing. Here in your flyer you have Domino 5 pound bag of sugar for $1.25, but you don't have any on the shelf.

B: Yes, I know. We have run out of that item. You can take BAKER'S 5 pound bag of sugar for the same price.

A: Well, I really prefer Domino's sugar. Can you give me a rain check?

B: Sure, no problem. I'll date it through July, okay?

A: That will be great. Thanks a lot. Oh, and I'll keep my eye on that date!

B: Good idea! Have a good day.

A: Same to you.
OBJECTIVES:

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

- test out simple instructions
- give feedback on incorrect directions
- correctly use a variety of verb tenses

TOPICS:

- directions / sequence and verbs
- verb tense review

METHODS:

- Q and A
- team work

EVALUATION:

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

- evaluate written directions
- fix bad instructions
- convey information in a variety of tenses

MATERIALS:

- worksheets
- student generated instructions
PART 1: Look at these directions.

Open trunk and take out lug wrench, jack, and spare.

Take off hubcap.

Put jack under body and jack up until the tire is just off ground.

Jack car down.

Tighten lug nuts completely.

Replace jack and old tire in trunk.
PART 2: Questions for directions

1. What are these directions for? What are they instructing you?

2. How many steps are there? Count the verbs and list them here.

3. What tools do you need to complete the job?

4. Do you think there are any steps missing?

5. What advice do these directions give you? What are the safety warnings and notes?

6. Make these directions more clear for your car – describe the materials and tools, tell how easy it is to do the steps.
Exchange directions that you made a few classes ago. Let your partner read them and try to do the action that you are instructing.

- Are the directions clear?
- Are all the steps there?
- Did you leave out any important notes or warnings?
# VERB TENSE REVIEW

<table>
<thead>
<tr>
<th>TENSE</th>
<th>Time Words</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present tense</td>
<td>usually, always, often</td>
<td>I work hard.</td>
</tr>
<tr>
<td></td>
<td>typically, everyday</td>
<td>He works hard.</td>
</tr>
<tr>
<td>Helper DO/DOES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Progressive</td>
<td>right now, at this time</td>
<td>I am working.</td>
</tr>
<tr>
<td></td>
<td>to be plus ING</td>
<td>He is working.</td>
</tr>
<tr>
<td>Simple Future</td>
<td>tomorrow, next week, next month</td>
<td>I will work.</td>
</tr>
<tr>
<td>Helper WILL/WON'T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple Past</td>
<td>yesterday, last week, last month, ago, since</td>
<td>I worked.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He talked.</td>
</tr>
<tr>
<td>Helper DID</td>
<td></td>
<td>I went.</td>
</tr>
<tr>
<td>Add ED to regular verbs</td>
<td></td>
<td>You ate.</td>
</tr>
<tr>
<td>NOTE: irregular list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TENSE</td>
<td>Time Words</td>
<td>Examples</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Present Perfect</td>
<td>since, for, recently, lately, this week, this</td>
<td>I have gone.</td>
</tr>
<tr>
<td></td>
<td>month, so far</td>
<td>He has gone.</td>
</tr>
<tr>
<td></td>
<td>HAVE/HAS plus participle</td>
<td></td>
</tr>
<tr>
<td>Past Progressive</td>
<td>yesterday, at that time</td>
<td>I was working.</td>
</tr>
<tr>
<td></td>
<td>Helper WAS / WERE plus ING</td>
<td>They were eating.</td>
</tr>
<tr>
<td>Real Conditional</td>
<td>IF</td>
<td>If I go to NY, I will see Trump</td>
</tr>
<tr>
<td></td>
<td>pres. tense plus WILL or CAN</td>
<td>Tower.</td>
</tr>
<tr>
<td></td>
<td>IF</td>
<td>If it rains, I will get wet.</td>
</tr>
<tr>
<td>Unreal Conditional</td>
<td>IF</td>
<td>If I went to NY, I would see</td>
</tr>
<tr>
<td></td>
<td>past tense plus WOULD or COULD</td>
<td>Trump.</td>
</tr>
<tr>
<td></td>
<td>IF</td>
<td>If I had money, I would travel.</td>
</tr>
</tbody>
</table>
# Verb Tense Review

<table>
<thead>
<tr>
<th>Tense</th>
<th>Time Words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Perfect</td>
<td>Since (past)</td>
<td>I have been waiting for 2 hours.</td>
</tr>
<tr>
<td>Continuous</td>
<td>for</td>
<td></td>
</tr>
<tr>
<td>Helper</td>
<td>HAVE/HAS plus</td>
<td>He has been eating since 10:00.</td>
</tr>
<tr>
<td>BEEN plus ING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past Perfect</td>
<td>before, since,</td>
<td>By the time he left, he had worked two hours.</td>
</tr>
<tr>
<td></td>
<td>while, by the time...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to compare two</td>
<td></td>
</tr>
<tr>
<td></td>
<td>actions in past</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HAD plus <em>participle</em></td>
<td>Before she came to work, she had drunk 6 cups of coffee.</td>
</tr>
</tbody>
</table>
ADVANCED ESL FOR MANUFACTURING • SESSION 8

OBJECTIVES:

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

- write better instructions
- evaluate written instructions
- use correct verb tenses to express themselves

TOPICS:

- writing clear instructions
- evaluating written instructions

METHODS:

- Q and A
- teamwork
- "show and instruct" with directions

EVALUATION:

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

- convey instructions better verbally
- write clearer directions

MATERIALS:

- worksheets
- tools (students supply)
Complete this story by filling in the correct verbs and verb tenses.

This morning, John _______ to work late because he _______ car trouble. Usually his car _______ well, but for some reason this morning it _______. John _______ his boss and _______ him he would be late. Then he _______ the garage and _______ if they could come to his house and tow his car.

The mechanic said to John, "We _______ be happy to help you out, but right now we _______ very busy. Can you wait for an hour?"

John said, "I _______ no choice."

By the time he _______ to work this morning, it _______ almost 11:00. Of course, his boss _______ happy, and John _______ make up the extra two hours after his shift. But at least his car _______ fixed by tomorrow.

"Maybe I _______ the bus from now on," John said to himself. "It _______ save me a lot of time and trouble!"
TIPS FOR WRITING INSTRUCTIONS

Instructions tell people how to do things. We use instructions on the job, especially when we are trying to do something new, or have been moved to a different area for work.

Instructions are good when they are *simple and easy to follow*.

Keep these instructions in mind when you are writing good instructions:

- use clear and strong verbs
- use simple sentences – one verb
- use commands
- describe anything that you think the reader might not know or understand – what something looks like, how it works, what it is used for
- keep a clear order to the steps
- use numbered steps if you can – instructions are hard to follow if they are bunched together in a paragraph
- add any pictures that might help the reader understand
- make sure that you haven't left out any important *warnings*
WRITING GOOD INSTRUCTIONS

When we give instructions, we use strong and clear verbs. Also, we keep the steps in order so that the reader doesn't get confused.

Look at these instructions for cashing a check. What steps are missing? Which ones are out of order? Which steps have unclear verbs? Rewrite these instructions so that they are very clear and easy to use.

Cashing a check

1. get paycheck
2. go to bank
3. cash check
4. make sure you have your MAC card or other ID
5. take money
6. be sure to ask for small bills
7. if bank is closed, then go to foodstore
8. keep check stub
We work with tools in the workplace every day. Sometimes we have to work with new tools and we aren't sure how to use them.

Take the tool that you have in front of you and write clear instructions for someone else to use. Assume that the person you are writing for has never seen or used this tool before. How would you describe it? How many steps do you need? Use the tips for clear instructions and write a list of steps.
ADVANCED ESL FOR MANUFACTURING • SESSION 9

OBJECTIVES:

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

- use quantity words correctly
- read and follow a company map

TOPICS:

- quantity
- generating a company map

METHODS:

- group work

EVALUATION:

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

- express ideas relating to quantities
- locate areas on a map
- give clear instructions

MATERIALS:

- worksheets
REVIEW OF QUANTITIES

ANY  = used in a question and in a negative answer

Do you have any money?
No, I don't have any money.

Wrong: I have any money.
Right: I have some money.

also work like ANY: anything, anyone, anybody

SOME  = used in a positive answer, or in a question

Would you like some coffee?
Yes, I'd love some coffee.
Do you know some people from Poland?
Yes, I know some people from Poland.

also work like SOME: someone, something, somebody

NO  = used to show a negative quantity

He has no children.
They spend no money on their house.

NOTE:

NO with a positive verb is like using ANY with a negative verb:

I don't have any money.  =  I have no money.
He has no kids.  =  He doesn't have any kids.
AVOID DOUBLE NEGATIVE:

Wrong:  I don't have no money.
Right:  I have no money.
        I don't have any money.

Wrong:  He doesn't have no work.
Right:  He has no work.
        He doesn't have any work.
I don't have __________ in the house to eat! Every night when I come home from work, I look in the refrigerator to see if there is __________ lettuce, or __________ tomatoes for a salad. As usual, there are __________. Then I think to myself, I could go for some spaghetti! So I look in the cabinet for __________ spaghetti, but I don't see __________. What a nuisance!! I always forget to pick up __________ spaghetti at the store. Then I think, I could go for some peanut butter and jelly. Well, when I look in my cupboard, I see __________ peanut butter, but __________ jelly. I just don't have __________ luck!! I also don't have __________ food!!
Using the basic grid below, fill in the areas of your company that you are familiar with. Use the aisles as starting points. Once you have filled in the areas you know, pair up with a co-worker and exchange information. Keep moving around the class until you have gotten every other student's feedback. By then, we should all have complete maps. (use individual company map for reference)
ALL ABOUT YOUR COMPANY

1. How many aisles are there?

2. How many areas are there?

3. How many warehouses are there?

4. How many fab shops are there?

5. How much room is there in the aisles?

6. How much space is there for storage on the A-Line?
A: Do you have any money? I forgot my lunch and I don’t have anything to eat.
B: Yeh, I have a few dollars. Here you are.
A: Thanks! You have no idea how hungry I am! I haven’t eaten since lunch yesterday.
B: Are you kidding? Why not?
A: Well, I got out of work late yesterday, and I had to go to the airport and pick up my brother in law.
B: Didn’t you have any time when you got home?
A: I had no time to eat. I got home at 2:00 a.m. I was so tired I went right to bed.
B: 2:00 a.m.?! That’s awfully late.
A: Tell me about it. I tried to get my brother in law to take a bus, but he hates public transportation like that, especially from the airport. I have nothing against him, but sometimes he is nothing but a pain in the neck!
B: Well, why did he take such a late flight?
A: He didn’t. His stopover flight in Chicago was late, so he missed his scheduled flight into Newark. Then his baggage wasn’t put on the right plane in Chicago, so when he got to Newark, he didn’t have any bags. Not even his overnight bag.
B: So what happened then?
A: Well, he didn’t do anything at first. He just waited for his luggage at the rotating carrier, but then he realized that none of his luggage was there. That’s when he went to the clerk and asked for help.
B: Did the clerk help him?
A: No, not really. The clerk said he couldn’t do anything, but that if he wanted to find his luggage he should go to the airline counter. But by that time it was midnight, and the counter was closed.
B: You’re pulling my leg!
A: No, really. So he had to call the 800 number for airline information. He tracked down his luggage – it was put on a later plane to Newark and was supposed to arrive at 12:30.
B: So you had to wait for it?
A: Yep. Thank goodness that plane was on time. Nothing else happened once he got his luggage, but the ride home was long. Of course, I got stuck driving, while he fell asleep in the back seat.
B: What a nuisance? Did you say anything to him?
A: No, I didn’t say anything. He is my wife’s brother. And after all, I have to live with my wife, not him – thank goodness!
OBJECTIVES:
At the end of this session, students will be able to do the following:

- use conditionals correctly
- give advice using conditionals

TOPICS:
- conditionals

METHODS:
- Q and A
- dialogues
- role plays

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

- express "if" statements with conditionals
- recognize the difference between conditionals and real speech, and use each accordingly

MATERIALS:
- worksheets
- student job situations
CONDITIONALS

1. Present Real Conditional
   Common sense:

   If I go to NY, I will see Donald Trump.

   present tense    future tense

   If it rains, I will get wet.
   If Bill breaks his arm, he will need a cast.
   If the unit passes inspection, it will be boxed.

   If the unit doesn’t pass inspection, it won’t be boxed.
   If Hank doesn’t come to work, his boss will call his house.

   QUESTION FORMAT:

   1. If you go to the A-line, what will you see?

   2. If he eats a whole pizza, how will he feel?

   3. If we learn a new word, will you use it in a conversation?
CONDITIONALS

2. Present Unreal Conditional

I am not going to NY, but . . .

If I went to NY, I would see Donald Trump.

If he ate a whole pizza, he would feel sick.
If I had a million dollars, I would help my family.
If they had a car, they could drive to NY.
If I were rich, I wouldn't work.

If he didn't eat so much pizza, he wouldn't feel sick.
If they didn't spend so much money, they could buy a new car.
If we didn't speak English, we couldn't understand the teacher.

QUESTION FORMAT:

1. What would you study if you had more time?

2. Where would you go if you had a month for vacation?

3. What would you do with a unit if it were defective?
CONDITIONALS

Use the **correct conditional** to answer these questions.

1. If you go to NY, what will you see?

2. If the part is damaged, what will you do?

3. If it snows 10 inches tonight, will you come to work tomorrow?

4. If you have time tonight, what will you do?

5. If you change shifts, how will you feel?

6. If ABC Company gets an order for 100 units, how many units will they make?

7. If you don't wear safety glasses, what will happen?
8. If we don't practice English, will you learn?

9. If the JIT room is occupied, what room will we use?

10. If they don't finish their line work, will they have to work overtime?
A: Did you hear that Pete got laid off?
B: No, I didn't. When did that happen?
A: Last week. He got his notice.
B: That's too bad.
A: Yeh, I agree.
B: What is Pete going to do?
A: I'm not sure, but he said he might try to get a part time job until he is rehired.
B: That's a good idea. If I were Pete, I'd get another job too. At least for a while.
A: Well, I don't know. If I were Pete, I'd probably relax for a week or so before I took another job.
B: But don't forget that if you were laid off, you would still have bills to pay.
A: Yeh, that's true. But the company told him that when the busy quarter comes, they will rehire him.
B: Oh really? When is that?
A: Well, if it's a hot spring and summer, then that will be our busy time.
B: Let's hope that it's real hot, for Pete's sake!
**CONDITIONALS**

**QUESTIONS for Dialogue**

1. What happened to Pete?

2. How does person B feel about the news?

3. What is Pete going to do?

4. What does person B say he would do if he were Pete?

5. What would person A do if he were Pete?

6. What does person B remind person A about?

7. When will the company rehire Pete?

8. What is the company's peak time?

9. What does person B hope for at the end?
OBJECTIVES:

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

- read and use an MSDS sheet
- apply information to safety situations
- use conditionals correctly to explain what they would do in a given situation

TOPICS:

- review of conditional
- MSDS vocabulary
- company safety issues

METHODS:

- Q and A
- dialogues
- scenarios

EVALUATION:

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

- give information about MSDS materials
- help injured workers using MSDS information
- avoid safety related injuries on the job

MATERIALS:

- worksheets
- sample MSDS sheet
CONDITIONALS – REVIEW

1. If you had an hour for lunch, where would you go?

2. If the teacher were Princess Diana, where would she live?

3. If we learned French in class, where could you go for vacation?

4. I have a bad headache today and an upset stomach. If you were me, what would you do?

5. Pete was laid off last week and now he doesn't know what to do. If you were Pete, what would you do?
MATERIAL SAFETY DATA SHEET

I. PRODUCT IDENTIFICATION

Product name: Additin RC7135
Chemical Family: Aromatic Amine
Chemical Name: N-Phenyl-stryenated benzenamine

II. HAZARDOUS INGREDIENTS

Components: None

III. PHYSICAL DATA

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

IV. FIRE AND EXPLOSION DATA

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

V. HUMAN HEALTH DATA

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

VI. EMERGENCY AND FIRST AID PROCEDURES

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

VII. EMPLOYEE PROTECTION RECOMMENDATIONS

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>aromatic / aroma</td>
<td>foam</td>
</tr>
<tr>
<td>breathing apparatus</td>
<td>irritating / irritant</td>
</tr>
<tr>
<td>toxic</td>
<td>combustion</td>
</tr>
<tr>
<td>decomposition</td>
<td>generated</td>
</tr>
<tr>
<td>status</td>
<td>hazardous</td>
</tr>
<tr>
<td>components</td>
<td>melt</td>
</tr>
<tr>
<td>freeze</td>
<td>vapor</td>
</tr>
<tr>
<td>gravity</td>
<td>solubility</td>
</tr>
<tr>
<td>flash point</td>
<td>extinguish (er)</td>
</tr>
<tr>
<td>exposure</td>
<td>overexposure</td>
</tr>
<tr>
<td>acute</td>
<td>chronic</td>
</tr>
<tr>
<td>carcinogen</td>
<td>flush</td>
</tr>
<tr>
<td>thorough</td>
<td>ingestion</td>
</tr>
<tr>
<td>respiratory</td>
<td>respiration</td>
</tr>
<tr>
<td>ventilation</td>
<td>exhaust</td>
</tr>
</tbody>
</table>
QUESTIONS

1. What is the name of the chemical?

2. According to OSHA, is this product hazardous?

3. What kind of chemical is it? A solid? A liquid? A powder?

4. What color is the chemical?

5. Will this chemical mix with water? Will it dissolve?

6. If there is a fire with this chemical, what is the best way to put it out?

7. Will this chemical cause cancer?

8. What kind of ventilation should a company have if this chemical is used?
SITUATIONS

Use the MSDS sheet as your guide. What would you do in these situations?

1. Paul is working with Additin. He gets some in his eyes. What should he do?

2. Some of the Additin splashes on Steve's skin. What should he do?

3. What kind of protective equipment should Steve be wearing if he is working with this chemical?

4. What is the main way that this chemical can enter the body?

5. If Steve or Peter breathe in the chemical, what should they do?
OBJECTIVES:
At the end of this session, students will be able to do the following:

- use job titles correctly
- describe their jobs

TOPICS:
- nouns as job titles (ER/OR)
- process of job description

METHODS:
- Q and A
- group work

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

- understand various job titles
- make fewer errors in communicating the details of their jobs

MATERIALS:
- worksheets
- student generated job charts
Very often, people's jobs end in **ER** or **OR**. Look at these examples.

- I teach. I am a teacher.
- You work. You are a worker.
- ABC Company employs you. ABC Company is your employer.
- He instructs the class. He is an instructor.
- She has studied medicine for 10 years, so she is a good doctor.

Make **jobs** for these verbs by adding either **ER** or **OR**:

1. drive

2. speak

3. learn

4. profess

5. preach

6. clean

7. buy

8. sell

9. manufacture
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>rent</td>
</tr>
<tr>
<td>11.</td>
<td>navigate</td>
</tr>
<tr>
<td>12.</td>
<td>explore</td>
</tr>
<tr>
<td>13.</td>
<td>distribute</td>
</tr>
<tr>
<td>14.</td>
<td>manage</td>
</tr>
<tr>
<td>15.</td>
<td>supervise</td>
</tr>
<tr>
<td>16.</td>
<td>murder</td>
</tr>
<tr>
<td>17.</td>
<td>view</td>
</tr>
<tr>
<td>18.</td>
<td>collect</td>
</tr>
<tr>
<td>19.</td>
<td>divide</td>
</tr>
<tr>
<td>20.</td>
<td>adjust</td>
</tr>
</tbody>
</table>
Sometimes we add EE to show the difference between someone who is receiving the action or someone who does the action.

What is the difference between these two words?

employee  employer

Consider these examples:

1. I train you every week, so I am the trainer. What are you?

2. My supervisor evaluates my job, so she is my evaluator. What am I?
JOB DESCRIPTION

Write a few sentences about what you do every day on the job. Then go back and underline the verbs. On a separate piece of paper, put these verbs into a list. Can you make job titles out of some of the activities?

When you are done with that, next to the verbs and jobs, write the tools that you use to do that job.

Example:

Every day I pack units at the packing station.

<table>
<thead>
<tr>
<th>VERB</th>
<th>JOB</th>
<th>TOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>pack</td>
<td>packer</td>
<td>tape, glue, boxes, blade</td>
</tr>
</tbody>
</table>

When you are finished with your lists, exchange them with the people at your table and see if they have any questions or anything to add.
OBJECTIVES:

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

- read parts lists
- fill out parts request forms
- discriminate among parts

TOPICS:

- parts lists and similar forms
- filling out forms
- looking for matching parts

METHODS:

- group and pair work
- dialoguing for information

EVALUATION:

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

- make fewer errors in parts discrimination
- record and communicate errors on lists and forms
- ask for parts from appropriate person with fewer errors in number use

MATERIALS:

- parts lists/request forms
- actual machine parts
- rulers
QUESTIONS: REQUEST FORM

1. How many columns are there?

2. How many rows are there?

3. How many 2' screws does this person need?

4. How many 3' screws does this person need?

5. What is the part number for 3' bolts?

6. What is the part number for 1/4' gaskets?

7. Who signs at the bottom of the form?
HANDS ON!

Look in the packets that your group has received. Look at the parts that you need, the parts you have; then look at the included parts list. Compare what you have with what you have on the list, and determine what you need.

Fill out the request form and the missing/defective form. Be sure to record all part numbers completely and correctly. This request form will go to someone who will act as the accumulator.
GROUP 1

PARTS LIST

In this packet, you should find the following:

<table>
<thead>
<tr>
<th>PART #</th>
<th>DESCRIPTION</th>
<th>QTY.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N70P2104C</td>
<td>Set Screw</td>
<td>7</td>
</tr>
<tr>
<td>A138395PO3</td>
<td>Cushion Motor Mount</td>
<td>25</td>
</tr>
<tr>
<td>N187P210208</td>
<td>1/2-20 1 1/4 screw</td>
<td>32</td>
</tr>
<tr>
<td>A138393PO1</td>
<td>Fresh Air Baffle</td>
<td>2</td>
</tr>
<tr>
<td>B138392P01</td>
<td>Wheel Blower</td>
<td>10</td>
</tr>
<tr>
<td>B138399P01</td>
<td>Screen</td>
<td>12</td>
</tr>
<tr>
<td>A138699P01</td>
<td>Nut</td>
<td>17</td>
</tr>
<tr>
<td>B138397P01</td>
<td>Strap Motor</td>
<td>3</td>
</tr>
<tr>
<td>D13838P01</td>
<td>Connection</td>
<td>2</td>
</tr>
</tbody>
</table>
## HANDS ON!

### GROUP 2

### PARTS LIST

In this packet, you should find the following:

<table>
<thead>
<tr>
<th>PART #</th>
<th>DESCRIPTION</th>
<th>QTY.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N70P2104C</td>
<td>Set Screw</td>
<td>8</td>
</tr>
<tr>
<td>A138395P03</td>
<td>Cushion Motor Mount</td>
<td>25</td>
</tr>
<tr>
<td>N187P210208</td>
<td>1/2-20 1 1/14 screw</td>
<td>34</td>
</tr>
<tr>
<td>A138393P01</td>
<td>Fresh Air Baffle</td>
<td>3</td>
</tr>
<tr>
<td>B138392P01</td>
<td>Wheel Blower</td>
<td>5</td>
</tr>
<tr>
<td>B138399P01</td>
<td>Screen</td>
<td>9</td>
</tr>
<tr>
<td>A138699P01</td>
<td>Nut</td>
<td>22</td>
</tr>
<tr>
<td>B138397P01</td>
<td>Strap Motor</td>
<td>22</td>
</tr>
<tr>
<td>D13838P01</td>
<td>Connection</td>
<td>2</td>
</tr>
</tbody>
</table>
Now that you have done the activity, think about the procedure that you followed in your group.

Assume that a new employee will be joining your group. Write a set of instructions for him/her that explain this job to them. Be sure to include the name of the forms you used, the way you went about counting and matching, and any little tips you have for getting the job done.

Use numbered steps.
NAME: __________________________

PART I: Fill in the correct *verb tense* in the spaces.

This morning, John _____________ to work late because he ___________ car trouble. Usually his car ___________ well, but for some reason this morning it ___________. John ___________ his boss and ___________ him he would be late. Then he ___________ the garage and ___________ them if they could tow it.

The mechanic ___________ to John, "We ___________ happy to help you out, but right now we ___________ very busy. Can you wait for one hour?"

"I ___________ no choice," John ___________. By the time he ___________ to work this morning, it ___________ almost 11:00. Of course, his boss ___________ happy, and John ___________ make up the time. But his car ___________ fixed by tomorrow!

"Maybe I ___________ the bus from now on," John said to himself. "It ___________ me time and trouble!"

---

Mercer County Community College
It's really quite easy to put a molly hook into wallboard. First, measure the space where you want to hang the picture, and make a mark in the center of the wall. Then, take a small nail and hammer it about half way into the marked spot. Don't bang it in too far, because you have to take it out again. Once you have removed the nail, take the molly bolt and push it into the hole so that it stays. Last, take your screwdriver and screw the bolt into the hole. As you are doing this, the wings of the bolt will open into the wallboard. In a matter of minutes you are able to hang pictures on any wall!

1. What is this paragraph telling you how to do?

2. How many tools do you need to do this job? What are they?


4. How many steps do you see? Underline the VERBS and count them.

5. Write the steps out below using numbers.
PRE-CLASS EXERCISES

PART III – LISTENING: Listen to the dialogue and answer the questions.

1. Who are the 2 people talking?

2. What are they talking about?

3. What is the problem?

4. What advice can you give them to help them solve the problem?
PART IV – DICTATION: Listen to the teacher for the first time, and then as she reads a second time write down what she tells you. When she reads a third time, make corrections.
POST-CLASS EXERCISES

NAME: ______________________

PART I: Fill in the correct verb tense in the spaces.

This morning, Rosa _______ to work late because she _______ her keys. At first, she _______ for her keys _______. in her bag, but she didn't find them. Then she thought that maybe she _______ them on her kitchen counter, but they _______ there. "Where can they be," Rosa _______ herself. She decided _______ in the door, just in case she _______ them there from the night before. No luck! Rosa _______ to feel nervous. She _______ down at her kitchen table, _______ a cup of coffee, and worried. Then she stood up and she _______ a jingle in her dress pocket. There they _______ – her keys!! She had put them in her dress pocket after she _______ dressed that morning. Rosa laughed and _______ to herself, "I _______ forget my head if it wasn't attached"
POST-CLASS EXERCISES

PART II – Reading: Read the following and answer the questions.

It's really quite easy to get to Mr. Cruz's office. Just go down the hall straight ahead, and when you get to the end of the hall to the T, turn left. Then keep going, past the water cooler. You'll see the men's and ladies' rooms on your left. Take the first hallway on the right, and go down three doors. Then you'll see Mr. Cruz's office on the right.

1. What is this paragraph telling you how to do?

2. How many landmarks are there? What are they?

3. How many steps do you see? Underline the VERBS and count them.

4. What do you think the office plan looks like? Draw a picture of it.
POST-CLASS EXERCISES

PART III – DICTATION: Listen to the teacher for the first time, and then as she reads a second time write down what she tells you. When she reads a third time, make corrections.