

# PRODUCTION PROCESS JIGSAW

You are going to prepare and make a short description of the production process in your plant.

The language you require is in three categories:

- sequencers to show when one stage finishes and the next one starts;
- verb phrases to show what is happening and
- the vocabulary that is special to your production process.

**Sequencers** – use as many of these as you require.

First of all	and then	after that	next
at the end of	after that	next	Finally

**Verb phrases** – modify these as necessary, add any extra you require.

the operator puts the part into	presses the start button	the safety door closes	are heated
are pressed into	moves forward to	the same process is used at	the part is transferred to
are fitted to	are fitted by an operator	is tested in by	is attached manually
is installed by robot	is inspected by	is moved to	is re-worked by
is tested again	is rejected	is transferred to	is packed

**Vocabulary specific to your production process** – write a word or phrase in each.


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## Teacher's Notes

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### Aim:

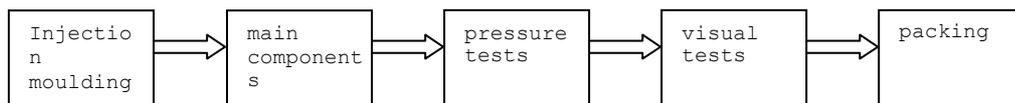
For the learner to produce a description of the production process or the part of the production process they are responsible for or familiar with. This can then either be turned into a piece of written work or a presentation or both. This will allow the learner to fill in any gaps in vocabulary they have for this subject and to practice the vocabulary in context. This exercise is especially useful for learners who have to train people to use the process in question, such as production-line workers.

### Level:

Pre-Intermediate (individuals) to Intermediate (individuals and groups – especially groups whose participants all work for the same company)

### Procedure:

- Before the lesson, cut up the jigsaw pieces. You may need several copies of everything depending on the size of the group and the anticipated complexity of the process to be described.
- Ask the learner to draw and label a rough flow chart of their production process.



This is an opportunity to discover any gaps in vocabulary. If the learner has any authentic material from their company such as sales brochures or technical documents that talk about the production process, this is a very useful resource at this stage and should be referred to help find the missing vocabulary.

- Give the learner the jigsaw pieces and explain that the purpose of the sequencers is to link the various stages of the process. Find out how many of the verb phrases are applicable to the learner's process; how many can be modified, e.g. *are pressed* *screwed into*, and how many new ones need to be added. Use the blank jigsaw pieces for the names of components, machines, processes, special stages, etc.
- Once the learner has all the cards they think are necessary to create their description, lay them out on the table in the correct order. The learner can then talk through the process in detail and decide whether any stages have been missed or can be expressed more effectively using different language. In groups this stage can be performed in pairs with the teacher monitoring and providing support and correction when necessary.
- Once the learner is satisfied with the description it can be written up with a focus on punctuation and layout or can be recorded on to a tape in order to practice the pronunciation of any words that are causing difficulty. The learner can also combine the original diagram with the description to produce a presentation, with the diagram transferred to an OHT or a PowerPoint slide.

**Tips:**

- There are a number of language elements used in this material such as sequencers, active versus passive voice, and punctuation for a written version. Although the jigsaw exercise is not designed specifically to teach any of these, it could be used as a review for all or any of them. If you think that your learner might be unfamiliar with any of these it is a good idea to programme a lesson to cover them prior to using this material. This will avoid diluting the focus of the lesson.
- Many learners with a technical background tend towards visual and kinaesthetic styles of learning. This means that they remember something best when they are using diagrams and pictures and physically performing a task. If a board is available, it is often a good idea to hand them the chalk or whiteboard pen and let them work standing up.