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**Published by Joy Two Publications,**  
80 Parkview Crescent, Steinbach, MB R5G 2G5 Canada  
Telephone: (204) 326-5172  
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Website: www.joytwopublications.com

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**Design, Layout & Graphics:** Joy Two Publications, 80 Parkview Crescent, Steinbach, MB

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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.

ISBN: 978-1-928047-56-8

## Safety Equipment

≐ 350 min

### **Focus 1:**

*pg.2* ≐ 45 min

### **Discussing Safety**

- to discover what the learners already know about safety
- to discuss dangers and safety equipment

### **Focus 2:**

*pg.4* ≐ 45 min

### **Using Safety Equipment**

- to understand the verbs attached to safety equipment
- to follow and give instructions
- to use prepositions of placement

### **Focus 3:**

*pg.12* ≐ 45 min

### **Labeling Safety Equipment**

- to match words and symbols for safety equipment
- to give and follow instructions

### **Focus 4:**

*pg.22* ≐ 60 min

### **Glue, Wood and Rust**

- to hear and pronounce /u<sup>w</sup>/, /ʊ/ and /ʌ /
- to learn the spelling principles for these sounds
- to use vowels sounds as responses

### **Focus 5:**

*pg.40* ≐ 60 min

### **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

### **Focus 6:**

*pg.54* ≐ 45 min

### **How Often?**

- to understand the meaning and form of the adverbs of frequency
- to use verbs and adverbs of frequency appropriately as they relate to safety

### **Focus 7:**

*pg.62* ≐ 20 min

### **Describing Items**

- to use adjectives of colour and size
- to use size before colour adjectives

### **Focus 8:**

*pg.72* ≐ 30 min

### **Lost Safety Equipment**

- to use safety equipment vocabulary
- to describe shape, colour and size
- to learn the order of adjectives
- to question and answer

≐ (-approximate)