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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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Kehe, David & Peggy Dustin. *Conversation Strategies: Pair and Group Activities for Developing Communicative Competence*. Brattleboro, VT: Pro Lingua Associates, 1994.

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

ISBN:

WHMIS Revisited

≐ 270 min

Focus 1: What Do You Know about Workplace Hazardous Materials?

pg.2 ≐ 30 min

- to discuss what hazardous materials the learners work with
- to list the items

Focus 2: How Can Hazardous Materials Harm Us?

pg.8 ≐ 45 min

- to understand the routes of entry
- to understand the protection needed to avoid entry

Focus 3: Symbols

pg.60 ≐ 45 min

- to recognize the symbols
- to know what danger is in each product by the symbol

Focus 4: Labels

pg. 86 ≐ 30 min

- to understand the importance of labels
- to know the difference between a supplier and workplace label
- to read labels

Focus 5: Materials Safety Data Sheet

pg. 98 ≐ 45 min

(not Grammar)

- to know about the MSDS book and their placement
- to be able to read the data sheets

Focus 6: Workers' Rights

pg.112 ≐ 30 min

- to know their rights as workers

Focus 7: WHMIS Pursuit

pg.118 ≐ 45 min

- to review information about WHMIS
- to have an interactive activity for discussing various aspects of WHMIS

≐ (-approximate)