The curriculum guide is designed for a workplace education program for assembly line workers, inspectors, machine operators, packers, materials handlers, blenders, grinders, and trainers in a factory. The curriculum consists of instruction in English as a Second Language for the job, workplace communication, efficient and safe work habits, and enhancement of job performance. The guide consists of five themed units of instruction: quality control; work forms, codes, and other work-related written materials; workplace communication; health and safety; and company rules. Each unit lists instructional objectives and related language skills, lesson ideas and class activities, and cross-references to specific texts and instructional materials. Additional materials include a job-related vocabulary and phrase lists, and an English/Spanish glossary of vocabulary concerning defects. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)
Suncast Corporation Curriculum Guide
English as a Second Language for the Workplace
Worker Education Program
Chicago Teachers' Center of Northeastern Illinois University
and
The Amalgamated Clothing and Textile Workers Union
October, 1993
Written by Susan Keresztes-Nagy

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Suncast
Workplace Literacy Course

COURSE GOALS:

1. To help workers (assembly line workers, end of line inspectors, machine operators, packers, material handlers, blenders, grinders, and trainers) do their jobs efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:

   a) naming products, product components, machines, machine parts and tools

   b) reading & filling out forms and other written material used in and related to their jobs:
      - labels (on gaylords & skids)
      - hand tags (on product)
      - Bill of Materials
      - Line Reject Tally Sheet - (material handlers)
      - Reject Ticket
      - Test Forms (Quality Control Dept.)
      - Dot Plots (Molding Dept.)
      - Reground Material Weight Sheet (grinders)

   c) reading & understanding abbreviations on labels (product descriptions & colors)

   d) reading & understanding number/letter codes on: labels, product packages, cartons, product manuals, gaylords and skids, including date codes and product or customer codes

   e) reading & understanding switches & buttons on machines (on/off, run, start, etc.)

   f) reading & understanding time clock

   g) learning sequencing of numbers (1/1, 1/2...2/34,2/35...etc) (for tank assemblers)

   h) naming and describing workers' job and work history

   i) filling out personnel forms

   j) demonstrating Quality Control checks & naming flaws in product or product components

   k) understanding safety rules & regulations at Suncast; learning names of safety equipment & apparel; reading safety signs in the plant; understanding measures to avoid accidents & injuries
I) learning basic communication skills for:
- greeting coworkers, foremen and supervisors
- reporting a problem to foreman or supervisor
  (problem with a machine, out of a component, etc.)
- answering questions from foreman or supervisor
- understanding instructions from foreman or supervisor, including location of components in the plant (material handlers)
- understanding & accepting praise from foreman or supervisor
- calling in sick, explaining an absence & asking for a personal day
- reporting an accident

If time allows:

2. To read and understand other workplace correspondence and signs

3. To learn general English communication skills needed for promotion

4. To read and fill out other forms needed for promotion

5. To learn basic math skills needed for promotion

6. To understand Suncast company rules & regulations

7. To understand procedures for resolving a problem through the union

8. To enhance listening and problem-solving skills among workers

9. To understand how each worker fits into the overall functioning of the workplace, i.e., how the worker's particular job is essential to the finished product, thereby instilling a sense of pride in their work in workers and heightening their awareness of the importance of teamwork and cooperation
### Objective
1. To be able to name & identify products, product components, machines, machine parts & tools
2. To be able to demonstrate Quality Control checks and name flaws in product or product components
3. To be able to report a QC problem to foreman, supervisor, or QC inspector

### Language Skills
- Specific vocabulary of Suncast products, components, machines, machine parts & tools
- Vocabulary for quality control checks & flaws: sink, splay, short shot, bleeding, etc.
- Typical structures and vocabulary for this kind of situation (vocabulary from objective #1; structures: "There's a hole in the reel half."); "The hose is kinked."); "The axle is rusty."); "It's too short/small/heavy."); "It's not long enough."); etc.)

### Lesson Ideas/Activities
- TPR activities using Suncast products & product components
- TPR activities on plant floor to name machines, machine parts & tools
- Use Suncast videos showing workers doing their jobs to practice naming products, components, machines, machine parts & tools
- Use Suncast "Lawn & Garden Catalog" to practice naming products
- Information Gaps and Spot the Differences exercises on "Lawn & Garden Catalog" and product manuals
- Students check products, say whether good or not, which QC problem exists, if any
- TPR: hold up appropriate item, students name problem
- T/F questions on QC checks, written and oral dialogues, roleplays
- Listening comprehension on QC dialogues

### Materials
- Suncast products & components
- Suncast tools, where possible
- Suncast videos
- Suncast "Lawn & Garden Catalog" and product manuals
- Photocopies of assorted pages from catalog & manuals to make Information Gaps & Spot the Differences exercises
- Company's products, both good and defective
- Company products
- Company products, handouts
- Suncast realia
- Handouts of sample dialogues, roles, situations
- Audio tape of sample dialogues
- Speaking Up at Work, 97-103
## Objective

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</table>
| 4. To be able to answer QC questions from foreman, supervisor, or QC inspector | typical structures & vocab. for this kind of situation (see objectives 1-3) | - dialogues, roleplays  
- 20 Questions | handouts of dialogues, roles, situations  
Side by Side, bk 1, unit 27  
English for Adult Competency, chapt. 2 |
| 5. To be able to write reasons why a component or product is rejected | typical vocabulary and structures for this kind of situation (see objectives 1-4); writing | - same as for objectives 1-3, then fill out Line Reject Tally Sheet and Reject Ticket | defective parts & components  
Line Reject Tally Sheets  
Reject Tickets |
| 6. To be able to write and keep track of numbers in sequence (for tank assemblers) | writing numbers in sequence | - worksheets: fill in blanks in series of numbers  
- timed practice for writing numbers in series  
- number games: Buzz, Concentration | worksheets |
| 7. To be able to understand instructions from foreman, supervisor or QC inspector | language/vocab for following instructions (First, next, then, etc.) imperatives (put, get, bring, take, do, make, etc.) | - TPR activities using Suncast realia and situations, on the plant floor when possible  
- sample dialogues for following instructions  
- roleplays of work situations | Suncast realia  
sample dialogues; Working in English, chapt. 9 |
| Functions: asking for help, checking & clarifying instructions, asking for explanations, asking for information, giving explanations & reasons, describing a mechanical problems specific vocabulary | - discussions, dialogues, roleplays  
- listening comprehension exercises  
- roleplay: report a machine breakdown | Speaking of Survival, pgs. 210-224  
Breaking the Ice, units 5-8  
Working in English, chapt. 10 & 11  
English at Work, worksheet 17  
Speaking Up at Work, 43-49, 83-86  
Spectrum 2, units 5 & 6  
On Your Way, units 2, 3, 5 & 6 | |
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</table>
| 8. To be able to locate components and other items in stock in the plant  | specific vocabulary (racks, shelves, names of departments and areas of plant, etc.) | - pictures showing prepositions of place  
- TPR activities with focus on prepositions using Suncast components & other items which Material Handlers must locate  
- Tour of plant showing where components are kept; students draw a diagram of plant floor, labeling racks, components, etc.  
- Information Gaps & Spot the Differences on students' diagrams & on other pictures & diagrams w/focus on prepositions  
- 20 Questions: Guess what something is in Suncast by asking yes/no questions about where it is located  
- Scavenger Hunt: clues are locations around the plant  
- Game: students actually have to go get components, etc. from the plant floor based on oral instructions (see supervisor of material handlers)  
- Sample dialogues, more preposition practice | The New Oxford Picture Dictionary  
Suncast realia  
Newsprint  
written clues placed around the plant (or Supervisors & Foremen could give the clues orally) |
| (for material handlers)                                                  | prepositions of place (on, in, under, above, next to, beside, on the left/right, etc.) |                                                                                       |                                                                  |
| 9. To be able to understand & accept praise from a foreman, supervisor, or QC inspector | typical expressions for praising & accepting praise (Good/Nice work/job; That's good; Thanks; Thank you, etc.) | - Sample dialogues about giving & accepting praise in Suncast contexts  
- Roleplays | handouts of dialogues  
role cards |
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<tbody>
<tr>
<td>1. To read and understand the labels on gaylords &amp; skids</td>
<td>read/interpret abbreviations on labels (product descriptions, colors)</td>
<td>• flash cards of abbreviations</td>
<td>flash cards</td>
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<td>• matching worksheets</td>
<td>worksheets, Suncast components &amp; products</td>
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<td></td>
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<td>• Bingo</td>
<td>Bingo game</td>
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<td>TPR activities: read label, hold up product it describes; read color code on label, hold up a component of that color; game: assorted components of different colors on table, one student calls out a color, others try to pick up appropriate component first; same game w/different products</td>
<td>Suncast labels, products &amp; components</td>
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<td>Spot the Differences on labels</td>
<td>labels, handouts</td>
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<td>Information Gaps on labels</td>
<td>labels, handouts</td>
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<td>2. To read &amp; understand number/letter codes (date codes &amp; product or customer codes) on labels (on gaylords &amp; skids), product packages, cartons, product manuals &amp; hand tags</td>
<td>learn &amp; decipher number/letter codes</td>
<td>• matching worksheets on codes</td>
<td>worksheets</td>
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<td>• flashcards on codes</td>
<td>flashcards</td>
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<td>• Spot the Differences on codes</td>
<td>worksheets, labels, product packages, manuals, cartons</td>
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<td></td>
<td></td>
<td>• Information Gaps on codes</td>
<td>product packages, labels, manuals, cartons, hand tags</td>
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<td>• TPR: match product package w/label, manual, etc.</td>
<td>same as above</td>
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<td>• TPR: mark appropriate product code on carton</td>
<td>date code stamp</td>
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<td>• TPR: set date code stamp appropriately</td>
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<td>3. To read &amp; understand switches &amp; buttons on machines</td>
<td>specific vocabulary (on/off, run, start, etc.)</td>
<td>• plant tour in which workers draw pictures of machines w/labeled buttons and switches</td>
<td>pictures of machines w/buttons &amp; switches labeled</td>
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<td>• watch video of workers operating machines and discuss function of the buttons &amp; switches</td>
<td>pictures of machines w/buttons &amp; switches not labeled</td>
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<td>• label switches &amp; buttons on picture of machine</td>
<td>video of workers operating machines</td>
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<td>4. To gain familiarity with forms used by other workers (Test Forms, Dot Plots, Bill of Materials, Reground Material Weight Sheet)</td>
<td>reading &amp; distinguishing codes&lt;br&gt;Other Skills: reading &amp; understanding dot plots&lt;br&gt;understanding weights&lt;br&gt;basic addition &amp; subtraction</td>
<td>•see objective #2&lt;br&gt;•Read Dot Plots, worksheet w/comprehension Questions; Fill out a Dot Plot&lt;br&gt;•number/weight practice: Weigh things in class worksheets on weights, basic addition &amp; subtraction; story problems on weights, addition &amp; subtraction using Suncast and other real life examples&lt;br&gt;•fill out a job application&lt;br&gt;•Information Gaps on job apps.&lt;br&gt;•grammar exercises on simple past and present perfect continuous (I've been working at X for 4 years), simple past (I worked at X for 2 years), since, for (other vocabulary for other forms)</td>
<td>see objective #2&lt;br&gt;Dot Plots, worksheets&lt;br&gt;scale, Suncast &amp; other realia to weigh&lt;br&gt;worksheets&lt;br&gt;story problems&lt;br&gt;Reground Material Weight Sheet&lt;br&gt;On Your Way, unit 12, Working in English&lt;br&gt;Suncast job application forms&lt;br&gt;Grammar Work, bk 1, 82-91, bk 3, 49-56&lt;br&gt;Speaking of Survival, pgs. 82-96&lt;br&gt;Side by Side, bk 2, units 4-6&lt;br&gt;English for Adult Competency, chapt. 7</td>
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<td>5. To understand and fill out personnel forms (job applications, etc.)</td>
<td>specific vocabulary and abbreviations: ss#, marital status, birthdate, previous jobs, education, etc.; grammar: present perfect continuous (I've been working at X for 4 years), simple past (I worked at X for 2 years), since, for (other vocabulary for other forms)</td>
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<td>3. To be aware of and understand other work-related problems &amp; solutions</td>
<td>simple present, adverbs of frequency</td>
<td>• chart: at work, &quot;How often do you...?&quot; (sometimes, rarely, never, etc.)</td>
<td>Practical English, chapt. 9 Side by Side, bk 1, units 1-12, bk 2, unit 1 grammar exercises, cloze exs, flash cards on verbs &amp; adverbs, handouts w/blank charts</td>
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<td>modals: can, could, should, must, might</td>
<td>• discuss a typical day at work</td>
<td>Side by Side, bk 1, units 13, 21, 22, 27, 28</td>
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<td>• LEA based on discussion</td>
<td>The Working Culture, book 1, chapt. 9 &quot;Problems in the Workplace&quot; (roleplays)</td>
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<td>• problem solving &amp; roleplays on situations discussed: students provide solutions (He should..., She could..., etc.)</td>
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<td>• LEA based on discussions &amp; roleplays</td>
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<td>• readings on other work issues</td>
<td>The Working Experience 1, chapt. 2 &quot;The Boss&quot;, chapt. 7 &quot;A Hard Part of My Job&quot;, chapt. 13 &quot;New on the Job&quot;, Picture Stories, pg 61 (wife in factory, husband at home)</td>
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## Objective

4. To communicate problems at work to appropriate person, both orally & in writing

## Language Skills

- Simple present, present continuous, simple past & past continuous to describe a problem at work
- Grammar exercises contrasting simple present & present continuous, simple past & past continuous with high frequency work problem verbs
- Functions: expressing opinions, needs, wants; arguing

## Lesson Ideas/Activities

- Brainstorm problems in the workplace
- Discussion of problems in the workplace, who to communicate them to, possible solutions
- Dialogues & roleplays on communicating problems at work to supervisors & union representatives using present & past tenses
- LEA & strip stories based on dialogues & roleplays
- Dialogues, roleplays using these functions to communicate a problem at work (e.g.: roleplay a contract negotiating meeting, tell your supervisor why you think you shouldn't be suspended, etc.)
- Written exercises on sample written complaints & grievances: T/F & comprehension Q's, gap fills, spot the differences, sentence completions, vocabulary checks
- Write a formal complaint or grievance about a problem you have (or had) at work

## Materials

- Blackboard, make vocabulary list of high frequency verbs & other vocabulary from brainstorm
- Practical English, chaps. 5, 9, 10, 13, 14, 16
- Side by Side, bk 1, units 1-18, 26
- Grammar Work, bk 3, 14-48; handouts
- Flash cards of verbs
- Bingo game on irregular verbs
- On Your Way, units 1, 2, 3, 6, 7, 10 & 11
- Flash cards
- Concentration cards on irregular verbs
- Sample dialogues, role cards
- Functioning in English, units 3, 6 & 8
- Board, strip stories
- Sample dialogues, role cards
- Sample formal complaints & grievances, worksheets on these
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| 5. To suggest solutions to problems at work (meetings w/supervisors, filing a grievance, etc.) | functions: greetings, making suggestions, expressing opinions: ("I think we should...", "Why don't we...", etc.) modal: should, could, can, might, had better, ought to | • discuss problems in the workplace | **English for Adult Competency**, chapt. 1  
**On Your Way**, units 2, 8 & 9  
board, handout of vocabulary  
**Functioning in English**, units 4, 6 & 8  
**Fitting In**, chapt. 2 & 10  
**Side by Side**, bk 1, units 13, 21,22,27,28 |
| 6. To understand rights of workers & the laws protecting these rights | negative statements specific vocabulary  
first & second conditionals (If...then...) | • brainstorm possible solutions to these problems  
• roleplay workers discussing a problem at work & suggesting solutions  
• suggestion box: students write suggestions to problems discussed above, put in suggestion box  
• roleplay a formal meeting w/ a supervisor to discuss solutions to a problem at work, using suggestions from suggestion box | sample dialogues using functions listed & modals, list of work-related problems generated by students, roles  
suggestion box  
role cards, suggestion box w/suggestions |

Materials:
- **English for Adult Competency**, chapt. 1  
- **On Your Way**, units 2, 8 & 9  
- board, handout of vocabulary  
- **Functioning in English**, units 4, 6 & 8  
- **Fitting In**, chapt. 2 & 10  
- **Side by Side**, bk 1, units 13, 21,22,27,28  
- **ESL for Action**, Unit 7  
- **Grammar Work**, bk 1, 1-21, 58-71  
- **On Your Way**, unit 1  
- **ESL for Action**, Unit 8  
- **Side by Side**, bk 2, units 15-16  
- handouts
### Objective
7. To understand job requirements/skills needed for promotion at your company

### Language Skills
- **Simple Present**: affirmative, negative, yes/no questions
- Adverbs of frequency (there/there are)
- **Present Perfect**: affirmative, negative, yes/no questions
- **Past Tense**: affirmative, negative, yes/no questions
- **Past Perfect**: affirmative, negative, yes/no questions
- **Simple Past & "Used To"** for describing your work history, question formation & question words (When do I start?, What's the salary?, Who do I see about...?, etc.)
- **Future Tenses**: affirmative, negative, yes/no questions

### Lesson Ideas/Activities
- **Make chart on board of what workers do at work** by having students ask each other questions, then fill in the chart
- **Same as above**, w/adverbs of frequency: "How often do you...at work?"
- **Talk & write about where students work and what they do at work**, using information from completed chart
- **LEA** about everyone's job, then do follow-up (cloze, dictation, strip story)
- **Train/explain your job to a classmate**
- **Use "job banks"** to build work vocabulary
- **Roleplay work scenarios** using high frequency vocabulary words
- **Brainstorm qualities of a good worker**
- **Flash cards, concentration cards of opposite adjectives describing characteristics of workers**
- **Listening comprehension & discussion on job skills**
- **Read job ads in newspaper & job announcements at work**
- **Fill out job application**
- **Roleplay a job interview**

### Materials
- **On Your Way**, units 1, 3, 7, 9 & 11
- **Practical English**, chaps. 7, 9
- **Side by Side**, bk 1, units 1-11
- **Speaking of Survival**, pgs. 82-96
- **Photos of workplace**
- **ESL for Action**, Unit 3
- **Blackboard, handouts to guide questions if needed & completed chart**
- **English for Adult Competency**, chapt. 7
- **Blackboard, handouts, strip story**
- **Tape recordings of work-related dialogues, written sample dialogues, role cards**
- **Blackboard, vocabulary list generated from brainstorming**
- **Flash cards, concentration cards**
- **On Your Way**, unit 12
- **Side by Side**, bk 1, unit 18, bk 2, unit 20
- **Tuning in to Spoken Messages**, Unit 8 (different skills for different jobs)
- **Authentic job ads & job announcements, worksheets on these, job application forms**
- **Side by Side**, bk 1, units 14-18
- **Practical English**, chaps. 5, 13, 14
- **Role cards**
# Theme: Work Issues/Communication in the Workplace

## Objective

8. Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product

9. To understand pay, benefits, taxes

## Language Skills

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<tr>
<td>8. Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product.</td>
<td>&quot;when&quot; + simple present 2nd conditional (&quot;What would happen if...?&quot;)</td>
</tr>
<tr>
<td>9. To understand pay, benefits, taxes</td>
<td>$, %, decimals reading columns reading paychecks &amp; stubs functions: asking for information/clarification (&quot;Excuse me, could you tell me/explain to me...?&quot;); explaining a mistake specific language: &quot;I'd like to cash/deposit my paycheck/make a deposit.&quot;</td>
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## Lesson Ideas/Activities

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<td>8. Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product.</td>
<td>• problem pose a situation where one step in manufacturing process breaks down • invite plant manager or someone from personnel to speak about co. products &amp; manufacturing process</td>
</tr>
<tr>
<td>9. To understand pay, benefits, taxes</td>
<td>• number work, including listening comprehension ($, %, decimals) • report a mistake on payroll - reading of paychecks &amp; stubs, discussion, roleplays</td>
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<tr>
<td>9. To understand pay, benefits, taxes</td>
<td>• roleplays: cashing or depositing a paycheck at the bank</td>
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## Materials

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<tr>
<td>8. Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product.</td>
<td>actual products at various stages of manufacturing, photos of different work stations Side by Side, bk 2, units 15, 16 company literature/brochures</td>
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<tr>
<td>9. To understand pay, benefits, taxes</td>
<td>From the Start, units 1-5 paychecks &amp; stubs Speaking Up at Work, pg 143 Speaking Up at Work, pgs. 50-56, 118-119, 133-135 Speaking of Survival, pg. 91 English for Adult Competency, chapt. 9</td>
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<tr>
<td>9. To understand pay, benefits, taxes</td>
<td>sample dialogues, role cards, deposit slips</td>
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<td>Objective</td>
<td>Language Skills</td>
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<td>3. To understand employers' &amp; employees' rights &amp; responsibilities under OSHA &amp; Workers' Compensation laws</td>
<td>specific vocabulary</td>
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<td>4. To be able to file a written complaint about a health or safety hazard</td>
<td>specific vocabulary writing sentences</td>
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<td>Objective</td>
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<td>5. To be able to call in sick, describe an ailment, and report an injury, accident or hazard to fellow worker or supervisor</td>
<td>vocabulary: body parts</td>
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<td>vocabulary: ailments, injuries</td>
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<td>imperatives</td>
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<td>simple past of key verbs: (cut, slipped, fell, etc.)</td>
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<td>past continuous; contrast of these 2 tenses</td>
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<td>when, should, should have</td>
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<td></td>
<td>vocabulary: safety gear, equipment, tools (safety glasses, Kevlar gloves &amp; sleeves)</td>
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<td></td>
<td>function: calling in sick (specific language &amp; vocabulary)</td>
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<td>6. To be able to fill out an accident report</td>
<td>specific vocabulary filling out forms</td>
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</tr>
<tr>
<td>Objective</td>
<td>Language Skills</td>
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</tr>
<tr>
<td>7. To be able to make a doctor's appointment</td>
<td>function: making an appointment specific language and vocabulary for phoning, dates, times, describing an ailment or injury</td>
</tr>
<tr>
<td>8. To be able to understand doctor's orders, ask &amp; answer questions, ask for clarification</td>
<td>modals - affirmative, negative &amp; question formation: must, should, ought to (stay in bed, rest, take aspirin, get physical therapy, etc.) question words: &quot;How long should I...?&quot;, How many should I take?&quot;, &quot;How often...?&quot;, etc.</td>
</tr>
<tr>
<td>9. To be able to get prescribed specific vocabulary medications from a pharmacy &amp; read instructions on them</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Language Skills</td>
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</tr>
<tr>
<td>10. To be able to fill out an insurance form for a work-related ailment or injury</td>
<td>specific vocabulary, filling out a form</td>
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<tr>
<td>Objective</td>
<td>Language Skills</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>1. To understand Suncast's company rules and regulations.</td>
<td>**reading comprehension of company rules; specific</td>
</tr>
<tr>
<td></td>
<td>vocabulary</td>
</tr>
<tr>
<td></td>
<td>**modals (should, would, can, could, must) + simple</td>
</tr>
<tr>
<td></td>
<td>form of verb</td>
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<tr>
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<td>**present tense verbs</td>
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<td>**simple past</td>
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</tbody>
</table>
Suncast Vocabulary

Molding Department:

**Verbs:**
inspect
sort
trim
assemble
pack
correct:
take
insert
pick-up

**Nouns:**
runner
gate
cosmetic defect
color marks
sink
warping
streaks
splay
flow line
gaylord
folding chair
lazy susan
neumatic screwdriver (airdriver
pick-up wand
cells
hose reel frame
table tops
legs
wedges
fasteners
lockers
chairs
flash injection unit
folding chair assembly fixture
**Hose Reel Department:**

**Verbs:**
- throw
- tape
- clean
- attach
- call
- put in
- check
- read
- weigh
- put
- wrap
- insert

**Nouns:**
- flanges
- hose reel
- o ring
- recross
- frame
- handle
- front brace
- back brace
- crank
- hose
- connectors
- screws
- pins
- adapter
- parts bag
- outside reel
- inside reel
- air gauge
- side frame
- wheel
- axel
- short shots
- irregularities

- front brakes
- manual
- insert
- automatic tape machine
- scale
- label
- box
- skid
Quality Control Department:

**Verbs:**
place
hit
check
blow
apply
take
put
push
bend
seat
bring
pick up
go

**Nouns:**
part bags
hose reels
tubes
kitveyor
hose handle
tank welding
spray tanks
spin-out tube
metal wand flairing
bows
cinch nut
o-ring
o-ring applicator
spray tip
revolution
box
tube
wand bending fixture
material handler
spring
valve body
driver

hole
warping
short shot
kinked hoses
rust
splay
sink
QC cont. - Connector/Nut Hose Assembly

Verbs:
- clear
- crimp
- position
- lock
- coil

Nouns:
- clamp
- connector
- fixture
- button
- unit
- valve housing
- crimper
- trigger
- gaylord
- boot pedal
- palm button
- final bin

QC - Tanks:

Verbs:
- package
- match
- read

Nouns:
- o-rings
- suctions
- pumps
- tanks
- lot
- date code
- flex test
- print out
Small Assembly Department

Verbs:
date code
put
spin weld
take
tighten
slide
salvage
package
pick up
form

Nouns:
water pistol
cavity
sidewinder bag
blister card
impulse sprinklers
robot
rotary sprinklers
box
occiilating sprinklers
hang tag
boostor seal pack
turet sprinkler
water timers
connectors

o-ring
spring washer

shaft
pistol body

handle

shaft nut
accessory adapter

spin tight wrench

rails

sleeve

air press

sonic welder

seal machine

blister

female faucet adapter

male connector

side winder
Material Handlers:

**Verbs:**
- position
- open
- weigh
- count
- collect
- remove
- transfer
- set aside
- deliver
- perform
- follow
- assist
- report
- set up
- move
- load
- operate

**Nouns:**
- staging area
- assembly line
- line stoppage
- paring knife
- rubbish
- skids
- housekeeping duties

**Words/Phrases:**
- how much/how many...pieces are at the press/machine numbers
- bring these parts over to...
- put this in the...
- the balance left to make is...
- move/get/bring
- look/watch/pay attention
- Please be careful/make sure that the press/part number on the label is correct.
- do/don't
Words/Phrases for Material Handlers, cont.
down
off
Do not write down the time for a part when the mat-con computer is down.
time
why/how/when & other question words

Extrusion Department:

verbs:
check
collapse
pack
run
start
stop
bleed
bring
pull
make
stretch wrap
regrind
recycle
sample
mix
throw
fill

Nouns:
holes
edging
connectors
collapse
water marks
lines
hoses
wand hose
hole
caliper
cutter
Nouns, cont.
extruder
head of extruder
die
heater band
vacuum tank
air blow off
puller
conveyor
connector bin
machine feeder
spools
parts
blender
shuttler
material handler
skid
stretch wrap
cartons
buckets
moisture
contamination

Vocabulary from Suncast work forms:

Rejection Ticket:
part man
part number
date
shift
time
sp/po number
QA Department
vendor
machine
line
other
containers
qty./cont.
total pieces
Rejection Ticket, cont.
sample
defect
reason for rejection
specification
dimension
function
appearance
regrind
throw out
rework
use as is

Line Reject Tally Sheet:
code number
code names (dispose, regrind)
date
department
LRT#
part number
description
QTY
ADJ Code
unit cost
reasons: burst test, damaged, bad spin weld, pull test, damaged machine, short shots, incomplete, flash
Q.A.
submitted by
Q.A. Disposition by
MATL. disposed by
inventory relieved by

Reground Material Weight Sheet:
part #
name
gross
tare
net
**Daily Line Performance Summary:**

- date
- product
- inspector
- target weight at start
- +/- range
- quantity
- under
- over
- confirmed rejects
- summarize
- final
- total
- reset

**Finished Goods Production Worksheet:**

- shop order #
- part number
- start label
- ending label
- total skids
- total production
- remarks
- prepared by
- date
- department supervisor

**Motors Assembly Water Test:**

- part number
- date
- sample/box
- qty/box
- box no
- p
- fail
- PSI
- type
- comments
- action taken or rej
- burst test w/end plugged
**Water Test Inspection Form:**
- date
- ID or box
- sample size
- water test pressure
- comments
- action taken
- Qty/boxes

**Handle/Hose Assy:**
- part no.
- inspector
- date
- gay. #
- total pcs
- sample
- p
- f
- comments
- action taken
- reject #
- torque
- driver
- time
- lbs

**Water Test on Wand Assy:**
- part no.
- model
- date
- Box ID#
- sample size
- pass
- fail
- explanation
- action taken
- inspector
Suncast Relief Valve Control Chart:
part no.
model
spec.
insp.
date
time
decay
other
Dim B Pull
total
average

Impulse Sprinkler Head:
part no
date
PSI
deflector up
deflector down
time
diffuser screw tight
diffuser screw loose
failed PSI
rotate
hold position
condition
spring rew.
spring/nut reworked
loose deflector
good nut

Oscillating Sprinkler Water Test:
model no. comments
date inspector
time
PSI
full pattern
center pattern
right pattern
left pattern
Common Defects List for Assembly:
missing
short shots
wrong
warped
sink
undersize
oversize
shiny
dull
cracked
crooked
dirty
don't fit
flash
sharp flash
brittle parts
breaks easily
open bag
mixed
out of round
aligned
distortion
too close to edge
color streaks
holes filled
knock out pin
splay
screws aren't all the way in
hole isn't drilled
O.D. or outside dimension
I.D. or inside dimension
unglued
torn
flash in O-ring area
leaks
drips
dribbler
spritzer
drooler
gusher
flow lines
scratches
printing isn't legible
spots
broken
seal properly
failed
burst
rusty
kink
<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSING</td>
<td>ausente, parte que falta en la caja.</td>
</tr>
<tr>
<td>SHORT SHOTS</td>
<td>le falta un pedazo, esta derretido</td>
</tr>
<tr>
<td>WRONG</td>
<td>erróneo, equivocado</td>
</tr>
<tr>
<td>WARPED</td>
<td>torcido, encorvado</td>
</tr>
<tr>
<td>SINK</td>
<td>sumido</td>
</tr>
<tr>
<td>UNDERSIZE</td>
<td>tamaño inferior al normal o esperado</td>
</tr>
<tr>
<td>OVERSIZE</td>
<td>más grande de lo normal o lo esperado</td>
</tr>
<tr>
<td>SHINY</td>
<td>brillante, lustroso</td>
</tr>
<tr>
<td>DULL</td>
<td>opaco</td>
</tr>
<tr>
<td>CRACKED</td>
<td>agrietado, rajado</td>
</tr>
<tr>
<td>CROOKED</td>
<td>torcido, encorvado</td>
</tr>
<tr>
<td>DIRTY</td>
<td>sucio</td>
</tr>
<tr>
<td>DON'T FIT</td>
<td>que no entra, encaja o cabe en otra pieza</td>
</tr>
<tr>
<td>FLASH</td>
<td>exceso de plástico o telita extra</td>
</tr>
<tr>
<td>SHARP FLASH</td>
<td>exceso de plástico duro que puede cortar</td>
</tr>
<tr>
<td>BRITTLE PARTS</td>
<td>partes fragiles</td>
</tr>
<tr>
<td>BREAKS EASILY</td>
<td>que se rompen facilmente</td>
</tr>
<tr>
<td>OPEN BAG</td>
<td>bolsa abierta</td>
</tr>
<tr>
<td>MIXED</td>
<td>mezclado</td>
</tr>
<tr>
<td>OUT OF ROUND</td>
<td>que no está redondo</td>
</tr>
<tr>
<td>ALIGNED</td>
<td>alineado</td>
</tr>
<tr>
<td>DISTORTION</td>
<td>deformado</td>
</tr>
<tr>
<td>TOO CLOSE TO EDGE</td>
<td>muy cercano al borde</td>
</tr>
<tr>
<td>COLOR STREAKS</td>
<td>lineas de color</td>
</tr>
<tr>
<td>HOLES FILLED</td>
<td>agujeros rellenos de plástico</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>SPANISH</td>
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<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------</td>
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<tr>
<td>KNOCK OUT PIN</td>
<td>pin sobresalido y se nota en la parte</td>
</tr>
<tr>
<td>SPLAY</td>
<td>manchas blancas en la parte, parecen rayos</td>
</tr>
<tr>
<td>SCREWS AREN'T ALL WAY IN</td>
<td>tornillos no estan metidos completamente</td>
</tr>
<tr>
<td>HOLE ISN'T DRILLED</td>
<td>agujero no esta perforado</td>
</tr>
<tr>
<td>O.D. OR OUTSIDE DIMENSION</td>
<td>dimension o medida de afuera del circulo</td>
</tr>
<tr>
<td>I.D. OR INSIDE DIMENSION</td>
<td>dimension o medida de adentro del circulo</td>
</tr>
<tr>
<td>UNGLUED</td>
<td>no esta pegado</td>
</tr>
<tr>
<td>TORN</td>
<td>roto</td>
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<tr>
<td>FLASH IN O-RING AREA</td>
<td>exceso de plastico en el area del o-ring</td>
</tr>
<tr>
<td>LEAKS</td>
<td>liquea</td>
</tr>
<tr>
<td>DRIPS</td>
<td>gotea, menos de una gota por segundo</td>
</tr>
<tr>
<td>DRIBBLER</td>
<td>gotea, mas de una gota por segundo</td>
</tr>
<tr>
<td>SPRITZER</td>
<td>chorro, en cualquier posició</td>
</tr>
<tr>
<td>DROOLER</td>
<td>chorro, solo si esta en una posició</td>
</tr>
<tr>
<td>GUSHER</td>
<td>chorro grande, se explica por si solo</td>
</tr>
<tr>
<td>FLOW LINES</td>
<td>lineas en el plastico que son de flujo</td>
</tr>
<tr>
<td>SCRATCHES</td>
<td>rayar</td>
</tr>
<tr>
<td>PRINTING ISN'T LEGIBLE</td>
<td>lo imprendo no se puede leer</td>
</tr>
<tr>
<td>SPOTS</td>
<td>manchas</td>
</tr>
<tr>
<td>BROKEN</td>
<td>quebrado, roto</td>
</tr>
<tr>
<td>SEAL PROPERLY</td>
<td>sellado propiamente</td>
</tr>
<tr>
<td>FAILED</td>
<td>fallo, que no paso</td>
</tr>
<tr>
<td>BURST</td>
<td>reventar, explotar</td>
</tr>
<tr>
<td>RUSTY</td>
<td>mohoso, oxidado</td>
</tr>
<tr>
<td>KINK</td>
<td>doblado excesivamente</td>
</tr>
</tbody>
</table>

8/22/90, M. FELICIANO
Vocabulary/Expressions for Health & Safety Unit

danger
to fire
extinguish
to exit
to extinguish electrical wires
to lifting
to trip
to hurt
to cut (off)
to burn
to bleed
to slip
to fall
headache
Carpal Tunnel Syndrome
repetitive motion
stress
fumes
to dust
injury
ventilation
lighting
flammable
poison
safety gear
safety belt
goggles
boots
glasses
hard hat
mask
gloves
first aid
high voltage
ear plugs
Watch out! / Watch it! / Look out!
Be careful!
Don't touch that!
dosage
tablet
capsule
tea spoon
liquid
all body parts
ailments
absent
sick