

English

For

Work



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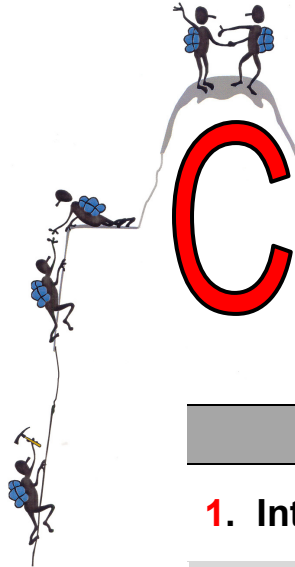
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The tasks in this material were inspired by ideas from the following sources:

- 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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≐ (-approximate)




Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading <i>(not Reading)</i>	Focus 4 Pronunciation
	Welcome & Meet the Instructor (pg 2)	Getting to Know Each Other (pg 4)	English is Hard (pg 10)	Clear and Unclear (pg 14)
<p>1 Introductions (pg 1)</p>  <p>≐ 305 min</p>	<ul style="list-style-type: none"> - to be welcomed into the learning environment - to be introduced to the instructor - to predict before listening - to listen and show understanding during a 'speech' 	<ul style="list-style-type: none"> - to learn each other's names - to introduce someone informally - to use sequencing phrases - to use relational phrases - to question and answer about work related information - to report on an interview - to ask and answer questions about routines 	<ul style="list-style-type: none"> - to talk about their perception of the difficulties of English - to understand their common issues - to learn to report on discussions 	<ul style="list-style-type: none"> - to understand stressed and unstressed syllables - to understand and produce the /ə/
	Discussing Safety (pg 34)	Using Safety Equipment (pg 36)	Labeling Safety Equipment (pg 38)	Glue, Wood, and Rust (pg 46)
<p>2 Talking about Safety & Safety Equipment (pg 33)</p>  <p>≐ 330 min</p>	<ul style="list-style-type: none"> - to discover what the learners already know about safety - to discuss dangers and safety equipment 	<ul style="list-style-type: none"> - to understand the verbs attached to safety equipment - to follow and give instructions - to use prepositions of placement 	<ul style="list-style-type: none"> - to match words and symbols for safety equipment - to give and follow instructions 	<ul style="list-style-type: none"> - to hear and pronounce /u^w/, /ʊ/ and /ʌ/ - to learn the spelling principles for these sounds - to use vowels sounds as responses I Don't Like It - to hear and pronounce appropriate phrase stress - to learn the difference between content words and structure words - to read a dialogue with appropriate rhythm
	What Needs to be Lifted & How? (pg 100)	Maintain That Posture (pg 102)	Reading about Proper Lifting Techniques (pg 110)	Don't Lift Too High (pg 124)
<p>3 Proper Lifting Techniques (pg 99)</p>  <p>≐ 430 min</p>	<ul style="list-style-type: none"> - to discuss the lifting that must be done on the job - to discuss what mechanical aids they have to help 	<ul style="list-style-type: none"> - to learn the vocabulary for the parts of the body that are involved in lifting - to learn the verbs related to lifting 	<ul style="list-style-type: none"> - to read and understand the key concepts about proper lifting procedures 	<ul style="list-style-type: none"> - to hear and pronounce /ay/ & /i/ - to understand the sound-spelling relationship for the letter 'i' - to hear and produce /θ/ & /ð/ - to distinguish the intonation patterns of questions
	When and Where Do We Use Numbers? (pg 214)	What Is the Date & Time? (pg 218)	How Big Is It? (pg 244)	Counting in English (pg 252)
<p>4 Numbers, Numbers, Numbers (pg 213)</p>  <p>≐ 425 min</p>	<ul style="list-style-type: none"> - to list the use of numbers and the appropriate measurement terms for various uses 	<ul style="list-style-type: none"> - to review special dates and monthly dates on the calendar - to use numbers for months e.g. 09/29/07 - to recognize when people are asking for the time - to give the time - to read the face of the clock and digital clock - to use <i>to</i> and <i>after</i>, <i>quarters</i>, <i>half past</i> - to use the appropriate preposition for time: <i>in</i>, <i>at</i>, <i>for</i> - to express how long – <i>for 5 minutes</i>, <i>45 minutes</i>, etc., <i>since 5 o'clock</i> etc. - to use terms such as <i>noon</i>, <i>midnight</i>, <i>morning</i>, <i>evening</i>, <i>afternoon</i>, etc. 	<ul style="list-style-type: none"> - to understand the different terms in measuring liquid [<i>volume</i>] and solid [<i>weight</i>] - to review metric and imperial terms - to convert from metric to imperial and vice versa - to use psi [<i>pounds per inch</i>] for measuring pressure - to use fraction terms - to understand abbreviations for measurement - to understand the terms in measuring a window - to ask for the measurement appropriately: <i>how long</i>, <i>how wide</i>, etc. 	<ul style="list-style-type: none"> - to review the way the numbers are said from one to hundreds, to thousands, to millions

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

Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
	Tools That We Use (pg 324)	Matching Names and Tools (pg 328)	Where Are My Tools? (pg 332)	Shop or Chop (pg 340)
5 Tools (pg 323)  ≅ 325 min	<ul style="list-style-type: none"> - to activate previous knowledge about tools - to share information - to report to the whole class 	<ul style="list-style-type: none"> - to match pictures and labels of tools - to pronounce the labels - to learn the names of the tools 	<ul style="list-style-type: none"> - to follow commands containing place prepositions and directional words - to understand the meaning of <i>in, on</i> and <i>at</i> - to ask questions concerning workplace items - to answer questions about workplace items using appropriate prepositions 	<ul style="list-style-type: none"> - to hear and produce the /j/ and /tʃ/ sounds I Think I Have it - to review elements of pronunciation - to read a dialogue with appropriate prosody
	My Utility Knife (pg 388)	Use a Knife Safely (pg 390)	Safe Use Procedures for Utility Knives (pg 396)	Is it Black or Grey? (pg 406)
6 Safe Work Procedures (pg 387)  ≅ 315 min	<ul style="list-style-type: none"> - to discover who uses a utility knife - to discover what it is used for - to review possessive nouns, determiners and pronouns 	<ul style="list-style-type: none"> - to learn key words for understanding the safe work procedures for the utility knife 	<ul style="list-style-type: none"> - to read and understand the specific safe work procedures for the utility knife 	<ul style="list-style-type: none"> - to pronounce /æ/ and /e/ - to grasp the spelling relationship of these sounds
	What Do We Know about LEAN? (pg 470)	Learning the Vocabulary of LEAN (pg 482)	Reading about LEAN (pg 504)	Green and Red (pg 506)
7 LEAN: Eliminating Waste (pg 469)  ≅ 510 min	<ul style="list-style-type: none"> - to discover what we already know about LEAN 	<ul style="list-style-type: none"> - to learn the meaning of the 5S words of LEAN 	<ul style="list-style-type: none"> - to listen and read to a presentation about the main principles of LEAN 	<ul style="list-style-type: none"> - to produce the /iː/ and /ɛ/ sounds - to review elements of pronunciation - to read a dialogue with appropriate prosody
	Lockout and Its Importance (pg 574)	Vocabulary of Lockout Instructions (pg 578)	Reading Instructions (pg 582)	Lock and Key (pg 590)
8 Giving and Following Instructions (pg 573)  ≅ 510 min	<ul style="list-style-type: none"> - to discuss what is already known about Lockout - to find out if learners have every used this procedure - to discuss when it is used and why - to discuss the importance of Lockout as a Safe Work Procedure 	<ul style="list-style-type: none"> - to learn the key words of Lockout - to use the words meaningfully 	<ul style="list-style-type: none"> - to read the SWP for Lockout - to predict the steps for Lockout - to order the text in sequence 	<ul style="list-style-type: none"> - to spell the sound /k/ - to understand the use of the letters 'c', 'ck', 'k' and 'qu' for the /k/ sound - to review elements of pronunciation - to focus on rising intonation to convey uncertainty or incompleteness - to read a dialogue with appropriate prosody
	Endangered Body Parts (pg 646)	Key Words (pg 648)	Protecting Your Eyes (pg 652)	Which Sound? (pg 654)
9 Taking Care of Your Eyes (pg 645)  ≅ 200 min	<ul style="list-style-type: none"> - to review the names of body parts at risk in the workplace - to associate the safety equipment with the appropriate body part 	<ul style="list-style-type: none"> - to learn the meaning of certain words in a text related to the use of the eye wash station 	<ul style="list-style-type: none"> - to read safety instructions related to eye care - to become familiar with safe work procedures - to discuss the risk factors and necessary precautions for eye protection in the workplace 	<ul style="list-style-type: none"> - to focus on hearing and producing the sounds /w/, /v/ and /f/ - to read the Eyewash SWP It's Very Important - to review the elements of prosody - to read a dialogue

Focus 5 Grammar	Focus 6 Socio cultural/ discourse	Focus 7 Language Use Task	Focus 8 Out of Class Task	Module
How Many Do You Need? (pg 364)	Getting a List of Supplies (pg 374)	How Does It Look? (pg 380)	Look, Cover, Write, Check (pg 384)	
<ul style="list-style-type: none"> - to review numbers - to distinguish between countable [things] and non-countable nouns [stuff] - to question <i>how many</i> and <i>how much</i> appropriately 	<ul style="list-style-type: none"> - to ask for items from the work site - to respond to questions - to ask for clarification as to number or amount <i>how many</i> or <i>how much</i> - to use numbers - to review the names of items - to list with appropriate intonation 	<ul style="list-style-type: none"> - to describe various objects in the plant - to follow instructions - to ask for clarifications 	<ul style="list-style-type: none"> - to correctly spell new words - to write words 	<p>5 Tools (pg 323)</p> 
John Smith Used His Utility Knife (pg 424)	Reading a Safe Work Procedure Form (pg 450)	Reading the Razor Blade SWP (pg 460)	Look, Cover, Write, Check (pg 466)	
<ul style="list-style-type: none"> - to be aware of the formation of the verb for talking about the completed past - to use the 'ed' spelling of a verb for the majority of verbs for the past form - to use the changed spelling for the most frequently used verbs - to use the appropriate pronunciation of 'ed' - to ask about the completed action in the past - to reply appropriately 	<ul style="list-style-type: none"> - to understand the standardized form of the SWP - to learn the general vocabulary for most of the forms 	<ul style="list-style-type: none"> - to apply what has been learned about the SWP form to predict content - to read the SWP form for razor blades - to discuss the safe work procedures 	<ul style="list-style-type: none"> - to correctly spell new words - to write words 	<p>6 Safe Work Procedure (pg 387)</p> 
Do You Always Do It? (pg 526)	What Is He Doing? (pg 534)	You Could Be Right (pg 550)	Look, Cover, Write, Check (pg 572)	
<ul style="list-style-type: none"> - to talk about routines - to use the simple present form appropriately 	<ul style="list-style-type: none"> - to understand the meaning of the 'be' + <i>ing</i> form - to use the progressive form appropriately to talk about ongoing or temporary activities - to choose between the simple base form or the 'be' + <i>ing</i> form 	<ul style="list-style-type: none"> - to review the use of mind-set helping verbs - to talk about probability for past, present and future 	<ul style="list-style-type: none"> - to correctly spell new words - to write words 	<p>7 LEAN: Eliminating Waste (pg 469)</p> 
I'd Like to Ask Your Advice (pg 614)	I Can't Do It (pg 634)	Do Me a Favour? (pg 638)	Look, Cover, Write, Check (pg 642)	
<ul style="list-style-type: none"> - to review mind-set helping verbs - to understand and use the appropriate mind-set helping verbs for asking for and giving advice - to practice asking for and giving advice - to learn the discourse pattern for an office visit - to understand the various ways to ask for things to be done 	<ul style="list-style-type: none"> - to learn to accept or refuse a request politely 	<ul style="list-style-type: none"> - to practice requesting people to do things - to use the appropriate form for requesting - to practice responding appropriately 	<ul style="list-style-type: none"> - to correctly spell new words - to write words 	<p>8 Giving and Following Instructions (pg 573)</p> 
How Should We Do It? (pg 670)	Following the Instructions (pg 690)	Using the Eyewash Station (pg 694)	Look, Cover, Write, Check (pg 696)	
<ul style="list-style-type: none"> - to understand and use adverbs of manner 	<ul style="list-style-type: none"> - to demonstrate understanding of the SWP - to order the commands related to the use of the Eyewash Station 	<ul style="list-style-type: none"> - to demonstrate understanding of the SWP - to use the commands related to the use of the Eyewash Station - to follow the commands related to the use of the Eyewash Station 	<ul style="list-style-type: none"> - to correctly spell new words - to write words 	<p>9 Taking Care of Your Eyes (pg 645)</p> 

Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
	Process Work Instructions (pg 700)	Process Terms (pg 702)	The Steps of a Process (pg 706)	Making English Sounds (pg 756)
<p>10 Process Work Instructions (pg 699)</p>  <p>≅ 300 min</p>	<ul style="list-style-type: none"> - to discuss what instructions the learners have at their work site 	<ul style="list-style-type: none"> - to learn key vocabulary for work instructions; space relationship terms, key nouns, process verbs 	<ul style="list-style-type: none"> - to understand the language of a particular process - to sequence steps 	<ul style="list-style-type: none"> - 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 Take a Message - to review elements of pronunciation - to read a dialogue with appropriate prosody
	Introduction to Employment Standards (pg 842)	How to Get Information (pg 852)	Protection of Young Workers (pg 860)	Hours & Days Worked (pg 866)
<p>11 Employment Standards (pg 841)</p>  <p>≅ 260 min</p>	<ul style="list-style-type: none"> - to activate prior knowledge of Employment Standards - to identify, describe and classify which employees are covered or not covered by the Employment Standards legislation 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
	What Do You Know about Workplace Hazardous Materials? (pg 960)	How Can Hazardous Materials Harm Us? (pg 966)	Symbols (pg 1010)	Labels (pg 1030)
<p>12 WHMIS Revisited (pg 959)</p>  <p>≅ 280 min</p>	<ul style="list-style-type: none"> - to discuss what hazardous materials the learners work with - to list the items 	<ul style="list-style-type: none"> - to understand the routes of entry - to understand the protection needed to avoid entry 	<ul style="list-style-type: none"> - to recognize the symbols - to know what danger is in each product by the symbol 	<ul style="list-style-type: none"> - to understand the importance of labels - to know the difference between a supplier and workplace label - to read labels
	Key Ideas Recalled (pg 1070)	Watching for Potholes (pg 1072)	Asking Questions (pg 1078)	The Star of the Class (pg 1086)
<p>13 Finish the Course (pg 1069)</p>  <p>≅ 190 min</p>	<ul style="list-style-type: none"> - to brainstorm about key points remembered about the topics covered 	<ul style="list-style-type: none"> - to review the consonant sounds of /θ/ and /ð/ /s/ /ʃ/ and /tʃ/ /w/ /v/ - to review the lax and tense vowel sounds 	<ul style="list-style-type: none"> - to review the question words and the expected response - to review the word order for WH-questions 	<ul style="list-style-type: none"> - 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 Out of Class Task	Module
<p>You Should or Must (pg 818)</p> <p>- 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</p>	<p>Did You Say (pg 822)</p> <p>- to use appropriate strategies for asking for clarification</p>	<p>How do you Do that? (pg 834)</p> <p>- to 'role play' various situations - to answer questions about processes</p>	<p>Look, Cover, Write, Check (pg 838)</p> <p>- to correctly spell new words - to write words</p>	<p>10 Process Work Instructions (pg 699)</p> 
<p>Wages (pg 892)</p> <p>- 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</p>	<p>Unpaid Leaves (pg 916)</p> <p>- 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</p>	<p>Termination of Employment (pg 930)</p> <p>- 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</p>	<p>Look, Cover, Write, Check (pg 956)</p> <p>- to correctly spell new words - to write words</p>	<p>11 Employment Standards (pg 841)</p> 
<p>Materials Safety Data Sheet (pg 1040)</p> <p>(not Grammar)</p> <p>- to know about the MSDS book and their placement - to be able to read the data sheets</p>	<p>Workers' Rights (pg 1050)</p> <p>- to know their rights as workers</p>	<p>WHMIS Pursuit (pg 1056)</p> <p>- to review information about WHMIS - to have an interactive activity for discussing various aspects of WHMIS</p>	<p>Look, Cover, Write, Check (pg 1066)</p> <p>- to correctly spell new words - to write words</p>	<p>12 WHMIS Revisited (pg 959)</p> 
<p>Writing a Thank You Memo (pg 1092)</p> <p>- to express appreciation appropriately in writing - to understand the memo format - to use causal terms</p>	<p>Celebrating (pg 1096)</p> <p>- to celebrate together the completion of the course - to express verbally appreciation for the training</p>			<p>13 Finish the Course (pg 1069)</p> 