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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.
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**Clip Art:** *The Big Box of Art*® 410,000, Hemera Technologies Inc.

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## Proper Lifting Techniques

≈ 430 min

### Focus 1:

pg.2 ≈ 20 min

#### What Needs to be Lifted & How?

- to discuss the lifting that must be done on the job
- to discuss what mechanical aids they have to help

### Focus 2:

pg.4 ≈ 30 min

#### Maintain That Posture

- to learn the vocabulary for the parts of the body involved in lifting
- to learn the verbs related to lifting

### Focus 3:

pg.14 ≈ 45 min

#### Reading about Proper Lifting Techniques

- to read and understand the key concepts about proper lifting procedures

### Focus 4:

pg. 28 ≈ 45 min

#### Don't Lift Too High

- to hear and pronounce /ay/ & /I/
- to understand the sound-spelling relationship for the letter 'i'

### Focus 5:

pg. 44 ≈ 45 min

#### Thin or Then

- to hear and produce /θ/ & /ð/

### Focus 6:

pg.60 ≈ 60 min

#### What Do I Need to Do?

- to distinguish the intonation patterns of questions

### Focus 7:

pg.70 ≈ 45 min

#### The 7'Ws

- to distinguish the meaning of the information questions key words: *who, what, where, when, why, which, how*

### Focus 8:

pg.80 ≈ 90 min

#### Asking Questions

- to learn the correct word order for information questions
- to form questions
- to respond negatively

### Focus 9:

pg.110 ≈ 30 min

#### What Do You Think?

- to discuss issues concerning proper lifting techniques
- to use information questions
- to practice answering information questions

≈ (-approximate)