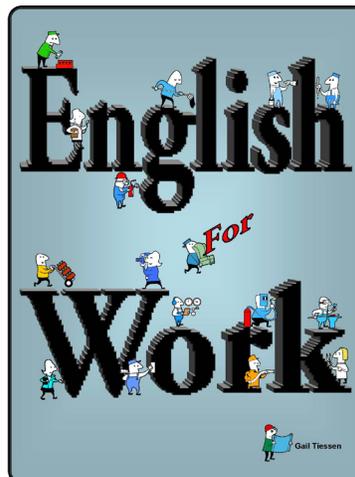


English

For

Work



Gail Tiessen

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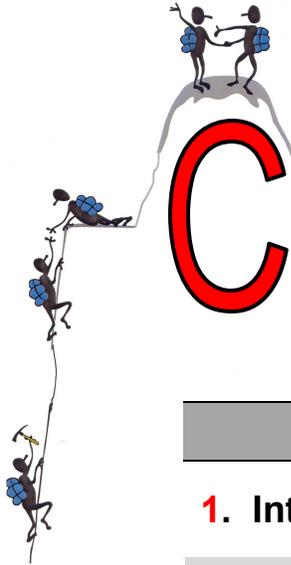
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- Avery, Paul & Susan Elrich. *Teaching American English Pronunciation*. Oxford: Oxford University Press, 1994.
- Bailey, Kathleen M. & Lance Savage, (eds.) *New Ways in Teaching Speaking* Alexandria, Virginia: TESOL, 1994.
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Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading <i>(not Reading)</i>	Focus 4 Pronunciation
	<b>Welcome &amp; Meet the Instructor</b> (pg 2)	<b>Getting to Know Each Other</b> (pg 4)	<b>English is Hard</b> (pg 10)	<b>Clear and Unclear</b> (pg 14)
<b>1</b> <b>Introductions</b> (pg 1) 	<ul style="list-style-type: none"> <li>- to be welcomed into the learning environment</li> <li>- to be introduced to the instructor</li> <li>- to predict before listening</li> <li>- to listen and show understanding during a 'speech'</li> </ul>	<ul style="list-style-type: none"> <li>- to learn each other's names</li> <li>- to introduce someone informally</li> <li>- to use sequencing phrases</li> <li>- to use relational phrases</li> <li>- to question and answer about work related information</li> <li>- to report on an interview</li> <li>- to ask and answer questions about routines</li> </ul>	<ul style="list-style-type: none"> <li>- to talk about their perception of the difficulties of English</li> <li>- to understand their common issues</li> <li>- to learn to report on discussions</li> </ul>	<ul style="list-style-type: none"> <li>- to understand stressed and unstressed syllables</li> <li>- to understand and produce the /ə/</li> </ul>
	<b>Discussing Safety</b> (pg 34)	<b>Using Safety Equipment</b> (pg 36)	<b>Labeling Safety Equipment</b> (pg 38)	<b>Glue, Wood, and Rust</b> (pg 46)
<b>2</b> <b>Talking about Safety &amp; Safety Equipment</b> (pg 33) 	<ul style="list-style-type: none"> <li>- to discover what the learners already know about safety</li> <li>- to discuss dangers and safety equipment</li> </ul>	<ul style="list-style-type: none"> <li>- to understand the verbs attached to safety equipment</li> <li>- to follow and give instructions</li> <li>- to use prepositions of placement</li> </ul>	<ul style="list-style-type: none"> <li>- to match words and symbols for safety equipment</li> <li>- to give and follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>- to hear and pronounce /u<sup>w</sup>, /u/ and /ʌ /</li> <li>- to learn the spelling principles for these sounds</li> <li>- to use vowels sounds as responses</li> <li><b>I Don't Like It</b></li> <li>- to hear and pronounce appropriate phrase stress</li> <li>- to learn the difference between content words and structure words</li> <li>- to read a dialogue with appropriate rhythm</li> </ul>
	<b>What Needs to be Lifted &amp; How?</b> (pg 100)	<b>Maintain That Posture</b> (pg 102)	<b>Reading about Proper Lifting Techniques</b> (pg 110)	<b>Don't Lift Too High</b> (pg 124)
<b>3</b> <b>Proper Lifting Techniques</b> (pg 99) 	<ul style="list-style-type: none"> <li>- to discuss the lifting that must be done on the job</li> <li>- to discuss what mechanical aids they have to help</li> </ul>	<ul style="list-style-type: none"> <li>- to learn the vocabulary for the parts of the body that are involved in lifting</li> <li>- to learn the verbs related to lifting</li> </ul>	<ul style="list-style-type: none"> <li>- to read and understand the key concepts about proper lifting procedures</li> </ul>	<ul style="list-style-type: none"> <li>- to hear and pronounce /ay/ &amp; /i/</li> <li>- to understand the sound-spelling relationship for the letter 'i'</li> <li>- to hear and produce /θ/ &amp; /ð/</li> <li>- to distinguish the intonation patterns of questions</li> </ul>
	<b>When and Where Do We Use Numbers?</b> (pg 214)	<b>What Is the Date &amp; Time?</b> (pg 218)	<b>How Big Is It?</b> (pg 244)	<b>Counting in English</b> (pg 252)
<b>4</b> <b>Numbers, Numbers, Numbers</b> (pg 213) 	<ul style="list-style-type: none"> <li>- to list the use of numbers and the appropriate measurement terms for various uses</li> </ul>	<ul style="list-style-type: none"> <li>- to review special dates and monthly dates on the calendar</li> <li>- to use numbers for months e.g. 09/29/07</li> <li>- to recognize when people are asking for the time</li> <li>- to give the time</li> <li>- to read the face of the clock and digital clock</li> <li>- to use <i>to</i> and <i>after</i>, <i>quarters</i>, <i>half past</i></li> <li>- to use the appropriate preposition for time: <i>in</i>, <i>at</i>, <i>for</i></li> <li>- to express how long – <i>for 5 minutes</i>, <i>45 minutes</i>, etc., <i>since 5 o'clock</i> etc.</li> <li>- to use terms such as <i>noon</i>, <i>midnight</i>, <i>morning</i>, <i>evening</i>, <i>afternoon</i>, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- to understand the different terms in measuring liquid [<i>volume</i>] and solid [<i>weight</i>]</li> <li>- to review metric and imperial terms</li> <li>- to convert from metric to imperial and vice versa</li> <li>- to use psi [<i>pounds per inch</i>] for measuring pressure</li> <li>- to use fraction terms</li> <li>- to understand abbreviations for measurement</li> <li>- to understand the terms in measuring a window</li> <li>- to ask for the measurement appropriately: <i>how long</i>, <i>how wide</i>, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- to review the way the numbers are said from one to hundreds, to thousands, to millions</li> </ul>

Focus 5 Grammar	Focus 6 Socio cultural/ discourse	Focus 7 Language Use Task	Focus 8 LCWC & Reflection	Module
<b>How to Learn English</b> (pg 22)	<b>Accomplishing Goals</b> (pg 24)	<b>The Fire Evacuation Route</b> (pg 26)	<b>Look, Cover, Write, Check</b> (pg 28)	
<ul style="list-style-type: none"> <li>- to problem solve about how to best learn English</li> <li>- to understand the nature of language learning – skill development</li> <li>- to prepare them for the kind of work that will be done in class</li> </ul>	<ul style="list-style-type: none"> <li>- to discuss the need of English for the workplace</li> <li>- to discuss goals and objectives for the course</li> </ul>	<ul style="list-style-type: none"> <li>- to follow directions</li> <li>- to give directions</li> <li>- to learn the fire evacuation route</li> <li>- to copy out directions</li> <li>- to mark a route on a map</li> </ul>	<ul style="list-style-type: none"> <li>- to correctly spell new words</li> <li>- to write words</li> </ul>	<p><b>1</b> Introductions (pg 1)</p> 
<b>How Often?</b> (pg 76)	<b>Describing Items</b> (pg 84)	<b>Lost Safety Equipment</b> (pg 90)	<b>Look, Cover, Write, Check</b> (pg 92)	
<ul style="list-style-type: none"> <li>- to understand the meaning and form of the adverbs of frequency</li> <li>- to use verbs and adverbs of frequency appropriately as they relate to safety</li> </ul>	<ul style="list-style-type: none"> <li>- to use adjectives of colour and size</li> <li>- to use size before colour adjectives</li> </ul>	<ul style="list-style-type: none"> <li>- to use safety equipment vocabulary</li> <li>- to describe shape, colour and size</li> <li>- to learn the order of adjectives</li> <li>- to question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- to focus on developing spelling skills</li> <li>- to correctly spell new words</li> <li>- to write words</li> </ul>	<p><b>2</b> Talking about Safety &amp; Safety Equipment (pg 33)</p> 
<b>The 7 W's</b> (pg 166)	<b>Asking Questions</b> (pg 174)	<b>What) Do You Think?</b> (pg 204)	<b>Look, Cover, Write, Check</b> (pg 210)	
<ul style="list-style-type: none"> <li>- to distinguish the meaning of the information questions key words: <i>who, what, where, when, why, which, how</i></li> </ul>	<ul style="list-style-type: none"> <li>- to learn the correct word order for information questions</li> <li>- to form questions</li> <li>- to respond negatively</li> </ul>	<ul style="list-style-type: none"> <li>- to discuss issues concerning proper lifting techniques</li> <li>- to use information questions</li> <li>- to practice answering information questions</li> </ul>	<ul style="list-style-type: none"> <li>- to correctly spell new words</li> <li>- to write words</li> </ul>	<p><b>3</b> Proper Lifting Techniques (pg 99)</p> 
<b>How Long Have You Been Here?</b> (pg 258)	<b>How Cold Is It?</b> (pg 284)	<b>How Much Does It Cost?</b> (pg 294)	<b>Look, Cover, Write, Check</b> (pg 320)	
<ul style="list-style-type: none"> <li>- to use the past form to speak of specific times</li> <li>- to use 'on' or 'in' with time phrase appropriately</li> <li>- to use present perfect [have+ -ed form] to speak of events in the past in relationship to the past</li> <li>- to use 'for' or 'since' appropriately</li> <li>- to compare past and present perfect</li> </ul>	<ul style="list-style-type: none"> <li>- to use Celsius and Fahrenheit and convert from one to another</li> <li>- to use the terms: degree, - and +; above and below zero</li> <li>- to use common phrases for the weather relating to temperature: freezing, heat wave, dry heat</li> <li>- to read a weather forecast</li> </ul>	<ul style="list-style-type: none"> <li>- to ask for the price of items</li> <li>- to use dollars and cents terms</li> <li>- to speak of discounts – percentage terms</li> <li>- to write a cheque</li> </ul>	<ul style="list-style-type: none"> <li>- to correctly spell new words</li> <li>- to write words</li> </ul>	<p><b>4</b> Numbers, Numbers, Numbers (pg 213)</p> 

Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
	<b>Tools That We Use</b> (pg 324)	<b>Matching Names and Tools</b> (pg 328)	<b>Where Are My Tools?</b> (pg 332)	<b>Shop or Chop</b> (pg 340)
<b>5</b> <b>Tools</b> (pg 323) 	<ul style="list-style-type: none"> <li>- to activate previous knowledge about tools</li> <li>- to share information</li> <li>- to report to the whole class</li> </ul>	<ul style="list-style-type: none"> <li>- to match pictures and labels of tools</li> <li>- to pronounce the labels</li> <li>- to learn the names of the tools</li> </ul>	<ul style="list-style-type: none"> <li>- to follow commands containing place prepositions and directional words</li> <li>- to understand the meaning of <i>in, on</i> and <i>at</i></li> <li>- to ask questions concerning workplace items</li> <li>- to answer questions about workplace items using appropriate prepositions</li> </ul>	<ul style="list-style-type: none"> <li>- to hear and produce the /ʃ/ and /tʃ/ sounds</li> <li><b>I Think I Have it</b></li> <li>- to review elements of pronunciation</li> <li>- to read a dialogue with appropriate prosody</li> </ul>
	<b>My Utility Knife</b> (pg 388)	<b>Use a Knife Safely</b> (pg 390)	<b>Safe Use Procedures for Utility Knives</b> (pg 396)	<b>Is it Black or Grey?</b> (pg 406)
<b>6</b> <b>Safe Work Procedures</b> (pg 387) 	<ul style="list-style-type: none"> <li>- to discover who uses a utility knife</li> <li>- to discover what it is used for</li> <li>- to review possessive nouns, determiners and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- to learn key words for understanding the safe work procedures for the utility knife</li> </ul>	<ul style="list-style-type: none"> <li>- to read and understand the specific safe work procedures for the utility knife</li> </ul>	<ul style="list-style-type: none"> <li>- to pronounce /æ/ and /eɪ/</li> <li>- to grasp the spelling relationship of these sounds</li> </ul>
	<b>What Do We Know about LEAN?</b> (pg 470)	<b>Learning the Vocabulary of LEAN</b> (pg 482)	<b>Reading about LEAN</b> (pg 504)	<b>Green and Red</b> (pg 506)
<b>7</b> <b>LEAN: Eliminating Waste</b> (pg 469) 	<ul style="list-style-type: none"> <li>- to discover what we already know about LEAN</li> </ul>	<ul style="list-style-type: none"> <li>- to learn the meaning of the 5S words of LEAN</li> </ul>	<ul style="list-style-type: none"> <li>- to listen and read to a presentation about the main principles of LEAN</li> </ul>	<ul style="list-style-type: none"> <li>- to produce the /iː/ and /eɪ/ sounds</li> <li>- to review elements of pronunciation</li> <li>- to read a dialogue with appropriate prosody</li> </ul>
	<b>Lockout and Its Importance</b> (pg 576)	<b>Vocabulary of Lockout Instructions</b> (pg 580)	<b>Reading Instructions</b> (pg 584)	<b>Lock and Key</b> (pg 592)
<b>8</b> <b>Giving and Following Instructions</b> (pg 575) 	<ul style="list-style-type: none"> <li>- to discuss what is already known about Lockout</li> <li>- to find out if learners have every used this procedure</li> <li>- to discuss when it is used and why</li> <li>- to discuss the importance of Lockout as a Safe Work Procedure</li> </ul>	<ul style="list-style-type: none"> <li>- to learn the key words of Lockout</li> <li>- to use the words meaningfully</li> </ul>	<ul style="list-style-type: none"> <li>- to read the SWP for Lockout</li> <li>- to predict the steps for Lockout</li> <li>- to order the text in sequence</li> </ul>	<ul style="list-style-type: none"> <li>- to spell the sound /k/</li> <li>- to understand the use of the letters 'c', 'ck', 'k' and 'qu' for the /k/ sound</li> <li>- to review elements of pronunciation</li> <li>- to focus on rising intonation to convey uncertainty or incompleteness</li> <li>- to read a dialogue with appropriate prosody</li> </ul>
	<b>Endangered Body Parts</b> (pg 648)	<b>Key Words</b> (pg 650)	<b>Protecting Your Eyes</b> (pg 654)	<b>Which Sound?</b> (pg 656)
<b>9</b> <b>Take Care of Your Eyes</b> (pg 647) 	<ul style="list-style-type: none"> <li>- to review the names of body parts at risk in the workplace</li> <li>- to associate the safety equipment with the appropriate body part</li> </ul>	<ul style="list-style-type: none"> <li>- to learn the meaning of certain words in a text related to the use of the eye wash station</li> </ul>	<ul style="list-style-type: none"> <li>- to read safety instructions related to eye care</li> <li>- to become familiar with safe work procedures</li> <li>- to discuss the risk factors and necessary precautions for eye protection in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>- to focus on hearing and producing the sounds /w/, /v/ and /f/</li> <li>- to read the Eyewash SWP</li> <li><b>It's Very Important</b></li> <li>- to review the elements of prosody</li> <li>- to read a dialogue</li> </ul>

Focus 5 Grammar	Focus 6 Socio cultural/ discourse	Focus 7 Language Use Task	Focus 8 Out of Class Task	Module
<b>How Many Do You Need?</b> <i>(pg 364)</i>	<b>Getting a List of Supplies</b> <i>(pg 374)</i>	<b>How Does It Look?</b> <i>(pg 380)</i>	<b>Look, Cover, Write, Check</b> <i>(pg 384)</i>	
<ul style="list-style-type: none"> <li>- to review numbers</li> <li>- to distinguish between countable [things] and non-countable nouns [stuff]</li> <li>- to question <i>how many</i> and <i>how much</i> appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- to ask for items from the work site</li> <li>- to respond to questions</li> <li>- to ask for clarification as to number or amount <i>how many</i> or <i>how much</i></li> <li>- to use numbers</li> <li>- to review the names of items</li> <li>- to list with appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>- to describe various objects in the plant</li> <li>- to follow instructions</li> <li>- to ask for clarifications</li> </ul>	<ul style="list-style-type: none"> <li>- to correctly spell new words</li> <li>- to write words</li> </ul>	<p><b>5</b> Tools <i>(pg 323)</i></p> 
<b>John Smith Used His Utility Knife</b> <i>(pg 424)</i>	<b>Reading a Safe Work Procedure Form</b> <i>(pg 450)</i>	<b>Reading the Razor Blade SWP</b> <i>(pg 460)</i>	<b>Look, Cover, Write, Check</b> <i>(pg 466)</i>	
<ul style="list-style-type: none"> <li>- to be aware of the formation of the verb for talking about the completed past</li> <li>- to use the 'ed' spelling of a verb for the majority of verbs for the past form</li> <li>- to use the changed spelling for the most frequently used verbs</li> <li>- to use the appropriate pronunciation of 'ed'</li> <li>- to ask about the completed action in the past</li> <li>- to reply appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- to understand the standardized form of the SWP</li> <li>- to learn the general vocabulary for most of the forms</li> </ul>	<ul style="list-style-type: none"> <li>- to apply what has been learned about the SWP form to predict content</li> <li>- to read the SWP form for razor blades</li> <li>- to discuss the safe work procedures</li> </ul>	<ul style="list-style-type: none"> <li>- to correctly spell new words</li> <li>- to write words</li> </ul>	<p><b>6</b> Safe Work Procedure <i>(pg 387)</i></p> 
<b>Do You Always Do It?</b> <i>(pg 526)</i>	<b>What Is He Doing?</b> <i>(pg 534)</i>	<b>You Could Be Right</b> <i>(pg 550)</i>	<b>Look, Cover, Write, Check</b> <i>(pg 572)</i>	
<ul style="list-style-type: none"> <li>- to talk about routines</li> <li>- to use the simple present form appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- to understand the meaning of the 'be' + <i>ing</i> form</li> <li>- to use the progressive form appropriately to talk about ongoing or temporary activities</li> <li>- to choose between the simple base form or the 'be' + <i>ing</i> form</li> </ul>	<ul style="list-style-type: none"> <li>- to review the use of mind-set helping verbs</li> <li>- to talk about probability for past, present and future</li> </ul>	<ul style="list-style-type: none"> <li>- to correctly spell new words</li> <li>- to write words</li> </ul>	<p><b>7</b> LEAN: Eliminating Waste <i>(pg 469)</i></p> 
<b>I'd Like to Ask Your Advice</b> <i>(pg 616)</i>	<b>I Can't Do It</b> <i>(pg 636)</i>	<b>Do Me a Favour?</b> <i>(pg 640)</i>	<b>Look, Cover, Write, Check</b> <i>(pg 644)</i>	
<ul style="list-style-type: none"> <li>- to review mind-set helping verbs</li> <li>- to understand and use the appropriate mind-set helping verbs for asking for and giving advice</li> <li>- to practice asking for and giving advice</li> <li>- to learn the discourse pattern for an office visit</li> <li>- to understand the various ways to ask for things to be done</li> </ul>	<ul style="list-style-type: none"> <li>- to learn to accept or refuse a request politely</li> </ul>	<ul style="list-style-type: none"> <li>- to practice requesting people to do things</li> <li>- to use the appropriate form for requesting</li> <li>- to practice responding appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- to correctly spell new words</li> <li>- to write words</li> </ul>	<p><b>8</b> Giving and Following Instructions <i>(pg 575)</i></p> 
<b>How Should We Do It?</b> <i>(pg 672)</i>	<b>Following the Instructions</b> <i>(pg 692)</i>	<b>Using the Eyewash Station</b> <i>(pg 696)</i>	<b>Look, Cover, Write, Check</b> <i>(pg 575)</i>	
<ul style="list-style-type: none"> <li>- to understand and use adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>- to demonstrate understanding of the SWP</li> <li>- to order the commands related to the use of the Eyewash Station</li> </ul>	<ul style="list-style-type: none"> <li>- to demonstrate understanding of the SWP</li> <li>- to use the commands related to the use of the Eyewash Station</li> <li>- to follow the commands related to the use of the Eyewash Station</li> </ul>	<ul style="list-style-type: none"> <li>- to correctly spell new words</li> <li>- to write words</li> </ul>	<p><b>9</b> Take Care of Your Eyes <i>(pg 647)</i></p> 

Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
	<b>Process Work Instructions</b> (pg 702)	<b>Process Terms</b> (pg 704)	<b>The Steps of a Process</b> (pg 708)	<b>Making English Sounds</b> (pg 758)
<b>10</b> <b>Process Work Instructions</b> (pg 701) 	- to discuss what instructions the learners have at their work site	- to learn key vocabulary for work instructions; space relationship terms, key nouns, process verbs	- to understand the language of a particular process - to sequence steps	- to review the concept of the differences of the names of the letters and the spelling of the vowel sounds - to review the sounds and spelling relationships of the vowels - to understand the three characteristics of English consonants: place, manner, voice. - to understand an overview of the consonant sound system - to hear and produce contrasting consonant sounds - to understand and use the /s/ and /z/ sounds - to understand and use the correct spelling of these sounds <b>Take a Message</b> - to review elements of pronunciation - to read a dialogue with appropriate prosody
	<b>Introduction to Employment Standards</b> (pg 844)	<b>How to Get Information</b> (pg 854)	<b>Protection of Young Workers</b> (pg 862)	<b>Hours &amp; Days Worked</b> (pg 868)
<b>11</b> <b>Employment Standards</b> (pg 843) 	- to activate prior knowledge of Employment Standards - to identify, describe and classify which employees are covered or not covered by the Employment Standards legislation	- to understand and record the various ways in which Employment Standards can be contacted; by telephone, website, and by visiting the office - to use the newcomer map and the key to navigate how to get from the Employment Standards branch to various nearby locations	- to understand how the Employment Standards protects young workers of different ages by listening to a dialogue between an Employment Standards officer and a mother of three children of different ages	- to read about hours of work and answer the multiple choice comprehension questions - to list the holidays that are celebrated in each month, and tell the difference between general holidays and holidays that are not general holidays - to use mathematical skills to calculate general holiday pay and vacation time pay
	<b>What Do You Know about Workplace Hazardous Materials?</b> (pg 962)	<b>How Can Hazardous Materials Harm Us?</b> (pg 968)	<b>Symbols</b> (pg 1012)	<b>Labels</b> (pg 1032)
<b>12</b> <b>WHMIS Revisited</b> (pg 961) 	- to discuss what hazardous materials the learners work with - to list the items	- to understand the routes of entry - to understand the protection needed to avoid entry	- to recognize the symbols - to know what danger is in each product by the symbol	- to understand the importance of labels - to know the difference between a supplier and workplace label - to read labels
	<b>Key Ideas Recalled</b> (pg 1072)	<b>Watching for Potholes</b> (pg 1074)	<b>Asking Questions</b> (pg 1080)	<b>The Star of the Class</b> (pg 1088)
<b>13</b> <b>Finish the Course</b> (pg 1071) 	- to brainstorm about key points remembered about the topics covered	- to review the consonant sounds of /θ/ and /ð/ /s/ /ʃ/ /tʃ/ /w/ /v/ - to review the lax and tense vowel sounds	- to review the question words and the expected response - to review the word order for WH-questions	- to ask and answer questions about topics covered in the course - to work cooperatively

Focus 5 Grammar	Focus 6 Socio cultural/ discourse	Focus 7 Language Use Task	Focus 8 Look, Cover, Write, Check	Module
<b>You Should or Must</b> (pg 820)	<b>Did You Say</b> (pg 824)	<b>How do you Do that?</b> (pg 836)	<b>Look, Cover, Write, Check</b> (pg 840)	
- to understand and use the modals <i>should</i> and <i>must</i> and the phrasal modals <i>have to</i> , <i>have got to</i> for necessity	- to use appropriate strategies for asking for clarification	- to 'role play' various situations - to answer questions about processes	- to correctly spell new words - to write words	<b>10</b> Process Work Instructions (pg 701) 
<b>Wages</b> (pg 894)	<b>Unpaid Leaves</b> (pg 918)	<b>Termination of Employment</b> (pg 932)	<b>Look, Cover, Write, Check</b> (pg 958)	
- to understand what minimum wage, and what a pay cheque for a full time worker working at minimum wage looks like - to understand and apply their knowledge of pay cheque deductions - to differentiate between uniforms and dress codes, and the laws that apply to each - to understand the importance of keeping employment records - to read a calendar - to solve mathematical problems based on pay cheques and work schedules	- to activate prior knowledge about the different kinds of leaves - to listen to a dialogue with information about unpaid leave options - to apply their knowledge about family member vocabulary in a activity - to read and discuss issues related to maternity leave, family leave, parental leave, compassionate care leave and bereavement leave	- to understand, recognize (in both written and oral form) and use idioms related to termination of employment - to understand the concepts involved with "giving notice", including the amount of notice needed - to reflect on what they have learned about Employment Standards through the lessons	- to correctly spell new words - to write words	<b>11</b> Employment Standards (pg 843) 
<b>Materials Safety Data Sheet</b> (pg 1042)	<b>Workers' Rights</b> (pg 1052)	<b>WHMIS Pursuit</b> (pg 1058)	<b>Look, Cover, Write, Check</b> (pg 1068)	
(not Grammar) - to know about the MSDS book and their placement - to be able to read the data sheets	- to know their rights as workers	- to review information about WHMIS - to have an interactive activity for discussing various aspects of WHMIS	- to correctly spell new words - to write words	<b>12</b> WHMIS Revisited (pg 961) 
<b>Writing a Thank You Memo</b> (pg 1094)	<b>Celebrating</b> (pg 1098)			
- to express appreciation appropriately in writing - to understand the memo format - to use causal terms	- to celebrate together the completion of the course - to express verbally appreciation for the training			<b>13</b> Finish the Course (pg 1071) 