This workplace skills course in English as a Second Language in the workplace identifies English problems for non-native speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature such as procedures, lists, policies, and safety information. Introductory material includes pre- and post-class exercises, a course outline, objectives, topical outline, evaluation, evaluation applicable in the workplace, and teacher tips. The course consists of 29 sessions, each of which has these components: objectives, topics, methods, materials list, and information sheets and handouts. Topics covered in the sessions include English pronunciation, sentence structure, verb tenses, American idioms, work vocabulary (such as commands for giving instructions), role plays, and critical language skills. (YLB)
English as a Second Language in the Workplace

MERCER COUNTY COMMUNITY COLLEGE
TRENTON • NEW JERSEY

P.R.I.D.E.
People Retraining for Industry Excellence
English as a Second Language in the Workplace

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National Workplace Literacy Program

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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.
NAME: ________________________________

Part I:

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

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

1. Tom usually ___________________________ the instructions first.
(to read)

2. Right now, Susan ___________________________ the hammer.
(to use)

3. Tomorrow, we ___________________________ class in the conference room.
(to have)

4. Yesterday, I ___________________________ to my supervisor.
(to talk)

5. Karen ___________________________ very hard this month.
(to work)
PART II:

Fill in the correct words in these sentences.

6. I keep my pencil ______ the desk, and when I am finished I put it ______ the box.


8. Where do you come ________? Puerto Rico or Ecuador?

9. We come to work _________ 8:00 and we work ______ the production area.

PART III:

Fill in the correct quantity word in the sentences below.

Examples:  a) How _______________ chairs do we need?  
            b) They have _______________ time to study.

10. How _______________ units does he have?

11. How _______________ coffee does she drink?

12. At the store, I will buy _______________ fruit.

13. Because they are rich, they have _______________ money.
PART IV:

Make questions to get these sentences as answers.

EXAMPLE: He lived in Trenton.
Question: Where did he live?

14. She worked at that company for a long time.
Question: _____________________________

15. We will come to work at 8:00.
Question: _____________________________

16. They have eaten lunch today.
Question: _____________________________

17. He has a lot of work to do.
Question: _____________________________
PART V: Codes and Schedules

Answer these questions, using the schedule and list below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>XY221</td>
<td>592</td>
<td>1/3/95</td>
</tr>
<tr>
<td>XY212</td>
<td>331</td>
<td>7/7/95</td>
</tr>
</tbody>
</table>

Item List:

- XY212 blue paint tubes
- XY215 orange paint tubes
- XY200 black paint tubes
- XY221 green paint tubes

18. What item is due at the beginning of the year?

19. How many green tubes of paint do you need?

20. What is the code for blue paint?
PART VI: Dictation

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

This course identifies English problems for non-native speakers and encourages students to practice speaking, writing, listening, and reading skills using company literature such as procedures, lists, policies, and safety information. This class will also motivate students to improve pronunciation, sentence structure, verb tenses, American idioms, and enhance their work vocabulary.

OBJECTIVES:

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

- Ask grammatically correct questions in various tenses
- Give grammatically correct answers in various tenses
- Ask for and understand oral instructions
- Read and interpret written instructions
- Read and use the literature in the workplace
- Report important workplace events in a clear and concise manner (written and spoken)
- Communicate effectively with co-workers
- Use improved language skills to problem solve in the workplace
- Build a working English vocabulary for the workplace and beyond

TOPICAL OUTLINE:

- Simple present tense
- Present Progressive tense
- Simple past tense – regular and irregular verbs
- Expression "It takes me"
- Cardinal and Ordinal Numbers
- Codes, Abbreviations, and Symbols
- Nouns and Pronouns
- Prepositions
TOPICAL OUTLINE (CON’T):

- Commands for giving instructions
- MSDS sheets and safety vocabulary
- Role plays: introducing yourself and others; asking for information; reporting information and incidents; implementing safety rules and disciplinary procedures; asking for and giving instructions
- Work vocabulary
- Work literature: forms, labels, instructions; MSDS sheets; disciplinary and safety policies.
- Team building activities: brainstorming, building, consensus, and problem solving
- Critical language skills: dialogues; role plays; idioms; situations for various levels of speech (formal, informal)

EVALUATION:

- students will be evaluated for written and spoken language skills with interviews and analysis of pre and post-tests
- improvement in learning techniques will be evaluated based on performance in class and on worksheets
- students will perform self-evaluations based on correct completion of worksheets
EVALUATION APPLICABLE IN THE WORKPLACE:

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

- Students will be more competent at number use and discrimination. This competency will reduce the number of job errors that revolve around the use of forms, material code numbers, labels, and directions.

- Students will be more effective communicators in that they will be able to use correct verb tenses and time expressions, which will reduce the occurrence of misunderstanding or miscommunication.

- Students will be more adept at giving and receiving instructions, both written and oral. This will enhance their ability to perform jobs on the line and make fewer errors in completion of those tasks.
This class has been designed with an interactive learning environment in mind. In other words, students should be encouraged to work together and to express themselves as often as possible.

These terms are used to suggest these activities in the workplace classroom:

**DIALOGUES**

- students take turns reading the parts of the dialogue
- students break into pairs and practice the dialogue together
- students are taped reading and listen to themselves at playback time

**ROLE PLAYS**

- students take ideas for role plays and develop them into dialogues
- students write out their own dialogues to fit the situations
- students break into pairs and practice the dialogue together
- students are taped reading their dialogues

**WORKSHEETS**

- students practice questioning each other with worksheets
- students come up with their own questions for each other
- real life questions and answers are practiced

**LISTS OF CODES, VOCABULARY, ABBREVIATIONS, ETC.**

- lists broken down on notecards to facilitate student organization
- lists broken down into sections and given to groups
- lists left half completed and the rest generated by students
OBJECTIVES:

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

- use the present tense correctly in both statements and questions
- recognize use of DOES and DO with present tense
- read and understand a job description
- take action on a job offering if interested
- introduce themselves

TOPICS:

- simple present tense
- Question and Answer (Q/A) review
- job description
- introductions

METHODS:

- class discussion
- dialogues
- Q/A session

MATERIALS:

- worksheets
- tape recorders
As a review of the simple present tense, fill in the correct verbs to complete these paragraphs.

1. Every day, Louise _______ to work. She _______ her blue Mazda to work and she _______ it in the company parking lot. Then, she _______ into the building. Sometime she _______ to the cafeteria to get a cup of coffee. She _______ her coffee on the way to her department, and she _______ work at 8:15. Louise _______ in the packing area. Later, at 10:00, she _______ a break and sometimes she _______ another cup of coffee. Then she _______ back to work, until lunch. Louise’s lunch _______ at 12:15. She usually _______ in the cafeteria because she _______ her own lunch. She _______ with her co-workers and they _______ about their jobs and the weather. At the end of the day, Louise _______ work at 4:00. She really _______ her job, even if it _______ hard work!
Practice the present tense with students, using Q/A technique.

Practice question: WHAT DOES ___________ MEAN?

Practice answer: ___________ MEANS ___________.

Use following company vocabulary:

work order  labor
product code  operator sequence
start time  stop time
down time  milling
mixing  shrinking
filling  packing
spiral  collate
tabbing  lab
tube  traying out
traying in  3 hole punch

Students will ask each other these questions and get definitions. Keep track of their definitions and use as review in session 2.
>>> Employment Opening <<<

Job Title: Hi-Lo Operator
Department: Tube Filling
Rate: $7.82 – $8.32 hr.

Positions: 1
Supervisor: J. Lewis
Shift: 8 – 4:30

Position Summary:
- Kits work orders for tube filling
- Returns unused materials to proper location
- Performs counts and completes forms
- Moves finished product to warehouse

Qualifications:
- Ability to operate Hi-Lo
- Capable of lifting 50 lbs.
- Good math skills

Interested candidates please print name below no later than March 30, 1994.

Print name

Print name
JOB DESCRIPTIONS

1. What is the title of the job listed?

2. Which department is this position in? Who is the supervisor?

3. How many positions are available at this time?

4. What are the hours for this job?

5. How much does the job pay?

6. What is the deadline for application?

7. What does a hi-lo operator do? Look for the VERBS.

8. What abilities should a hi-lo operator have? Look for the NOUNS.
Introducing yourself:

Dialogue 1

a: Hello, my name is __________________.
b: Hello, I am ____________________.
a: Nice to meet you, ________________.
b: Same here!

Dialogue 2

a: Hello, my name is ______________. What's your name?
b: My name is _________________. Nice to meet you.
a: Nice to meet you too.
a: What do you do in this company?
b: I work in the warehouse. Where do you work?
a: I work in the shipping area.
b: Oh, that's right. You do look familiar!
a: Maybe we can have lunch together tomorrow.
b: Sounds good. See you tomorrow then.
a: Yep, see you then.
Dialogue 3

a: Hello. Are you Bob, the new worker?
b: No, I'm not. I'm ____________________.
a: Oh, hello _________________. Nice to meet you.
b: And what's your name?
a: Oh, I'm sorry. My name is ________________.
b: Hello, _________________________. Nice to meet you.
a: Same here.
OBJECTIVES:

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

- use pronouns correctly in both statements and questions
- use a selection of work related vocabulary correctly
- read and understand a labor/time card

TOPICS:

- pronoun review
- labor/time card

METHODS:

- class discussion
- Q/A session

MATERIALS:

- worksheets
- labor/time cards
PRONOUNS

As a review of pronouns, write the correct pronoun in the space to complete the sentence.

1. Clara really enjoys her job. ____________ always comes to work on time.

2. Steve works in a different place everyday. ____________ sure moves around a lot!

3. The packages are sitting on the scale. ____________ are being weighed.

4. Do you have the keys to the cabinet? I'm sorry, but I don't know where ____________ are.

5. The supervisor always makes a schedule. ____________ puts ____________ on the board.

6. This is a nice company. Actually, ____________ is the nicest company I have worked for.

7. Our computer is not working today, so ____________ can't check the mailing labels.
VERB TENSES AND VOCABULARY REVIEW

- Practice the vocabulary from session 1: use notecards generated from previous class.

- Students draw card and practice question:

  WHAT DOES ____________ MEAN?

  Practice answer using pronoun: IT MEANS ________________

  Use following company vocabulary cards:

  - work order
  - product code
  - start time
  - down time
  - mixing
  - filling
  - spiral
  - tabbing
  - tube
  - traying in

  - labor
  - operator sequence
  - stop time
  - milling
  - shrinking
  - packing
  - collate
  - lab
  - traying out
  - 3 hole punch
**WORK ORDER & LABOR REPORTING CARD**

Name: _____________________________  #: _____________________________

Week of: ___________________________  Dept. ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>In</th>
<th>Out</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
WORK ORDER & LABOR REPORTING CARD

ROWS ➔ go across horizontal

COLUMNS ➢ go down vertical

LABELS or TITLES ➝ the names that appear on top of a column or in front of a row

♦ How many rows are there in this form?

♦ How many columns are there in this form?

♦ What is the title or label of the first column?

♦ What is the label for the third column?

♦ What is the label for the last column?
ESL IN THE WORKPLACE  •  SESSION 3

OBJECTIVES:

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

- use articles correctly
- use the "What for?" question and answer correctly
- recognize and explain tool uses
- introduce another person

TOPICS:

- articles
- Question and Answer
- job tools and uses
- introductions

METHODS:

- class discussion
- role plays

MATERIALS:

- worksheets
- tape recorders
As a review, fill in the articles (a/an/the) to complete these paragraphs.

1. I have _______ red car. _______ car is 6 years old. I like _______ car I have, but I really want to buy _______ new one.

2. He doesn't use _______ air gun, but he uses _______ rivet gun. _______ gun he uses has _______ long wire and many switches. At night, he puts _______ in _______ tool box.

3. Quality control is not _______ easy job. Sometimes _______ machines break down and we have to call _______ repairman. When we do, _______ repairman usually comes _______ same day.

4. I read for _______ hour at night before I go to bed. I usually read _______ magazine, or sometimes _______ good book. For example, _______ book I am reading now is _______ mystery.
Machines and tools at the company

WHAT FOR and TO DO WHAT?

Q: What do we use a spatula for?
A: We use a spatula to scrape paint from containers.

Q: What do we use pallets for?
A: We use pallets to stack materials.

Practice with these words:

mill  paper counter
hole punch  presser machine
push wheel  skids
totes  mineral spirits
versate machine  viscometer
Introducing someone else to another person:

a: Hello, ___________. Let me introduce you to ________________.
b: Hello, ___________. My name is _________________.
c: Nice to meet you, _________________.
b: Same here.

a: Hey, _______________. I don't think you have met my friend. Let me introduce you to _______________. This is _________________.
b: Hello _______________. Nice to meet you. Where do you work?
c: I work in the shipping department. And you?
b: I work in the packing area.
c: Oh, yeh. Nice to meet you.
b: Same here.
1. You take a co-worker to a friend's BBQ. Introduce him to your friend.

2. You are new to the department and do not know everyone. Introduce yourself to someone new.

3. Find out if that person next to you is the new employee.

4. You are waiting in the lobby for your ride. Someone else comes in to wait for his wife to come out from work. How would you introduce yourself?
OBJECTIVES:

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

- use "this" and "these" correctly
- make plurals
- use subjects and verbs in agreement (there is, there are)
- describe their workplace surroundings

TOPICS:

- this/these
- plurals
- subject and verb agreement
- surroundings

METHODS:

- class discussion
- dialogues
- Q/A session with surroundings

MATERIALS:

- worksheets
Review the use of THIS (singular) and THESE (plural).

Use either THIS or THESE to make sentences for these ideas. Make sure that your verb (IS/ARE) matches.

Examples:  
- my wires (more than one = these are)  
  These are my wires.
- her schedule (only one = this is)  
  This is her schedule.

1. their glasses

2. our classroom

3. your notebook

4. her timecard

5. the company's machine
Review the use of THIS (singular) and THESE (plural).

6. our forms

7. the teacher's blue pair of glasses

8. his time cards

9. their paint

10. their tubes of paint
Most plurals in English are made by adding S:

- cats, cars, jobs
- machines, tools, pens

If you hear an EZ sound, then you have to add ES:

- matches, witches
- batches, switches

If the word ends in consonant Y, change the Y to I and add ES:

- fly > flies
- spy > spies

If the word ends in vowel Y, keep the Y and add just S:

- tray > trays
- day > days
- boy > boys
- attorney > attorneys

Beware the irregular plurals in English!! They are very strange, and the only way to remember them is to memorize them.

- man > men
- woman > women
- child > children
- person > people (or persons)
Make the plural word for these singular words. Be careful!!

1. hour

2. machine

3. batch

4. clay

5. tube

6. sheet

7. fly

8. man

9. watch

10. pace
PLURALS

What is there?

Go around the room and talk about what there is, or what there are.

* Be sure to use correct plurals

* Be sure to use the correct verb (is/are)
At the end of this session, students will be able to do the following:

- decode and understand abbreviations
- write abbreviations correctly
- read and understand a set of instructions with abbreviations

TOPICS:

- general abbreviations
- abbreviations in the workplace
- instructions with abbreviations

METHODS:

- class discussion
- Q/A session
- team work to decode

MATERIALS:

- worksheets
Abbreviations are used to replace frequently used words or expressions. For example, if you send a package using the United Parcel System, then you have to call UPS to pick it up for you.

- Some abbreviations are made from parts of the word that they mean:
  
  Mo. = MONTH
  
  Yr. = YEAR
  
- Other abbreviations are made from taking the first letters from the words that it relates to or means:
  
  QC = Quality Control
  
  JIT = Just in Time
  
- If you are not sure what an abbreviation means, then ask!

  "What does UPS mean?"
  
  "UPS means United Parcel Service."
ABBREVIATIONS

See if you can think of what these abbreviations might mean. Then, practice asking and telling what these abbreviations mean.

1. Qty.

2. No.

3. Ctn.

4. ASAP

5. lb.

6. wt.

7. Loc.

8. MSDS
ABBREVIATIONS

Very often it is easy to figure what an abbreviation means by the context, or the surrounding words.

Read this set of instructions below. Figure out what the abbreviations mean, and then rewrite the instructions using the complete words.

Then, think of what you could title these instructions:

**HOW TO**

---

Take the ctns. and get their wt.
Calc. total amt. of wt.
Transfer amt. to doc. In. 4 under total clmn.
Make sure labels are on ctn. and brackets are on ctn. crns.
Put no. on boxes, such as 1/5, 2/5 to record qty.
Do QC on addresses to make sure they have zips.
FYI: give final cnt. to ship. dept. A.S.A.P.!!
OBJECTIVES:

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

- decode and understand abbreviations
- write abbreviations correctly
- read and understand memo with abbreviations

TOPICS:

- general abbreviations
- abbreviations in the workplace
- memo with abbreviations

METHODS:

- class discussion
- Q/A session
- team work to decode

MATERIALS:

- worksheets
ABBREVIATIONS

This company has specific abbreviations. See if you can figure out what these mean. Then practice asking and telling what they mean.

1. A.V.O. _______________________

2. G.M.P. _______________________

3. PE _________________________

4. PP _________________________

5. PS _________________________

6. PET _________________________

7. S.P.C. _______________________

8. Shift A _______________________

9. Shift B _______________________

10. Shift C _______________________

11. Shift D _______________________

P.R I.D.E.
This company has specific abbreviations. See if you can figure out what these mean. Then practice asking and telling what they mean.

1. lqd. 

2. oz. 

3. ml. 

4. HRD 

5. OSHA 

6. min. 

7. wgt. 

8. incl. 
This company has specific abbreviations. See if you can figure out what these mean. Then practice asking and telling what they mean.

1. Per


3. Bat.

4. Bat./Hr.

5. Lbs./Hr.

6. Oper.

7. Tx.

8. N-Tx.

9. tech.
ABBREVIATIONS (CONT')

10. OSHA

11. lqd.

12. oz.

13. Wt.

14. QC

15. Mat.
Decode this memo.

TO: All Employees
FROM: Stan Lewis, Safety Director
DATE: August 4, 1994
RE: OSHA Visit

OSHA is planning a visit to our factory on 8/23/94. All mach. oper. are expected to be present. The purpose of the visit is to ensure that we are following reg. and proc. correctly. The VP has spoken to me and instructed that if we are breaking any OSHA policies, we will have to correct that situation ASAP in order that we remain on good standing.
OBJECTIVES:

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

- use tool names correctly
- explain what tools are used for
- use the present progressive correctly

TOPICS:

- tools
- use of tools
- present progressive

METHODS:

- class discussion
- Q/A session
- dialogues

MATERIALS:

- worksheets
- tape recorders
Look at the tools we have brought to class. What are they? Write a complete sentence using this or these to explain what tool it is.

*Examples:* hammer / This is a hammer.
pliers / These are pliers.

Tool 1:

Tool 2:

Tool 3:

Tool 4:

Tool 5:

Tool 6:

Tool 7:

Tool 8:
What tools do you use in the workplace? Make a list below and then write what you do with those tools.

Example:  

<table>
<thead>
<tr>
<th>TOOL</th>
<th>WHAT FOR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>stapler</td>
<td>I use a stapler to shut the boxes.</td>
</tr>
</tbody>
</table>
As a review of this tense, complete these sentences using the present progressive. Then make questions for each.

*Examples:*  
She is wearing gloves. (to wear)  
Q: What is she wearing?

They are not wearing aprons. (to wear)  
Q: Are they wearing aprons?

1. The teacher __________________ on the board. (to write)  
   Q: ____________________________

2. The units __________________ on the belt. (to move)  
   Q: ____________________________

3. The pens __________________ next to the binders. (to sit)  
   Q: ____________________________

4. The supervisors __________________ a new schedule this morning.  
   Q: ____________________________

5. Today is (date) , so it __________________. (to snow)  
   Q: ____________________________
Dialogue 1

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

Dialogue 2

A: What in the world are you doing?
B: I'm working on this new project.
A: Are you doing it right?
B: I think so. Why? Doesn't it look right?
A: I don't know. It looks like you are holding the instructions upside down.
B: OOPS! You're right!
A: Good thing I have good eyesight.
B: You're telling me!
ESL IN THE WORKPLACE ◆ SESSION 8

OBJECTIVES:

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

- discriminate between numbers
- write and read numbers correctly

TOPICS:

- number writing
- listening to numbers

METHODS:

- class discussion
- Q/A session

MATERIALS:

- worksheets
Reading Numbers

How you would say these numbers?

1. 609 - 583 - 9826

2. 664 West Country Drive 759

3. ELX8876

4. $592.53

5. 201 - 359 - 5375 ext. 7761

6. XLM 218TC8665
**NUMBER DISCRIMINATION**

Having good number discrimination skills means that you can *read numbers correctly* and *tell them apart*. Sometimes when we are reading quickly we change the numbers in our heads, or we flip them around. This mistake in reading a number can lead to a big mistake in your work! So, we have to read numbers carefully and slowly.

Look at these groups of numbers. Each group has one **identical pair**. Find that identical pair and circle it.

*Example:*  
224 – 242  
442 – 424  
422 – 422 ✓ identical pair  
421 – 241

1. 13 – 31  
   312 – 321  
   31 – 31  
   31 – 13

2. 247 – 274  
   271 – 271  
   237 – 273  
   227 – 272

3. 108 – 180  
   187 – 176  
   167 – 173  
   371 – 371

4. 2791 – 2971  
   7819 – 7819  
   189 – 198  
   109 – 108
NUMBER DISCRIMINATION (CON'T)

5. 33228 - 32328
   33282 - 33282
   38328 - 38382
   33882 - 38382

6. 94321 - 94231
   93423 - 94423
   93241 - 93241
   93429 - 92342

7. 91 - 19
   19 - 90
   90 - 91
   91 - 91

8. 1936 - 1936
   1963 - 1936
   1989 - 1998
   1904 - 1940

9. 3001 - 3100
   3010 - 3010
   3100 - 3101
   3101 - 3110

10. 100 - 10
    100 - 101
    100 - 100
    100 - 1000

50
Listen to the number that the instructor reads. Circle the correct one from those listed below.

<table>
<thead>
<tr>
<th></th>
<th>Number 1</th>
<th>Number 2</th>
<th>Number 3</th>
<th>Number 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>99887</td>
<td>98897</td>
<td>99987</td>
<td>98879</td>
</tr>
<tr>
<td>2</td>
<td>30821</td>
<td>30281</td>
<td>32018</td>
<td>32108</td>
</tr>
<tr>
<td>3</td>
<td>45270</td>
<td>45702</td>
<td>42570</td>
<td>42750</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>190</td>
<td>19</td>
<td>91</td>
</tr>
<tr>
<td>5</td>
<td>10237</td>
<td>12073</td>
<td>12237</td>
<td>12107</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>55</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td>7</td>
<td>61396</td>
<td>16396</td>
<td>93613</td>
<td>96313</td>
</tr>
</tbody>
</table>
Listen to the number that the instructor reads. Circle the correct one from those listed below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
</tr>
</tbody>
</table>
Write down the important numbers that you use every day.

- Your phone number:
- Your employee number:
- Your birthdate:
- Your address:
- Your social security number:

Students take turns reading these out loud and practicing hearing numbers.
OBJECTIVES:

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

- decode and understand codes
- write codes correctly
- discriminate between codes

TOPICS:

- codes in the workplace
- code lists and organization

METHODS:

- class discussion
- team work to decode codes

MATERIALS:

- worksheets
Codes are sets of letters or numbers, sometimes letters and numbers together, that are used like abbreviations.

Codes are used to make filling out forms easier, or they are used to keep track of a certain set or repeated activities or items. Look at the codes on this customer order form.

**COLOR CODES FOR PAINTS**

- yellow paint: A98
- red paint: A87
- blue paint: B78
- purple paint: C98
- green paint: C99
- white paint: A86
- brown paint: X96
- beige paint: X98
1. What is the title of this list of codes?

2. What do you think this list of codes is used for?

3. Are the codes arranged in any way? Alphabetical? Numerical?

4. Arrange the list of codes alphabetically.

5. Arrange the list of codes numerically.
Read the list of code options for these colors. Pick the correct code. Write the letter for the correct code in the space to the right.

1. yellow paint

2. purple paint

3. brown paint
   a. X98  b. X69  c. X68  d. X96

4. blue paint

5. white paint
   a. A88  b. A98  c. A86  d. A68

6. black paint
   a. A98  b. C98  c. X98  d. B78

7. red paint
OBJECTIVES:

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

- decode and understand hold tag codes
- write codes correctly
- read and understand a set of instructions with abbreviations

TOPICS:

- hold tags
- simple table
- application of codes

METHODS:

- class discussion
- Q/A session
- team work to decode

MATERIALS:

- worksheets
- sample hold tags
Look at this table of Hold Tag codes. Consider the earlier questions about tables and codes.

Also:

* How would you use this chart?
* How is it organized?
* Could you organize it any other way?
### HOLD TAG CODES

<table>
<thead>
<tr>
<th>Folds</th>
<th>Distorted Bottle</th>
<th>Material Sticking</th>
</tr>
</thead>
<tbody>
<tr>
<td>bottom fold</td>
<td>bead dents 13A</td>
<td>inside neck 21A</td>
</tr>
<tr>
<td>neck fold</td>
<td>body defects / cold slugs 13B</td>
<td>to inside sidewall 21B</td>
</tr>
<tr>
<td>Bubbles</td>
<td>body folds 13C</td>
<td>strings/flash inside bottom 21C</td>
</tr>
<tr>
<td>Burnt Bottles</td>
<td>damaged shoulders 13D</td>
<td></td>
</tr>
<tr>
<td>Melted</td>
<td>rough shoulders 13E</td>
<td></td>
</tr>
<tr>
<td>Melted finish</td>
<td>underblown bottle 13F</td>
<td>Mold Mismatch</td>
</tr>
<tr>
<td>Clarity</td>
<td>uneven heel 13G</td>
<td>bottom plug 22A</td>
</tr>
<tr>
<td>Tinted</td>
<td>warpage 13H</td>
<td>parting line 22B</td>
</tr>
<tr>
<td>Flat panel</td>
<td>Distorted Finish</td>
<td>sealing surface 22C</td>
</tr>
<tr>
<td>Contamination</td>
<td>bad dent 14A</td>
<td>Neck Pulls 23</td>
</tr>
<tr>
<td>black specks</td>
<td>damaged threads (stripper) 14B</td>
<td></td>
</tr>
<tr>
<td>degrated mater.</td>
<td>mashed threads 14C</td>
<td></td>
</tr>
<tr>
<td>dirty parting line</td>
<td>sink 14D</td>
<td>Opacity</td>
</tr>
<tr>
<td>dirty sealing surf.</td>
<td>mismatch(thrds) 14E</td>
<td>too dark 25A</td>
</tr>
<tr>
<td>Cracks</td>
<td>uneven sealing surface 14F</td>
<td>too light 25B</td>
</tr>
<tr>
<td>cracked neck</td>
<td>rough sealing surface 14G</td>
<td>Orange Peel 26</td>
</tr>
<tr>
<td>cracked bottom</td>
<td>Fish eyes 15</td>
<td>Out of Dimension</td>
</tr>
<tr>
<td>stress cracks</td>
<td>Out of Round 28</td>
<td></td>
</tr>
<tr>
<td>Crooked necks</td>
<td>Flash</td>
<td>Pack wrong 29</td>
</tr>
<tr>
<td>Repack – crushed,</td>
<td>Pock Marks/Pitting 30</td>
<td></td>
</tr>
<tr>
<td>dented bottles</td>
<td>Dirty</td>
<td>Poor flame/Reflame 31</td>
</tr>
<tr>
<td>Delamination</td>
<td>dirt in bag 12B</td>
<td></td>
</tr>
<tr>
<td>Dents (body)</td>
<td>loose or black scuff marks 12A</td>
<td></td>
</tr>
<tr>
<td>Dirt</td>
<td>Flow Marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bottom flash/tails 16B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sealing surf. flash 16C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>striation 17A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(streak of color) 17A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>wavy lines in body 17B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cold rings 18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gas burns 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Holes 20</td>
<td></td>
</tr>
</tbody>
</table>

Mercer County Community College
**Poor Material Distribution**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>break aways</td>
<td>32A</td>
</tr>
<tr>
<td>off center base</td>
<td>32B</td>
</tr>
<tr>
<td>wall thickness</td>
<td>32C</td>
</tr>
<tr>
<td>soft heels</td>
<td>32D</td>
</tr>
<tr>
<td>thin parting line</td>
<td>32E</td>
</tr>
<tr>
<td>weak walls</td>
<td>32F</td>
</tr>
<tr>
<td>soft bottles</td>
<td>32G</td>
</tr>
<tr>
<td>weak bottoms</td>
<td>32H</td>
</tr>
</tbody>
</table>

**Rockers**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>high push up</td>
<td>33A</td>
</tr>
<tr>
<td>bottom center push up from nozzle scar</td>
<td>33B</td>
</tr>
<tr>
<td>Rounded boxes</td>
<td>34</td>
</tr>
<tr>
<td>Scratches/Scuffs</td>
<td>35</td>
</tr>
<tr>
<td>Short shots</td>
<td>36</td>
</tr>
<tr>
<td>Splay marks</td>
<td>37</td>
</tr>
</tbody>
</table>

**Strings**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>bottoms</td>
<td>38A</td>
</tr>
<tr>
<td>sides of bottles</td>
<td>38B</td>
</tr>
<tr>
<td>Unmelts</td>
<td>39</td>
</tr>
<tr>
<td>Wrong carton count</td>
<td>40</td>
</tr>
</tbody>
</table>
HOLD TAG CODES

Look at these problems. Which numbers would you use to explain the problem on a hold tag?

1. The boxes were packed wrong.

2. There are scratches on the bottle surfaces.

3. The bottle is melted.

4. The bottle has black specks in it, and there is warpage.

5. There are two holes in the bottle, a mold mismatch on the parting line, and it has a few bubbles.

6. There is a mismatch on the bottom plug, it has pock marks, and a weak bottom.

7. The bottle has weak walls, a dirty parting line, fish eyes, and is marked with oil.
OBJECTIVES:

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

- decode and understand workplace codes
- write codes correctly on labor cards

TOPICS:

- job codes
- application of job codes
- roleplays to review verb tenses

METHODS:

- class discussion
- Q/A session
- team work to apply codes

MATERIALS:

- worksheets
- tape recorders
CODES are numbers or letters that are used as abbreviations. Very often they are in some type of order. Look at the codes below and the activities listed with them. How are the codes broken down? How are they arranged? Is there any better way to arrange them in a particular order?

**OPERATION SEQUENCES**

<table>
<thead>
<tr>
<th><strong>MILLING</strong></th>
<th><strong>PAPER</strong></th>
<th><strong>PASTELS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>307</td>
<td>200</td>
<td>1401</td>
</tr>
<tr>
<td>308</td>
<td>201</td>
<td>1402</td>
</tr>
<tr>
<td>309</td>
<td>202</td>
<td>1403</td>
</tr>
<tr>
<td>1300</td>
<td>203</td>
<td>1404</td>
</tr>
<tr>
<td>1301</td>
<td>204</td>
<td>1405</td>
</tr>
<tr>
<td>1302</td>
<td>205</td>
<td>1406</td>
</tr>
<tr>
<td>1303</td>
<td>206</td>
<td></td>
</tr>
<tr>
<td>1304</td>
<td>208</td>
<td></td>
</tr>
<tr>
<td></td>
<td>210</td>
<td></td>
</tr>
<tr>
<td></td>
<td>211</td>
<td></td>
</tr>
<tr>
<td></td>
<td>214</td>
<td></td>
</tr>
</tbody>
</table>

**ASSORTMENTS**

Use #1

**CANS & JARS**

<table>
<thead>
<tr>
<th><strong>SETS</strong></th>
<th><strong>INDIRECT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1700</td>
<td></td>
</tr>
<tr>
<td>1701</td>
<td></td>
</tr>
<tr>
<td>1702</td>
<td></td>
</tr>
<tr>
<td>1200</td>
<td></td>
</tr>
</tbody>
</table>

**TUBE LABELING**

<table>
<thead>
<tr>
<th><strong>TUBE FILLING</strong></th>
<th><strong>CANVAS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td></td>
</tr>
<tr>
<td>303</td>
<td></td>
</tr>
<tr>
<td>304</td>
<td></td>
</tr>
<tr>
<td>306</td>
<td></td>
</tr>
<tr>
<td>307</td>
<td></td>
</tr>
</tbody>
</table>

**DOWN TIME**

Indicate in comments, reason

**REWORK**

Use code 993

**INDIRECT**

Indicate in comments, job performed
**USING THE WORK ORDER FORM**

Help these employees complete the **work order form**. Use the codes in the operation sequence list.

1. Joe is setting up the mill, weighing, and mixing. What code numbers should he write in?

2. Stan is working with paper today. He is collating, spiraling, making boxes, and packing. What code numbers should he use?

3. Peter is working with pastels. He is traying. Which codes should he use?

4. Tom is cleaning and setting up. Which codes should he use?

5. Greg is writing 993 on his form. What is he doing?
Pair off and do these role plays with a partner.

1. Ask your co-worker what he/she is doing.

2. Ask your co-worker why he/she is wearing what he/she is wearing.

3. Ask your supervisor what he/she is doing.

4. Ask your co-worker what your supervisor is doing.

5. Ask your co-worker what he/she is doing in this class.
OBJECTIVES:
At the end of this session, students will be able to do the following:

- decode and understand workplace codes
- use codes correctly on orders
- read and understand an order form

TOPICS:

- workplace codes
- completing an order form

METHODS:

- class discussion
- pair work to complete order form

MATERIALS:

- worksheets
- sample order forms
Look at these codes. How are they arranged? What are they used for? How do you think you could use these codes?

<table>
<thead>
<tr>
<th>Product Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Bactine Antibiotic Squeeze</td>
</tr>
<tr>
<td>2112</td>
<td>Bactine Antibiotic Cream</td>
</tr>
<tr>
<td>3000</td>
<td>Tylenol Tablets</td>
</tr>
<tr>
<td>3100</td>
<td>Tylenol Children</td>
</tr>
<tr>
<td>3150</td>
<td>Tylenol Sinus</td>
</tr>
<tr>
<td>4022</td>
<td>Alka Seltzer Tablets</td>
</tr>
<tr>
<td>4336</td>
<td>Alka Seltzer Plus</td>
</tr>
<tr>
<td>4703</td>
<td>Alka Mints</td>
</tr>
<tr>
<td>4780</td>
<td>Alka Seltzer Cold Relief</td>
</tr>
</tbody>
</table>
These are codes for a company store. If you buy the products from the company store, you get a better price!!

Look at how the rest of the form is arranged. What is the purpose of the form?

ORDER FORM

To purchase any of these products, complete this form and present it to Dottie in personnel. NOTE: The quantity is limited to 2 each per item.

Name __________________________ Date __________

<table>
<thead>
<tr>
<th>Qty</th>
<th>Product Code</th>
<th>ITEM Description</th>
<th>Sizes</th>
<th>Unit Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Bactine Antitiotic Squeeze</td>
<td>4 oz</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2112</td>
<td>Bactine Antibiotic Cream</td>
<td>½ oz</td>
<td>.95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3000</td>
<td>Tylenol Tablets</td>
<td>50</td>
<td>2.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3100</td>
<td>Tylenol Children</td>
<td>40</td>
<td>2.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3150</td>
<td>Tylenol Sinus</td>
<td>35</td>
<td>2.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4022</td>
<td>Alka Seltzer Tablets</td>
<td>72</td>
<td>1.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4336</td>
<td>Alka Seltzer Plus</td>
<td>36</td>
<td>1.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4703</td>
<td>Alka Mints</td>
<td>30</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4780</td>
<td>Alka Seltzer Cold Relief</td>
<td>35</td>
<td>1.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Non Taxable Total __________________

Amount due ______________________

Payment Check ______ Cash ________
Using the order form for the company store, help Stan place an order for some healthcare products for his family.

- Stan needs some sinus medication, and he would like to order 2 packages.
- Also, he needs 3 tubes of bactine squeeze and 4 children's Tylenol packages.
- He often takes cold medicine when he has a cold, and he wants to try a package of the Alka Seltzer medicine for colds.
- Just for fun, figure out how much Stan will spend on this order!!
Symbols are pictures that convey information. Very often, we use symbols to get an idea across quickly — that way the person looking at the information does not have to read through words, but can get the idea from a picture.

Look at these symbols and write what they mean.

1. &

2. $

3. %

4. @

5. ©
OBJECTIVES:

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

- decode and understand symbols
- use symbols in their own communication

TOPICS:

- general symbols
- safety symbols

METHODS:

- class discussion
- symbol search in workplace

MATERIALS:

- worksheets
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 6. | ![Image](https://via.placeholder.com/15)
| 7. | #
| 8. | Ø
| 9. | Ø
| 10. | ©

"SYMBOLS (CONT)"

"P.R.I.D.E."
What are some safety symbols that you see around the workplace?

What kinds of pictures do they have in them?

What colors are they?

Where do you see them?

What are they telling you?
SYMBOLS

Keep a journal of any symbols that you see.

Where did you see/find the symbol?

What do you think it means?

What similar symbols have you seen in the past?
OBJECTIVES:

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

• use cardinal and ordinal numbers correctly
• recognize use of numbers for quantity and order

TOPICS:

• cardinal numbers
• ordinal numbers

METHODS:

• class discussion
• Q/A session

MATERIALS:

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>23</td>
<td>105</td>
</tr>
<tr>
<td>9</td>
<td>24</td>
<td>168</td>
</tr>
<tr>
<td>10</td>
<td>25</td>
<td>200</td>
</tr>
<tr>
<td>11</td>
<td>26</td>
<td>300</td>
</tr>
<tr>
<td>12</td>
<td>27</td>
<td>1000</td>
</tr>
<tr>
<td>13</td>
<td>28</td>
<td>5000</td>
</tr>
<tr>
<td>14</td>
<td>29</td>
<td>1,000,000</td>
</tr>
<tr>
<td>15</td>
<td>30</td>
<td>9,000,000</td>
</tr>
</tbody>
</table>
We use ordinal numbers to show ORDER or ranking. In other words, they rank something or someone and are put right before the noun. We also use ordinals to talk about the date: August 5th, November 23rd, December 25th.

Examples:

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

◊ He takes off **July 9th** (date).

◊ They have **three** meals a day. This is their **first** meal. Their **last** meal is dinner.

◊ You have **eight** classes. The **eighth** class is the last one for this session.

◊ I told him **100** times! He finally listened to me on the **hundredth** time!!
Write the ordinal numbers for these. Notice how the abbreviations are different.

<table>
<thead>
<tr>
<th>1st</th>
<th>20th</th>
<th>91st</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>21st</td>
<td>98th</td>
</tr>
<tr>
<td>3rd</td>
<td>23rd</td>
<td>99th</td>
</tr>
<tr>
<td>4th</td>
<td>30th</td>
<td>100th</td>
</tr>
<tr>
<td>5th</td>
<td>35th</td>
<td>102nd</td>
</tr>
<tr>
<td>6th</td>
<td>40th</td>
<td>148th</td>
</tr>
<tr>
<td>7th</td>
<td>47th</td>
<td>200th</td>
</tr>
<tr>
<td>8th</td>
<td>50th</td>
<td>300th</td>
</tr>
<tr>
<td>9th</td>
<td>52nd</td>
<td>400th</td>
</tr>
<tr>
<td>10th</td>
<td>60th</td>
<td>1000th</td>
</tr>
<tr>
<td>11th</td>
<td>63rd</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>70th</td>
<td></td>
</tr>
<tr>
<td>13th</td>
<td>78th</td>
<td></td>
</tr>
<tr>
<td>14th</td>
<td>80th</td>
<td></td>
</tr>
<tr>
<td>15th</td>
<td>81st</td>
<td></td>
</tr>
</tbody>
</table>
ORDINALS AND CARDINALS

Use the correct number word to complete these sentences.

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

1. She has ______ cups of coffee every morning. Right now she is drinking her ______ cup. At 11:00 she will have her ______ cup.

2. They missed ______ days last year. The ______ day was in December.

3. The supervisor explains the problem ______ times. The employee listens for the ______ time and then understands.

4. They have been married for ______ years, so they are celebrating their ______ wedding anniversary.

5. If you stay with the company for ______ years, you will receive a ______ year anniversary watch.
OBJECTIVES:

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

- use count and non count words correctly
- read a material list

TOPICS:

- count and non count words and usage
- material list for work

METHODS:

- class discussion
- Q/A session

MATERIALS:

- worksheets
<table>
<thead>
<tr>
<th>COUNT</th>
<th>NON-COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many</td>
<td>Much</td>
</tr>
<tr>
<td>A lot of</td>
<td>A lot of</td>
</tr>
<tr>
<td>Some</td>
<td>Some</td>
</tr>
<tr>
<td>A few</td>
<td>A bit</td>
</tr>
<tr>
<td>More</td>
<td>More</td>
</tr>
<tr>
<td>Any</td>
<td>Any</td>
</tr>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
What are the count nouns that match these non count nouns?

* coffee
* tea
* time
* money
* room
* paper
COUNT AND NON COUNT NOUNS

Complete these sentences using either MUCH or MANY.

1. How ____________ time do you have to study?

2. How ____________ friends does he have?

3. How ____________ pizza can he eat?

4. How ____________ machines does she use?

5. How ____________ equipment do you have?

6. How ____________ pieces of equipment do you have?
COUNT AND NON COUNT NOUNS

1. Ask about making batches.

2. Ask about using the glue.

3. Ask about hours at a job.

4. Ask about time spent at a job.

5. Ask about overtime hours.

6. Ask about overtime money.
### HOW MUCH AND HOW MANY?

**Materials List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Color</th>
<th>Tubes</th>
<th>Ozs.</th>
<th>Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>99883</td>
<td>Red</td>
<td>32</td>
<td>1.5 each</td>
<td>12/95</td>
</tr>
<tr>
<td>83227</td>
<td>Green</td>
<td>51</td>
<td>1.8 each</td>
<td>1/96</td>
</tr>
<tr>
<td>44331</td>
<td>Orange</td>
<td>29</td>
<td>1.5 each</td>
<td>2/96</td>
</tr>
</tbody>
</table>
OBJECTIVES:

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

- read schedules
- use schedules in the workplace
- ask questions about schedules
- complete their own work schedules
- calculate total regular overtime hours

TOPICS:

- reading a simple schedule
- making a schedule
- job hours
- adding regular and overtime hours

METHODS:

- class discussion
- Q/A session
- pair work on schedules

MATERIALS:

- worksheets
- sample workplace schedules
Schedules are all around us in the workplace. We need to know at what time we are doing what, and on what day we are going where. Sometimes we make schedules to organize an activity.

What is this a schedule for?

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweep floors</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Mop floors</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Pick up trash</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Dust furniture</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dust blinds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Wash sinks</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clean toilets</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Disinfect floors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
1. What is a good title for this schedule?

2. How many columns are there?

3. How many rows are there?

4. What are the headings or labels?

5. What are the abbreviations that are on top of each column?

6. What ACTIONS do you see? List those VERBS.
Complete the work schedule below for yourself. Fill in the dates on top of the days and use ordinal numbers.

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using the schedule that you have made, answer these questions.

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

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

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

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

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

6. On the last day of the week, what do you do at 2:00?
Jim Lewis (empl. # 45582) works in the warehouse. On a typical day, he comes to work at 8:00, leaves for lunch at 11:45, returns from lunch at 12:30, then works until 4:45. He is expected to work an 8 hour day — any time he puts in over this is considered overtime. Today, 3/7/94, he worked an extra hour and left at 5:45, so he had 8 hours regular work time and 1 hour of overtime.

Jim keeps track of his time like this:

<table>
<thead>
<tr>
<th></th>
<th>IN</th>
<th>OUT</th>
<th>IN</th>
<th>OUT</th>
<th>Total Reg. Hrs.</th>
<th>Total Ovt. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 3/7</td>
<td>8:00</td>
<td>11:45</td>
<td>12:30</td>
<td>5:45</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
This is what Jim did this week. Help him to complete his schedule.

- On Monday (3/7/94), he started work at 8:30, stopped for lunch at 12, returned to work at 12:45, and he left work at 6:00.

- On Tuesday, he came in at 8:00. He took lunch from 12:30 to 1:15. He left work at 5:30.

- On Wednesday, he came to work at 8:00, but it started to snow and the company decided to close early (12:00).

- On Thursday, he was late to work because of the snow, so he didn't get in until 9:00. However, he was asked to stay until 7:00. As usual, he took his 45-minute lunch break.

- On Friday, he made it in at 8:00, he took lunch at 12:30, and he returned to work at 1:15. As it was the weekend, he left work at 4:45.

- On Saturday, he stayed home!!

- On Sunday, he came to the factory for four hours, from 12 to 4.
# JIM'S WORK SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>IN</th>
<th>OUT</th>
<th>IN</th>
<th>OUT</th>
<th>Total Reg. Hrs.</th>
<th>Total Ovt. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
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<tr>
<td>W</td>
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<td>R</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sat.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sun.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Emp. # ___________________________  Emp. Name ___________________________

Dept. ___________________________
OBJECTIVES:

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

- apply job codes correctly
- complete job schedules
- read and understand job descriptions

TOPICS:

- schedules
- job codes
- job descriptions

METHODS:

- class discussion
- pair work to complete schedules

MATERIALS:

- worksheets
### SCHEDULES

#### Job Labor Card

<table>
<thead>
<tr>
<th>Job No.</th>
<th>Activity Codes</th>
<th>Total Hours</th>
<th>Start Time</th>
<th>Stop Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Time:** __________  **Total Hours:** __________
### JOB CODES AND TIME CARDS

#### Job Preparation
- **100** Set-up
- **101** Picking materials
- **102** Collecting paperwork
- **103** Clean-up

#### Material Preparation – Paper
- **200** Collating
- **201** 3HP
- **202** Spiral
- **203** Tabbing
- **204** Cutting

#### Packaging
- **500** Making boxes
- **501** Printing Labels
- **503** Making envelope inserts
- **504** Shrink-wrapping
- **505** Sealing
- **506** Labeling

#### Shipping
- **600** Paperwork
- **601** Weighing
- **602** Set-up for postage machine
- **603** Postage machine
- **604** Sacking
JOB CODES AND TIME CARDS

Jim has a busy day and he needs help filling out his Job Labor Card. As you can see, not only does he need to keep track of his hours, but he also needs to itemize what he does during the day.

Using the list of Job Codes, fill out Jim's Job Labor Card.

Today (3/8/94), he goes to get his work order first thing in the morning. It takes him 15 minutes to read his work order and sees that he will be packaging and shipping materials for a large customer.

It then takes him 15 minutes to set up his work area, and after that he spends an hour assembling 60 boxes. While the picker is filling the boxes, it takes Jim half an hour to assemble the envelope inserts. He then has a ten minute coffee break.

When he returns from his break, he spends the next 20 minutes shrink-wrapping the envelope inserts. It takes him another 20 minutes to put the envelopes onto the boxes.

Jim is now ready to run off his labels, which takes him only 10 minutes. Because he has so many boxes to address and seal, he spends the rest of his morning doing these activities before going to lunch.

Once he returns from lunch, Jim has to calculate the weight of the shipment. After 10 minutes weighing, he decides that the shipment is too large and too heavy to send via the post office. So, he has to complete the paperwork to send the boxes via UPS. This activity takes him 20 minutes. He tags the shipment with box numbers and destination codes, and 20 minutes later he does a 10 minute clean-up and is ready to do his next job.
OBJECTIVES:

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

- use a monthly calendar correctly
- complete personal schedules
- use appropriate vocabulary and expressions to agree/disagree

TOPICS:

- schedules and calendars
- agreeing and disagreeing

METHODS:

- class discussion
- pair work to complete schedules
- pair work for role plays

MATERIALS:

- worksheets
- tape recorders
## SCHEDULES AND CALENDARS

### MARCH 1994

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jim's birthday</td>
<td></td>
<td></td>
<td></td>
<td>Company Picnic</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Karen and Jim's Anniversary</td>
<td></td>
<td>St. Patrick's Day</td>
<td></td>
<td>Payday</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>First Day of Spring</td>
<td></td>
<td>Employee Appreciation Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Day of Easter</td>
<td></td>
<td>Palm Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Jim's calendar, answer these questions. Be careful to use the passive voice or active voice correctly, as noted in the questions.

1. How often is he paid a month?

2. On what days is Jim paid?

3. When is the company ski trip held?

4. When is the first day of spring celebrated?

5. When does Jim celebrate his birthday?

6. What do Jim and Karen celebrate on March 14?
7. When is Palm Sunday celebrated?

8. During which week is Passover celebrated?

9. When is Employee Appreciation Day held?

10. What kind of symbols would you use to mark the holidays and events on the calendar?
ROLE PLAYS

Agreeing and Disagreeing

1. Your co-worker is complaining about his/her job. Agree/disagree but give advice too – what should he/she do?

2. Your supervisor is telling you what he thinks about work on the line. Agree or disagree with him.

3. Your boss thinks that you are not busy enough. Tell him what you have to do – he agrees with you, that he has a lot to do too!

4. Your co-worker is having a really good lunch and is talking about food. Agree or disagree with him/her about the types of food.

5. Your manager is telling you about what a great weekend he had. You had a good weekend too. Maybe you did some of the same things?
OBJECTIVES:

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

- use the past tense correctly in both statements and questions
- recognize use of DID with past tense
- report incidents that occurred in the past

TOPICS:

- simple past tense
- Question and Answer (Q/A) review
- job incident in the past

METHODS:

- class discussion
- Q/A session
- reporting incident to class

MATERIALS:

- worksheets
- tape recorders (optional)
First, complete these sentences using the **simple past**. Then write the **question** to match the sentence.

**Example:** My supervisor ___moved___ the machine.  
(to move)

**Question:** WHAT did your supervisor move?

1. Yesterday we ___________________ to our supervisor.  
(to talk)
   
   **Question:**

2. Last week I ___________________ my sister.  
(to visit)
   
   **Question:**

3. Last night you ___________________ TV.  
(to watch)
   
   **Question:**

4. Yesterday they ___________________ for 10 hours.  
(to work)
   
   **Question:**
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?

When you are finished writing, give your paragraph to your partner and see if he/she has any questions for you.
**OBJECTIVES:**

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

- use the past tense correctly in both statements and questions
- recognize use of DID with past tense
- use irregular forms of past tense

**TOPICS:**

- simple past tense – irregular forms
- Question and Answer (Q/A) review
- dialogues

**METHODS:**

- class discussion
- dialogues
- Q/A session

**MATERIALS:**

- worksheets
- tape recorders
# Past Tense – Common Irregulars

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Tense</th>
<th>Participle</th>
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</thead>
<tbody>
<tr>
<td>be</td>
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<td>been</td>
</tr>
<tr>
<td>become</td>
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</tr>
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### PAST TENSE - COMMON IRREGULARS

<table>
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### Past Tense - Common Irregulars

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Tense</th>
<th>Participle</th>
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<tr>
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</table>
# PAST TENSE – COMMON IRREGULARS

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST TENSE</th>
<th>PARTICIPLE</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>sing</td>
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<td>worn</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
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</tr>
</tbody>
</table>
First, complete these sentences using the correct verb form. Then, make questions to get these sentences as answers.

Example: Yesterday we ______________________ lunch at noon.
(to eat)

Question: When DID we eat lunch?

1. The unit ______________________ off the conveyor belt.
(to fall)

Question:

2. He ______________________ his timecard to his boss.
(to bring)

Question:

3. They ______________________ the new machines on the A-Line.
(to see)

Question:

4. She ______________________ the bad news about the weather.
(to hear)

Question:
Dialogue 1:

A: Hey, that looks like my hat. Where did you find it?
B: I found it near my work area.
A: Oh, really? I lost it last week and I didn't see it near my station.
B: Well, that's because it was near my station.
A: I guess I left it here last week.
B: Yes, you did. I thought about calling you to remind you.
A: Why didn't you?
B: I like the hat myself, and I was thinking of keeping it for a while.
A: I knew I couldn't trust you!! Give me back my hat!!
B: What ever happened to "finders keepers"?
A: No such luck!

Dialogue 2:

A: Did you hear what happened to Roger?
B: I heard he was sick.
A: Yeh, he fell off the ladder and he hurt his back.
B: Oh no! I thought he had the flu or something.
A: No, he's in the hospital.
B: You're kidding! I knew that would happen someday.
A: What do you mean?
B: Well, he never put the ladder in a safe place, and he always played around.
B: Me too. Did you send a card?
A: No. Do you think we should?
B: Yeh, that's the good thing to do.
A: Okay. Let's do that.
OBJECTIVES:

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

- use the past tense correctly to report points
- use a company point system

TOPICS:

- simple past tense
- company point system

METHODS:

- class discussion
- Q/A session

MATERIALS:

- worksheets
- sample point system
THE POINT SYSTEM

The company has a point system to keep track of an employee's attendance record.

Non-probationary employees who are absent, leave early, or fail to punch a time card receive points as follows:

<table>
<thead>
<tr>
<th>REASON</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent (no call in)</td>
<td>8</td>
</tr>
<tr>
<td>Absent (call in at start of shift)</td>
<td>4</td>
</tr>
<tr>
<td>Consecutive days absent:</td>
<td></td>
</tr>
<tr>
<td>(1st day of consecutive days)</td>
<td>4</td>
</tr>
<tr>
<td>(2nd &quot; &quot; &quot; &quot; )</td>
<td>3</td>
</tr>
<tr>
<td>(3rd &quot; &quot; &quot; &quot; )</td>
<td>2</td>
</tr>
<tr>
<td>*(4th &quot; &quot; &quot; &quot; )</td>
<td>1</td>
</tr>
<tr>
<td>*(5th &quot; &quot; &quot; &quot; )</td>
<td>4</td>
</tr>
</tbody>
</table>

* Doctor's note required to return to work

| Late (1 – 10 minutes)               | ½      |
| Late (11 minutes – 1 hour)          | 1      |
| Late (1 hour or more)               | 2      |
| Leave early (1 – 59 minutes)        | 1      |
| Leave early (1 hour or more)        | 2      |
| Failure to punch time card          | 1 (each time) |

NOTE: Points are not received if the absence was paid, such as funeral leave, paid sick day, paid vacation day.
THE POINT SYSTEM

1. How many points do you get for being late 3 minutes?

2. How many points do you get for being late 3 hours?

3. How many points do you get for forgetting to punch your time card?

4. If you are absent and do not call your supervisor, how many points do you get?

5. When do you need a doctor's note?
THE POINT SYSTEM

Situations: How many points?

1. Paul missed work on Monday because he was sick. He called his supervisor.

2. Linda came to work late on Tuesday, but only 11 minutes. She had to leave early that afternoon, so she left a half hour early.

3. Tim forgot to punch in on Wednesday and Friday.

4. Mary took a sick day and then went to work, then took another sick day the following day.

5. Stan was really sick, so he was out for four days in a row.
ESL IN THE WORKPLACE  ◆ SESSION 22

OBJECTIVES:

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

- use commands
- give clear instructions

TOPICS:

- commands
- instructions

METHODS:

- class discussion
- individual work to complete instructions

MATERIALS:

- worksheets
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 eraser at the teacher.

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.
A command is different from a request!

**Command:** statement, no preface, no ending

⇒ Open the door!
⇒ Close the box!
⇒ Move the forklift!

**Request:** preface, question form, polite ending or start

⇒ Could you please open the door?
⇒ Please close that box.
⇒ I would appreciate it if you could remove the forklift.
⇒ Move the forklift, okay?
COMMANDS VS. REQUESTS

Which is a command and which is a request? Why?

1. Don't slam the door!

2. Could you take a minute to look this over?

3. Look at this!

4. Excuse me, please hold that door for me.

5. Hold the door!

6. Please be quiet.
INSTRUCTIONS

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. 

120
OBJECTIVES:

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

- use prepositions of place correctly
- describe locations

TOPICS:

- prepositions
- phrases to show location

METHODS:

- class discussion

MATERIALS:

- worksheets
REPOSITIONS – WHERE?

AT

IN

ON

UNDER

1. behind
2. in front of

beside
next to

between
among

opposite

1. above
2. below

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

1. up
2. down

1. into
2. out of

1. past

1. onto
2. off

1. over
2. under

1. from
2. back to

1. along
2. round

1. to
2. towards

1. across

P.R.I.D.E.
# 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 this company.  
He works on the Packing Line.  
He works in the shipping area. |

**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. |
As a review, 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.
OBJECTIVES:

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

- read instructions
- ask questions about instructions
- complete inaccurate instructions

TOPICS:

- commands
- instructions
- tool and safety notes

METHODS:

- class discussion
- pair work to complete instructions

MATERIALS:

- worksheets
- sample 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.
DIRECTIONS

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?
ESL IN THE WORKPLACE  ◆  SESSION 25

OBJECTIVES:

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

- review their instructions and make them clearer
- peer critique instructions

TOPICS:

- instructions
- strategies for writing clearer instructions

METHODS:

- class discussion
- pair work to complete instructions
- peer critique

MATERIALS:

- worksheets
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 reviewing your instructions:

* use clear and strong verbs
* use simple sentences – one verb
* use commands
* describe anything that you think the reader might not know
* keep a clear order to the steps
* use numbered steps
* add any pictures that might help the reader understand
* make sure that you haven't left out any important *warnings*.
**PEER CRITIQUE**

Exchange your finalized set of instructions with your partner. Look for these things:

- clear verbs
- clear steps
- good sequence
- good descriptions
- good start and end steps
- good overview of purpose
OBJECTIVES:

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

- read and understand safety vocabulary
- use safety vocabulary correctly in warnings and descriptions

TOPICS:

- safety vocabulary
- safety situations
- job descriptions and warnings

METHODS:

- class discussion
- role plays with safety issues

MATERIALS:

- worksheets
- tape recorders
SAFETY VOCABULARY

heart
kidneys
esophagus
intestines

liver
lungs
bloodstream
stomach

inhalation
ingestion
absorption
SAFETY VOCABULARY

1. I use my lungs to ____________________.

2. My heart pumps ____________________.

3. I have ________________ kidneys.

4. Food goes to my ________________ first and then to my ________________.

5. I inhale through my ________________.

6. I absorb chemicals through my ________________.

7. I ingest chemicals when I ________________.

8. Once in my body, chemicals travel through my ________________.
What is happening in this picture?

What can you suggest they do in order to avoid an accident?

Role play: what would you do if you were one of the people?
OBJECTIVES:

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

- use an MSDS sheet
- use safety vocabulary
- use safety abbreviations and codes on the job

TOPICS:

- MSDS sheet
- safety situations
- safety abbreviations and codes

METHODS:

- class discussion
- pair work to complete worksheets on MSDS

MATERIALS:

- worksheets
- MSDS sheet
I. PRODUCT IDENTIFICATION

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

II. HAZARDOUS INGREDIENTS

Components: None

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.
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
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
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.
<table>
<thead>
<tr>
<th>Vocabulary Item</th>
<th>Definition</th>
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<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>
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<tr>
<td>decomposition</td>
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<td>solubility</td>
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<td>overexposure</td>
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<tr>
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<td>chronic</td>
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<td>respiration</td>
</tr>
<tr>
<td>ventilation</td>
<td>exhaust</td>
</tr>
</tbody>
</table>

Mercer County Community College
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 he do?
ESL IN THE WORKPLACE  ♦  SESSION 28

OBJECTIVES:

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

- use chemical codes correctly
- discriminate between chemical codes
- use the future tense

TOPICS:

- chemical codes
- future tense

METHODS:

- class discussion
- pair work to complete role plays

MATERIALS:

- worksheets
- tape recorders
<table>
<thead>
<tr>
<th>CODE</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>009</td>
<td>Paracril</td>
</tr>
<tr>
<td>139</td>
<td>Ethyl Thiuram</td>
</tr>
<tr>
<td>272</td>
<td>XX-85 Zinc Oxide</td>
</tr>
<tr>
<td>306</td>
<td>Polygard</td>
</tr>
<tr>
<td>630</td>
<td>Oleic Acid</td>
</tr>
<tr>
<td>832</td>
<td>Paraplex G-62</td>
</tr>
<tr>
<td>965</td>
<td>Burgess KE Clay</td>
</tr>
</tbody>
</table>
CHEMICAL CODES

Which is the correct code for these items?

1. Polygard
   a. 009    b. 360    c. 271    d. 306

2. Oleic Acid
   a. 009    b. 630    c. 360    d. 036

3. Paraplex
   a. 238    b. 328    c. 832    d. 823

4. Paracril
   a. 090    b. 099    c. 009    d. 098

5. Burgess KE Clay
   a. 965    b. 956    c. 659    d. 953

6. Ethyl Thiuram
   a. 193    b. 138    c. 931    d. 139

153
These are the codes for this formula. What are the ingredients? Write the name next to the number. Is there a problem? What is it and what would you do about it?

**FORMULA XYZ**

139  
009  
360  
832  
272  
956  

---

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FUTURE TENSE – REVIEW

Remember, we use WILL or WON’T for the future tense:

I will come to work tomorrow, but I won’t work overtime.

Pair off with a partner and make a role play using the future tense.

1. What will you do this weekend?

2. What will your supervisor do about the changes in the factory?

3. What will the company do for the holidays?

4. Where will you go for summer vacation?
ESL IN THE WORKPLACE  ◆  SESSION 29

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

- use make/do correctly

TOPICS:
- make/do
- role plays using make/do

METHODS:
- class discussion
- role plays

MATERIALS:
- worksheets
- tape recorders
**MAKE AND DO**

🌟 **Make** = create, usually using hands

I make dinner every night. ⇒ I create dinner. There was no dinner when I started, but when I finished there was dinner.

🌟 **Do** = perform, complete

I do my job every day. ⇒ My job is already there and I just perform it.
So how can you remember what TO MAKE and what TO DO? Here's a simple list to help you remember!

**To MAKE:**
- an appointment
- a decision
- an impression
- a promise
- a turn (left/right)
- trouble
- a change
- a difference
- an offer
- a profit
- money
- use of something
- a copy
- a discovery
- a payment
- a sale
- your bed
- a deal
- a mistake
- a phone call
- a suggestion
- progress

**To DO:**
- business with someone
- someone a favor
- the laundry
- 55 m.p.h.
- the dishes
- a job
- the windows
Complete these sentences using either *MAKE* or *DO*. Be sure to use the correct tense of the verb!

1. They ___________ a lot of boxes in one day.

2. If you are sick, you should ___________ an appointment with your doctor this week.

3. Can you ___________ the floor again – it's still dirty.

4. I have to ___________ six copies of this letter.

5. This company ___________ paints and brushes.

6. This company ___________ business with a lot of companies overseas.

7. Can you ___________ me a favor and ___________ a phone call?

8. If you ___________ a good job, then you won't ___________ any mistakes on the job!

9. What company ___________ these earplugs that we wear?

10. If I ___________ the speed limit, then I shouldn't get a ticket.
Find a partner and pick one of these role plays. Be sure to use make/do correctly.

1. Ask your co-worker what he/she is doing.

2. Ask your co-worker which product he/she is making.

3. Ask your co-worker if he/she made an appointment at the doctor's office recently.

4. Ask your partner if he/she has made plans for the holiday and what he/she will be doing.

5. Ask your partner if he/she has made plans for vacation and what he/she will be doing.