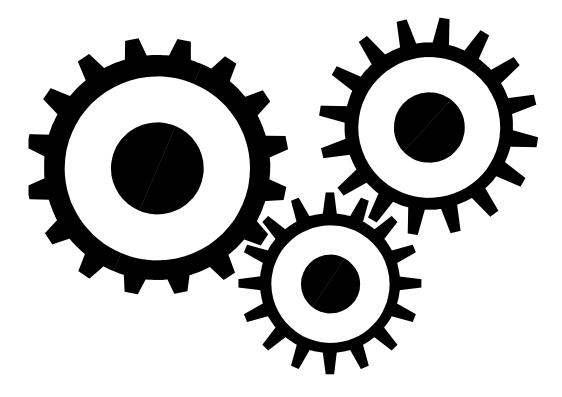


Manufacturing





English at Work: Manufacturing

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Nation, Paul. *New Ways in Teaching Vocabulary*. Alexandria, Virginia: TESOL, 1994. Peters, Elaine. *Grammar Shapes Teacher's Kit* ©1998

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Contents 2	
	Page
16. Finishing the Course	933
15. Employee Handbook	881
14. WHMIS Revisited	789
13. Manufacturing Process Work Instructions	733
12. Using Machines Safely	659
11. Describing the Product	609
10. Numbers, Numbers, Numbers	513
9. Lockout	457
8. LEAN: Eliminating Waste	385
7. Safe Work Procedures	309
6. Tools	257
5. Proper Lifting Techniques	163
4. Taking Care of Your Eyes	127
3. Talking About Safety & Safety Equipment	79
2. Getting to Know Departments	29
1. Introductions	1
First Steps	xii
Map of Module Objectives	iv

Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
1 Introductions (pg 1)	(pg 2) Welcome & Meet the Instructor - 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'	(pg 4) Getting to Know Each Other - 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	(pg 10) (not Reading) English is Hard - to talk about their perception of the difficulties of English - to understand their common issues - to learn to report on discussions	(pg 14) (not Pronunciation) How to Learn English - 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
2 Getting to Know Departments (pg 29)	(pg 30) Naming the Departments - to discover how much the learners know about the departments - to list the departments - to learn how to say the departments - to organize the departments by purpose - to fill out a simple form	(pg 36) Putting It Together - to learn the placement of each department in the plant - to work cooperatively to put together a map of the plant - to review evacuation procedures from the classroom - to identify the classroom on the plant map - to record the evacuation route on the plant map	(pg 40) Describing the Product - to recognize the finished product of each department - to match description of departments and names	(pg 48) Clear and Unclear - to understand stressed and unstressed syllables - to understand and produce the /ə/
3 Talking about Safety & Safety Equipment (pg 79)	(pg 80) Discussing Safety Equipment - to discover what the learners already know about safety - to discuss dangers and safety equipment	(pg 82) Using Safety Equipment - to understand the verbs attached to safety equipment - to follow and give instructions - to use prepositions of placement	(pg 84) Labeling Safety Equipment - to match words and symbols for safety equipment - to give and follow instructions	(pg 92) Glue, Wood, and Rust - to hear and pronounce $/u^{w}$, $/o/$ and $/\Delta$ - to learn the spelling principles for these sounds - to use vowels sounds as responses
4 Taking Care of Your Eyes (pg 127)	(pg 128) Endangered Body Parts - to review the names of body parts at risk in the workplace - to associate the safety equipment with the appropriate body part	(pg 130) Key Words - to learn the meaning of certain words in a text related to the use of the eye wash station	(pg 134) Protecting Your Eyes - 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	(pg 136) Which Sound? - to focus on hearing and producing the sounds /w/, /v/ and /f/ - to read the Eyewash SWP

Focus 5 Grammar	Focus 6 Socio cultural/ discourse	Focus 7 Language Use Task	Focus 8 Out of Class Task	Module
(pg 16) (not Grammar) Accomplishing Goals - to discuss the need of English for the workplace - to discuss goals and objectives for the course	(pg 18) Look, Cover, Write, Check - to correctly spell new words - to write words	(pg 22) The Fire Evacuation Route - to follow directions - to give directions - to learn the fire evacuation route - to copy out directions - to mark a route on a map	(pg 24) Safety Areas - to give specific task for continued learning between classes - to read the map of the Company's plant - to locate the safety sites nearest to their work area - to talk to their supervisors about the task in English	1 Introductions (pg 1)
(pg 56) Crossroads in the Plant - to review the department names and their placement - to read a map of the plant - to ask questions: where's; where are; what's - to answer questions of placement - to use placement prepositions: across from, next to, to the right of, to the left of, beside, to the north of, to the south of, to the east of, opposite, behind	(pg 60) Following Directions - to ask for and give directions - to follow verbal directions - to become familiar with the department names - to review the placement of the departments	(pg 64) Where Am I? - to talk about various places and safety centres in the plant - to ask questions using <i>Do</i> <i>youthere? Can you?</i> - to respond in the negative or affirmative to questions	(pg 70) Safety Equipment - to give specific tasks for continued learning between classes - to prepare for the next unit - to discover some vocabulary for safety equipment - to use a crossword puzzle to promote conversation with supervisors	2 Getting to Know Departments (pg 29)
(pg 108) 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	(pg 116) Describing Items - to use adjectives of colour and size - to use size before colour adjectives	(pg 120) Lost Safety Equipment - to use safety equipment vocabulary - to describe shape, colour and size - to question and answer	(pg 122) Chemicals & Eye Wash Station - to give specific tasks for continued learning between classes - to prepare learners for the next module - to know where the Eyewash Stations are in the workplace - to list the chemicals that are worked with	3 Talking about Safety & Safety Equipment (pg 79
(pg 146) How Should We Do It? - to understand and use adverbs of manner	(pg 152) Following Instructions - to demonstrate understanding of the SWP - to order the commands related to the use of the Eyewash Station	(pg 156) Using the Eyewash Station - 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	(pg 158) Lifting - to give a specific task for continued learning between classes - to prepare them for the next unit - to promote conversation with supervisors - to bring attention to differing lifting techniques in the workplace	4 Taking Care of Your Eyes (pg 127)

Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
5 Proper Lifting Techniques (pg 163)	(pg 164) 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	(pg 166) Maintain That Posture - to learn the vocabulary for the parts of the body that are involved in lifting - to learn the verbs related to lifting	(pg 174) Reading about Proper Lifting Techniques - to read and understand the key concepts of the SWP	(pg 190) Don't Lift Too High - to hear and pronounce /ay/ & /I/ - to understand the sound- spelling relationship for the letter 'i' - to hear and produce /θ/ & /ð/
6 Tools (pg 257)	(pg 258) Tools That We Use - to activate previous knowledge about tools - to share information - to report to the whole class	(pg 260) Matching Names and Tools - to match pictures and labels of tools - to pronounce the labels - to learn the names of the tools	(pg 264) Where Are My Tools? - to follow commands containing place prepositions and directional words - to understand the meaning of <i>in</i> , <i>on</i> and <i>at</i> - to ask questions concerning workplace items - to answer questions about workplace items using appropriate prepositions	(pg 272) <u>Shop or Chop</u> - to hear and produce the /ʃ/ and /tʃ/ sounds
7 Safe Work Procedures (pg 309)	(pg 310) My Utility Knife - to discover who uses a utility knife - to discover what it is used for - to review possessive nouns, determiners and pronouns	(pg 312) Use a Knife Safely - to learn key words for understanding the safe work procedures for the utility knife	(pg 318) Safe Use Procedures for Utility Knives - to read and understand the specific safe work procedures for the utility knife	(pg 324) Is it Bl <u>a</u> ck or Grey? - to pronounce /æ/and /e ^y / - to grasp the spelling relationship of these sounds
8 LEAN: Eliminating Waste (pg 385)	(pg 386) What Do We Know about LEAN? - to discover what we already know about LEAN	(pg 398) Learning the Vocabulary of LEAN - to learn the meaning of the 5S words of LEAN	(pg 412) Reading about LEAN - to listen and read to a presentation about the main principles of LEAN	(pg 414) Gr <u>ee</u> n and R <u>e</u> d - to produce the /i ^γ / and /ε/ sounds

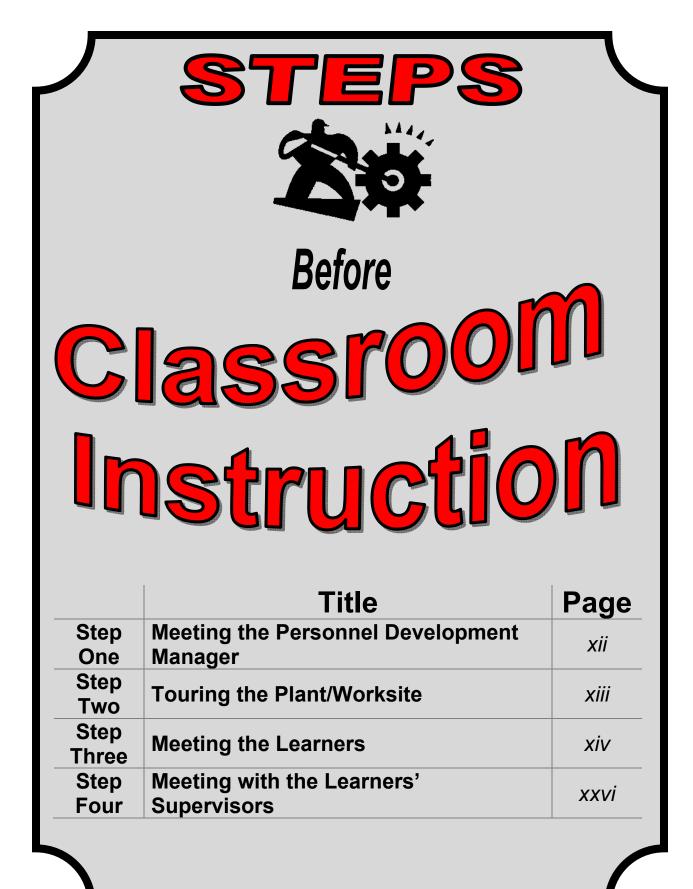
Focus 5 Grammar	Focus 6 Socio cultural/ discourse	Focus 7 Language Use Task	Focus 8 Out of Class Task	Module
(pg 220) Asking Questions - to learn the correct word order for information questions - to form questions	(pg 238) The 7 W's - to distinguish the meaning of the information questions key words: <i>who</i> , <i>what, where, when, why,</i> <i>which, how</i>	(pg 246) What Do You Think? - to discuss issues concerning proper lifting techniques - to use information questions - to practice answering information questions	(pg 252) Tool Boards - to give specific tasks for continued learning between classes - to prepare them for the next unit - to be aware of the tool boards - to find the names for the tools - to learn the spelling of some key words	5 Proper Lifting Techniques (pg 163)
(pg 288) How Many Do You Need? - 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	(pg 294) Getting a List of Supplies - to ask for items from the work site - to respond to questions - to ask for clarification as to number or amount <i>how</i> <i>many</i> or <i>how much</i> - to use numbers - to review the names of items - to list with appropriate intonation	(pg 300) How Does It Look? - to describe various objects in the plant - to follow instructions - to ask for clarifications	(pg 304) Safe Work Procedures for Utility Knives - to understand some key words on SWP forms - to study outside of class	6 Tools (pg 257)
(pg 342) John Smith Used His Utility Knife - 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 competed action in the past - to reply appropriately	(pg 364) Reading a Safe Work Procedure Form - to understand the standardized form of the SWP - to learn the general vocabulary for most of the forms	(pg 374) Reading the Razor Blade SWP - 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	(pg 380) LEAN - to be made aware of the 5S Signs in the workplace	7 Safe Work Procedures (pg 309)
(pg 428) Do You Always Do It? - to talk about routines - to use the simple present form appropriately	(pg 436) What Is He Doing? - 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	(pg 448) Answering Questions about Routines - to read and respond to questions appropriately	(pg 452) Lockout - to prepare the learners for learning the language of Lockout	8 LEAN: Eliminating Waste (pg 385)

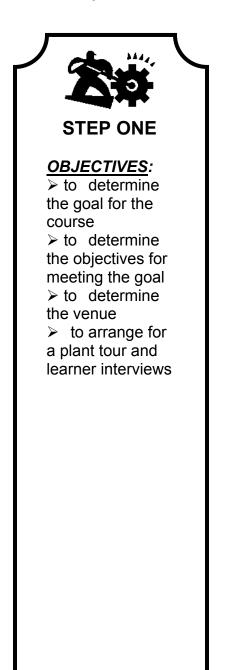
Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
9 Lockout (pg 457)	(pg 458) Lockout and Its Importance - to discuss what is already known about Lockout - to find out if learners have every used this procedure - to discuss when it is used and why - to discuss the importance of Lockout as a Safe Work Procedure	(pg 466) Vocabulary of Lockout - to learn the key words of Lockout - to use the words meaningfully	(pg 470) Reading the SWP for Lockout - to read the SWP for Lockout - to predict the steps for Lockout - to order the text in sequence	(pg 478) Lock and Key - to spell the sound /k/ - to understand the use of the letters 'c', 'ck', 'k' and 'qu' for the /k/ sound
10 Numbers, Numbers, Numbers (pg 513)	(pg 514) When and Where Do We Use Numbers? - to list the use of numbers and the appropriate measurement terms for various uses	(pg 520) What Is the Date and Time? - 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 give the time - to give the time - to use to and after, quarters, half past - to use the appropriate preposition for time: <i>in</i> , <i>at</i> , for - to express how long – for 5 minutes, 45 minutes, etc., since 5 o'clock etc. - to use terms such as noon, midnight, morning, evening, afternoon, etc	(pg 542) How Big Is It? - to understand the different terms in measuring liquid [volume] and solid [weight] - to review metric and imperial terms - to convert from metric to imperial and vice versa - to use psi [pounds per inch] 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: how long, how wide, etc.	(pg 550) Counting in English - to review the way the numbers are said from one to hundreds, to thousands, to millions
11 Describing the Product (pg609)	(pg 610) Talking about the Product(s) - to discover what the learners already know about the process of making the product(s)	(pg 612) Naming the Parts of the Product - to learn the terms for the parts of a window - to use the appropriate term in talking about windows	(pg 618) Name That Product - to learn the names of the kinds of products produced at the worksite	(pg 628) Pay or Bay - to focus on hearing and producing /p/, /b/, /f/, /v/ and the clusters with /l/ and /r/
12 Using Machines Safely (pg659)	(pg 660) What Machines Are Being Used? - to survey the class for machinery usage - to make a bar chart	(pg 666) In Other Words - to learn and use the key action words (verbs) in the Mitre Saw SWP - to learn synonyms for the key words	(pg 678) Name the Machines and their Parts - to learn the names and uses of the saws and their parts	(pg 684) Gold or Bronze - to pronounce the vowels /o ^w / and /ɔ/ - to understand the spelling principle of these sounds

Focus 5 Grammar	Focus 6 Socio cultural/ discourse	Focus 7 Language Use Task	Focus 8 Out of Class Task	Module
(pg 492) Check the Machine - to understand the various ways to ask for things to be done	(pg 500) I Can't Do It - to learn to accept or refuse a request politely	(pg 504) Do Me a Favour? - to practice requesting people to do things - to use the appropriate form requesting - to practice responding appropriately	(pg 508) Numbers in Use - to show the understanding of the use of numbers in the workplace - to use the language necessary for doing the steps	9 Lockout (pg 457)
(pg 556) How Long Have You Been Here? - 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	(pg 568) How Cold Is It? - 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	(pg 578) How Much Does It Cost? - to ask for the price of items - to use dollars and cents terms - to speak of discounts – percentage terms - to write a cheque	(pg 604) Looking at the Main Product - to prepare the learners for the next unit - to gain understanding in the terms used for the different parts of the main product - to use language necessary for doing the steps	10 Number, Numbers, Numbers (pg 513)
(pg 640) Windows That Open - to use relative [adjective] clauses for description	(pg 648) Standard Features - to connect the features to the kinds of windows - to share information - to read and fill in a chart	(pg 650) You Need This Product - to talk about the features of a window to persuade	(pg 654) Where Are the Saws (Machines) - to show the understanding of the use of saws in the workplace - to talk to supervisors	11 Describing the Product (pg609)
(pg 696) No, Don't! - to use the negative adjective and adverbs appropriately and accurately	(pg 708) Could You Repeat That Please? - to use appropriate strategies for asking for clarification	(pg 718) Tell Me How to Use This Machine - to skim and scan a document for information - to answer questions about the procedures for using a machine - to have the learners retell the procedures for using a machine in their own words	(pg 728) Manufacturing Process - to be aware of the Work Instruction pages at the worksite - to discuss the instruction sheets with their supervisors	12 Using Machines Safely (pg659)

Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
13 Manufacturing Process Work Instructions (pg 733)	(pg 734) Process Work Instructions - to discuss what instructions the learners have at their work site	(pg 736) Process Terms - to learn key vocabulary for work instructions; space relationship terms, key nouns, process verbs	(pg 742) Reading the Steps of a Process - to understand the language of a particular process - to sequence steps	(pg 746) (not Pronunciation) Vowel Sounds with Glazing & Glass - 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 and use the /s/ and /z/ sounds - to understand and use the correct spelling of these sounds
14 WHMIS Revisited (pg 789)	(pg 790) What Do You Know about Workplace Hazardous Materials? - to discuss what hazardous materials the learners work with - to list the items	(pg 796) How Can Hazardous Materials Harm Us? - to understand the routes of entry - to understand the protection needed to avoid entry	(pg 820) Symbols - to recognize the symbols - to know what danger is in each product by the symbol	(pg 842) Labels - to understand the importance of labels - to know the difference between a supplier and workplace label - to read labels
15 Employee Handbook (pg 881)	(pg 882) Getting Answers - to discuss getting information or answers about various aspects of the workplace - to introduce the topic of the Employee Handbook	(pg 884) Key Words of the Handbook - to understand and use some of the main words in the handbook - to use a dictionary - to use synonyms	(pg 886) The Format of the Employee Handbook - to understand the format of the handbook - to know the categories of information in the handbook	(pg 890) Pay, Repay and Payment - to know how to write (spell accurately) some key words - to understand some of the key prefixes and suffixes - to place proper stress on words with suffixes
16 Finishing the Course (pg 933)	(pg 934) Key Ideas Recalled - to brainstorm about key points remembered about the topics covered			(pg 936) Rhyming Words - to review the consonant sounds of /θ/ and /ð/ /s/ /ʃ/ and /tʃ/ /w/ /v/ - to review the lax and tense vowel sounds

Focus 5 Grammar	Focus 6 Socio cultural/ discourse	Focus 7 Language Use Task	Focus 8 Out of Class Task	Module
(pg 774) (not Grammar) Using Should and Must - to understand and use the modals should and must and the phrasal modals have to, have got to for necessity	(pg 776) Don't you Mean? - to use a contrastive stress for contradicting or correcting - to use phrases such as You mean? I thought; Don't you mean? Oh I was told	(pg 780) How Do You Do That? - to 'role play' various situations - to answer questions about processes	(pg 784) WHMIS - to be aware of the hazardous materials and symbols at the worksite - to discuss the instruction sheets with their supervisors	13 Manufacturing Process Work Instructions (pg 733)
(pg 852) Materials Safety Data Sheet - to know about the MSDS book and their placement - to be able to read the data sheets	(pg 860) Workers' Rights - to know their rights as workers	(pg 866) WHMIS Pursuit - to review information about WHMIS - to have an interactive activity for discussing various aspects of WHMIS	(pg 876) Employee Handbook - to be able to find the appropriate numbers in the Content pages - to write the numbers into the puzzle - to discuss the completed worksheet with their supervisor	14 WHMIS Revisited (pg 789)
(pg 906) The Language of Official Documents - to understand the formation of the passive voice - to understand the use of passives for focus on subject - to understand the use of passives for lack of stated actor	(pg 918) Handbook Jeopardy - to grasp the importance of using the Handbook to find out information - to practice finding answers to questions in the Handbook	(pg 922) Enrollment for Benefits - to understand and fill out the Benefits Calculation Form - to understand and fill out the Industrial Alliance Application Form	(pg 930) Filling out a form - to fill out a form - to discuss the completed form with a supervisor	15 Employee Handbook (pg 881)
(pg 954) Asking Questions - to review the question words and the expected response - to review the word order for WH-questions	(pg 960) The Star of the Class - to ask and answer questions about topics covered in the course - to work cooperatively	(pg 966) Writing a Thank you Memo - to express appreciation appropriately in writing - to understand the memo format - to use causal terms	(pg 970) Celebrating - to celebrate together the completion of the course - to express verbally appreciation for the training	16 Finishing the Course (pg 933)





Meeting the Personnel Development Manager

- 1. Arrange for a meeting with the people responsible for personnel development.
- 2. Discuss and agree upon the main goal of the class: outcomes
- 3. Discuss and prioritize the objectives of the course together.
- 4. Ask for permission for a tour of the plant to take pictures and gather materials.



STEP TWO

OBJECTIVES:

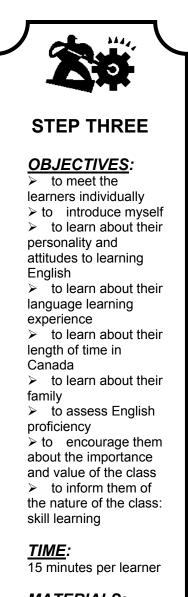
to see the \geq worksites of the learners > to understand the layout and processes in the plant > to take pictures for authentic material development > to collect material such as brochures, safe work procedures, shop packets, work instructions, job descriptions, maps > to understand the 'culture' of the company

MATERIALS:

digital camera

Touring the Plant/Worksite

- 1. Take a tour of the plant with a guide.
- 2. Take as many pictures as are permitted of machines, tools, work area, signs, areas etc.
- 3. Collect materials: whatever is available.
- 4. Observe the activity and 'culture.'



<u>MATERIALS:</u>

- learner profile
- question sheet
- digital camera

Stage 1 and

Stage 2 Assessment Sheets

Meeting the Learners

Part A

- 1. Arrange to spend 15 minutes with each learner for an informal interview.
- 2. Prepare a profile sheet for each learner; add as much information as you know about the learner already from any information you got from the office [applications, resumes etc]
- 3. Prepare an outline of the questions you want to use.
- e.g. Introduce self as the English teacher How do you pronounce your name? How do you spell it?
 - Ask them about the department they are working in and their training.

Ask questions to be able to fill in the profile form. What do they expect to learn in the class? What is their most urgent need in English? May I take their picture?

Encourage them about the nature of the class: skill getting.

Invite them to the first class.

Part B

- 1. Have an informal chat with the learners, putting them at ease as much as possible, and fill out the questionnaire with what you learn.
- 2. Write in any notes that will assist you in knowing about their language ability.
- 3. Take a picture if they give you permission.
- 4. Inform them of the time and place of the first class.

Sample Template for Learner Profile

Name:
Department:
Training Required:
First Language:
Other Languages:
Arrival in Canada:
English Training:
Education:
Skills:
Previous Job:
Family:
Language Assessment:

Part C

Fill out Assessment Sheets on the class.

*Reading Assessment (Stage 1: CLB 1-4) p. 189

 Note: Assessment pages* have been added throughout the curriculum (the list of the pages is below with corresponding page numbers). These pages could be used as a record sheet of your learners' proficiency levels as you observe them doing various tasks. The descriptions and numbers are according to the Canadian Language Benchmarks. http://www.language.ca

 *Listening Assessment (Stage 1: CLB 1-4) p. 28
 (Stage 2: CLB 5-8) p. 451

 *Speaking Assessment (Stage 1: CLB 1-4) p. 119
 (Stage 2: CLB 5-8) p. 541

 *Writing Assessment (Stage 1: CLB 1-4) p. 162
 (Stage 2: CLB 5-8) p. 603

(Stage 2: CLB 5-8) p. 477

*Speaking Assessment Stage 1

Speaking Assessment Sheet Date:	sment She	tet Da	te:												
	Discour	ourse Coherence	rence		Structures	lres				$\mathbf{P}_{\mathbf{r}}$	Pronunciation	iatio	u		
stad from Canadian Language Ropolm	 Initial Basic Proficiency: speaks in isolated words or strings of two to three words, no evidence of connected discourse Developing Basic Proficiency: asks and responds to simple routine, predictable questions about personal information; demonstrates little evidence of connected discourse Adequate Basic Proficiency: can communicate with some difficulty about basic needs in informal conversations; demonstrates some evidence of connected discourse (and, but) 	asic Proficiency: speaks in rds or strings of two to three vidence of connected ping Basic Proficiency: ask ds to simple routine, questions about personal u, demonstrates little evidenc ed discourse the Basic Proficiency: can te With some difficulty abou in informal conversations; es some evidence of discourse (and, but)	speaks in wo to three cted ne, ciency: asks ne, cersonal the evidence uny: can culy about culy about of of	 Initial Basic Prof almost no control of structures and tenses structures and tenses Developing Basi demonstrates little cc structures and tenses Adequate Basic demonstrates some come structures are reduce expressions; the corrr only with some come only with some cont only with some cont only with some cont 	 Initial Basic Proficiency: demonstrates almost no control of basic grammar structures and tenses Developing Basic Proficiency: demonstrates little control of basic grammar structures and tenses Adequate Basic Proficiency: demonstrates some control of very basic grammar structures and tenses; many structures are reduced, uses basic time expressions; the correct past tense is used only with some common verbs Huent Basic Proficiency: demonstrates adequate control of basic demonstrates adequate control of basic 	icy: demo egrammar oficiency: l of basic g iciency: marses; mar ast tense i ast tense i ast tense i art tense i ar	nstrates ; ; ; ; ; ; used ; ; used	 Initial Initial Significant pronuncia pronuncia Adequestil freque assistance Fluent impede cc 	I Basic Inty imp I ation di ation di at	Profici ede coi dificulti asic Pr npede e incation	 Initial Basic Proficiency: pronunciation difficulties may significantly impede communication Developing Basic Proficiency: makes long pauses; pronunciation difficulties often impede communication Adequate Basic Proficiency: pronunciation difficulties still frequently impede communication; sometimes needs assistance Fluent Basic Proficiency: pronunciation difficulties may impede communication; needs only a little assistance. 	nuncia tion tcy: mal ucy: male mpede c rponuci conunci conunci nly a litt	tion dif tes long commu nciatio ometin ometin di assissi le assissi	icultie: pause nication diffic les nee ficultie ance.	s may i ulties ds s may
Learners:	4. Fluent Basic Proficiency: dear evidence of connected discourse (and, but, first, next, then, because)	Proficiency f connected d next, then, be	: liscourse cause)	grammar; uses common verbs	grammar; uses correct past tense with common verbs	st tense wi	f	I	Individual Sounds	dual nds		Stre Iı	Stress/Rhythm Intonation	thyt] atior	un
1.	1 2	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4
2.	1	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4
3.	1	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4
4.	1 2	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4
5.	1	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4
9.9	1 2	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4
7.	1	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4
8.	1	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4
9.	1	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4
10.	1	2 3	4	1	2	3	4	1	2	3	4	1	2	3	4

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Speaking Stage 1

Listening Assessment She	nt Sheet	Date:														
	Discourse Coherence	e Cohe	rence		Structures	res			Pronunciation	unci	atic	u				
	 Initial B. Iimited num comprehens able to listen able to listen simple routi personal inf comprehens ability to list ability to l	 Initial Basic Proficiency: understands limited number of isolated words, minimal comprehension of connected discourse; is not able to listen and perform actions Developing Basic Proficiency: understand simple routine, predictable questions about personal information; demonstrates little comprehension of connected discourse; limited ability to listen and perform actions Aequate Basic Proficiency: can understand with some difficulty basic needs in informal conversations; demonstrates some evidence of comprehension of connected discourse (and, but); has limited recognition of chronological sequencing of events in narrating stories; able to guess and predict Fluent Basic Proficiency: can follow, although with considerable effort, simple formal and informal conversations and other listernal enversations of connected 	ency: under ed words; in ected discoute m actions. In a contractes in a contractes ected discouter ifficiency: care demonstrates ifficiency: care ifficiency: care ifficiency: care ifficiency: care ifficiency: care if of events of of events of of events of of events of of events of of events if of events of events of of events of of events of of events of of events of ev	 Initial Basic Proficiency: understands limited number of isolated words, minimal comprehension of connected discourse; is not able to listen and perform actions Developing Basic Proficiency: understands simple routine, predictable questions about personal information; demonstrates little comprehension of connected discourse; limited ability to listen and perform actions Adequate Basic Proficiency: can understand with some difficulty basic needs in informal conversations; demonstrates some evidence of comprehension of connected discourse (and, but); has limited recognition of chronological sequencing of events in narrating stories; able to listen and perform some simple actions; is able to guess and predict Fluent Basic Proficiency: can follow, although with considerable effort, simple formal and informal conversations and other listening text/discourse on topics of immediate 	 I. Initial understau words an contexty in contexty in contexts 2. Develor recognize personal simple cc elear con 3. Adeque recognize questions and expain instructions and expain instruction context 4. Fluen little assis modificat 	 Initial Basic Proficiency: understands limited number of common words and phrases in a predictable context; neede extensive assistance context; neede extensive assistance Developing Basic Proficiency: recognizes structures to follow simple personal information questions and simple commands or directions with clear contextual clues Adequate Basic Proficiency: recognizes grammar structures in questions related to personal experience and expanded range of common daily instructions, positive and negative commands and requests related to context Fluent Basic Proficiency: needs a little assistance (such as speech modification or explanation). 	iciency: number of c a predictal ive assistant to follow si questions a directions v directions v a directions v directions v directions v a directions v directions v structures ir a structures ir a structures ir a structures ir a structures in a structu	ommon Jle cc wr mple nd vith daily e e o c c c c c c c c c c c c c c c c c	 Iniminity Inition Inition Inition Speece Speece Filt Filt Speece Speece Speece 	tial Ba al sou ution a h rate) h rate) h rate) ate sou trion a ate sou trion a ate sou h rate) h rate) h rate)	sic P. and oth (s) (s) in the side of the	 Initial Basic Proficiency: recognizes minimal sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Developing Basic Proficiency: recognizes some sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Adequate Basic Proficiency: recognizes adequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Fluent Basic Proficiency: recognizes adequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances 	rcy: rec s) rhyth s (loud imple u fifcien s (loud imple u imple u imple u imple u imple u imple u imple u	ogniz, less, p less, p less, p less, p less, p less, p leteran lit	s: titch, ces ces ces ces ces ces ces ces	
1	speech. Of	personal relevance at a slower to it speech. Often requests repetition.	repetition.						Individual	idu	al	St	Stress/Rhythm	/Rh	ythr	я
Learners:									Sounds	ds		Г	<u>Intonation</u>	tior		
1.	1	0	\mathfrak{S}	4	1	0	3	4	1	2	33	4	1	2	33	4
2.	1	2	3	4	1	2	3	4	1	2	3	4		2	3	4
3.	1	2	3	4	1	2	3	4	1	7	3 2	4	1	7	3 2	4
4.	1	2	3	4	1	2	3	4	1	7	3 2	4	1	7	3 2	4
5.	1	7	6	4	1	0	\mathcal{O}	4	1	2	3	4	-	2	3	4
6.	1	2	3	4	1	2	3	4	1	2	3 2	4	1	2	3 2	4
7.	1	2	3	4	1	2	3	4	1	5	3 2	4	1	2	3 2	4
8	1	2	3	4	1	2	3	4	1	2	33	4	1	2	33	4

*Listening Assessment Stage 1

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Listening Stage 1

EAL for Manufacturing

*Reading Assessment Stage 1

	Discourse Coherence	oherence		Structures	ures	Dec	coding	Decoding Ability	I	
2. Dev pieces of pieces of anaragra 3. Ade pieces of anaragra people, evidend baragra people, evidend baragra and coi informi informi informi slowly, slowly, slowly,	al ba ted v shou fin ba fin ba ted tu place tes o for ter place tes o for thras attion trans attion for sible sible sible sible sible sible for the ted v shou shou shou shou shou shou shou shou	sic proficiency: can read limited number words; can match simple illustrations and at sentences containing some familiar words ing Basic Proficiency: can find specific formation in a simple text, mostly in simple ext with clear layout e Basic Proficiency: can read simple rithin familiar predictable context; simple froutine events, descriptive prose about ess and things. Demonstrates some comprehension of connected discourse as limited recognition of chronological of events in narrating stories of in larger texts. Reads in English for to near the language and to develop is. Can read silently for meaning with or audible vocalization efforts, but reads		 Initial Basic Proficiency: understands limited number of com words and phrases in a predictable of needs extensive assistance Developing Basic Proficiency: recognizes structures, a simple text, in simple formatted text with clear l, and entrative simple text; in ter- recognizes grammar structures in ter- related to personal experience or expanded range of common daily er and simple narratives or descriptive and simple narratives or descriptive ablingual dictionary almost constant able to use low-level inference and to colerate some ambiguity (when gues the meaning of the unknown words text). 	 Initial Basic Proficiency: understands limited number of common words and phrases in a predictable context; needs extensive assistance Developing Basic Proficiency: recognizes structures, a simple text, mostly in simple formatted text with clear layout Adequate Basic Proficiency: recognizes grammar structures in texts related to personal experience or expanded range of common daily events and simple narratives or descriptive prose Fluent Basic Proficiency: uses a bilingual dictionary almost constantly. Is able to use low-level inference and to tolerate some ambiguity (when guessing the meaning of the unknown words in the text). 	 Initial Basic Proficiency: is literate in same alphabet in another language; has limited knowledge of the language and limited exposure to sound-symbol relationship and spelling conventions in English limits learner's ability to decode unfamiliar words Developing Basic Proficiency: limited knowledge of English limits learner's ability to decode unfamiliar words Adequate Basic Proficiency: improving awareness of sound-symbol relationship and spelling conventions in English; can phonetically decode familiar and some unfamiliar words Henent Basic Proficiency: able to read a simple two to three paragraph passage within a mostly familiar and some unfamiliar words decode familiar and some unfamiliar words Fluent Basic Proficiency: able to read a simple two to three paragraph passage within a mostly familiar and speling neartaive, biographical plain language news items, classified ads, sales promotion coupons and flyers. 	Proficienc language language lationship aglish limit gglish limit gglish limit r words sasic Profic asic Profic and some u Proficien cee paragra nd some u Proficien ce stragra rec: simple : ce: simple : ces strens , sws items , ons and fly	y: is literat ge; has limited and limited and spellin its learner's it learner's it learner's it learner's s learner's glish; can p glish; can p glish; can p nfamiliar cy: able to cy:	e in same ted l exposure t g mited ability to more to ability to honetically vords read a vords read a t of daily iographical signaphical s sales ds, sales	0
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3.	1 2	3 4	1	2	3 4	1	2	3	4	
4.	1 2	3 4	1	2	3 4	1	2	3	4	
5.	1 2	3 4	1	2	3 4	1	2	3	4	
6.	1 2	3 4	1	2	3 4	1	2	3	4	
7.	1 2	3 4	1	2	3 4	1	7	3	4	
8.	1 2	3 4	1	7	3 4	 1	2	3	4	1

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Reading Stage 1

EAL for Manufacturing

riting Assessment Sheet	nt Shee	et Date:	: :			I							
	Discourse		Coherence		Structures	res			Mechanics of Writing	f Writing	b 0		
carners:	 Initial Basic J limited number c personal identific Developing F write a few sente family or other h a simple descript or on simple for Adequate Baa adequate compet tasks within pred needs and experi acconvet or quest answers to quest and further to quest answers to quest	 Initial Basic Proficiency: is able to write limited number of isolated words and basic personal identification information Developing Basic Proficiency: is able to write a few sentences and phrases about self and family or other highly familiar information such a a simple description, answers to written question or on simple forms and slips Adequate Basic Proficiency: demonstrates adequate competence in simple familiar writing tasks within predictable contexts of every day needs and experiences; can write out short answers to questions related to a familiar text 4. Fluent Basic Proficiency: can effectively convey in writing simple ideas and information about personal experience within predictable descriptions and narration of events, stories, future plans abut self and family, or other highly familiar topics; can write short messages: postcards, notes, directions and letters. 	Proficiency: is able to write of isolated words and basic cation information Basic Proficiency: is able to mcss and phrases about self and uighly familiar information such ition, answers to written question ms and slips isic Proficiency: demonstrates tence in simple familiar writing litclable contexts of every day iences; can write out short ions related to a familiar text Proficiency: can effectively gian needs; can use simple day needs; can use simple an arration of events, stories, t self and family, or other highly an write short messages: , directions and letters.	 Initial Basic Proficiency: is able to write limited number of isolated words and basic personal identification information Developing Basic Proficiency: is able to write a few sentences and phrases about self and family or other highly familiar information such as a simple description, answers to written questions or on simple forms and slips Adequate Basic Proficiency: demonstrates adequate competence in simple familiar writing tasks within predictable contexts of every day needs and experiences; can write out short answers to questions related to a familiar text about personal experiencey: can use simple contexts of events, stories, future plans abut self and family, or other highly familiar topics; can write short messages: postcards, notes, directions and letters. 	 Initial Ba has limited u common phi contexts; nee contexts; nee contexts; nee contexts; nee contexts; nee contexts; nee can use struption family or oth information Adequate use grammat family or oth information Adequate tuse grammat related to pe expended rat experiences of ability to use sentences or basic tenses 	 Initial Basic Proficiency: has limited use of structures in common phrases in predictable contexts; needs extensive assistance Developing Basic Proficiency: can use structures to write a few sentences and phrases about self and family or other highly familiar information Adequate Basic Proficiency: can use grammar structures in writing related to personal experience and expanded range of common daily experiences and familiar content experiences and familiar content the Fluent Basic Proficiency: shows ability to use successfully one-clause sentences or coordinated clauses with basic tenses 	diency: reductable ive assistan Proficiency about self familiar oficiency s in writing writing renence an numon dail ar content ar content ciency: sh	ace cy: and a d d d d d with with	 Initial Basic Proficiency: is literate in the same alphabet in another language; writes all the letters of the alphabet and all numbers and numerals; limited exposure to sound-symbol relationship and spelling conventions in English limits learner's ability to write unfamiliar words; can copy addresses, names, numbers and prices Developing Basic Proficiency: can copy basic factual information from directories and schedules; has more control of the sound- symbol relationship and spelling conventions in English Adequate Basic Proficiency: can copy or write down a simple set of instructions or a simple message; has greater control of the spelling conventions and punctuation of English Fluent Basic Proficiency: can copy or write down a simple set of instructions or a simple message; has greater control of the spelling conventions and punctuation of English Fluent Basic Proficiency: can copy or write down a simple set of instructions or a simple message; has greater control of the spelling conventions and punctuation of English writing; can take slow simple dictation with frequent repetitions. 	offciency: is language; wr mbers and n nbers and n ity to write uu s, names, num sic Proficien nation from c e control of t elling corvent the spelling co the spelling co preling convention is simple applid gish risingle applid sing convention in take slow sin s.	literate in the lites all the lites all the lites all the lite. unmerals; litrumentals; litrumentals; litrumentals and prospers and prospers and prospers and proventions and the sound-s frightly control of the sound-s provention in Entropy or write the sound of the	te same etters of the etters of the glish rices y mbol glish or write down age, has und s and bank rrite down a eration of cuation of on with	
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		 Initial Intermediate Proficiency: pronunciation are frequent and sometimes impede communication Developing Intermediate Proficiency: pronunciation errors are frequent and sometimes impede communication Adequate Intermediate Proficiency: pronunciation errors are still frequent but rarely impede communication errors are still frequent but rarely impede communication errors rarely impede communication 	Stress/Rhythm	uc	8	8	8	8	8	8	8	8	×
		unciati pronu minun unciati unciati	(Rhy	Intonation	7	7	7	7	7	7	7	7	►
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	ciati	pede α Profic α officiereit imp imp ciency	Str		5	5	5	5	5	5	5	5	١Û
	Pronunciation	 Initial Intermediate Proficiency: pronunciation errer frequent and sometimes impede communication Developing Intermediate Proficiency: pronunciation errors are frequent and sometimes impede communication Adequate Intermediate Proficiency: pronunciation errors are still frequent but rarely impede communication errors are still frequent but rarely impede communication errors are still impede communication 											
	\Pr	sometii at and d ermed muniti muniti muniti	lual	ds	8	8	8	8	8	8	8	8	∞
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		 Initial Intermediate Profiate Frequent and sometimes irrate frequent and sometime tercors are frequent and sometime P Adequate Intermediate Profiate P Fluent Intermediate Profiately impede communication 	Inc	Š	5 6	5 6	5 6	5 6	5 6	5 6	5 6	5 6	5 6
					ц,								
		 5. Initial Intermediate Proficiency: can use a variety of simple structures and some complex ones with occasional reductions. Grammar errors are frequent and sometimes impede communication. 6. Developing Intermediate Proficiency: can use a variety of structures with some omission/ reduction of elements (e.g. articles, past tense) Grammar errors are frequent and sometimes impede communication. 7. Adequate Intermediate Proficiency: can use a variety of sentence structures (including compound and complex sentences) and an expanded inventory of concrete and common idiomatic language. Grammar errors are still frequent but rarely impede communication expanded inventory of concrete, idiomatic and espanded inventory of concrete, idiomatic and conceptual language. Grammar errors rarely 											
		ency: a some ency: b some dotation dotation dotation frequer (in a some frequer (in a some frequer (in a some and co and			8	8	8	8	8	8	8	8	∞
	ures	 Initial Intermediate Proficiency: can us a variety of simple structures and some complex ones with occasional reductions. Grammar errors are frequent and sometimes impede communication. Developing Intermediate Proficiency: can use a variety of structures with some omission/ reduction of elements (e.g. articles past tense) Grammar errors are frequent and sometimes impede communication. Adequate Intermediate Proficiency: ca use a variety of sentence structures (includin compound and complex sentences) and an expanded inventory of concrete and common idiomatic language. Grammar errors are still frequent but rarely impede communication as a variety of sentence structures, including embedded/report structures and ar expanded inventory of concrete, idiomatic an conceptual language. Grammar errors rarely 			7	7	7	7	7	7	7	7	~
	Structures	diate 1 structure to cocasis to cocasis ation. In the the terror community of coc community of coc coc community of coc coc coc community of coc coc coc coc coc coc coc coc coc coc	ation.										
	St	 Initial Intermediate a variety of simple struct complex ones with occar Grammar errors are free impede communication. Developing Interma- can use a variety of struct omission/ reduction of (past tense) Grammar err sometimes impede comm 7. Adequate Intermede curve a variety of sentence curve avariety of sentence curve a variety of sentence can use a variety of sentence conceptual language. Gravity conceptual language. 	impede communication.		9	6	6	9	6	6	6	6	9
		itial In letty of for a set of the set of th	de com		5	5	5	5	5	5	5	5	ŝ
		 J. In a variation of the second of the second	impe										
	ce	y: can seted and but ent iency: cy:											
1	crene	ificienc cause) ions art ions art ions art ice insequen			8	8	8	8	8	8	8	8	8
leet Date:	ourse Coherence	 Initial Intermediate Fronciency: can demonstrate discourse that is connected (and, but, first, next, then, because) and reasonably fluent, but hesitations and pauses are frequent. Developing Intermediate proficiency: can demonstrate discourse that is reasonably fluent, with frequent normal hesitations. Adequate Intermediate Proficiency: discourse is reasonably fluent, with frequent self-corrections and/or rephrasing. Fluent Intermediate Proficiency: is reasonably fluent in discourse. 			7	7	7	7	7	7	7	7	∟
et 1	rse (6	6	6	6	6	6	6	6	9
hee	scou	1 Interrate the state of the st											
nt S	Disc	 5. Initial Intermed demonstrate discou- (and, but, first, nex reasonably fluent, in treasonably fluent, in Proficiency: can d that is reasonably fluat is reasonably fluent inter discourse is reasonably frequent self-correc rephrasing. 8. Fluent Interme is reasonably fluent is reasonably fluent 			5	5	5	5	5	5	5	5	ц
sme		「 う ら い び び 広 む て し む い し む い し い し い し い し い し い し い し い し い し い し い し い し い し い し い し い い い い い い い い い い い い い											
Speaking Assessment Sh													
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*D		danted from Canadian Language Bonchmarks Clobal B	· -					_		~ .	~		

*Speaking Assessment Stage 2

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Speaking Stage 2

*Listening Assessment Stage 2

Listening Assessment Sheet		Date: _				1									
	Discourse Coherence	Cohere	ence		Structures	res		I	Pronunciation	ncia	tion				
idanted from Canadian Language Benchmarks Global Performance	 5. Initial Intermediate Proficiency: can follow very broadly and with some effort the gist of oral discourse in moderately demanding contexts of language use (e.g., face to face formal and informal conversations, audio tapes and radio broadcasts) on everyday personally relevant topics and at a slower to normal rate of speech. Often requests repetitions. 6. Developing Intermediate Proficiency: can follow the main ideas and identify key words and important details in oral discourse in moderately demanding contexts of language use on relevant topics and at a slower to normal rate of speech. May still frequently request trepetition 7. Adequate Intermediate Proficiency: can comprehend main points and most important details in oral discourse in moderately demanding contexts of language use 8. Fluent Intermediate Proficiency: can comprehend main points and routine work- related conversation. 8. Fluent Intermediate Proficiency: can comprehend main points, details, speaker's puppose, attitudes, levels of formality and styles puppose, attitudes, levels of formality and styles 	ial Intermediate Proficiency: can very broadly and with some effort the oral discourse in moderately demanding ts of language use (e.g., face to face land informal conversations, audio tapes dio broadcasts) on everyday personally at topics and at a slower to normal rate o . Often requests repetitions. eloping Intermediate Proficiency: car the main ideas and identify key words poortant details in oral discourse in arely demanding contexts of language us evant topics and at a slower to normal speech. May still frequently request ion event topics and at a slower to normal speech. May still frequently request ion event topics and at a slower to normal is peech. May still frequently request ion event topics and at a slower to normal rebend main points and most important ding contexts of language use. I conversation. et Intermediate Proficiency: can wording. Can understand routine work- l conversation.	roficiency ith some e oderately d e.g. face to restations, a veryday po wer to noi wer to noi wer to noi dentify ke identify ke identify ke identify to al discourt slower to equently re equently re equently re stand rout details, spe details, spe thoused	tic can first can emanding of face udio tapes resonally mal rate of iency: can nguage use normal quest normal quest petitions ne work- it can actions and styles and styles	 5. Initial Intermec understands a range vocabulary and very idioms. 6. Developing Inte Proficiency: can u contextualized sho and directions. May request repetition 7. Adequate Inter Proficiency: can u complex indirect qu personal experience general knowledge. 8. Fluent Intermet can comprehend an concrete, abstract a language. 	 Initial Intermediate Profiunderstands a range of commu vocabulary and very limited an idioms. Developing Intermediate Proficiency: can understand contextualized short sets of in and directions. May still frequing the equest repetition. Adequate Intermediate Complex indirect questions ab personal experience, familiar t general knowledge. Fluent Intermediate Proficancy: and concrete, abstract and concrete, abstract and conceptibutes. 	 Initial Intermediate Proficiency: understands a range of common vocabulary and very limited number of idioms. Developing Intermediate Proficiency: can understand contextualized short sets of instructions and directions. May still frequently request repetition Adequate Intermediate Proficiency: can understand more complex indirect questions about personal experience, familiar topics and general knowledge. Fluent Intermediate Proficiency: can comprehend an expanded range of concrete, abstract and conceptual language. 	icy: er of c c s and s and ge of ge of	 5. Initial I recognizes intonation speech rate utterances. 6. Develoj recognizes intonation speech rate utterances intonation speech rate utterances recognizes intonation speech ratu utterances. 	al line arate) to and con and	rmedia nimal s other o interprinter s Interprinter other o interprinter s diffic s diffic squate s other o interprinter squate s puter s anter o interprinter squate s puter o interprinter squater o interprinter squater o interprinter squater o interprinter squater o interprinter squater o interprinter squater squ	 Initial Intermediate Proficiency: recognizes minimal sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret moderately demanding utterances. Developing Intermediate Proficiency: recognizes some sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret relevant, contextualized utterances Adequate Intermediate Proficiency: recognizes adequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret moderately demanding utterances. Has difficulty following a faster conversation between native speakers 8. Fluent Intermediate Proficiency: recognizes adequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret moderately demanding utterances. Often has difficulty following rapid, regionally accented speech between native speakers. 	iency gment ately c Profic chess, r t, cor thess, c gment s gment c eaker r s s s eaker t s s c eaker t c t o t o t o t o t o t o t o t o t o	 s) rhytr pitch, pitch, pitch, pitch, pitch, pitch, pitch, pitch, ative 	hm, ling thm, pid,
Learners:	in oral discours contexts of lan	uiscourse in mouerately uemanung tts of language use.	arery dema	50 LIIDU					Ind Sc	Individual Sounds	al	Stre	:ss/H	Stress/Rhythm Intonation	ų
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7.	5	6	7	8	5	9	7	8	5 6	7	8	5	9	4	8
8.	5	9	7	8	5	6	7	8	5 6	4	∞	Ŋ	9	\sim	8

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Listening Stage 2

*Reading Assessment Stage 2

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*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Reading Stage 2

Writing Assessment Sheet		Date:									
	Disco	scourse Coherence	erence		Structures	tures		Mech	nanics c	Mechanics of Writing	١g
Learners:	 5. Initial Intermediate Proficiency: demonstrates initial ability in performing moderately complex writing tasks; can effectively convey an idea, opinion feeling or experience in a simple paragraph; can complete a short routine report on a familiar topic. 6. Developing Intermediate Proficiency: demonstrates developing ability in performing moderately complex writing tasks; can write one on two paragraph letters and compositions; can fill out detailed job application forms with short comments in constrates adequate ability in performing moderately complex writing tasks; can write person demonstrates adequate ability in performing moderately complex writing tasks; can write person letters and simple routine business letters; can construct coherent paragraphs on familiar concete topics with clear main idea and some supporting details, and with a developing sense of audience; can ion two or three paragraphs into a larger text. 8. Fluent Intermediate Proficiency: demonstrate fluent ability in performing moderately complex writing tasks; can link sentences and paragraphs (three or four) to form coherent texts to express ideas on familiar abstract topics, with some support for main ideas, and with an appropriate sense of audience; can extract key information and relevant detail from a page-long text, and write an outline or a one-paragraph summary. 	in performing moderately complex is an effectively convey an idea, opin perience in a simple paragraph; can hort routine report on a familiar top mg Intermediate Proficiency: is developing ability in performing complex writing tasks; can write one oh letters and compositions; can fill application forms with short comming is adequate ability in performing complex writing tasks; can write per mple routine business letters; can herent paragraphs on familiar concr herent paragraphs on familiar concr here main deas and some supportin with a developing sense of audience; with a developing sense of audience; in performing moderately complex with a abstract topics, with some supprise as and with an appropriate sense of a s, and with an appropriate sense of a s, and with an appropriate sense of a s, and write an audience; appl summary.	 Initial Intermediate Proficiency: demonstrates initial ability in performing moderately complex writing tasks: can effectively convey an idea, opinion, feeling or experience in a simple paragraph; can complete a short routine report on a familiar topic. Developing Intermediate Proficiency: demonstrates developing ability in performing moderately complex writing tasks; can write one or two paragraph letters and compositions; can fill out detailed job application forms with short comments. Adequate Intermediate Proficiency: demonstrates adequate ability in performing moderately complex writing tasks; can write personal letters and simple routine business letters; can construct coherent paragraphs on familiar concrete topics with clear main ideas and some supporting details, and with a developing sense of audience; can join two or three paragraphs into a larger text. Pilteent Intermediate Proficiency: demonstrate fluent ability in performing moderately complex writing tasks; can link sentences and paragraphs (three or four) to form coherent texts to express ideas on familiar abstract topics, with some support for main ideas, and with an appropriate sense of audience; can extract key information and relevant details in page-long text, and write an outline or a one-paragraph summary. 		information, information, instic means frequent diff d awkward s awkward s and not intions) ng Interned s good contr the has difficu- the has difficu- the has difficu- the has difficu- s mostly sati, s mostly sati, s mostly sati, s mostly sati, ternedia ternes, or ternes, condi- den. in, has occasi, n, has occasi, ternes, condi- den. in passes on ternes, condi- den.	 5. Initial Intermediate Proficiency: demonstrates better control over writing when reproducing information; when creating own text, his linguistic means of expression remain simple, with frequent difficulty with complex structures and awkward sounding phrases 9word combinations) 6. Developing Intermediate Proficiency: demonstrates good control over simple structures and produces some awkward sounding phrases and word combinations) 7. Adequate Intermediate Proficiency: demonstrates nostly satisfactory control over complex structures; often produces written discourse patterns typical of his or her first language; text structure beyond a paragraph may speaking reader. 8. Fluent Intermediate Proficiency: demonstrates good control over common sentence patterns, coordination and subordination; has occasional difficulty with complex structures (e.g. those reflecting cause and reason, purpose, comment), naturalness of phrases and expressions, organization and subordination 		 Initial Intermediate Proficiency: can take simple dictation with occasional repetitions at a slow to normal rate; can reproduce in writing simple information received orally or visually. Developing Intermediate Proficiency: demonstrates moderate control over spelling and mechanics. Adequate Intermediate Proficiency: demonstrates mostly satisfactory control over spelling and mechanics. Fluent Intermediate Proficiency: demonstrates good control over spelling and mechanics. 	mediate Privith occasis rate; can reprive ion received Intermediate ttermediate coatty satisfa chanics. mediate Privity ood control	oficiency: contain repetition of the contained of the contained of the control over specification of the control contr	an take ons at a rriting sually. ncy: blover g and g and
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*Writing Assessment Stage 2

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Writing Stage 2

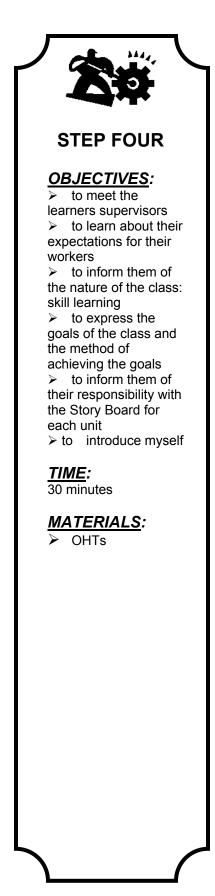
<u>Part D</u>

Prepare a tentative grouping chart; rank the learners by proficiency level.

- the horizontal rows will be equal ability groups
- the vertical columns will be mixed ability groups
- prepare name cards with coloured paper and letters on back.

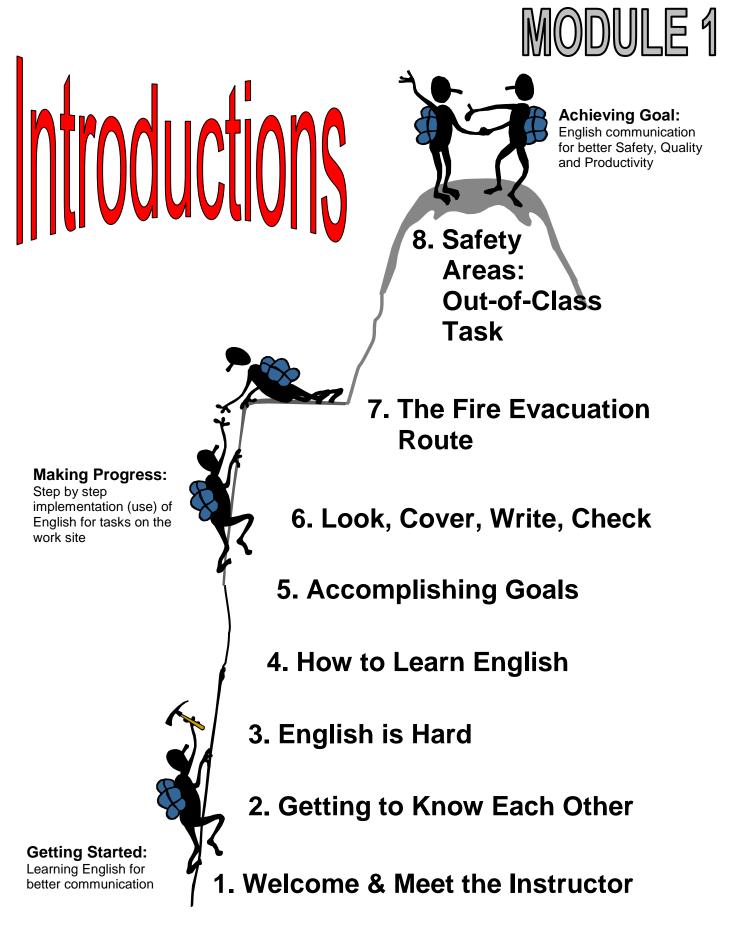
Sample Multi-level grouping chart

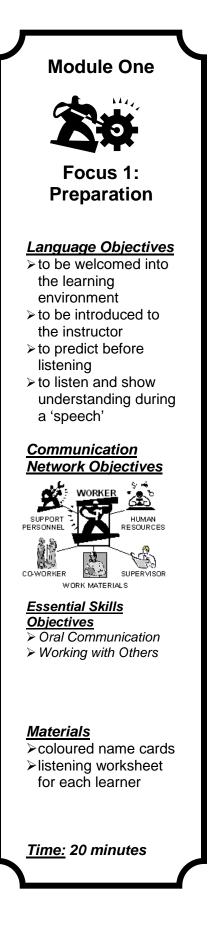
Colours	А	В	С	D
blue	<i>learner</i> 1	learner 2	learner 3	learner 4
{highest level}				
green	learner 5	learner 6	learner 7	learner 8
vollow	1000000	100000000000	100x00x 11	100 100 10
yellow	learner 9	<i>learner</i> 10	<i>learner</i> 11	learner 12
grey	learner 13	learner 14	learner 15	<i>learner</i> 16
{lowest level}				



Meeting with the Learners' Supervisors

- 1. Arrange through the Personnel Department for a meeting with the supervisors of the learners.
- 2. Ask them to introduce themselves and to name the workers/learners that are in their departments.
- 3. Ask the supervisors what they are expecting the classes to provide for their workers. List key ideas on an OHT.
- 4. Present the following information:
 - introduction of self and experience and philosophy provide training for these men and women to function in English at the work site.
 - goal of the classes use OHT from task 5 [LEAN classes – eliminate waste of time and energy – focus on specific goals and objectives to reach the goal]
 - objectives to meet the goal use OHT from task 5
 - methodology to be used in the class: skill development- compare with learning a skill for the job
 - order of development of the skills: listening, speaking, reading, writing
 - fluency first accuracy comes with time once again compare with learning other skills
 - multi level nature of class everyone will benefit, all will improve but not all will be at the same level when they finish measure from where they started
 - on site tasks will be given for them to sign a story board sheet for the learners [OHT of story board sheet from task 8]
- 5. Ask for and answer questions from the supervisors.
- 6. Request any insights into the nature of the learners from their point of view.
- 7. Let them know that they can consult with you at any time
- 8. Arrange to meet with the supervisors every 6 weeks.





Welcome & Meet the Instructor

Note to the Instructor

- Have the room prepared with a semi-circular arrangement of the tables.
- Have binders and dividers on the tables for the learners.
- Also have baskets of pens, pencils and coloured markers etc.



1. As the learners come in, hand out the name cards and demonstrate how they are set up on the table in front of them. Be sure to have one for yourself on your desk.

Note to the Instructor

Introduce the module to the learners by putting on an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about **introductions**.

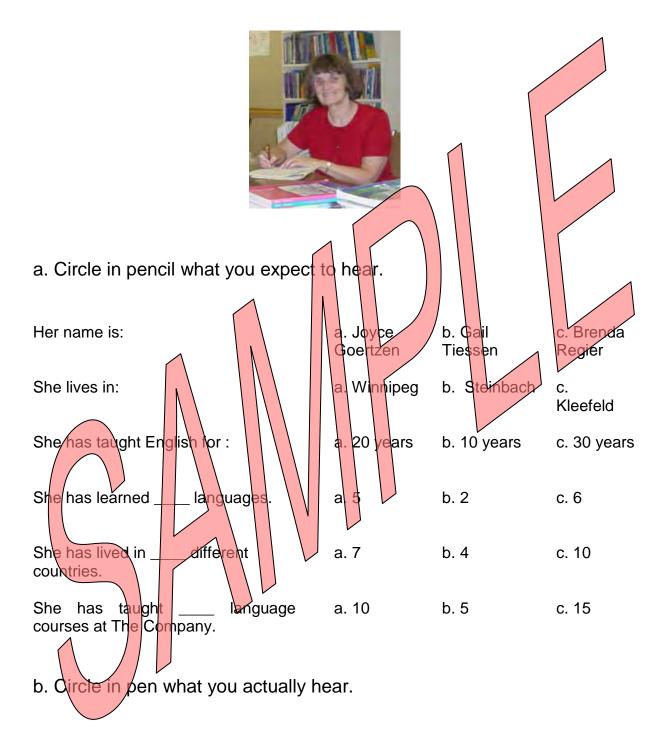
2. Introduce yourself in the following manner.a) Hand out the listening worksheet.

Note to the Instructor

Prepare a worksheet with your picture and appropriate questions to introduce yourself.

- b) Ask them to predict (guess) what might be true about the instructor by circling their choice with a pencil. Read the statements and give time for them to discuss and mark their sheets.
- c) Talk about yourself speaking to the items on the listening sheet.
- d) Ask the learners to circle what they hear you say in pen.

Listening Worksheet



Module One



Focus 2: Vocabulary-Names; Intro. Phrases; Ordinals

Language Objectives

- to learn each other's names
 to introduce someone
- 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 <u>Communication</u> Network Objectives



Essential Skills

<u>Objectives</u>

- Numeracy
- Oral Communication
 Working with Others

Materials

- Introducing Phrases
 OHT
- Copies of OHT for the learner's notebook
- Questionnaire worksheet for learners
- Find Someone Who (on the reverse side of the Questionnaire)

<u>Time:</u> 60 minutes

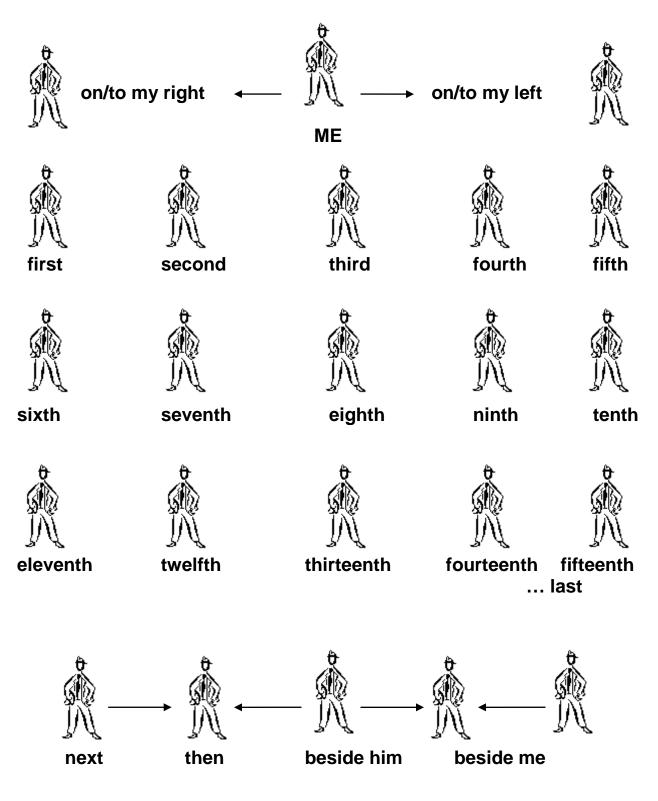
Getting to Know Each Other



Part A

- Ask the learners to line up in the back of the room alphabetically by their <u>last names</u>. {line up where they can see the OHT for the next part of the task}
- 2. Tell them to learn the first names of the people to the left and to the right of them.
- Demonstrate that from the left to the right of the line they are to say:
 Hi, I am ... On my right is and on my left is
- 4. Go through the whole line with each learner saying it.
- 5. Ask them to rearrange alphabetically by their first name.
- 6. Put up the **Introducing Phrases OHT** and explain the terms that can be used for ordering. Drill the phrases.
- Demonstrate that each person is to say the name of everyone in the line by saying: *My name is ...* and then give the names of the people ahead of them in the line using any of the phases on the OHT.

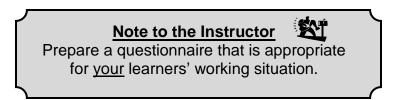
Introducing Phrases



Introducing Phrases OHT

Part B

1. Give each learner a **Questionnaire** worksheet.



2. Ask for volunteers to demonstrate how to form the question for each section. For example:

What is your name?

How do you spell your name?

What is your first language?

How many languages have you learned?

Where do you live?

- 3. Have the class repeat the phrases 3 times after you.
- 4. Ask the learners to pair up with the learner next to them. Ask them to interview each other to fill out the forms.
- 5. When they are finished, go around the room asking each learner to report one thing about their partner.

Questionnaire

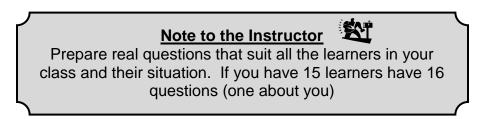
Ask your partner questions to fill in this form about him/her.

Name:		
Last Address:		First
street/_	P.O. box	
city	province	postal code
First Language:		
Other Languages Learned:		
Date of arrival in Canada:/	nth year	
Work Department :		
Shift: Supervisor: _		
Additional Comments:	Last	First

Questionnaire worksheet

Part C

1. Hand out a **Find Someone Who** worksheet.

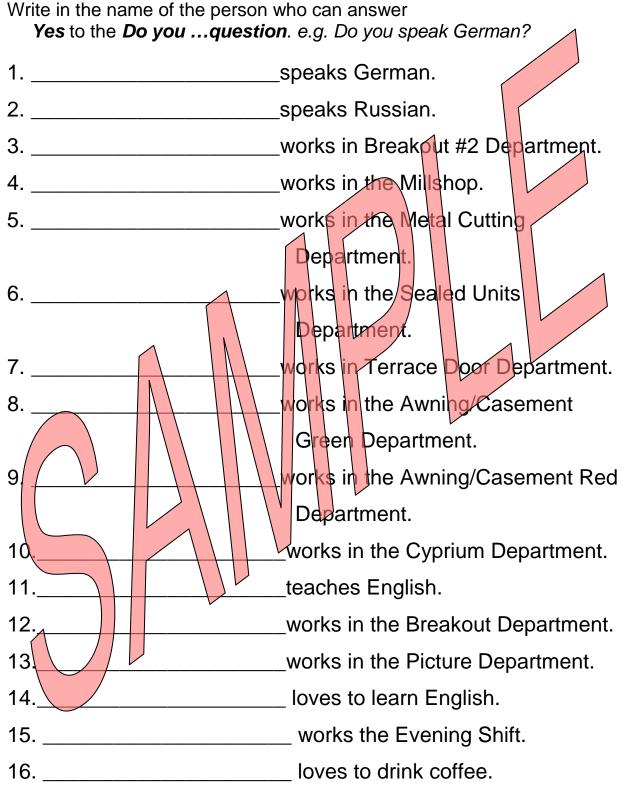


- Demonstrate how to ask the question first: Do you speak German?
 Point out the absence of an 's' on the verb.
 Also demonstrate that the answer will be "Yes, I do," or "No, I don't"
- 3. If your learners need the practice, have them repeat all the questions after you before they do the task.
- 4. Be sure to do a sheet yourself and have a question about yourself too.
- 5. When most of the learners have completed the form, go around the circle with each person reading one of the finished statements.

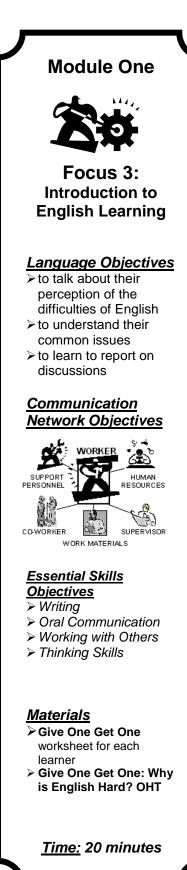
Note to the Instructor This is a good time to do an informal assessment of the learners.

this module. This page of listening proficiency level	ssment (Stage 1) page* has could be used as a record s ls as you observe them doi rs are according to the Can	sheet of your learners' ng listening tasks. The
Benchmarks. http://www	<u>.language.ca</u>	
*Listening Assessment	(Stage 1: CLB 1-4) p. 28	(Stage 2: CLB 5-8) p. 451
*Speaking Assessment	(Stage 1: CLB 1-4) p.128	(Stage 2: CLB 5-8) p. 541
*Writing Assessment	(Stage 1: CLB 1-4) p.164	(Stage 2: CLB 5-8) p. 603
*Reading Assessment	(Stage 1: CLB 1-4) p.189	(Stage 2: CLB 5-8) p. 477

Find Someone Who



Find Someone Who Worksheet



English is Hard



Part A

- 1. Introduce the topic of the difficulties of learning and using English. Relate ideas such as
 - There is such a large vocabulary because it has 'borrowed' words from other languages.
 - There are sounds that are not in their first languages such as 'th'.
 - English sounds so fast because it reduces vowel sounds and function words.
 - The spelling conventions are different from other languages: not strictly phonetic.
 - Sentence formation is different than many other languages: word order is very important.

Note to the Instructor



Please do not convey that English is 'crazy' or 'illogical' or similar ideas. It is better to convey the idea that it is difficult to learn English but it is possible.

- 2. Hand out Give One Get One worksheet.
- 3. Put up the **Give One Get One: Why is English Hard? OHT** of the instructions.
 - Ask them to write down 3 things that they think are difficult about English.
 - Instruct the learners to talk to 3 different people to get 3 other ideas about what is hard about English.

	Give One Get One	
Name:		- K
A. English is hard beca	iuse	52
1.		
2.		
3.		

B. Talk to 3 other learners and share your ideas. Write down one new idea from each of the learners.

1.	 	 	
2	 	 	
3.			

- C. Report about one idea you got from someone else. Use one of these starters:
 - (name) said that
 - (name) mentioned that
 - (name) pointed out that
 - (name)thought that
 - (name) added that

Give One Get One worksheet

Give One & Get One: Why is English Hard?

1. Write down __3__ ideas.

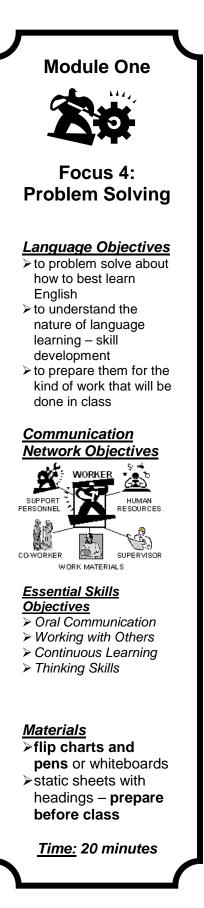


- 2. Put your name at the top of the page.
- Get out of your seat and talk with at least _3_ classmates for the next _10_ minutes.
- 4. Interact with one classmate at a time.
- 5. Introduce yourself & compare lists.
- 6. Choose one idea from your classmates' lists to add to your list.

Give One Get One: Why is English Hard? OHT

Part B

- 1. When they have finished, ask each learner to report one idea that they got from someone else using the starter phrases on the bottom of the worksheet: *e.g. Jake said that English sounds are hard.*
- 2. List the ideas on a flip chart page.
- 3. Summarize the main points for the class and reassure them that you will be addressing all these issues in the course they are taking.



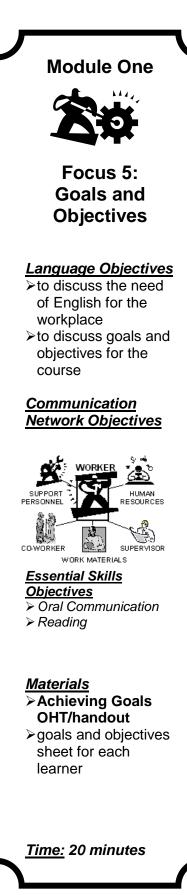
How to Learn English



- 1. Brainstorm with the whole class about various skills they have (things they can **do**, not things they know) e.g. Bike riding, basketball, driving, piano playing etc. list on a flip chart or white board.
- Explain that learning a language is a skill like these other skills. It is <u>not</u> like learning <u>about</u> something such as history or geography but learning <u>how to do</u> something.
- 3. Divide the class into 4 groups- colour coded groups. (mixed ability)
 - Give each group a white static sheet or flip chart page with a comparison chart on it.
 - a. learning to play soccer
 - b. learning to play a guitar
 - c. the way a child learns a language
 - d. learning how to do your job recall a training program
 - Have each group select a note taker and a reporter.
 - Ask each group to list <u>how</u> the first column item is learned
 - Ask them to list on the other side what same things could be done for learning the skill of English use.
- 4. Hang the sheets on the wall.
- 5. Ask each group to report to the others.
- 6. Lead a discussion on: *what should we be doing to learn English*. List their ideas on a flip chart or white board.

Sample: 4 white static sheets with headings

	,		,
Learning to play SOCCER	Learning English	Learning to play a GUITAR	Learning English
A child learning LANGUAGE	Learning English	Learning how to do your JOB	Learning English



Accomplishing Goals



Part A

- 1. Lead a brainstorming session as to why they think they need English at their workplace.
- 2. List the ideas on a flip chart or board.
- 3. Put up the Achieving Goals OHT.
- 4. Discuss the concept of English as a tool that is needed for better communication on the work site for safety, quality of product and maximum productivity.
- 5. Explain that reaching the goal of using English for good communication for safety, quality work and productivity is like the top of the mountain.
 - we need to start at the bottom by beginning to learn English
 - we then progress step by step up the mountain by doing various language tasks related to the work site (both in class and out of class)
 - note that we will be helping each other up the mountain

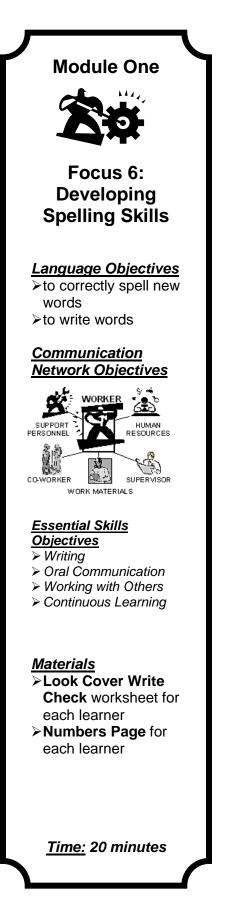
Part B

- 1. Hand out a copy of the **Achieving Goals OHT/handout** to each learner.
- 2. Ask them to underline the key words in the objectives (starting at the bottom and moving up) for the course as you discuss them.

Note to the Instructor

Add any appropriate objectives that your learners have suggested in Part A.





Look, Cover, Write, Check



- 1. Explain to the learners that there will be an ongoing focus on spelling.
- 2. To facilitate the learners' writing and spelling development, hand out a **Look, Cover, Write, Check** (LCWC) worksheet to each learner.
- 3. Explain how the method works by reading the instructions on the page.
- 4. Give time for the learners to choose <u>their own</u> 10 words, assisting when asked.
- 5. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.

Note to the Instructor

A Resource page with numbers has been given here for your learners. Some may like to practice spelling them.

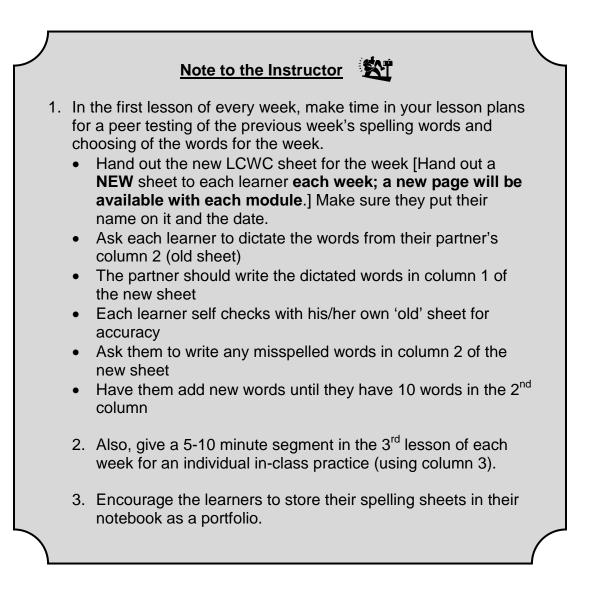
Look, Cover, Write, Check

Name _____ Date _____

- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2
			Cover Write Check Workshoot

Look, Cover, Write, Check Worksheet



Resource Sheet: NUMBERS

Cardinal Numbers	Ordinal Numbers
1 one	first (1 st)
2 two	second (2 nd)
3 three	third (3 rd)
4 four	fourth (4 th)
5 five	fifth (5 th)
6 six	sixth (6 th)
7 seven	seventh (7 th)
8 eight	eighth (8 th)
9 nine	ninth (9 th)
10 ten	tenth (10 th)
11 eleven	eleventh (11 th)
12 twelve	twelfth (12 th)
13 thirteen	thirteenth (13 th)
14 fourteen	fourteenth (14 th)
15 fifteen	fifteenth (15 ^m)
16 sixteen	sixteenth (16 th)
17 seventeen	seventeenth (17 th)
18 eighteen	eighteenth (18 th)
19 nineteen	nineteenth (19 th)
20 twenty	twentieth (20 th)
21 twenty-one	twenty-first (21 st)
22 twenty-two	twenty-second (22 nd)
23 twenty-three	twenty-third (23 rd)
24 twenty-four	twenty-fourth (24 th)
25 twenty-five	twenty-fifth (25 th)
26 twenty-six	twenty-sixth (26 th)
27 twenty-seven	twenty-seventh (27 th)
28 twenty-eight	twenty-eighth (28 th)
29 twenty-nine	twenty-ninth (29 th)
30 thirty	thirtieth (30 th)
40 forty	fortieth (40 th)
50 fifty	fiftieth (50 th)
60 sixty	sixtieth (60 th)
70 seventy	seventieth (70 th)
80 eighty	eightieth (80 th)
90 ninety	ninetieth (90 th)
100 one hundred	one hundredth (100 th)
200 two hundred	
300 three hundred	
400 four hundred	
500 five hundred	
600 six hundred	the second second
700 seven hundred	one thousandth (1,000 th)
800 eight hundred	
900 nine hundred	the second second second
1,000 one thousand	one millionth (1,000,000 th)
10,000 ten thousand	
100,000 one hundred thousand	
1,000,000 one million	
	I

Numbers Page

Module One

Route

Language Objectives

➤ to follow directions

- ➤ to give directions
- > to learn the fire
- evacuation route ≻to copy out
- directions
- to mark a route on a map

<u>Communication</u> Network Objectives



<u>Essential Skills</u> Objectives

- > Writing
- > Oral Communication
- ➤ Working with Others
- > Continuous Learning

<u>Materials</u> ≻plant maps

<u>Time:</u> 20 minutes

The Fire Evacuation Route



Note to the Instructor

Invite someone from Human Resources or the safety committee to demonstrate the fire evacuation route to your learners.

Part A

- 1. Explain that every area of the plant has a fire evacuation route. We must all learn how to leave the classroom and exit the plant by the best route in case of fire.
- 2. Introduce the person who will teach us the route.
- 3. Have the leader do an actual demonstration with the learners.

Part B

- 1. On the return from the 'fire drill', write out the key directions on the white board. [Ask the plant person to stay to check on your accuracy in recording.]
- 2. Use a map of the plant to demonstrate the route.
- 3. Have the learners write out the directions on a page in their notebook. Give them a plant map to mark if possible.

Part C

- 1. Lead your learners in a mock drill with walking in place but turning in the right directions as you give the directions.
- 2. Have the learners practice giving and following the directions, first reading the list on the board but then without the written clues.

Note to the Instructor

Call on the most advanced learners to be the first to lead the TPR activity (Total Physical Response).



Module One



Focus 8: Discovering Safety Areas (Out-of-Class Task)

Language Objectives

- to give specific task for continued learning between classes
- to read the map of the Company's plant
- to locate the safety sites nearest to their work area
- to talk to their supervisors about the task in English

<u>Communication</u> <u>Network Objectives</u>



Essential Skills Objectives

- > Writing
- Oral Communication
- Working with Others
- Continuous Learning

<u>Materials</u>

- > labeling map handout
- Storyboard for work conversation

Time: 10 minutes

Safety Areas: Out-of-Class Task



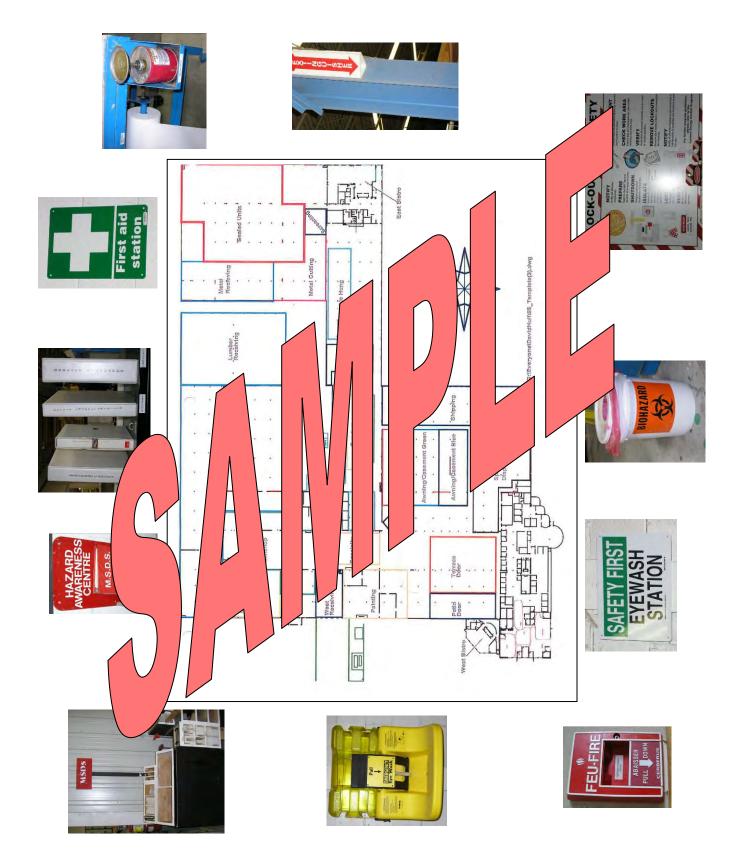
Part A

- 1. Explain to the learners that there will be tasks that need to be done outside of class to encourage the use of English and to encourage conversation with supervisors and co-workers.
- 2. Hand out the Company Map. Explain that this is a map of their work area with pictures of safety items/centres around the outside.
- 3. Ask the learners to identify what they can in the pictures. Say the names of the pictures and have the learners repeat them after you.
- 4. Explain that they are to draw a line from the picture to the place on the map that it is located. Demonstrate with one item.

Note to the Instructor

Prepare a page with a map of the worksite in the centre and pictures of safety items/centres from the worksite.

Draw a line to where these are located on the map:



Part B

- 1. Handout the **Storyboard chart** to be placed in their notebooks for use with each module.
- 2. Point out the task for this week.
- 3. Explain that they are to get their supervisor to sign when they have discussed this task with them in English.

Name:

	Storybo	bard
	(Visualizing Your I	mprovement)
	, , , , , ,	pervisor in English. Ask him/her to
sign this pa	age when you have discussed	it with him/her.
Module	Task: Safety Areas Map	
One		
	Signature:	Date:
	Task: Safety Equipment C	rossword Puzzle
Module Two		
100	Signature:	Date:
	Task: Eyewash Station Flo	or Plan & Chemicals Chart
Module Three		
	Signature:	Date:
	Task: Proper Lifting Chart	
Module		
Four	Signature:	Date:
	Task: Tool Identification Pi	cture
Module		Cluic
Five		
1110	Signature:	Date:
	Task: Safe Work Procedur	e Fill-in-the-Blank Sheet
Module Six		
	Signature:	Date:

Listening Assessment Stage 1

Listening Assessment She	et	Date: _														
	Disc	Discourse Coherence	ohere	nce		Struc	Structures				Proi	Pronunciation	atio	u		
	 Initial Basic Proficiency: understands limited number of isolated words, minimal comprehension of connected discourse; is not able to listen and perform actions Developing Basic Proficiency: understands simple routine, predictable questions about personal information; demonstrates little comprehension of connected discourse; limited ability to listen and perform actions Adequate Basic Proficiency: can understand with some difficulty basic needs in informal comprehension of connected discourse (and, but); has limited recognition of chronological sequencing of events in narrating stories; able to guess and predict Huent Basic Proficiency: can follow, although with considerable effort, simple formal and informal conversations and other listening texts/discourse on topics of immediate personal networes on concersed on connection and other listening 	Proficience ted words; ; form action form action basic Profic ation; demo of connect and perform asic Profici asic Profici asic Profici asic proficion of c gnition of c vents in nat m some sii t t t t t t t t t t t t t t t t t t	y: underst minimal ed discourt is dictency: u duestions : nations ictency: can eed discourt is some evic s: some evic is some action is some action is financial is some action is some action i	ands limited se; is not able nderstands about ttle se; limited dence of dence of se (and, but); se (and, but); ies; able to low, ies; able to low, formal istening te personal te personal		 Initial Basic Proficiency: understands limited number of words and phrases in a predict context, needs extensive assista context, needs extensive assistant recognizes structures to follow personal information questions commands or directions with c contextual clues Adequate Basic Proficienc related to personal experience a replay of common da instructions, positive and negut commands and requests related Fluent Basic Proficiency: liftle assistance (such as speech modification or explanation). 	 Initial Basic Proficiency: understands limited number of common words and phrases in a predictable context; needs extensive assistance context as structures to follow simple personal information questions and simple commands or directions with clear contextual clues Adequate Basic Proficiency: recognizes grammar structures in questions related to personal experience and expanded range of common daily instructions, positive and negative commands and requests related to context Fluent Basic Proficiency: needs a liftle assistance (such as speech modification or explanation). 		 I. Initial Basic Proficiency: recognizes minimal sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Developing Basic Proficiency: recognizes some sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Adequate Basic Proficiency: recognizes adequate sounds (segments) rhythm, speech rate) to interpret simple utterances Alequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Fluent Basic Proficiency: recognizes adequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances 	I Basic i sound on and areb trd oping ces sound areb trd areb trd areb to are to areb to areb to areb to	Profi s (segret s) (segret minterp asic P asic P pother interpu interpu interpu interpu interpu interpu interpu interpu interpu interpu s (segret s) (segr	 Initial Basic Proficiency: recognizes minimal sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Developing Basic Proficiency: recognizes some sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Adequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Adequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances Fluent Basic Proficiency: recognizes adequate sounds (segments) rhythm, intonation and other clues (loudness, pitch, speech rate) to interpret simple utterances 	recogg hythma le utter erecy: hythma udness e utter i recojo hythm udness e utter e utter e utter	izes rances s, pitcl rances cogniz pitch pitch rances ranc rances rances rances rances rances rances rances rances rances rances rances rances ranc rances rances rances rances rances r	f ff s s	
Learners:	Often requests repetition.	epetition.		·ippode					Ind	Individual	ual Ie	Stı	Stress/Rhythm Interaction	/Rh	ythn	R
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2.	1	7	3	4	1	2	3	4	-	2 3	4		5	3	4	
3.	1	2	3	4	1	2	3	4	1	2 3	4		2	3	4	
4.	1	2	3	4	1	2	3	4	1	2 3	4		2	3	4	
5.	1	2	3	4	1	2	3	4	1	2 3	4	1	2	3	4	
6.	1	2	3	4	1	2	3	4	1	2 3	4		2	3	4	
7.	1	2	3	4	1	2	3	4	1	2 3	4		2	3	4	
8.	1	2	3	4	1	2	3	4	-	2 3	4	<u> </u>	2	3	4	

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Listening Stage 1



Getting to Know Departments



Achieving Goal: English communication

8. Safety Equipment: **Out-of-Class Task**

7. Where Am I?

Making Progress:

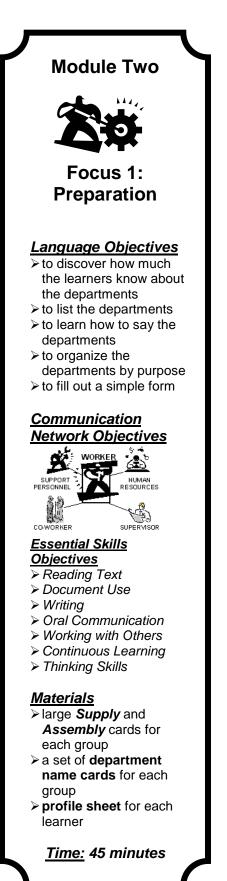
Step by step implementation (use) of English for tasks on the work site

6. Following Directions

- 5. Crossroads in the Plant
- 4. Clear and Unclear
- 3. Describing the Product
- 2. Putting It Together

1. Naming the Departments

Getting Started: Learning English for better communication



Naming the Departments

Note to the Instructor

Introduce the module to the learners by putting on an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about **departments**.



Part A

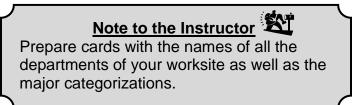
- 1. Divide the class into pairs and ask them to list as many departments that they can think of [spelling is not important].
- 2. Ask each pair to name one department; write the names on the board as they name them. [Spelling **is important** here].
- 3. Add any departments that they did not come up with.
- 4. Drill the class by having them repeat the names after you as you read the list 3 times. Listen for correct stress as well as individual sounds.

Part B

1. Point out that some departments supply materials and others assemble the final product.



2. Form 4 unequal ability groups and hand out a set of large **Supply** and **Assembly** cards and smaller **department name** cards to each group.



- 3. Instruct the learners to sort which departments go under which larger category.
- 4. Have the group that is completed first, put their cards on the wall.
- 5. Have the other groups discuss the sorting until the categorization is correct.



Large Supply and Assembly Cards





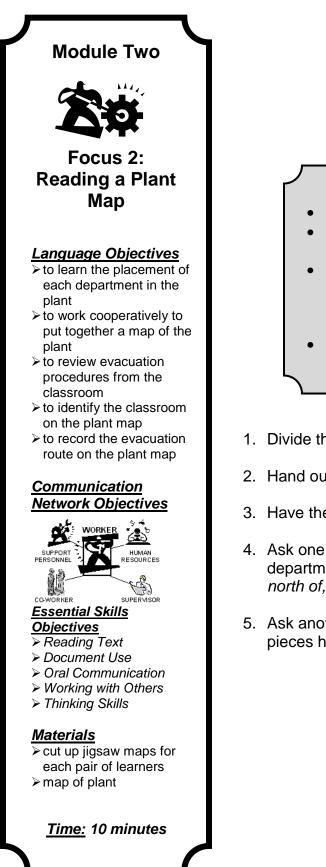
Part C

Note to the Instructor Insert pictures of your learners in the profile sheet.

- 1. Keep the learners in their groups. Hand out a copy of the **learner profile sheet** to each learner. Instruct the learners to fill in the information for their own picture and for the members in their group. Point out that the title of the jobs in the Assembly Departments is Assembler and the title for the Supply Departments is Labourer.
- 2. Drill them on the questions that could be asked (write them on the whiteboard):
 - What is your name?
 - What is your first name?
 - What is your family name?
 - Could you repeat that, please?
 - Did you say...?
 - What department do you work in?
 - How do you spell that?
 - What is your job title?
 - What do you do?
- 3. Ask them to have one member move to the group to their right. That person will give the information about the members of his group and that group will give the information about them.
- 4. Have one person move to the next group to the right and do the same. Everyone should fill in the new information.
- 5. Move a third person to complete the form in the same fashion.

Name	Name	Name	Name
Department	Department	Department	Department
Job Title	Job Title	Job Title	Job Title
Name	Name	Name	Name
Department	Department	Department	Department
Job Title	Job Title	Job Title	Job Title
Name	Name	Name	Name
 Department	Department	Department	Department
Job Title	Job Title	Job Title	Job Title
Name	Name	Name	Name
Department	Department	Department	Department
Job Title	Job Title	Job Title	Job Title Learner Profile Sheet

Learner Profile Sheet



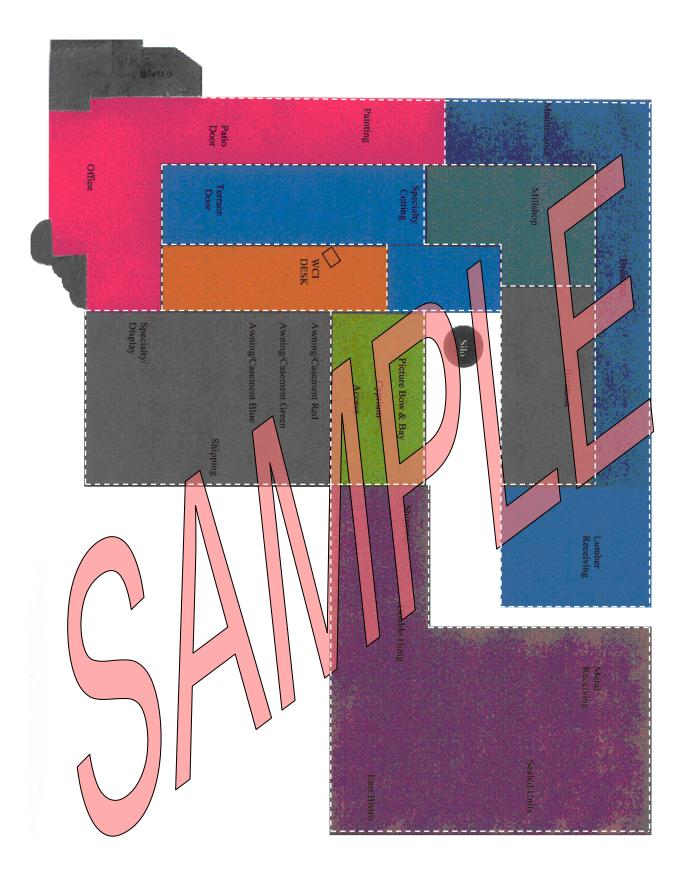
Putting It Together



Part A

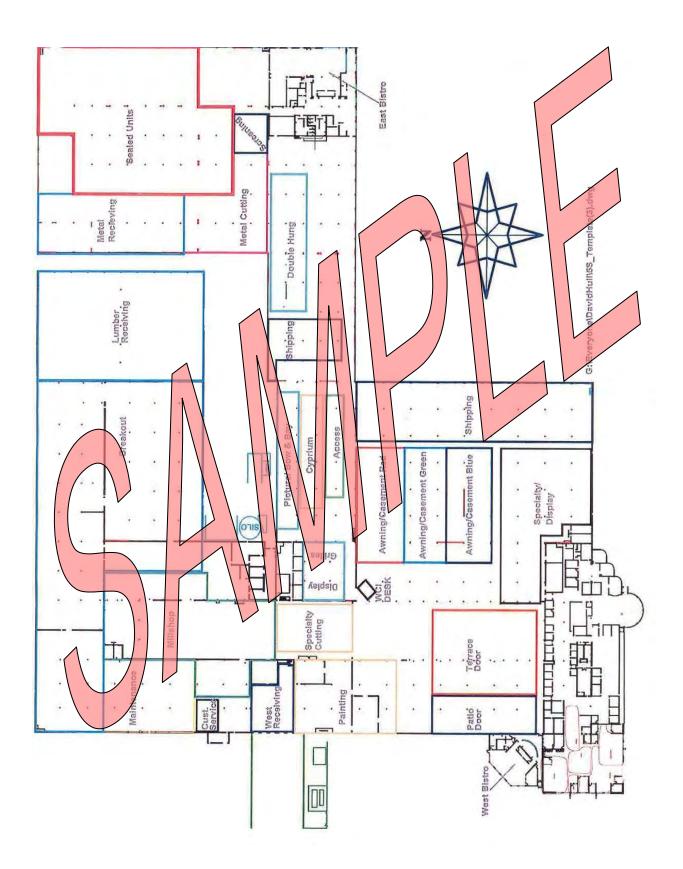


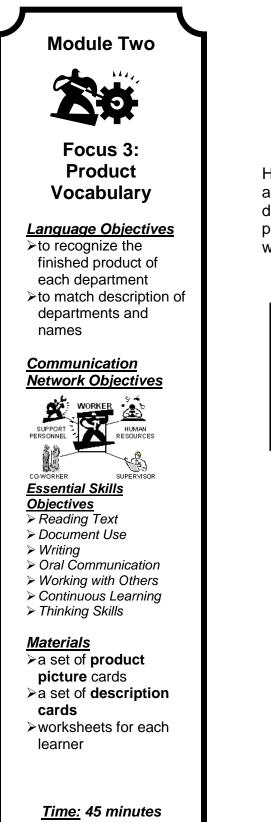
- Use a map of your worksite plant.
- Colour each department a different colour.
- Cut the map apart according to the various colours/departments, making the pieces for the 'jigsaw map puzzle' e.g. 10pcs for the Sample Map
- If possible, laminate the pieces for greater durability.
- 1. Divide the class into pairs.
- 2. Hand out a jigsaw map to each pair.
- 3. Have the learners put the map together.
- 4. Ask one learner to tell the whole class where one department is in relation to the other *e.g. next to, north of, or beside, etc.*
- 5. Ask another learner or volunteer to add to that until all the pieces have been described.



Part B

- 1. Remind the learners that we need to know the route for evacuating from every part of the plant.
- 2. Hand out a **map of the plant**. Have them locate where the classroom is on the map.
- 3. Ask each learner to mark out the evacuation route as they remember it on the map in pencil.
- 4. Put them in pairs to compare maps. Ask them to say where to mark it [not looking at each other's maps]. Let them discuss any differences together.
- 5. Have the learners instruct you as to how to label the OHT map.



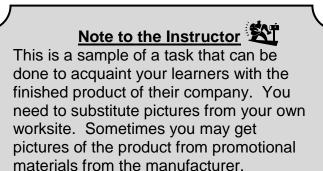


Describing the Product



Part A

Hand out the finished **product pictures** of the company and ask the learners to match the pictures with the department where they are made. The pictures can be placed beside the assembly department names on the wall.





Part B

1. Hand out the **description cards** for the Assembly Departments, one card per pair of learners, and ask them to match the description with the department names on the wall (place beside the picture).

Answer Key Ass	embly Section:
Double Hung	This department builds units where both a top and bottom sash are moveable. This type of unit can be seen on many historical buildings.
Access/	Units that have a sash that can rotate all the way around for easy access
Training Cell	and cleaning are built here. Here is where new hires who spend a training period learning assembly fundamentals before being hired out to the different assembly departments.
Terrace Door	Various combination and styles are built in this area.
	This department was the lirst to make the Lean Manufacturing transition.
Wood Patio/ Exterior Door	Doors that slide to open are built and assembled here.
Awning &	This department is broken into 3 lines red, green, and blue.
Casement	Some windows swing from the bottom, and some swing from the side. This is our largest department and our most popular product. This is the next area to go through Lean transition.
Specialty	This department makes all types and shapes of window units. Most of the workers are skilled craftsmen and cabinetmakers who can build a unit from start to finish.
Picture Bow	Units that are fixed and do not open and are often combined with other unit types are assembled here. These units are gondave or convex in shape and consist of 3 or more windows.
Cyprium	This department builds all the variety of various unit types made in other departments with one main difference; these are copper & bronze metal cladded. These units are available in different patina finishes, which are applied with patha solutions added to metals heated with torches. The patina pattern is
	left once the fluid evaporates and the sediments bond to the metal.

Assembly	/ Description	Cards:

 This department builds units where both a top and bottom sash are moveable. This type of unit can be seen on many historical buildings. Units that have a sash that can rotate all the way around for easy access and cleaning are built here. Here is where new hires who spend ta training period learning assembled to the different assembly departments. Various combinetron and styles of doors are built in this area. This department builds all the variety of various unitrypes made in other denartment builds all the variety of various unitrypes made in other denartments wild one main difference; these are copper & bronze metal cladued. These units are available in difference; these are copper & bronze metal cladued. These units are available in difference; these are copper & bronze metal cladued. These units are available in apattern is left once the fluid evaporates and the sediments bond to the metal. 	Assembly Description Cards:	
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pattern is left once the fluid evaporates		windows.
	· · · ·	

2. Hand out the **description cards** for the Supply Departments, one card per pair of learners. Have them put them on the wall beside the appropriate department name.

Answer Key Sup	v Section:
Millshop	The wood parts are machined to the desired profiles and lengths.
	This area includes the grinding room that sharpens our used blades.
Breakout	This department receives lumber and cuts it to desired lengths. The lumber is scanned for defects and waste pieces are cut out.
	Some reusable scrap is finger onten and glued together to make useable
	lengths and reduce overall waste.
Inventory	This area receives and picks dur stocked tempered glass, metal, and wood
Control	components.
Sealed Units	This department takes raw dass and tempered glass lights and presses them together into sealed units. These units consist of the glass panes, spacer bars, internal grilles, and two sealarts the tempered glass is picked from standard sizes and the raw glass is cut on a ONC machine (Computerized Numerical Cutter). Units are assembled by hand on the manual line or automatically on the IG Line
Metal	This department cuts our metal cladding to desired length and routers them
Cutting/	to the specific profiles needed for the various departments.
Screening	This metal is available in various colors.
	Screen mesh is cut and stretched to a frame for our units.

Supply Department Description Cards:

This department takes raw glass and tempered glass lights and presses them together into sealed units. These units consist of the glass panes, spacer bars, internal grilles, and two sealants. The tempered glass is picked from standard sizes and the raw glass is cut on a CNC machine (Computerized Numerical Cutter). Units are assembled by hand on the manual line or automatically on the IG Line. This department receives lumber and cuts it to desired lengths. The lumber is scanned for defects and waste pieces are cut out. Some reusable scrap is finger jointed and glued together to make useable lengths and reduce overall waste. The wood parts are machined to the desired profiles and lengths. This area includes the grinding room that sharpens our used blades.	This area receives and picks our stocked tempered glass, metal, and wood components This department cuts our metal cladeing to desired length and routers them to the specific profiles needed for the various departments. This metal is available in various colors. Screen mesh is cut and stretched to a fraze for our units.

Part C

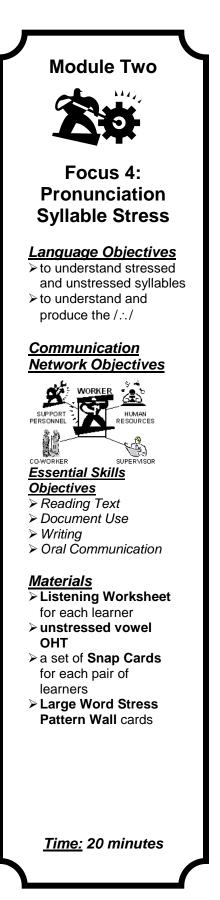
1. Hand out a **worksheet** to each pair of learners and ask them to put the department name beside the description. Have each pair report on an answer.

Worksheet Answer	Key:
Department Name	Department Description
1. Double Hung	This department builds units where both a top and bottom sash are moveable. This type of unit can be seen on many historical buildings.
2. Metal Cutting/ Screening	This department cuts our metal cladding to desired length and routers them to the specific profiles needed for the various departments. This metal is available in various colors. Screen mesh is cut and stretched to a frame for our units.
3. Wood Patio/ Exterior Door	Doors that slide to open are built and assembled here.
4. Cyprium	This department builds all the variety of various unit types made in other departments with one main difference; these are copper & bronze metal cladded. These units are available in different patina finishes, which are applied with patina solutions added to metals heated with torches. The patina pattern is left once the fluid evaporates and the sediments bond to the metal.
5. Access/ Training Cell	Units that have a sash that can rotate all the way around for easy access and cleaning are built here. Here is where new hires who spend a training period learning assembly fundamentals before being hired out to the different assembly departments.
6. Millshop	The wood parts are machined to the desired profiles and lengths. This area includes the grinding room that sharpens our used blades. This department is broken into 3 lines: red, green and blade.
7. Awning & Casement	This department is broken into 3 lines: red, green and blde. Some windows swing from the bottom, and some swing from the side. This is our largest department and our most popular product. This is the next area to gp through Lean transition.
8. Specialty	Tris department makes all types and shapes of window units. Most of the workers are skilled graftsmen and cabinet makers who can build a unit from start to finish.
9. Breakout	This department receives lumber and cuts it to desired lengths. The lumber is scanned for defects and waste pieces are cut out. Some reusable scrap is finger jointed and glued together to make useable lengths and reduce overall waste.
10. Sealed Units	This department takes raw glass and tempered glass lights and presses them together into sealed units. These units consist of the glass panes, spacer bars, internal grilles, and two sealants. The tempered glass is picked from standard sizes and the raw glass is cut on a CNC machine (Computerized Numerical Cutter). Units are assembled by hand on the manual line or automatically on the IG Line.
11. Picture Bow & Bay	Units that are fixed and do not open and are often combined with other unit types are assembled here. These units are concave or convex in shape and consist of 3 or more windows.
12. Inventory Control	This area receives and picks our stocked tempered glass, metal, and wood components.
13. Terrace Door	Various combination and styles are built in this area. This department was the first to make the Lean Manufacturing transition.

Write in the name	of the department.
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Department Name	Department Description			
1	This department builds units where both a top and bottom sash are			
	moveable.			
	This type of unit can be seen on many historical buildings.			
2	This department cuts our metal cladding to desired length and routers			
	them to the specific profiles needed for the various departments.			
	This metal is available in various colors.			
2	Screen mesh is cut and stretched to a frame for our writs.			
3	Doors that slide to open are built and assembled here.			
4	This department builds all the variety of various unit types made in other departments with one main difference; these are copper & bronze metal cladded. These units are available in different pating finishes, which are applied with pating solutions added to metals heated with torches. The pating pattern is left once the fluid evaporates and the sediments born to the			
	metal.			
5	Units that have a sach that can rotate all the way around for easy access and cleaning are built here. Here is where new hires who spend a training period learning assembly fundamentals before being hired out to the different assembly departments.			
6	The wood parts are machined to the desired profiles and lengths. This area includes the grinding room that sharpens our used blades.			
7	This department is broken into 3 lines: red, green, and blue. Some windows swing from the bottom, and some swing from the side. This is our largest department and our most popular product. This is the next area to go through Lean transition.			
8	This department makes all types and shapes of window units. Most of the workers are skilled crattsmen and cabinetmakers who can build a unit from start to finish.			
9	This department receives lumber and cuts it to desired lengths. The lumber is scanned for defects and waste pieces are cut out. Some reusable scrap is finger jointed and glued together to make useable lengths and reduce overall waste.			
	This department takes have glass and tempered glass lights and presses them together into sealed units. These units consist of the glass panes, spacer bars, internal grilles, and two sealants.			
	The tempered glass is picked from standard sizes and the raw glass is cut or a CNC machine (Computerized Numerical Cutter). Units are assembled by hand on the manual line or automatically on the IG Line.			
	Units that are fixed and do not open and are often combined with other unit types are assembled here. These units are concave or convex in shape and consist of 3 or more windows.			
12	This area receives and picks our stocked tempered glass, metal, and wood components			
12	wood components. Various combination and styles are built in this area.			
13	This department was the first to make the Lean Manufacturing transition.			
L				

worksheet

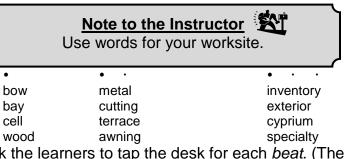


Clear and Unclear Sounds



Part A

1. Explain the concept of syllables by demonstrating with words of one, two and three syllables.



Ask the learners to tap the desk for each *beat*. (The larger • indicates the stressed syllable.)

2. Every content word has one syllable with more stress. The vowel in that syllable is said clearer, louder and longer.

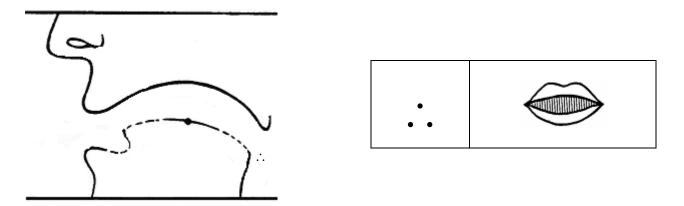
Note to the Instructor

<u>Content words</u> are naming words [nouns], action words [verbs], and description words [adjectives and adverbs]. <u>Function</u> <u>words</u> are usually unstressed.

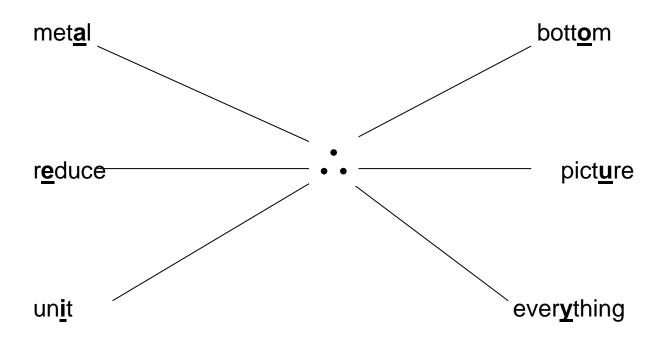
3. Ask the learners to notice the stress patterns. Ask them to repeat as the list is read:

• •	• • •	• •	•••
double	inventory		department
1 st syllable	1 st syllable		2 nd syllable

4. The other syllables' vowels are unstressed vowels: mid central, unclear, quick. Use **Unstressed Vowel OHT**. (Show that all the written vowel letters may be pronounced as unstressed or as Schwa- unclear, quick)



- adapted from Vowel Dimensions, Canadian Government Publishing Centre, 1983.



Part B

- 1. Point out that there are several word stress patterns: where the stressed and unstressed syllables are in a word. Although most English words have the stress on the 1st syllable, there are many words that have a different pattern. Illustrate with 2 words such as *department and manual*.
- 2. Hand out a copy of the **Listening Worksheet** for listening discrimination. Read each row across and ask the learners to mark **D** for Different or **S** for Same.

Answer Key:			
Listening		D	S
Discrin			
again	listen	X	
awning	casement		X
control	metal	X	
access	lumber		X
unit	receive	X	
behind	water	X	
around	terrace	X	
patio	department	X	
follow	cutting		X
unless	empty	X	
millshop	breakout		X
internal	together		X
another	manual	X	
supply	picture	X	
pattern	before	X	

Note to the Instructor

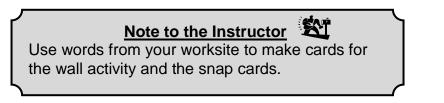
Use words from your worksite to make a listening sheet.

Check the **D** if the stress pattern is **Different** or the **S** if the stress pattern is the **Same**.

againlistenawningcasementcontrolmetal	
control metal	
access lumber	
unit receive	
behind water	
around terrace	
patio department	
follow cutting	
unless empty	
millshop breakout	
internal together	
another manual	
supply picture	
pattern before	

Listening Worksheet

Part C Stress Snap*



1. Attach the following words with their stress pattern cards on the wall:

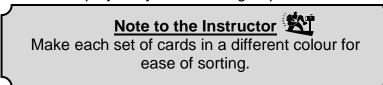
1 ●	2 • •	3 ∙●	4 ●••	5 •●•	6•●••
bow	picture	before	specialty	internal	exterior

2. Using one set of the **Stress Snap Cards**, hand out words to the learners, having them say the word and then place it under the correct stress pattern card on the wall. Once the whole set is on the wall drill each pattern three times.

Answer Key.	-				
	••	•●	•••	•••	••••
bay blade bow cut glue length part room scrap wood	access copper defect fluid learning lumber metal open picture profile terrace unit	adjust again around behind believe below consist machine release unless	different everything moveable popular regular specialty	another assembly available components department together transition	exterior reusable

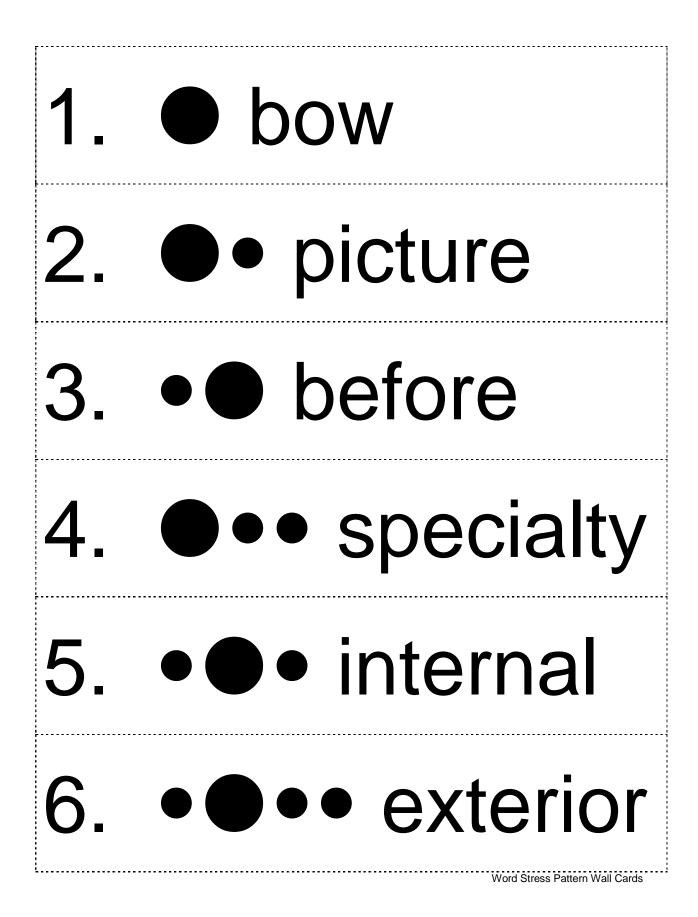
* Idea adapted from Hancock, Mark. Pronunciation Games Cambridge: Cambridge University Press, 1995

3. Divide the class into pairs and give each pair a pack of **Stress Snap Cards**. (The activity could also be played by learners in groups of three if necessary.)



- 4. Explain and/or give out the rules. Rules:

 - a. The aim of the activity is to win more cards than your partner(s).
 - b. Deal the cards equally between players keeping the cards face down in a pile.
 - c. Take turns to turn the cards face up in a pile in the centre of the table, making sure that the player cannot see the card before the others.
 - d. If you notice that the stress pattern of the word on a card is the same as the word on the card before, you can win all the cards in the pile. To do this, put your hand on the pile quickly and say Snap!
 - e. After you have won the pile, put the cards to one side and begin again taking turns to put cards on the table. Shuffle and deal the cards on the table again when you no longer have any cards in your hands.
 - f. The player with the most cards when all the cards have been paired off is the winner.
 - g. If you cannot agree with your partner(s) about the stress patterns of words, check with the lists on the wall.



4. Clear and Unclear Sound	st
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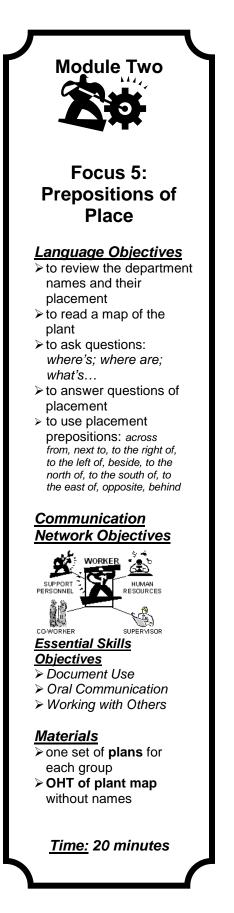
Stress Snap Cards - C	Cut on the dotted lines
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metal	metal	access	access	picture	picture	defect	defect
unit	unit	open	open	together	together	components	components
transition	transition	lumber	lumber	fluid	fluid	learning	learning
profile	profile	assembly	assembly	copper	copper	terrace	terrace
bay	bay	length	length	bow	woq	believe	believe
scrap	scrap	wood	poow	cut	cut	room	room

4. Clear and Unclear Sounds

blade a	r blade	around de	nt around	machine	machine	release	release
another	another	department	department	glue	glue	below	below
available	available	part	part	reusable	reusable	exterior	exterior
popular	popular	specialty	specialty	moveable	moveable	different	different
everything	everything	regular	regular	again	again	around	around
consist	consist	behind	behind	adjust	adjust	unless	unless

Stress Snap Cards - Cut on the dotted	d line
---------------------------------------	--------



Crossroads in the Plant



Part A

- 1. Review with the learners the concept of right and left.
- 2. Establish the directions of the room- where is north, south, east and west. Label with a map legend on the board



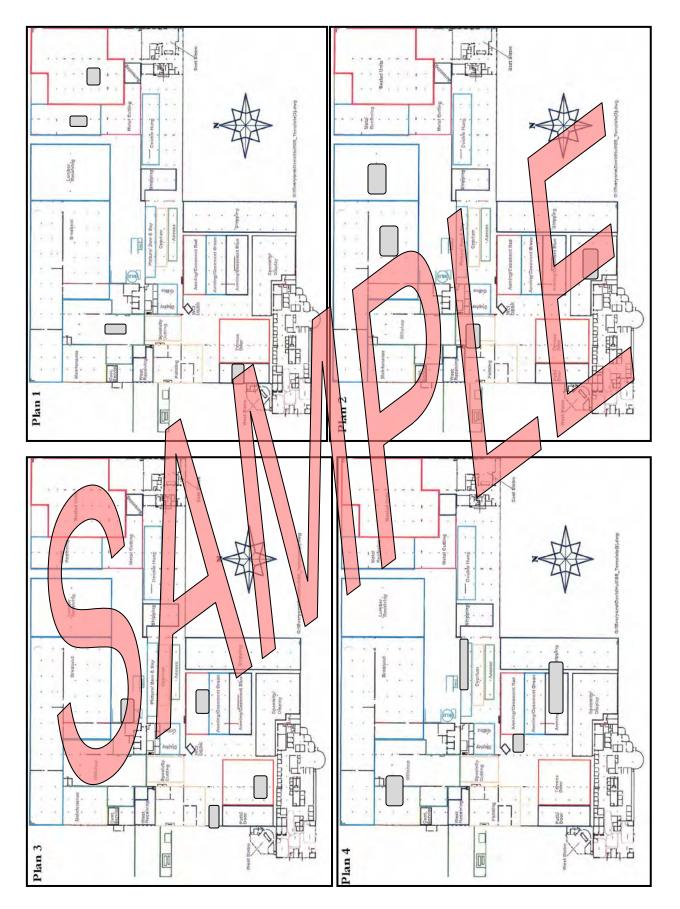
- 3. Lead the class in a TPR (Total Physical Response) activity using prepositions of place by having them use their book and a pen and a pencil:
 - put the pen next to the book
 - behind the book
 - in front of the book
 - between the book and the pencil
 - across from the pencil
 - opposite the book
 - to the right of the book
 - to the left of the book
 - to the north of the book
 - to the south of the book

Part B

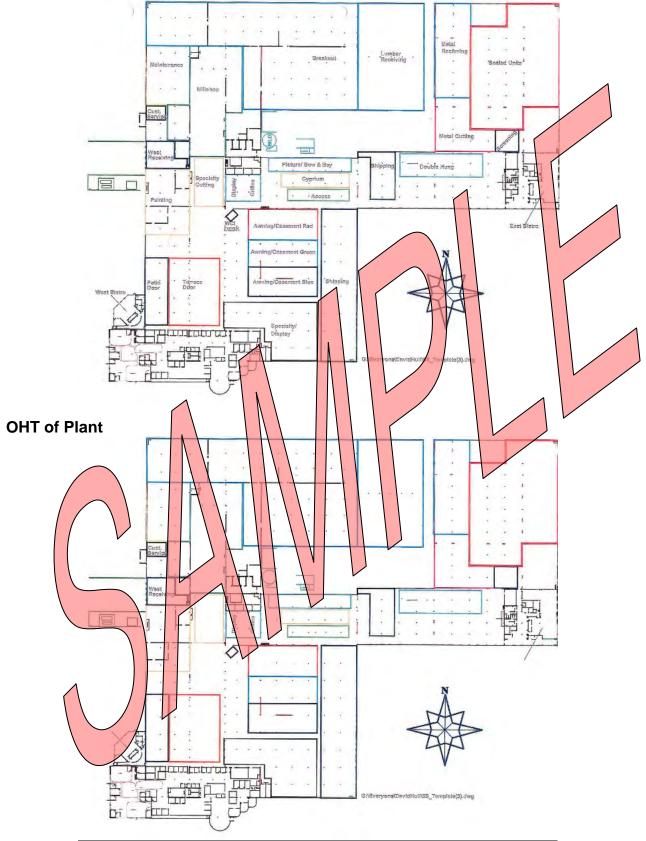
Note to the Instructor

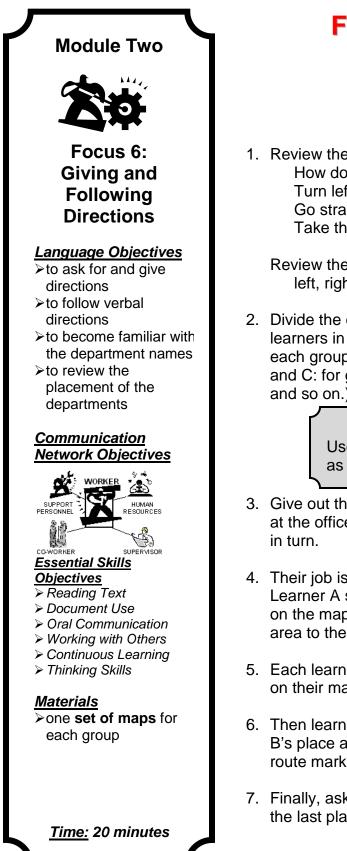
Prepare an information gap activity using 4 maps of your worksite with different departments shaded out on each.

- 1. Divide the learners into groups of three or four and give out the **plans**. The object of the activity is to fill in the names of all the shaded places on the plan. To do this, learners must pool the information they have on their individual plans.
- Review the language that is used in this task: Where's/Where are...? The ... is next to /opposite/ behind/ in front of/ between/ on the right of/ on the left of/ the...
- 3. The learners should take turns to make a statement about the plan, *e.g. The breakout department is next to the*
- 4. The other learners should then fill in the information on their plans.
- 5. Sometimes learners will not be able to use the information immediately if they do not yet know where the *breakout department* is, for example. They may then make a note of the information for future use.
- 6. The activity is finished when all the learners have completed their plans.
- 7. Bring the whole class together and call on various members to tell you the placement of departments in the whole plan. Write in the names on the **OHT**



Master Copy:





Following Directions

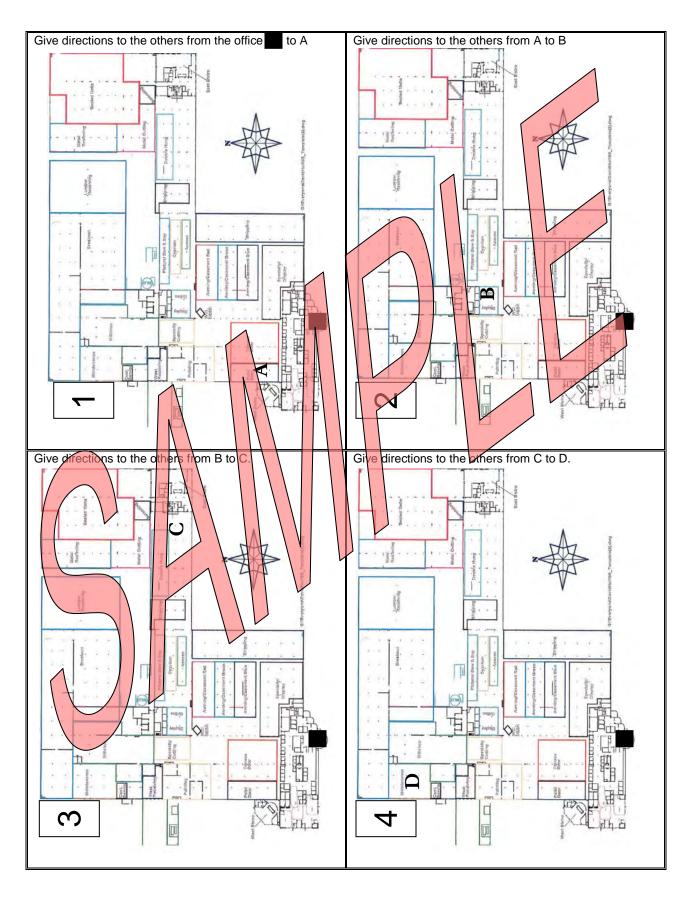


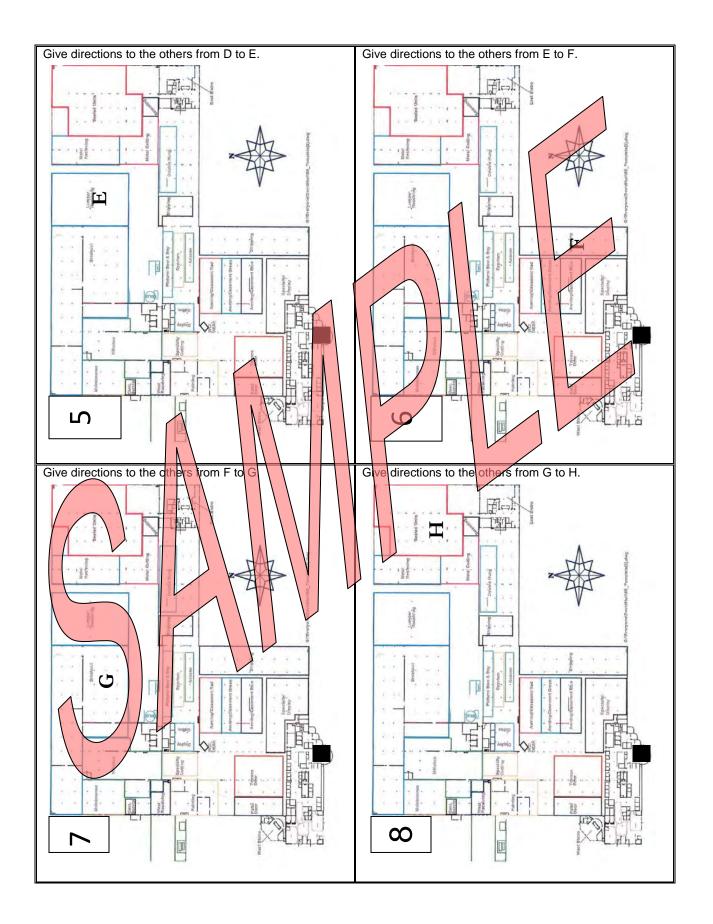
- Review the language that will be used in doing the task: How do I get to...? Turn left/right. Go straight on. Take the first/second/third turning on the right/left.
 - Review the vocabulary that will be used: left, right, first, second, third, turning, corner, side
- 2. Divide the class into groups of about the same number of learners in each group and copy one set of maps for each group. (For groups of three, use only Maps A, B and C: for groups of four use only maps A, B, C and D and so on.)

Note to the Instructor

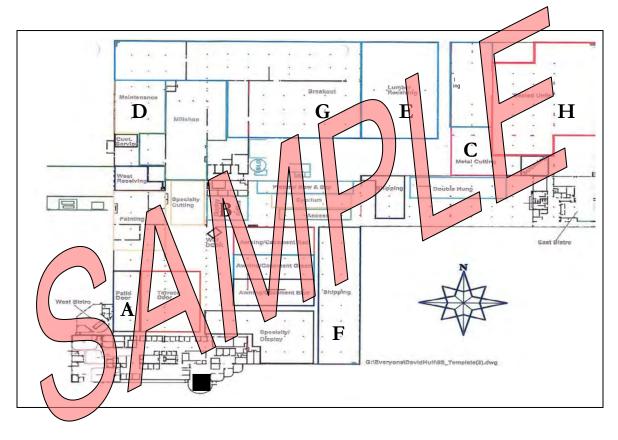
Use maps from your own worksite and label as demonstrated in the SAMPLES

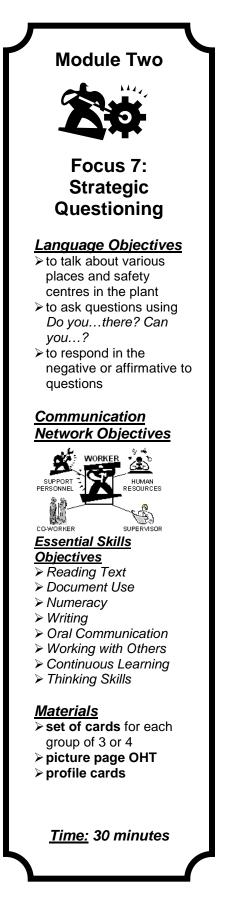
- 3. Give out the maps and tell the learners a visitor is arriving at the office area and touring each of their work stations in turn.
- 4. Their job is to give directions for each stage of the tour. Learner A should start and, following the instructions on the map, should give directions from the reception area to the spot A on the map.
- 5. Each learner is to listen to the instructions and draw in the route on their maps.
- 6. Then learner B should give directions from A's place to B's place and so on until the learners have the complete route marked in on their maps.
- 7. Finally, ask the learners to write down the directions from the last place back to the reception area.





Master of Locations:





Where Am I?

Part A

1. Put up the **picture page OHT** of various places in the worksite.

Note to the Instructor

Use pictures from various areas of your worksite.

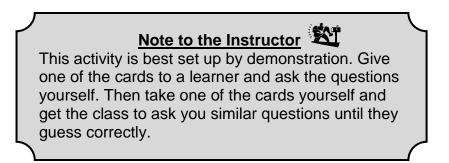
2. Ask the learners to guess the name of the places in the pictures. Write the words for them on the whiteboard.

#1 Answer Key:				
millshop	wood patio	wood component		
	chop saw	inventory		
breakout		terrace door		
terrace door		reflection mirror		
parking lot		terrace door		
eye wash station	host area table saw	breakout		

# 2 Answer Key:				
parking lot		fire extinguisher		
first aid station	hazard awareness centre	cleaning station		
tool board – training cell		fire alarm pull station		
tool board – training cell		parking lot		

- 3. Divide the class into groups of three or four and give one **set of cards** to each group.
- 4. Learners should sit in groups around tables with the cards placed face down in the middle of the group.

- 5. They should take it in turns to pick up cards from the pile. The learner who picks up a card should look at the picture and make a general statement about the place, for example, *This is a work station; or this is related to safety; or it is outdoors.*
- 6. The object of the activity is for others to guess where the place is. They may ask further questions about what is possible or permitted in the place, for example, *However, they must be only questions that can be answered with* **yes** or **no** For Example: Do you eat there? Do you make sealed units? etc.
- 7. When they have guessed correctly the next learner should pick up another card.



OHT/ Picture Card Set #1



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EMERGEN













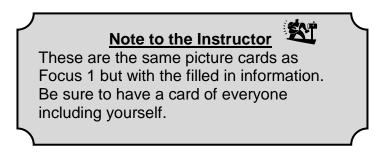




Г. ()) **FEU-FIRE** ABAISSER PULL DOWN CEODERI 5 121 ALC: NO

Part B

1. Hand out a set of **profile cards** to each group.



- 2. Instruct them to go through the same procedure as in Part A with the place pictures but to ask questions in order to guess who the person is.
 - e.g. Does he/she speak German?

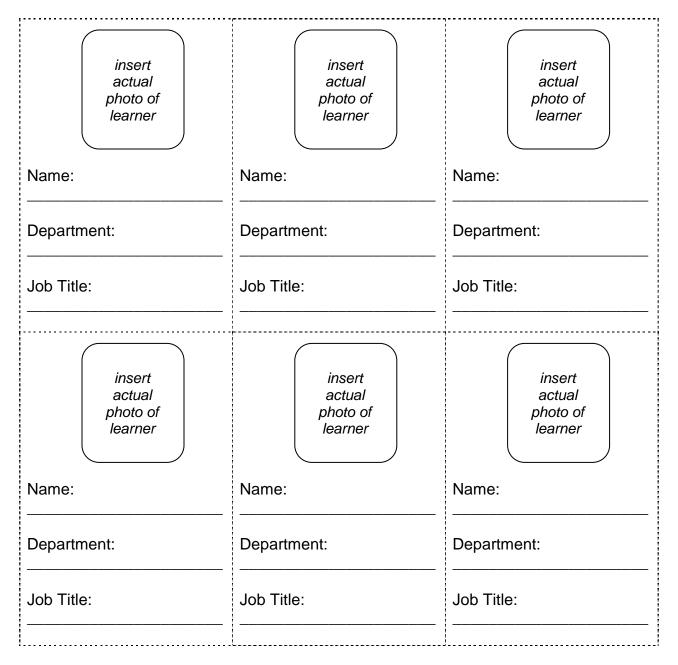
Is he/she young?

Does he/she work in Breakout?

Does he/she have a brother in class?

Does he/she have a father in class? etc

Profile Cards



Module Two



Focus 8: Safety Equipment: Outof-Class task

Language Objectives

- to give specific tasks for continued learning between classes
- to prepare for the next unit
- to discover some vocabulary for safety equipment
- to use a crossword puzzle
- to promote conversation with supervisors

<u>Communication</u> <u>Network Objectives</u>



Essential Skills Objectives

- ➤ Writing
- > Oral Communication
- > Working with Others
- > Continuous Learning

Materials

- Safety Equipment crossword worksheet
- Look, Cover, Write, Check worksheet
- Writing/Printing practice pages for each learner

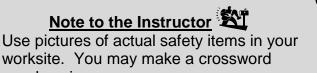
<u>Time:</u> 10 minutes

Safety Equipment: Out-of-Class Task



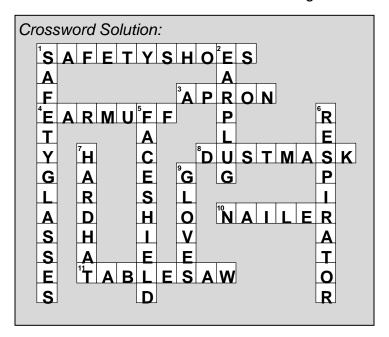
Part A

1. Hand out the Safety Equipment crossword worksheet.

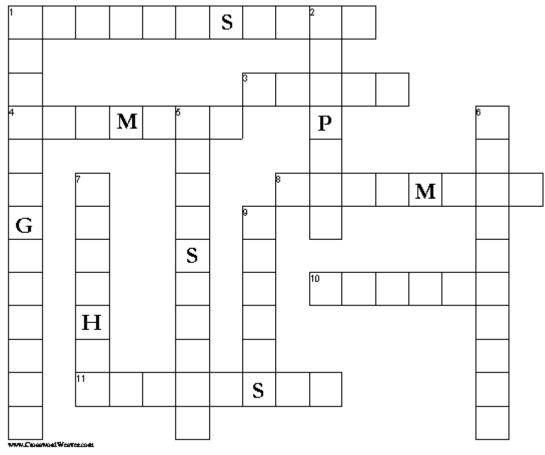


puzzle using ... http://puzzlemaker.discoveryeducation.com

- 2. Demonstrate how to do the puzzle by doing the first across 1: safety shoes.
- 3. Have the learners turn to the **Out-of-Class Storyboard** chart placed in their notebooks. Point out the space for the signature of their supervisor for this module. Explain that they are to get their supervisor to sign when they have discussed this task with them in English.



Safety Equipment Crossword Puzzle:

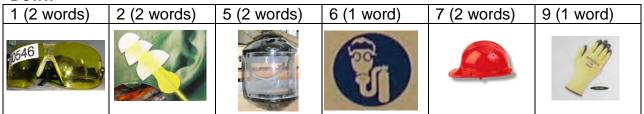


Across



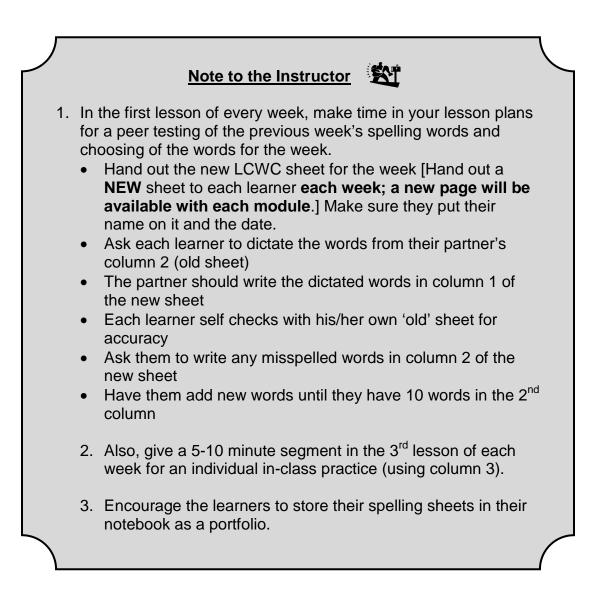
NOTE: The Letters in the puzzle indicate the beginning of words

Down



Part B

- 1. To facilitate the learners' writing and spelling development, hand out a *Look, Cover, Write, Check* worksheet to each learner.
- 2. Review again how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose their own 10 words, assisting when asked. Encourage them to choose word from this module that they have to write.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write.



Look, Cover, Write, Check

Name ______ Date _____

- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

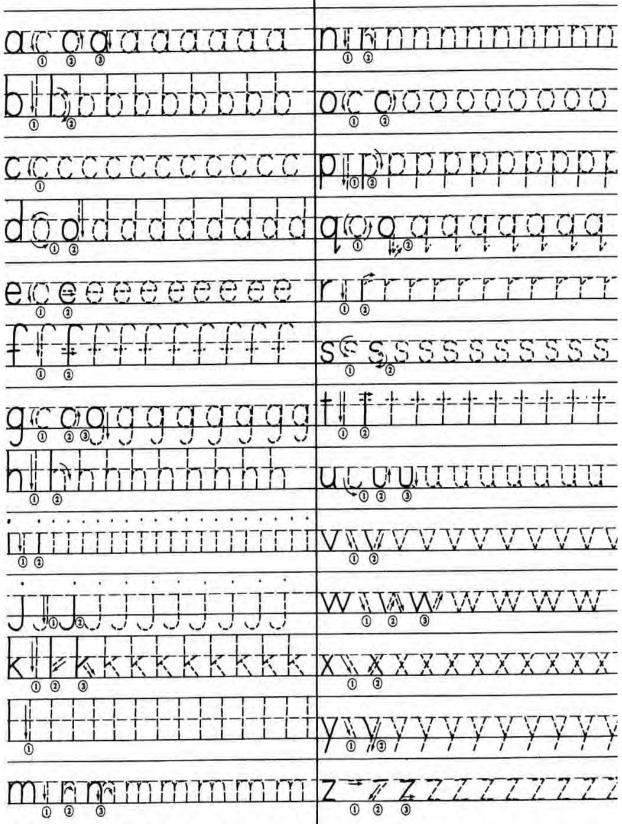
column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2
			Cover Write Check Workshoot

Look, Cover, Write, Check Worksheet

Part C

- 1. Some of your learners may need some practice in forming the letters of the alphabet in the 'English' style.
- 2. Hand out copies of the **Printing/Writing pages** for them to use as practice sheets at home. It is important for them to realize the importance of their writing being legible.









Ni. m. m. 14 i 11 11 1, 2, 1 7 12 1. (\mathbf{I}) 1. 14 2 0 3 4 0 2 ٩ $\overline{\mathbf{0}}$ 2 3 3 2 6 (4) (5) N. 0 2 3 THE ATTU N 0 3 0 1C

Writing Lower-Case Letters (Small Letters)



Writing Upper-Case Letters (CAPITAL LETTERS)

Talking about Safety & Safety Equipment



Achieving Goal: English communication for better Safety, Quality and Productivity

MODULE 3

8. Chemicals & Eye Wash Station: Outof-Class Task

7. Lost Safety Equipment

6. Describing Items

5. How often?

4. Gl<u>ue, Woo</u>d and R<u>u</u>st

- 3. Labeling Safety Equipment
- 2. Using Safety Equipment

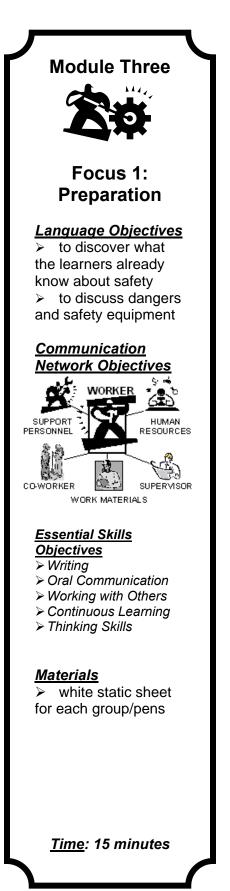
Getting Started: Learning English for better communication

1. Discussing Safety Equipment

Making Progress: Step by step implementation (use) of

English for tasks on the work site





Discussing Safety

Note to the Instructor

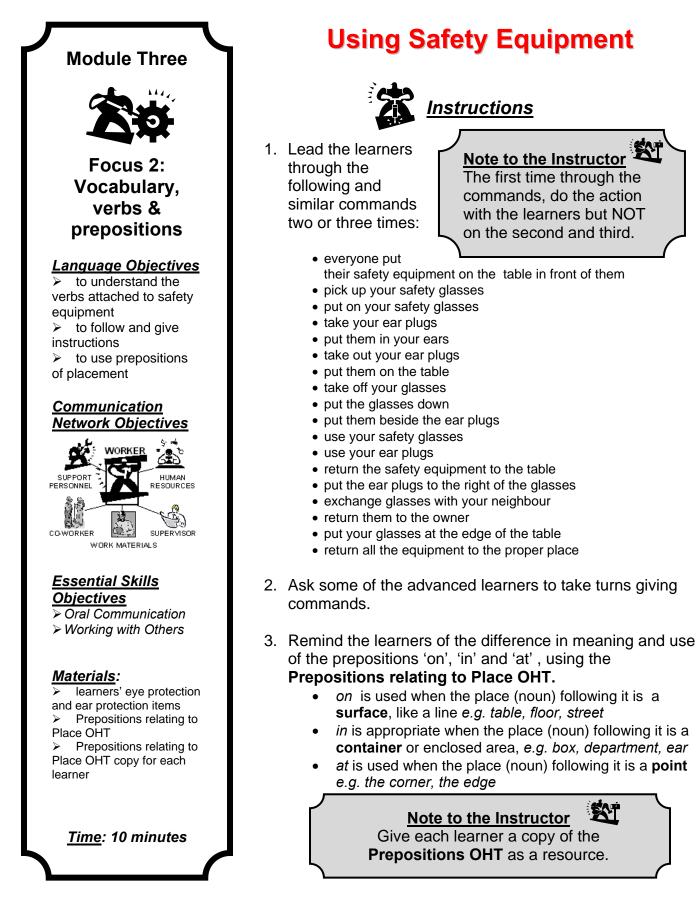
Introduce the module to the learners by putting on an OHT of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about safety and safety equipment.



- 1. Ask the learners to group by departments.
- 2. Ask each group to list on white static sheets or flip chart paper possible dangers to their health and safety in their department e.g. extreme noise could damage ears; glass could cut their hands etc. [pictures may be drawn if they would prefer] Demonstrate first with one idea on an OHT.
- 3. Hand the lists on the wall. Ask the learners to report to the rest of the class on their department.
- 4. Discuss what safety equipment is used to prevent injuries from each danger.



Note: A Speaking Assessment (Stage 1) page* has been added to the end of Focus 6. This page could be used as a record sheet of your learners' speaking proficiency levels as you observe them doing speaking tasks. The descriptions and numbers are according to the Canadian Language Benchmarks. http://www.language.ca *Listening Assessment (Stage 1: CLB 1-4) p. 28 (Stage 2: CLB 5-8) p. 451 *Speaking Assessment (Stage 1: CLB 1-4) p. 18 (Stage 2: CLB 5-8) p. 541 *Writing Assessment (Stage 1: CLB 1-4) p. 189 (Stage 2: CLB 5-8) p. 477



Prepositions relating to Place

on <u>x</u> means on a <u>surface</u>

You put your tools on the workbench.

in 🗵

means inside or within the borders of an <u>area</u>

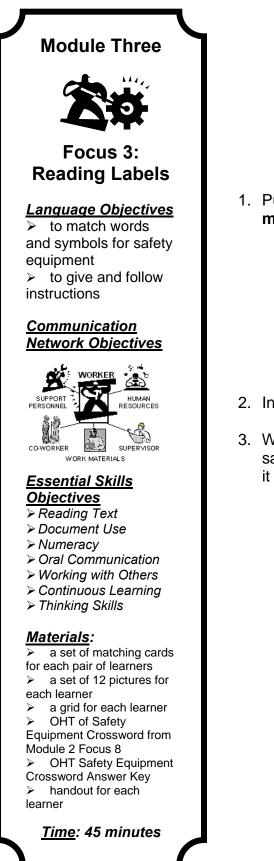
You live in Manitoba.

at X•

means at a particular point

He is waiting at the corner. The man is at the office.

Prepositions relating to Place OHT

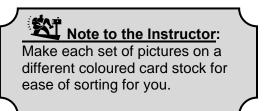


Labeling Safety Equipment



Part A: Form & Meaning

1. Put the learners in pairs. Give each pair a set of **matching word cards** and **picture cards**.



- 2. Instruct them to match the picture with the words.
- 3. When they have completed that task, drill the words by saying one of the item names and asking them to point to it and then repeat the name after you.



Picture & Word Cards



Picture & Word Cards

Chemical Goggles		Face Shield	F
Hand Protection		Cartridge Respirator	
Supplied Air Respirator		Full Body Protective Clothing	
Protective Apron	Est	Disposable Dust Mask	
Foot Protection	3	CAUTION EAR PROTECTION MUST BE WORN IN THIS PLANT	
CAUTION FOR YOU AFETY, HEARING AND EYE PROTECTION ARE REQUIRED IN THIS PLANT () ()	&	CAUTION FOR YOUR SAFETY, SHOES THAT ENCLOSE THE FOOT ARE REQUIRED IN THIS PLANT	

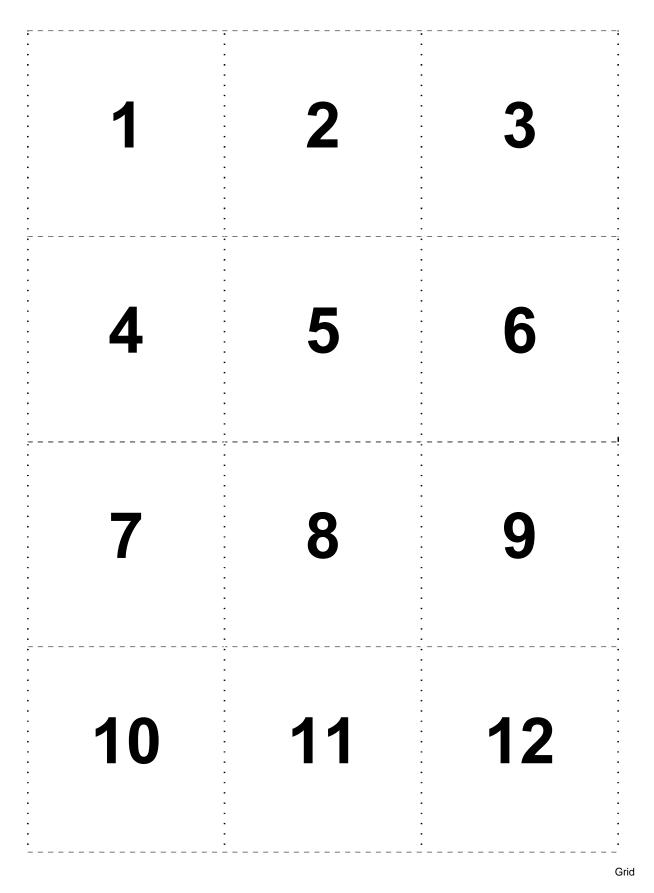
OHT Answer Key and Handout

Part B: Use

- 1. Hand out a **grid chart** to each learner. Drill the way to say the numbers.
- 2. Hand out an additional set of pictures to each pair.
- 3. Instruct them to put a book blocking each other's view of the other's gird. Demonstrate.
- 4. Ask learner A to place the pictures randomly on his grid.
- 5. Then instruct this learner to describe what he has on each number. Learner B should place the matching picture on his grid.
- 6. When they have done all 12, the learners should reveal their grids and compare. Discussion of differences is appropriate.

Note to the Instructor

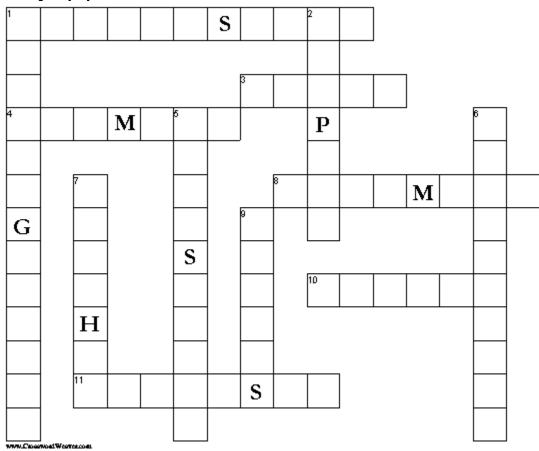
Hand out a **reference page** for the learners to store in their binders when they have finished this task.



Part C: Out of Class Task Review

Ask the learners to retrieve their crossword puzzle that was the Out of Class Task for Module Two. Use the OHT crossword to fill in the words as you elicit from the learners.

Answer	Key:														
¹ S	Α	F	Ε	Т	Y	S	Η	0	² E	S					
Α									A						
F							³ A	Ρ	R	Ο	Ν				
⁴E	Α	R	Μ	U	⁵F	F			Ρ					⁶ R	
Т					Α				L					Ε	
Y		⁷ H			С			⁸ D	U	S	Т	Μ	Α	S	Κ
G		Α			E		[°] G		G					Ρ	
L		R			S		L								
Α		D			Н		0		¹⁰ N	Α		L	Ε	R	
S		Η					V							Α	
S		Α			E		E							Т	
E		¹¹ T	Α	B	L	E	S	A	W					0	
S					D									R	



Safety Equipment Crossword Puzzle:

Across

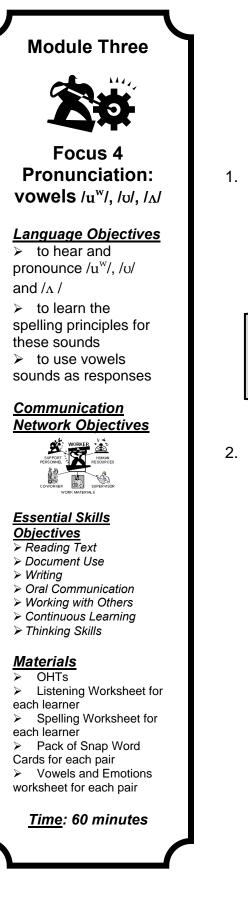


NOTE: The Letters in the puzzle indicate the beginning of words

Down



Safety Equipment Crossword OHT



Gl<u>ue, Woo</u>d and R<u>u</u>st



Part A: Form

1. Introduce the topic of the way we pronounce certain vowel sounds. Remind the learners again that the names of the alphabetic letters in English is for spelling and reading and they do **not** represent the sounds for speaking so we will be using phonetic symbols to represent sounds (the way the dictionary does).



Many languages use the sound as the name of the letter so learners have to learn that in English the name is not the sound. e.g. The letter A is not always pronounced /ey/.

2. Say these words that have the following sounds, having the learners repeat after you chorally.

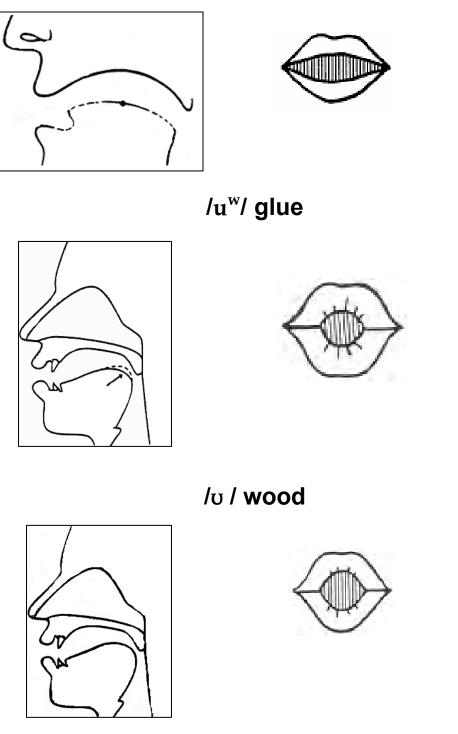


u^w (glue)	ບ (wood)	л (rust)
too	pull	other
who	book	come
you	wood	nothing
do	put	jump
truth	sure	lumber
two		putty
use		rust
tool		
glue		

Note to the Instructor

Do not have the learners read these words. This is a listening and repeating task.

/_∧/ rust



- adapted from Vowel Dimensions, Canadian Government Publishing Centre, 1983.

Glue, Wood, Rust OHT

3. Explain how these vowels are formed, using the **Glue**, **Wood**, **Rust OHT** and your own mouth to demonstrate.

I_{Λ} /as in rust

- a central vowel
- spread the lips; do not round them
- the tongue is in a relaxed position neither forward nor back; neither high nor low
- the tongue is in the same position as /ə/ but stressed

Read the sentences on the separate **sound spelling OHT** and have the learners repeat.

/u^w/ as in glue

- hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front teeth.
- As you begin to say the sounds, raise the *back* of your tongue toward the roof (soft palate) of your mouth (but don't touch it).
- Round your lips and push them out. The opening is smaller than for the sound **/ow/** as in *no*.
- Place your thumb underneath your chin to feel the *tense* muscles.

Read the sentences on the separate **sound spelling OHT** and have the learners repeat.

/v/ as in wood

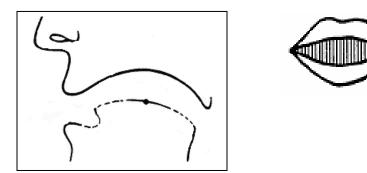
- hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front teeth.
- As you begin to say the sound, raise the *back* of your tongue toward the roof (soft palate) of the mouth but lower than for the sound $/u^w/as$ in *do*.
- Your lips should be close together and may be slightly rounded (but not pushed out). The jaw is lowered slightly. /u/ is a *short* vowel sound.
- Place your thumb underneath your chin. The muscles are *relaxed*.

Read the sentences on the separate **sound spelling OHT** and have the learners repeat.



Change the sentences on the OHTs to reflect the vocabulary of your worksite and your learners.

/_\/ rust



Don't let your tools get rust.

You must wear closed footwear in the plant.

The machines **run** well.

We all like a **sunny** day.

That worker **won** an award.

Some ear protection is needed at all times.

Come to class every day.

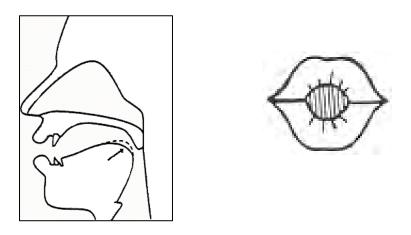
Some of the workers are young

Do you have **enough** supplies?

Does this help you?

Sound Spelling /A/OHT

[/]u^w/ glue



Use safety glasses in the plant.

Take care of your tools.

Eat food in the lunch room.

The glue is in the cupboard.

You are learning English well.

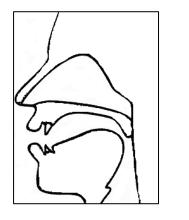
Your friend is learning too

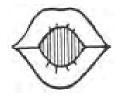
What do you want me to do?

Whose blue gloves are on the table?

Sound Spelling /u^w/ OHT







Most windows have a wood frame.

Open your **book**

Look at the first page.

The workers **stood** behind the saw.

Would you please be careful?

Could I use that hammer?

You **should** wear ear protection in the plant.

Push the cart.

Pull the handle.

The box is **full** of scrap pieces.

Part B: Sound Spelling Relationship

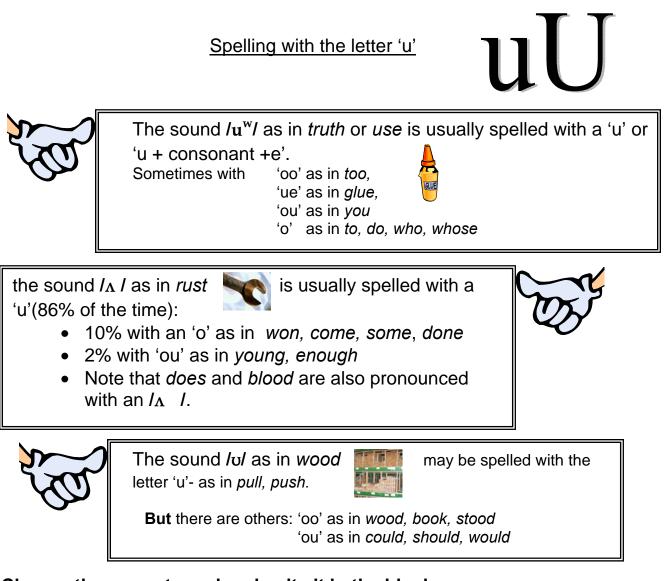
- Explain the sound spelling relationship of these three vowel sounds. Remind the learners that only the stressed syllable vowel is clearly said whereas the unstressed syllable vowel is usually said quickly and unclearly as a mid vowel no matter how it is spelled. [You may want to refer to the OHT from Module Two]. Spelling is for ease of reading or getting meaning not always for pronouncing the words. However, since English is a phonetic language, there is a strong tendency for certain sounds to be spelled in certain ways. One can often predict with 90% accuracy how a spelling should be.
- 2. Hand out the **spelling sheet** and use an **OHT** of it to explain the sound/spelling relationship for each sound. Explain the difference between a Rule of Thumb and a Rule (*a good guideline NOT an absolute: it is usually true*).
- 3. These three sounds can be spelled with the letter 'u'. $rust I_{\Lambda} I$ truth $Iu^{w}I$ push Iol
- 4. However, the letter 'u' is <u>usually</u> pronounced with the $/\mathbf{u}^w/$ long sound as in *truth*. Often there is a silent letter 'e' to signal that the letter 'u' is to be pronounced as a long $/\mathbf{u}^w/$ sound as in: *use, tune, rude*. Other spellings for the sound $/\mathbf{u}^w/$ are as follows:
 - oo too, food ue - glue, blue ou - you o - to, do, who, whose

Use the **Sound Spelling** $/u^w/OHT$ to read the sentences again to the learners. (Part A) Have the learners repeat each sentence after you. Listen carefully for the correct pronunciation of the vowel sound in the **bold** words.

- 5. The sound $I_{\Lambda} I$ as in *rust* is spelled:
 - Eighty-six percent of the time with a 'u': *rust, must, run.*
 - Ten percent of the time with an 'o': *won, come, some*.
 - Two percent of the time the *I*_A *I* sound is with an 'ou': *young, enough*. Note that *does* and *blood* are also pronounced with a *I*_A *I*.

Read the sentences on the **Sound Spelling** I_{Λ} **/OHT**. Have the learners repeat each sentence after you. Listen carefully for the correct pronunciation of the vowel sound in the **bold** words.

- 6. Although the sound /o/ as in wood may be spelled with the letter 'u'- pull , pushthere are other spellings: oo - wood, book, stood ou - could, should, would Read the sentences on the **Sound Spelling** /o/OHT. Have the learners repeat each sentence after you. Listen carefully for the correct pronunciation of the vowel sound in the **bold** words.
- 7. As a class instruct the learners to fill out the sentences by choosing the correct word. Fill in on your **OHT**.



Choose the correct word and write it in the blank.

- 1. _____[cud, could, cull] I borrow your knife?
- 2. You need to _____[pool, pull] the handle.
- 3. The bin of nails is _____[fool, full].
- 4. This piece of wood is _____[smoother, smother] than that one.
- 5. What _____ [wooed, wood, would] you do?
- 6. This shift is _____[dune, done].
- 7. We can go home _____[soon, sun].

Spelling Worksheet/OHT

Part C: Listening & Producing

- 1. Hand out the **Listening Worksheet**. Have learners work in pairs. Have the learners fold the worksheet in half vertically so that each learner sees only their part of the worksheet.
- 2. Learner A begins by reading the words 1 to 5. Learner B listens and marks the words he or she heard. Then they switch roles for 6 to 10.
- 3. After they have finished, have them compare the two sides of the worksheet to see if they have heard/pronounced the words correctly.

Note to the Instructor

The words are not in the same order in both columns to discourage the 'strategy' of looking for the bold instead of listening.

Learner the word	_		Learner B: Listen and mark the word you hear			
1.tune	ton	tone	1.tone	tune	ton	
2.good	gun	goon	2.goon	good	gun	
3.Sue	soot	son	3.soot	son	Sue	
4.boot	but	book	4.but	book	boot	
5.pull	putt	pool	5.pool	pull	putt	
Now Switch		n and -	Loarnor	R. Pron		
mark the	e word y	ou hear	Learner the word	d in bold		
6.fool	full	fun	6. full	fun	fool	
7.dune	done	dull	7.done	dull	dune	
8.smooth	ner sm	nother	8. smoot	her s	mother	
9.cool	cull	could	9. could	cool	cull	
10. wooe	d one	wood	10. one	wood	WOOEd	

Listening Worksheet

Part D: Vowel Snap

- 1. Divide the class into pairs and give each pair a pack of **Vowel Snap Cards**.
- 2. Explain and/or give out the rules.

Rules:

- 1. The aim of the activity is to win more cards than your partner.
- 2. Divide the cards equally between you. Keep the cards face down in a pile.
- 3. Take turns placing the cards face up in a pile on the table, making sure all see the card at the same time. Pronounce the word as you put in on the pile.
- 4. If you notice that the vowel sound of the word on a card is the same as the word on the card before, you can win all the cards in the pile. To do this, put your hand on the pile quickly and say Snap!
- 5. After you have won the pile, put the cards to one side and begin again taking turns to put cards on the table. Shuffle and deal the cards on the table again when you no longer have any cards in your hands.
- 6. The player with the most cards when all the cards have been played is the winner.
- 7. If you cannot agree with your partner about the vowel sounds of words, ask the teacher.
- * Idea adapted from Hancock, Mark. *Pronunciation Games* Cambridge: Cambridge University Press, 1995

Note to the Instructor Make each set of Snap Cards a different colour for ease of sorting.

102

Vowel S	nap Card	s - Cut on	the dotte	d lines	>	٢	
two	two	would	would	who	who	stoop	stoop
tool	tool	include	include	you	you	lumber	lumber
truth	truth	young	young	book	book	boot	boot
putty	putty	one	one	son	son	sun	uns
other	other	wood	poom	cool	cool	put	put
nothing	nothing	cute	cute	jumps	jumps	pull	llud

Vowel S	nap Card	s -Cut on	2	٢			
tune	tune	won	Mon	done	done	too	too
rust	rust	cook	cook	Sue	Sue	you	you
use	nse	do	op	sun	Sun	truth	truth
cut	cut	two	two	good	good	tune	tune
suit	suit	come	come	could	could	qu	dn
son	son	ton	ton	young	young	tool	tool

Part E: Vowels with Emotional Meanings

- 1. Point out to the learners that often vowel sounds are used to respond to people and situations. *Note:* these are good listening *noises* or responses too
- 2. As an example say to the class: *I find a long hair in my soup. I would probably say* $/u^w/$.
- 3. Give the learners the **Vowels with Emotional Meaning Page**.
- 4. Present each example with the proper vowel sound and intonation. Ask for volunteers to practice with you. Make sure that everyone tries.
- 5. Divide the class into pairs.
- 6. Give one **Vowels and Emotions Worksheet** to learner A and the other to learner B.
- 7. Assess the proficiency level of your learners as to whether they can do this task independently. It may work best to have you do the reading and have the class respond to it. It could be an occasion for some dramatic role play on your part.

Instruct pairs to take turns reading their situation:

- learner A reads the situations on his sheet and learner B makes the response
- learner A checks whether their partner produces the proper cued response.
 - Then learner B reads his situation and listens for learner A's response.

	Vowels wit	th Emotional M	leanings
Written	NAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	Used to Express	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
Uh-oh.	/^ ow/	Trouble	You just drove through a red light and you see a police car flash its lights.
Ooh!	/u ^w /*	Disgust	You find a long hair in your soup.
Oops!	/ u ^w ps/	Recognition of small problem	You drop your sandwich on the floor.
Aha!	/ʌ h ʌ /	Discovery	You finally understand the way to use a machine.
Huh?	/hʌ/	Lack of Understanding (American)	You don't understand what someone said.
Boo!	/ bu ^w /	Frightening someone	You sneak up behind a friend and want to frighten him or her.
Uh-uh.		No	Have you eaten supper?
Uh-huh	/ʌ h ʌ/	Yes.	Have you eaten supper?
Wow!	/waw:/* *lengthen or draw out the vowel sound	Awe / delight	You see a beautiful sunset.
Eh?	/ey/	Connecting to listener, story marker (Canadian)	You are telling a story.

Vowels with Emotional Meanings OHT

Copy and cut apart for each pair of learners

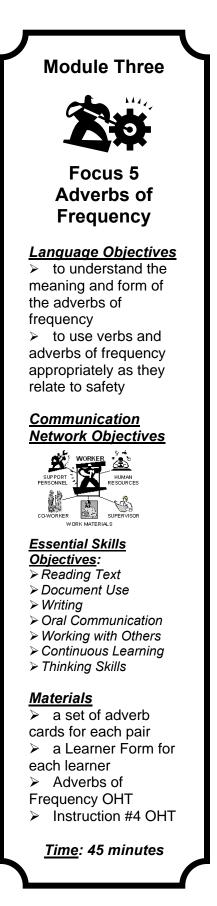
Read this: What could you say?	Listen for this:
 Your friend asked if you understood the question and you did. 	/лhл/ (yes)
2. You just dropped a window.	/ʌow/ (trouble)
 You were asked if you had pinched your finger but you hadn't. 	/л л/ (no)
4. You were just given an extra week of vacation.	/ Λ h Λ / (discovery) or /waw/ (awe)
5. You are asked if you want to go home early, and you do.	/л h л/ (yes)

Vowels and Emotions Worksheet Learner A

★-----

Vowels and Emotions Worksheet Learner B

Read this: What could you say?	Listen for this:
 Your fellow worker asks if it is time for coffee break and it is 	/л h л/ (yes)
 You didn't hear what your friend said so you say 	/ h $_{\Lambda}$ / (lack of understanding)
 Your book fell off your desk; you say 	/ u ^w ps/ (small problem)
9. You bump your elbow on the corner of the chair; you holler	/a:w/ (pain)
10. You find a bug in your tea; you say	/u ^w / (disgust)

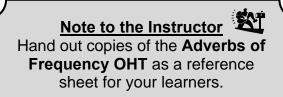


How Often?



Part A: Meaning

- 1. Relate some of the things that you do using the adverbs of frequency. e.g. I always come to class on Wednesdays. I never arrive late. I sometimes come early etc.
- 2. Hand out a **set of cards** to each pair of learners and ask them to order them from the most frequent to the least.
- Discuss the arrangements. Show the Adverbs of Frequency OHT to illustrate the relationship of the words



This page makes two sets of cards.

always	always
often	often
usually	usually
sometimes	sometimes
hardly ever	hardly ever
never	never

Adverbs of Frequency

Adverbs of frequency tell how often something is done: always, usually, often, sometimes, hardly ever and never.

always	100%				
usually	99%				
often	75-90%				
sometimes	5-75%				
hardly ever	25%				
never	0%				

Adverbs of Frequency OHT

How often do you work evenings?

- always
- usually
- often
- sometimes
- hardly ever
- never

Part B: Form

- 1. Give an explanation as to where adverbs of frequency are placed in an English sentence using the **Part B OHT** (pg 111):
 - a) Before the main verb Alex never forgets his glasses
 - b) Between the helping verb and the main verb You must always wear ear plugs.; Paul has sometimes spoken English.
 - c) After the verbs; am, is, are, was, were Martin is usually early for class
 - d) For emphasis at the beginning of the sentence *Always wear gloves when you handle glass.*
- In a Yes/No question the word order principle is the same as the statement: the adverb is placed right before the main verb.
 e.g. Do you always work evenings? Have you usually worn ear plugs?

Alex never forgets his glasses.

You <u>must</u> always <u>wear</u> earplugs.

Paul has sometimes spoken English.

Martin is usually early for class.

Usually he wears glasses.

Do you always work evenings?

Part B OHT B

Part C: Use

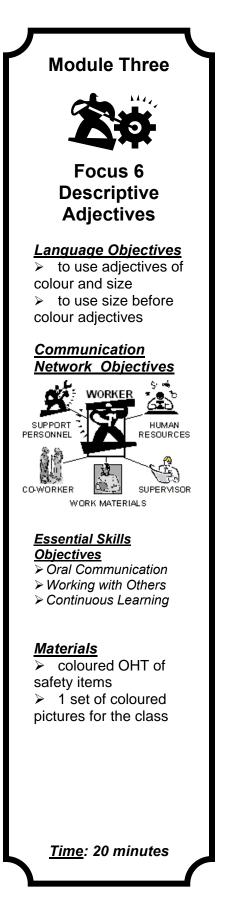
- 1. Remind the learners that the question that is being answered with adverbs of frequency is *How often*?
- 2. Ask the class how to form a question about frequency with the phrase on the OHT (pg 111): work the evening shift (How often do you work the evenings).
- 3. Hand out the **Learner Form** to each learner. Explain that they are to ask *how often* and answer the questions with adverbs of frequency.
- 4. First, go around the room asking learners to form the question for each one: e.g. *How often do you wear ear protection?*
- 5. Point out that they can answer with a short answer just the adverb.

.

- 6. Have the learners circulate among themselves to ask each other the questions and answer them, writing in the names and responses. When most of the learners have completed the task, have them return to their places.
- 7. Ask each person around the circle to read one of their completed sentences around the circle.

Ask your classmates frequency adverb in	s: <i>How often do you</i> to the blanks.	_? Write in the name and
1	(name)	(adverb) wears eye protection
2	(name)	(adverb) wears gloves
3	(name)	(adverb) wears arm or wrist protection
4	(name)	(adverb) wears a hard hat
5	(name)	(adverb) wears steel toed shoes
6	(name)	(adverb) wears a face mask
7	(name)	(adverb) uses a radial saw
8	(name)	(adverb) uses a pneumatic drill
9	(name)	(adverb) brings his lunch
10	(name)	(adverb) drives a fork lift
11	(name)	(adverb) works the evening shift
12	(name)	(adverb) speaks English at home
13	(name)	(adverb) speaks English at work

Learner Form



Describing Items



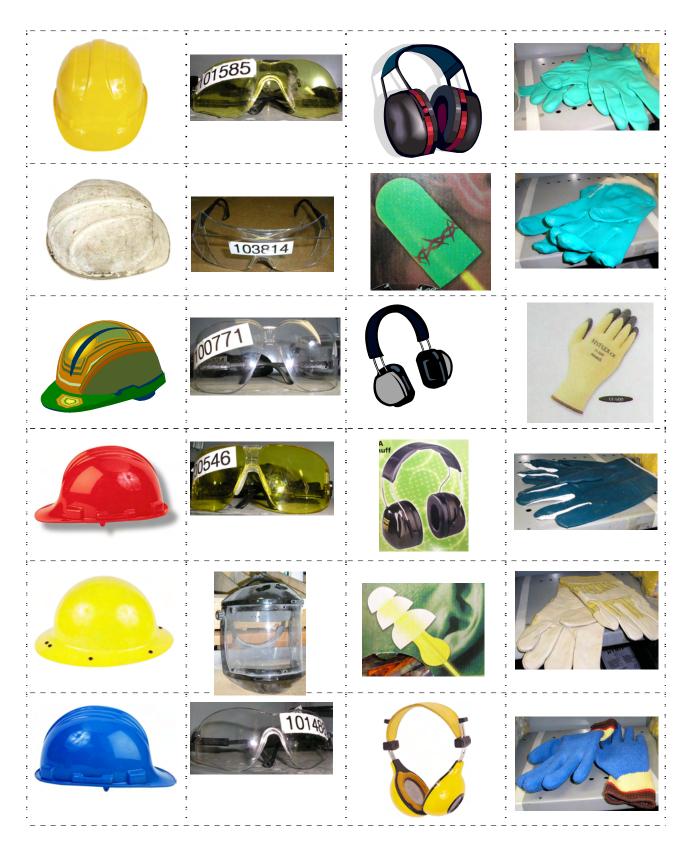
Part A: Describing personal items

- 1. Ask the learners to line up according to their last names.
- Then have them go down the line describing what the person next to them is wearing in terms of colour. Illustrate with the first person.
 a. Heinrich is wearing a red shirt and black pants and

e.g. Heinrich is wearing a red shirt and black pants and brown shoes.

Part B: Describing pictures

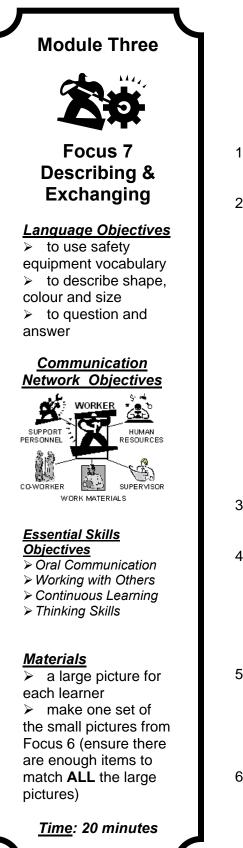
- Put up the safety items OHT to show the variety. Describe each picture with size, colour of the item or the number of the glasses:
 e.g. large blue hard hat; large, green gloves, large black ear protection; #103814 safety glasses etc.
- 2. Have the learners repeat the descriptive phrases after you 3 times.
- 3. Explain that in English descriptive words come before the name of the item and if there is more than one description (adjective) there is a specific order:
 - size comes before shape and colour and kind *e.g. <u>big</u> round black safety glasses*
 - shape before color and kind e.g. long blue rubber gloves
 - colour before kind e.g. red hard hat
 - kind next to name e.g. steel-toed shoes
- 4. Hand out **one picture** to each learner. Have them think of 2 descriptions of the picture. Go around the class asking the learners to describe their item picture. Assist them to be accurate about word order.



Safety Items OHT & Small Pictures

*Speaking Assessment Stage 1

Speaking Assessment S	sment Sheet	et Date:	l i											
	Discour	Discourse Coherence	ence		Structures	ures				Pron	Pronunciation	on		
d from Canadian Language Benchmarks Glo	 Initial Basic Proficiency: speaks in isolated words or strings of two to three words; no evidence of connected discourse Developing Basic Proficiency: asks and responds to simple routine, predictable questions about personal information; demonstrates little evidence of connected discourse Adequate Basic Proficiency: can communicate with some difficulty about basic needs in informal conversations; demonstrates some evidence of connected discourse (and, but) 	Proficiency: si : strings of two ce of connectuation Basic Proficie simple routine ions about per ionstates little conse ions about per ions about difficten h some difficten h some difficten is evidence of urse (and, but)	peaks in to three ed :ncy: asks 'sonal e evidence cy: can thy about ations; f	 Initial Basic Proficiency: demonstrates almost no control of basic grammar structures and tenses Developing Basic Proficiency: demonstrates little control of basic grammar structures and tenses Adequate Basic Proficiency: demonstrates some control of very basic grammar structures and tenses; many structures are reduced; uses basic time expressions; the correct past tense is used only with some common vebs Fluent Basic Proficiency: demonstrates adequate control of basic demonstrates adequate control of basic 	Initial Basic Proficiency: demor nost no control of basic grammar uctures and tenses Developing Basic Proficiency: monstrates little control of basic g uctures and tenses Adequate Basic Proficiency: monstrates some control of very b mmar structures and tenses; many uctures are reduced; uses basic in restions; the correct past tense is by with some common verbs Fluent Basic Proficiency: monstrates adequate control of ba	ncy: demc ic gramma: roficiency lo f basic ficiency: rol of very censes; mar ses basic ti ses basic ti verbs revers revers ontrol of b	nstrates : grammar pasic s used asic	 Initial 1 significant pronuncia pronuncia 3. Adequ still freque assistance 4. Fluent impede co 	L Basic F atly impection iation diff uently im c c communi communi	 Initial Basic Proficiency: pronur significantly impede communication Developing Basic Proficiency: pronunciation difficulties often impe 3. Adequate Basic Proficiency: pr still frequently impede communicatic assistance Fluent Basic Proficiency: pronu impede communication; needs only dimpede 	 Initial Basic Proficiency: pronunciation difficulties may significantly impede communication Developing Basic Proficiency: makes long pauses; pronunciation difficulties often impede communication Adequate Basic Proficiency: pronunciation difficulties still frequently impede communication; sometimes needs assistance Fluent Basic Proficiency: pronunciation difficulties may impede communication; needs only a little assistance. 	iation c lakes lo e comm nunciat ; somet ; somet ittle ass	ifficulti ng paus umicati on diffi imes ne ifificult istance.	ss may es; on culties eds es may
Learners:	4. Fluent Basic Proficiency: clear evidence of connected discourse (and, but, first, next, then, because)	Proficiency: connected dis ext, then, beca	course use)	grammar; uses correct past tense with common verbs	es correct pa bs	st tense w	ith	Π	Individual Sounds	lual ds	Stı	ress/ Into	Stress/Rhythm Intonation	hm n
1.	1 2	3	4	1	7	3	4	1	0	3 4	1	5	3	4
2.	1 2	3	4	1	2	3	4	1	7	3 4	1	5	3	4
3.	1 2	3	4	1	7	3	4	1	7	3 4	1	7	3	4
4.	1 2	3	4	1	2	3	4	1	2	3 4	1	2	3	4
5.	1 2	3	4	1	2	3	4	1	2	3 4	1	2	3	4
6.	1 2	3	4	1	2	3	4	1	2	3 4	1	2	3	4
7.	1 2	3	4	1	2	3	4	1	5	3 4	1	2	3	4
8.	1 2	3	4	1	2	3	4	1	5	3 4	1	2	3	4
9.	1 2	3	4	1	2	3	4	1	5	3 4	1	7	3	4
10.	1 2	3	4	1	2	3	4	1	7	3 4	1	2	3	4



Lost Safety Equipment



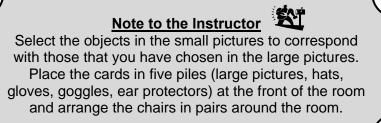
- 1. Explain to the learners that in this task we will be describing safety items and exchanging them.
- 2. Review with the learners the language that will be used during this task. Write these phrases on the board:

Do you have my safety glasses? my hard hat? What's it like? What are they like?

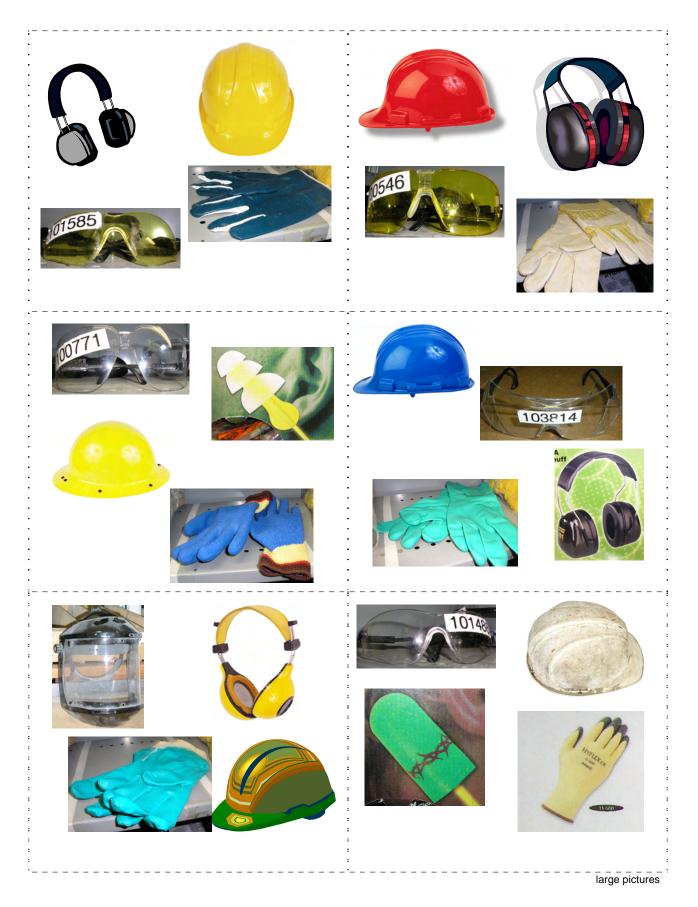
It's ... (+ adjective) They are (+adjective)

- It's (They're) made of
- It's (They've) got....

some adjectives describing shape, size, colour (Elicit some of these from your learners)



- 3. Instruct the learners to take **one picture** from each pile and go and sit in pairs.
- 4. Tell the learners that they are to imagine that they all went to a meeting last night. When they arrived at the meeting they possessed the objects shown in the <u>large</u> picture. Unfortunately they ended up taking the wrong things home with them *the small picture items*. It is now the next day and they are trying to reclaim their lost possessions.
- 5. The object of the activity is to find their four missing possessions the ones on the large picture. To do this they will have to 'telephone' everyone who was at the party to see if they have taken their things. They will ask for and describe the items they are looking for.
- 6. If the learner has a small picture that corresponds to the one in the description, it should be handed over. When both learners have finished their descriptions, they should move on and find other partners and continue in this way until they have found the four small pictures which match the ear protector, safety glasses, gloves, and hard hat in their large picture.



Module Three



Focus 8: Eyewash Station (Out-of- Class Task)

Language Objectives

 give specific tasks for continued learning between classes

to prepare learners for the next module

to know where the Eyewash Stations are in the workplace

> to list the chemicals that are worked with

Communication Network Objectives



Essential Skills

- Objectives
- Reading Text
 Document Use
- Numeracy
- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills

Materials

Where are the Eye
 Wash Stations worksheet
 for each learner
 Chemical List
 worksheet for each learner
 LCWC sheet for each
 learner
 Calendar words for
 each learner

<u>Time</u>: 10 minutes

Chemicals & Eyewash Station: Out-of-Class Task



Part A: Assignment

- 1. Hand out the **Where are the Eyewash Stations** worksheets.
- 2. Explain that it is important to know where the closest eyewash station is for them in the workplace. It is also important to know where the information about the chemicals that they work with is described (MSDS). Explain the focus with the map.
- 3. Hand out the **Chemical List** worksheet. Explain what is to be done.
- 4. Remind them of the sheet in Module 1 that has a place for their supervisor to sign when they have discussed the completed task with them.

Where are the Eyewash Stations

Label this floor plan of your department as follows:

- Put an X for your workstation
- Put EWS for the nearest Eyewash Station
- Put **MSDS** for the storage of the MSDS books

Name of Department: _____

Module Three: Talking about Safety & Safety Equipment 8. Chemicals & Eyewash Station: Out-of-Class Task

What Chemicals Do you Use?

- 1. List the chemicals that you work with in the first column.
- 2. Write what it is used for in the second column.
- 3. Put a check \checkmark in the third column if the supplier label for the chemicals has the eyewash symbol on it.
- 4. Put the page number from the MSDS manual for each chemical in the last column.

Chemical	Use		MSDS page #
		Chami	

Chemical List Worksheet

8. Chemicals & Eyewash Station: Out-of-Class Task Module Three: Talking about Safety & Safety Equipment

Part B: Spelling

- 1. To facilitate the learners' writing and spelling development, hand out a Look, Cover, Write, Check (LCWC) worksheet to each learner.
- 2. Explain how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose their own 10 words, assisting when asked.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write.

	Note to the Instructor
foi ch •	the first lesson of every week, make time in your lesson plans ra peer testing of the previous unit's spelling words and oosing of the words for the week. Hand out the new LCWC sheet for the week [Hand out a NEW sheet to each learner each week ; a new page will be available with each module .] Make sure they put their name on it and the date. Ask each learner to dictate the words from their partner's column 2 (old sheet) The partner should write the dictated words in column 1 of the new sheet Each learner self checks with his/her own 'old' sheet for accuracy Ask them to write any misspelled words in column 2 of the new sheet Have them add new words until they have 10 words in the 2 nd column
2.	Also, give a 5-10 minute segment in the 3 rd lesson of each week for an individual in-class practice (using column 3).
3.	Encourage the learners to store their spelling sheets in their notebook as a portfolio.

Look, Cover, Write, Check

Name ______ Date _____

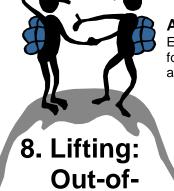
- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2

Look, Cover, Write, Check Worksheet



Taking Care of Your Eyes



Achieving Goal: English communication for better Safety, Quality and Productivity

Class Task

Making Progress:

Step by step implementation (use) of English for tasks on the work site

7. Using the Eyewash **Station**

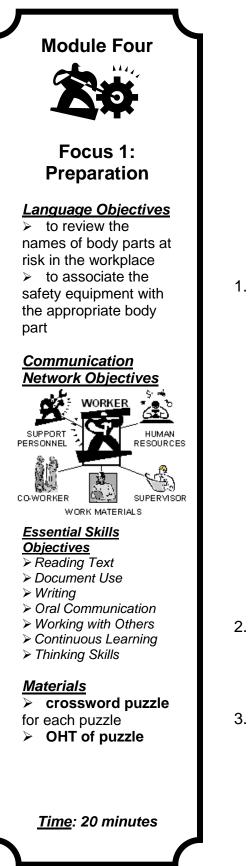
6. Following Instructions

5. How Should We Do It?

- 4. Which Sound?
- 3. Protecting Your Eyes
- 2. Key Words

1. Endangered Body Parts

Getting Started: Learning English for better communication



Endangered Body Parts

Note to the Instructor

Introduce the module to the learners by putting on an OHT of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about taking care of vour eves.

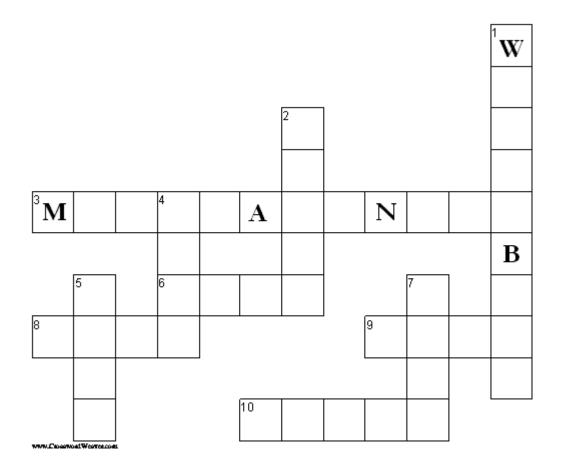


Instructions

- 1. Do a TPR (Total Physical Response) activity where you ask the learners to demonstrate their understanding of the names of the body parts. Call on different learners by name.
 - e.g. Paul point to your feet. Kenni touch your head. Peter and Peter close your eyes. Peter and Peter open your eyes. Hossein raise your right hand Viktor raise your left hand Serge cover your face Alex cover your ears Weniamin raise both arms Henry put your hands over your eyes Heinrich lean over Heinrich stand up straight Paul pat your head Everyone plug their ears with their fingers Everyone unplug your ears Everyone walk in place Rotate your eyes back and forth Hold your eyes open with your thumb and forefinger
- 2. Hand out the Crossword Puzzle of the protection gear and body parts. Instruct them to fill in the blank boxes with the words for the part of the body that these items protect from injury.
- 3. Fill in the words in an **OHT** of the puzzle as you elicit answers from the learners.



Crossword Puzzle



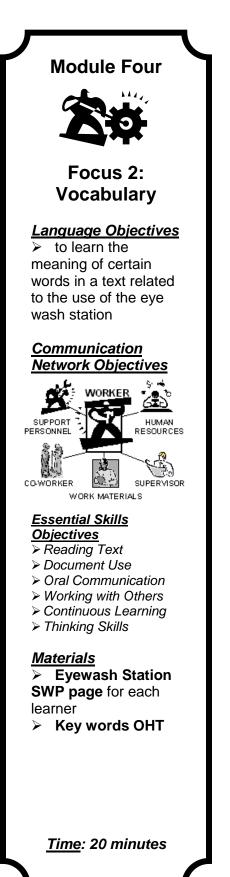
Across:



Down:



Crossword Puzzle Worksheet



Key Words



Part A

1. Hand out the Eyewash Station SWP page.



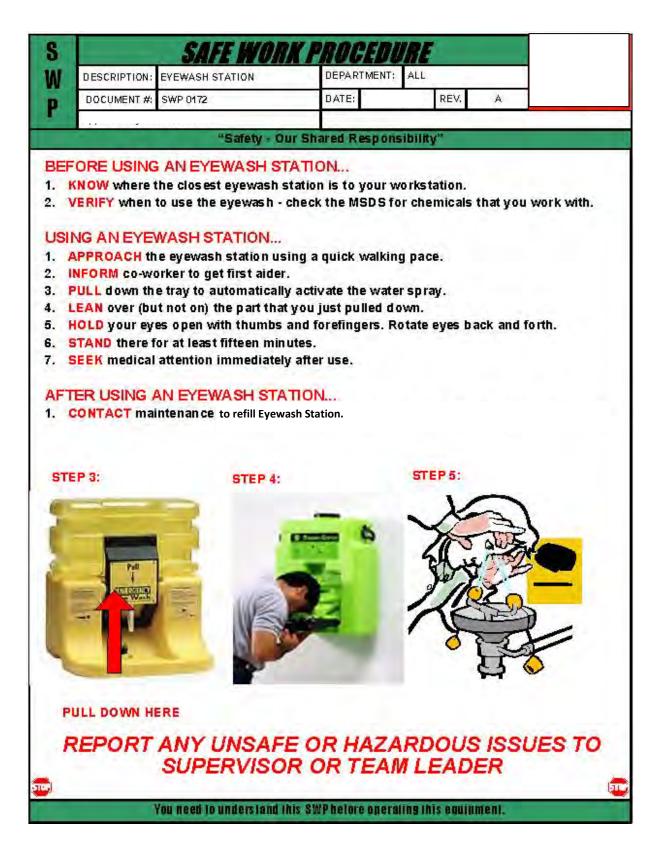
If your worksite has an instructions page for the use of the Eyewash Station, use it. Of course you may have to use different key words to focus on too.

- 2. Put up the key words OHT.
- 3. Ask the learners to find the words that are on the **Key** Words OHT and to highlight them on their SWP page.

Note: A *Writing Assessment (Stage 1)* page* has been added to the end of this Module. This page could be used as a record sheet of your learners' writing proficiency levels as you observe them doing writing tasks. The descriptions and numbers are according to the Canadian Language Benchmarks. http://www.language.ca

*Speaking Assessment *Writing Assessment *Reading Assessment

*Listening Assessment (Stage 1: CLB 1-4) p. 28 (Stage 2: CLB 5-8) p. 451 (Stage 1: CLB 1-4) p.119 (Stage 2: CLB 5-8) p. 541 (Stage 1: CLB 1-4) p. 162 (Stage 2: CLB 5-8) p. 603 (Stage 1: CLB 1-4) p. 189 (Stage 2: CLB 5-8) p. 477



Eyewash Station SWP Worksheet/OHT

eye wash station tray water spray pull lean over hold open fingers thumb

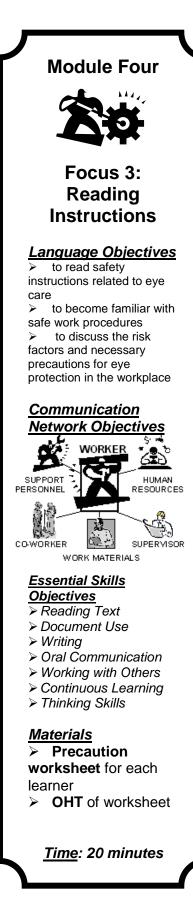
132

Key Words OHT

Part B

- 1. Have the learners label the pictures in the text by writing the words close to the picture and drawing a line to it.
- 2. Ask them to check with a partner on their markings.

Answer Key:						
	S W DESCRIPTION: EVEN P DOCUMENTIA: SAMP		DEPARTMENT;	ALI 19:05 FEA A		
	BEFORE USING AN 1. KNOW where the b 2. VERIFY when to us USING AN EYEWAS 1. APPROACE the ey 2. INFORM co-worker 3. FULL down the eyes of 6. STAND there for at 7. SEEK medical atter AFTER USING AN E	EYEWASH STA os est eyewash sta e the eyewash - ch iH STATION eveash station usinh to get first alder to auio matically a on) the 3 art that y- een with :humbs an least fifteen minut tion immediately a	ntion is to your w eck the MSDS h g a quick walkin activate the wate ou just pulled d d forefingers. R es. after use.	ro festation. or chemicals that yr g paces. er spray. own.		
eyewash station	1. CONTACT mainten	an ce to refill eyew: STEP 4:	ash stalion.			fingers water spray
pull	PULL DOWN HERE REPORT AN SU You ry can over	IT UNSAFE			SUES TO	hold open



Protecting Your Eyes



- 1. Have the learners brainstorm about what substances may enter the eyes if they are not protected. (e.g. dust, dirt, sawdust, wood pieces, chemicals). Write the board on the board or flip chart.
- 2. Expand on the following:
 - Material, particularly chemicals, may splash into the eyes if they are not protected.
 - Some hazardous materials may damage the eyes.
 - Small amount may dissolve in the liquid of the eye and then pass into the bloodstream.
 - The blood goes to every organ of the body.
- 3. Reiterate the importance of taking precautions.
- 4. Hand out the precautions worksheet. Learners may work in pairs.
- 5. Read the statements in the boxes and have them repeat them after you.
- 6. Instruct the learners to choose the appropriate command to write next to each picture.



If your learners do not need writing practice, you may have them just write in the matching letter.

7. Ask pairs to report on their choices.

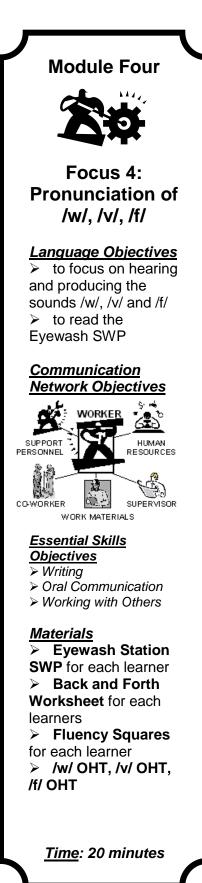
Answer Key:

- 1.F Read the supplier labels for products that you use.
- 2.E Check the MSDS [Material Safety Data Sheets] for chemicals that you work with.
- 3. A Use safety glasses, goggles or a face shield.
- 4. B Do not rub your eyes since there may be hazardous materials on your hands.
- 5. D Use safe work procedures.
- 6. C Know when to use the eyewash station and where the closest eyewash station is.

Choose a phrase from the box to write beside the picture illustration.

	lasses, goggles or a face	D. Use safe work procedures
hazardous mate C. Know when t	our eyes since there may be erials on your hands to use the eyewash station closest eyewash station is	E. Check the MSDS [Material Safety Data Sheets] for chemicals that you work with F. Read the supplier labels for products that you use
	1.	
HAZARD AWARENESS CENTRE M.S.D.S.	2.	
103F14	3.	
	4.	
	5.	
	6.	

Precaution Worksheet



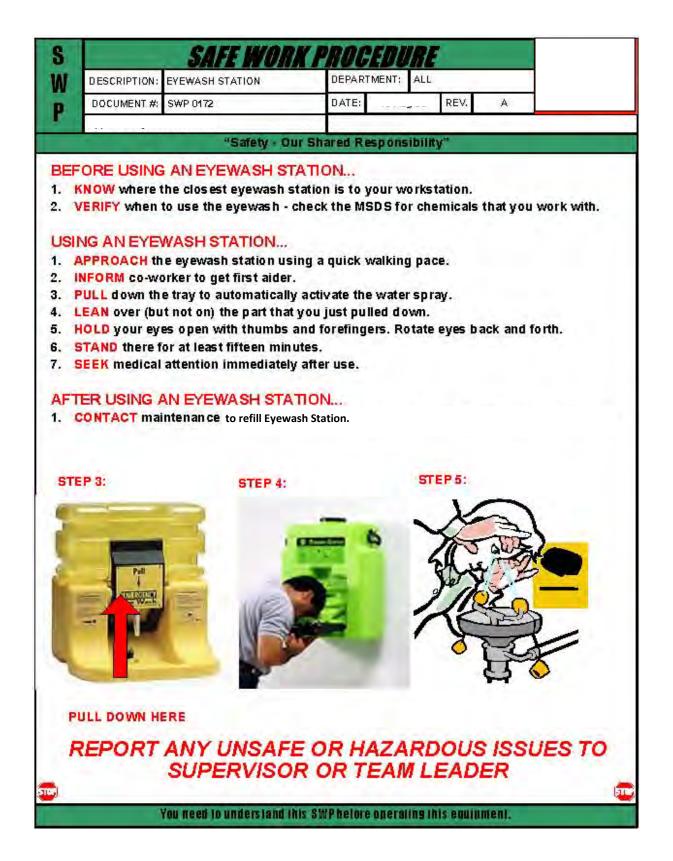
Which Sound?



Part A

- 1. Introduce this task focus by explaining that there are 3 sounds that are often difficult for learners to distinguish: /w/, /v/ and /f/
- 2. Read the Eyewash Station SWP instructions 3 times.
 - On their copy of the text, ask the learners to circle the words with a /w/ sound the first time,
 - <u>underline</u> the /v/ sound <u>in pencil</u> the second time,
 - and <u>underline</u> the /f/ sound <u>in pen</u> the third time.
- 3. Retrieve the words each time and write on a list on the flip chart.

/w/	/v/	/f/
work (2x) eyewash (6x) where work station when walking co-worker water quick with	verify activate over supervisor	safe before (2x) verify inform first forefingers forth for fifteen after (2x) refill unsafe

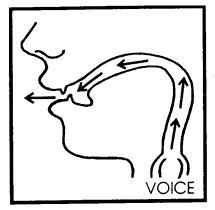


- 4. Present the differences among the following English phonetic sounds: /w/, /v/ and /f/ using the following information:
- There are three main dimensions in consonant pronunciation:
 - place of articulation (where the sound is made or air is blocked)
 - manner of articulation (how the airflow is affected)
 - **voicing** (whether the vocal chords are vibrating)

	/w/	/v/	/f/
Place	2 lips (whistle shape)	top teeth on bottom lip	top teeth on bottom lip
Air	liquid	rough flow	rough flow
Voice	voiced	voiced	unvoiced

- Use the OHTs to illustrate: /w/, /v/ and /f/.
- Illustrate the sounds by using words from the text:
 - /w/ work, wash, where /v/ verify, over /f/ before, refill, first

/w/ as in wash



2 lips (whistle shape) liquid air flow voiced

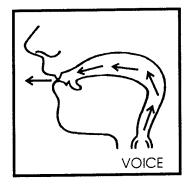
We all work hard.

There is an **eyewash** station in each department.

Water must spray for 15 minutes.

/w/ OHT

/v/ as in verify



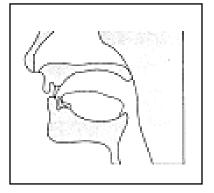
top teeth on bottom lip rough flow voiced

Verify what must be done.

Put your head **over** the station.

/v/ OHT

/f/ as in first



top teeth on bottom lip rough flow unvoiced

Check **before** you use it.

Ask maintenance to **refill** the water container.

First, tell a co-worker to call a first aider.

Part B

- 1. Hand out the **Back and Forth Worksheet**. Illustrate the listening discrimination task by reading some of the words and asking them to mark their papers.
- 2. Lead the class in a listening discrimination task as follows:
 - a) Put the learners into pairs. Give each learner a copy of the **Back and Forth Worksheet**
 - b) Ask the learners to fold the page down the centre on the fold line.
 - c) One learner should be Learner A and the other Learner B and look at the appropriate side.
 - d) On each side there are <u>underlined</u> words. Instruct Learner A to pronounce the <u>underlined</u> word on his/her side and Learner B makes a choice as to which word was pronounced by marking it with an (*).
 - e) Learner B should read his/her underlined word and Learner A makes a choice as to which word he/she hears.
- 3. The exercise can be repeated a number of times with the partners simply choosing new words to pronounce (or exchanging papers with each other) and using a different marking (e.g. (\checkmark)).

Note to the Instructor

142

The words are in different orders in the 2 columns to discourage the strategy of looking for which one is <u>underlined</u> rather than listening to the word.

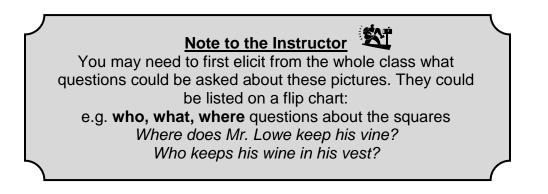
Learner A	Learner B
Pronounce the <u>underlined</u> word:	Listen and Mark what you hear:
1. went	1. bent ()
vent	went ()
bent	vent ()
2. bays	2. phase ()
ways	bays ()
vase	vase ()
phase	ways ()
3. <u>wack</u>	3. back ()
back	wack ()
4. vine	4. fine ()
bine	wine ()
wine	bine ()
fine	vine ()
5. beat	5. feet ()
<u>wheat</u>	beat ()
feet	wheat ()
Chang	e roles
Listen and mark what you hear:	Pronounce the <u>underlined</u> word
6. ban ()	6. ban
6. ban () fan ()	6. ban <u>van</u>
fan (van
fan (´) van (`)	<u>van</u> fan
fan () van () 7. west ()	van fan 7. best
fan () van () 7. west () vest ()	van fan 7. best <u>west</u>
fan () van () 7. west () vest () best ()	van fan 7. best <u>west</u> vest
fan () van () 7. west () vest () best () 8. bed ()	van fan 7. best <u>west</u> vest 8. wed
fan () van () 7. west () vest () best () 8. bed () wed ()	van fan 7. best <u>west</u> vest 8. wed <u>fed</u>
fan () van () 7. west () vest () best () 8. bed () wed () fed ()	<u>van</u> fan 7. best <u>west</u> vest 8. wed <u>fed</u> bed
fan () van () 7. west () vest () best () 8. bed () wed () fed () 9. wet ()	van fan 7. best west vest 8. wed fed bed 9. vet
fan () van () 7. west () vest () best () 8. bed () wed () fed () 9. wet () bet ()	van fan 7. best west vest 8. wed fed bed 9. vet wet bet
fan () van () 7. west () vest () best () 8. bed () wed () fed () 9. wet () bet () vet () 10. bee ()	van fan 7. best west vest 8. wed fed bed 9. vet wet
fan () van () 7. west () vest () best () 8. bed () wed () fed () 9. wet () bet () vet ()	van fan 7. best west vest 8. wed fed bed 9. vet wet bet 10. we

Back and Forth Worksheet

Back and Forth worksheet

Part C

1. Hand out a copy of **Who? What? Where?** (Fluency Squares) to each learner. **Copy and cut apart. (Each page makes two copies)**



- 2. In pairs, ask them to take turns asking **who**, **what**, **where questions** about the squares and answering them.
- 3. Remind the learners that the intonation pattern for Information Questions is for the pitch to jump up at the prominent point and then fall until the end of the question.

Note to the Instructor

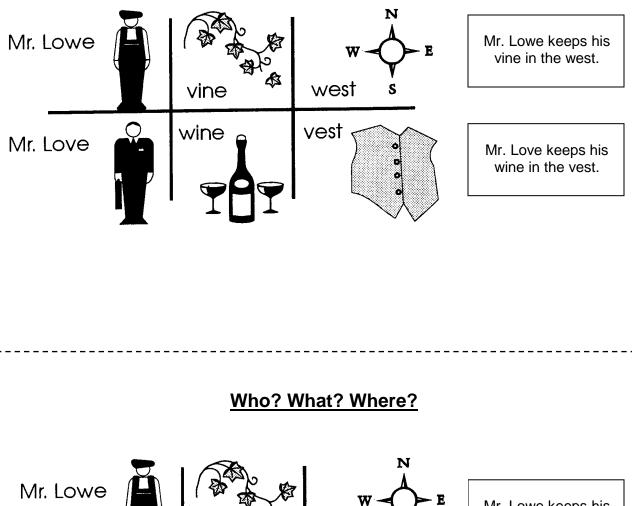
If your learners cannot form questions well enough yet to do this task, this can be done with you asking individual questions. They will be able to answer with one word answers.

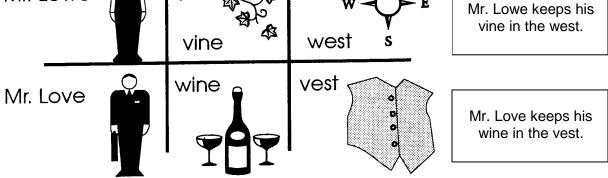
Part D

Have the class read the Eyewash Station SWP page chorally.

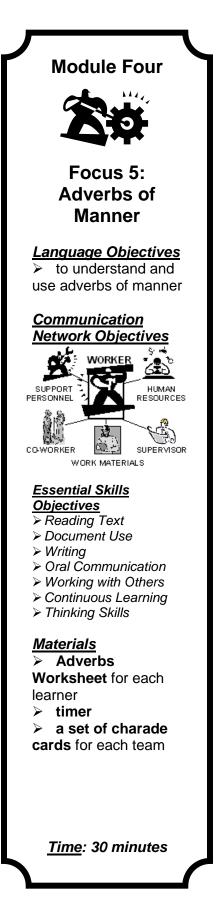
144

Who? What? Where?





Fluency Squares



How Should We Do It?



Part A: Discovery & Explanation

- Explain to the learners that there are certain words that tell us how something is done. e.g. Listen <u>carefully</u>. Walk <u>slowly</u>.
- 2. Point out that often the suffix *ly* is added to a describing word to form an adverb or word that describes how something is done.
- 3. Hand out an Adverb Worksheet to each learners.
- 4. Have the learners find the two words in the text that end in 'ly' [answer: automatically & immediately]
- 5. Make sure they know what these 2 words mean:

automatically = works by itself without human intervention

immediately = without pause or delay

- 6. Have them write the meaning on the line beside the word.
- 7. Explain that the ending 'ly' added to a descriptive word makes an adverb which tells **how** something is done.
- 8. Elicit from the learners what happens automatically [*the water spray is activated*] and what should be done immediately [*seek medical attention after use*].

Adding an 'ly' to a descriptive word makes an adverb

ADVERBS are words that tell <u>HOW</u> something is done.



A. Find the two words in the text that end in 'ly'. Write them below.

=	
=	
B. Change these words into adve	erbs: slow
careful	quiet
calm	firm
safe	gentle
	Spelling Tip: Drop the 'e' and just add 'y'
Insert the adverb from the above sentences:	list into the blanks in these
	to the closest eyewash
b) Don't run	either.
c) Ask your co-worker	to get a first aider.
d) Pull the arm down	·
e) Hold your eyes open	·
f) Report	to your supervisor.
g) We must all work	
h) It is a good practice to wo	ork
	Adverbs Worksheet/OH

Part B: Controlled Practice

- 1. Direct the learners to Section B of the worksheet to make adverbs of the list of words.
- 2. Have the learners report and write them on your OHT.
- 3. Ask the learners to put the appropriate adverb in the sentences.

Suggested Answer Key:

- a) Don't walk *slowly* to the closest eyewash station.
- b) Don't run <u>quickly</u> either.
- c) Ask your co-worker *calmly* to get a first aider.
- d) Pull the arm down <u>gently</u>.
- e) Hold your eyes open *firmly*.
- f) Report *quietly* to your supervisor.
- g) We must all work safely or carefully.
- h) It is a good practice to work carefully or safely.

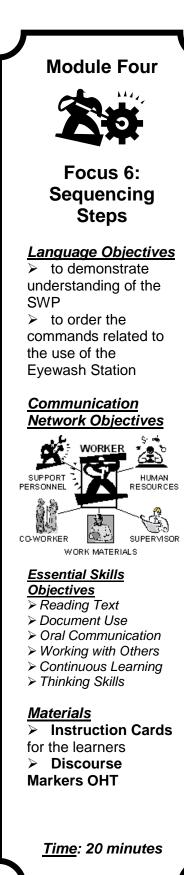
Part C: Using Adverbs

- 1. Write all the words from the **Charade Cards** on the board. Read them and have the learners repeat the word after you. Leave the list on the board for the next activity.
- 2. Divide the class into two teams. Put a pile of **Charade Cards** on each side of the room.
- 3. Lead in an activity of charades.
 - Instruct the class that each side is to take turns having a member pick a card.
 - That member must act out the adverb in some manner, without words, for their own team to guess the adverb before the timer goes off [set for 2 minutes].
 - Keep score on the board one point for every side that guesses the word within the time limit.

Note to the Instructor Demonstrate one before starting.

firmly	slowly
quickly	softly
loudly	gently
calmly	happily
sadly	angrily Charade Cards

quietly	slowly
quickly	softly
loudly	neatly
immediately	safely
carefully	automatically



Following the Instructions



Part A

- 1. Hand out an Instruction Card to each learner.
- 2. Have the learners line up from left to right in the order of the steps to be taken.
- 3. Put up the OHT of the SWP (from Focus 2, pg 131) for the learners to check the accuracy of their ordering.

Answer Key:	
1. Know where the closest eyewash station is to your workstation	2. Verify when to use the eyewash – check the MSDS for chemicals that you work with.
3. Approach the eyewash station using a quick walking pace.	4. Inform co-worker to get the first aider.
5. Pull down the tray to automatically activate the water spray.	6. Lean over (but not on) the part that you just pulled down.
7. Hold your eyes open with thumbs and forefingers. Rotate eyes back and forth.	8. Stand there for at least fifteen minutes.
9. Seek medical attention immediately after use.	10. Contact maintenance to refill eyewash station.

Instruction Cards				
Know where the closest eyewash station is to your workstation	Verify when to use the eyewash – check the MSDS for chemicals that you work with.			
Approach the eyewash station using a quick walking pace.	Inform co-worker to get the first aider.			
Pull down the tray to automatically activate the water spray.	Lean over (but not on) the part that you just pulled down.			
Hold your eyes open with thumbs and forefingers. Rotate eyes back and forth.	Stand there for at least fifteen minutes.			
Seek medical attention immediately after use.	Contact maintenance to refill eyewash station.			

Instruction Cards

Instruction Cards

Part B

- 1. Ask each learner to read his/her card but using the discourse markers such as *first, then, after that, etc.* Have the **Discourse Markers OHT** of these up for them to refer to.
- 2. Ask each learner to demonstrate the meaning of the instruction by miming.

Discourse Markers

first second then next after that lastly finally

Discourse Markers OHT

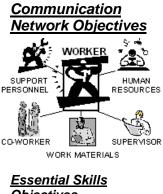




Focus 7: Discourse: Giving & Following a set of Sequenced Instructions

Language Objectives

 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



<u>Objectives</u>

- Reading Text
- > Document Use
- > Oral Communication
- > Working with Others
- > Continuous Learning
- Thinking Skills

<u>Materials</u>

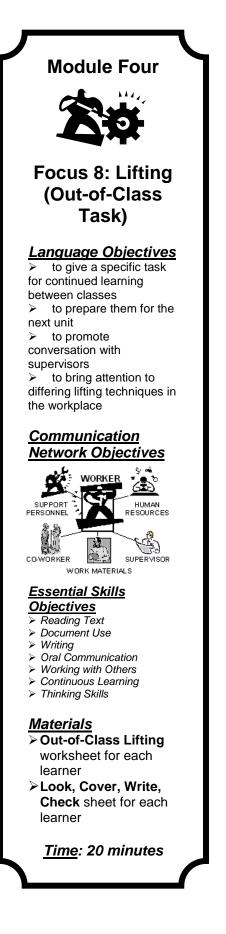
Time: 20 minutes

Using the Eyewash Station



- 1. Divide the learners into group of 3 or 4.
- 2. Instruct them to plan a role play of the use of the Eyewash Station.
 - One member of the group role plays that something is in his/her eye.
 - One member is a co-worker and gives instructions as to what should be done. e.g. *Bend over the tray*.
 - The remaining person is the supervisor to which the incident is reported by the first member and asks if each of the instructions were followed. e.g. *Did you hold your eye open with your finger and thumb?*
- 3. Have each group present their prepared role play.





Lifting: Out-of-Class Task



Part A



Make a worksheet with pictures of various items from your worksite.

- 1. Hand out the Out-of-Class Lifting Worksheet to the learners.
- 2. Go over the instructions with the learners, doing a sample if necessary.
- 3. Remind the learners to have their supervisors sign the Storybook sheet.



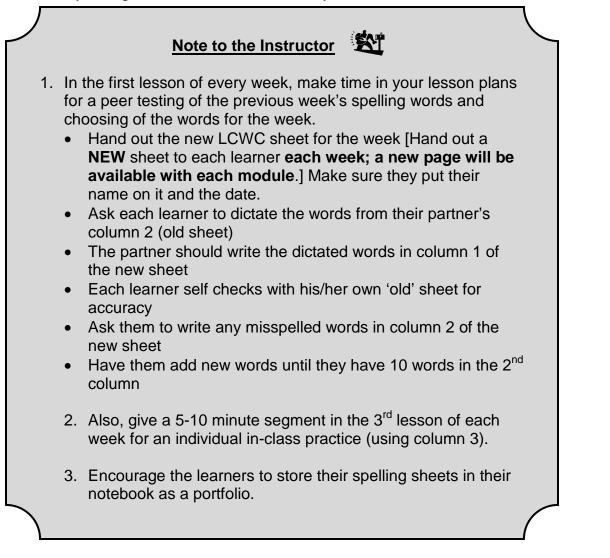
Put a check \checkmark in the box for the correct manner to carry the items in the Picture Column.

Out-of-Class Lifting Worksheet

Part B

- 1. Explain to the learners that there will be an ongoing focus on spelling.
- 2. To facilitate the learners' writing and spelling development, hand out a Look, Cover, Write, Check (LCWC) worksheet to each learner.
- 3. Explain how the method works by reading the instructions on the page.
- 4. Give time for the learners to choose **their own** 10 words, assisting when asked.

5. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.



Look, Cover, Write, Check

Name _____ Date _____

- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last	NEW WORDS	PRACTICE #1	PRACTICE #2
Week's Words			

201000100000000000000000000000000000000			***************************************
L I		المعاد	Cover Write Check Worksheet

Look, Cover, Write, Check Worksheet

*Writing Assessment Stage 1

Writing Assessment Sheet	ent Sheet	t Date:										
	Disc	course (Discourse Coherence	ce		Structures	ures		Me	Mechanics of Writing	of Writi	ng
Learners:	 Initial Basic Proficiency: is able to write limited number of isolated words and basic personal identification information Developing Basic Proficiency: is able to write a few sentences and phrases about self and family or other highly familiar information such as a simple description, answers to written questions or on simple forms and slips Adequate Basic Proficiency: demonstrates adequate competence in simple familiar writing tasks within predictable contexts of every day needs and experiences; can write out short answers to questions related to a familiar text answers to questions related to a familiar text answers to questions related to a familiar text descriptions and narration of events, stories, future plans abut self and family, or other highly familiar topics; can write short messages: postcards, notes, directions and letters. 	ic Proficient er of isolated ar of isolated g Basic Proj ntences and j ar highly fami scription, ans scription, ans scription, ans scription, ans peterce in sin redictable co redictable co redictabl	Proficiency: is able to write of isolated words and basic cation information Basic Proficiency: is able to mees and phrases about self and uighly familiar information such inption, answers to written simple forms and slips tence in simple familiar writing liftcable contexts of every day tences; can write out short ions related to a familiar text Proficiency: can effectively g simple ideas and information experience within predictable yday needs; can use simple narration of events, stories, t self and family, or other highly an write short messages: , directions and letters.	write asic self and on such en writing y day y day y day y tay trext trest tre	 Initial Basic Proficiency: has limited use of structures in common phrases in predictable contexts; needs extensive assistance Developing Basic Proficiency: can use structures to write a few sentences and phrases about self and family or other highly familiar information Adequate Basic Proficiency: can use grammar structures in writing related to personal experience and expanded range of common daily experiences and familiar content Fluent Basic Proficiency: shows ability to use successfully one-clause sentences or coordinated clauses with basic tenses 	sic Profici se of struct edictable co istance ng Basic P write a few ut self and f actures in w actures in w py experient by experient sefully one- clauses with	ency: ures in co ontexts; n co roficienc amily or c ion rriting rela ces and fa expandee ces and fa ercy: sho clause sen h basic ter	mmon eeds y: can use ther ther can use can use ted to filar miliar wws ability tences or tses	 Initial Basic Proficiency: is literate in the same alphabet in another language; writes all the letters of the alphabet and all numbers and numerals; limited exposure to sound- symbol relationship and spelling conventions in English limits learner's ability to write unfamiliar words; can copy addresses, names, numbers and prices Developing Basic Proficiency: can copy basic factual information from directories and schedules; has more control of the sound-symbol relationship and spelling conventions in English and schedules; has more control of the sound-symbol schedules; has more control of the sound-symbol relationship and spelling conventions in English actories and basic Proficiency: can copy or write down a simple set of instructions or a simple message; has greater control of the spelling conventions and punctuation of English writing; can fill out simple application forms and bank slips Huent Basic Proficiency: can copy or write down a simple set of instructions or a simple message; has greater control of the spelling conventions and punctuation of English writing; can take slow simple dictation with frequent repetitions. 	roficiency: is ge; writes all t numerals; lim p and spelling lify to write u numbers and asic Proficien asic Proficiencienciencienciencienciencienciencie	literate in th he letters of ited exposure of convention nfamiliar wo prices arey: can cop the sound- sy the sound- sound- sy the sound- sound	e same alphabet the alphabet and the alphabet and the sound- sin English tds; can copy d mbol glish or write down a sy has greater cutation of n forms and rite down a sy has greater truation of truation of truation of on with frequent
1	~	0	б	4		5	3	4	-	0	3	4
2.	-	7	3	4	Ţ	7	с	4	Ţ	2	с	4
3.	1	2	3	4	1	2	3	4	1	2	3	4
4.	1	2	3	4	1	2	3	4	1	2	3	4
5.	1	2	3	4	1	2	3	4	1	2	3	4
6.	1	2	3	4	1	2	3	4	1	2	3	4
7.	1	2	3	4	1	2	3	4	1	2	3	4
8.	1	0	\mathcal{O}	4	1	7	3	4	1	0	ю	4

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Writing Stage 1



Proper Lifting Techniques



Achieving Goal: English communication for better Safety, Quality

Out-of-Class Task

7. What Do You Think?

Making Progress:

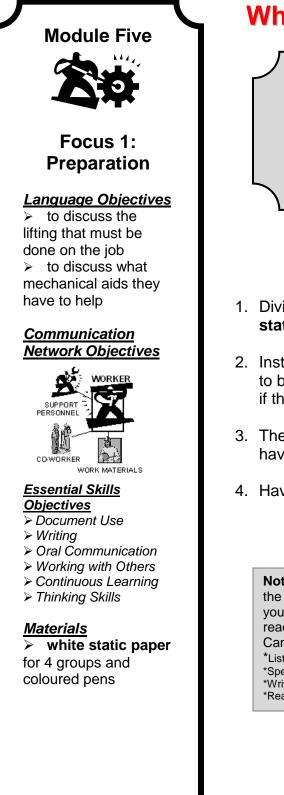
Step by step implementation (use) of English for tasks on the work site

6. The 7 W's

- 5. Asking Questions
- 4. Don't Lift too High
- 3. Reading about Proper **Lifting Procedures**
- 2. Maintain That Posture

Getting Started: Learning English for better communication

1. What Needs to be Lifted & How?



Time: 20 minutes

What Needs to be Lifted & How?

Note to the Instructor

Introduce the module to the learners by putting on an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about **proper** *lifting techniques.*



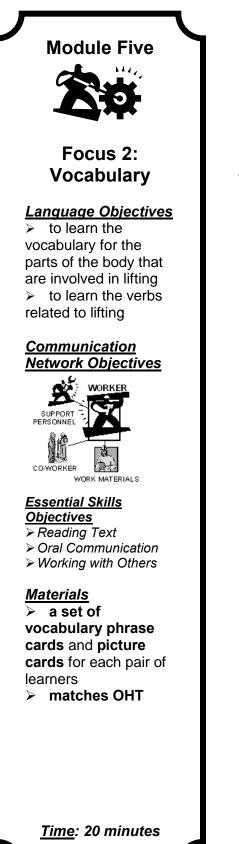
Instructions

- 1. Divide the learners into departments. Hand out a **white static sheet** to each group.
- 2. Instruct each group to draw pictures of things that need to be lifted in their department. They may label the items if they can.
- 3. Then ask them to draw or list any mechanical aids they have in their departments that are use for lifting.
- 4. Have each group report on their poster.

Note: A *Reading Assessment (Stage 1)* page* has been added to the end of Focus 3. This page could be used as a record sheet of your learners' reading proficiency levels as you observe them doing reading tasks. The descriptions and numbers are according to the Canadian Language Benchmarks. <u>http://www.language.ca</u> *Listening Assessment (Stage 1: CLB 1-4) p. 28 (Stage 2: CLB 5-8) p. 451 *Speaking Assessment (Stage 1: CLB 1-4) p. 119 (Stage 2: CLB 5-8) p. 541

*Reading Assessment (Stage 1: CLB 1-4) p. 162 (Stage 2: CLB 5-8) p. 603 *Reading Assessment (Stage 1: CLB 1-4) p. 189 (Stage 2: CLB 5-8) p. 477





Maintain That Posture



Part A: Listening & Understanding

1. Lead a TPR (Total Physical Response) activity using the following sets of phrases three times.

Note to the Instructor

This is best done if you do the actions with the learners the first time through and then just give the commands for the next 2 times.

1. stand up straight

put your hands on your shoulders put both hands on your lower back put your hands on your abdomen bend over and touch your toes

2. stand up straight

maintain a natural position touch your spine put your hands on your belly put your right hand on your lower back put your left hand on your lower back bend over and touch your knees

3. stand up straight

close your book pick up your book with both hands lift it to shoulder level lower it to knee level lift it to shoulder level hold it close to your body lower your book to the table hug it close to your body put the book down

4. stand up straight

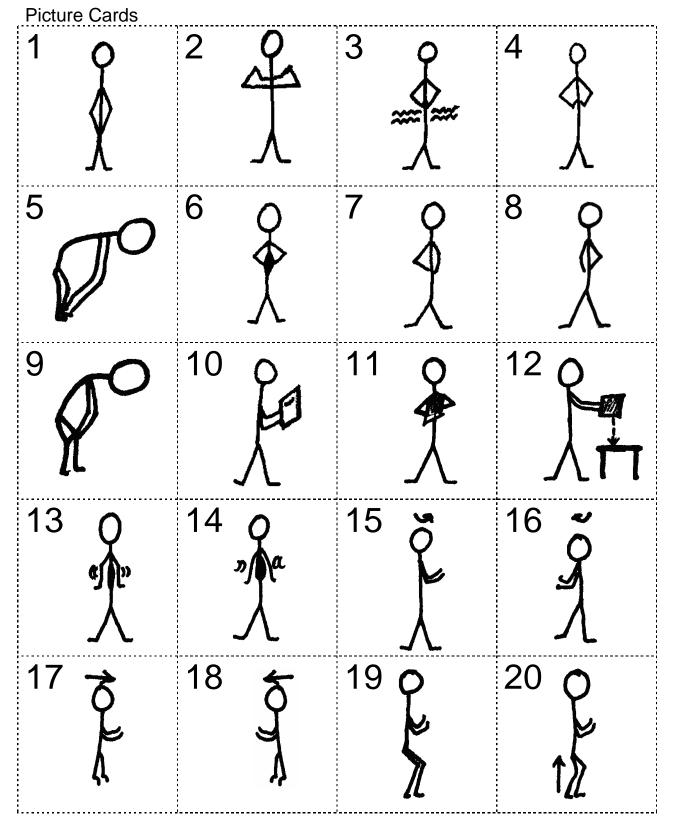
put your hands on your abdomen tighten your abdominal muscles relax your abdominal muscles flex your abs relax your abs brace your abs relax your abs bend over at the waist

5. stand up straight

maintain a natural posture twist at the waist to the left twist at the waist to the right pivot on your feet to the left pivot on your feet to the right bend at the knee keeping your back straight stand up using your leg muscles bend your knees straighten up

Part B: Reading for Meaning

- 1. Hand out a set of **vocabulary phrase cards** and **picture cards** to each pair of learners.
- 2. Have them match the word phrases with the picture cards.
- 3. Ask them to compare matches with another pair of learners.



Picture Cards

stand up straight	put your hands on your shoulders
put both hands on your lower back	put your hands on your abdomen
bend over and touch your toes	put your hands on your belly
put your right hand on your lower back	put your left hand on your lower back
bend over and touch your knees	pick up your book

169

Vocabulary Phrase Cards

hug it close to your body	put the book down
tighten, contract or flex your abdominal muscles	relax your abdominal muscles
twist at the waist to the left	twist at the waist to the right
pivot on your feet to the left	pivot on your feet to the right
bend at the knee keeping your back straight	stand up using your leg muscles

Vocabulary Phrase Cards Cont'd

Part C: Speaking

- 1. When most of the pairs are finished matching the cards, put up the **Matches OHT** for the learners to check.
- 2. Read the phrases and have the learners repeat after you.
- 3. Have the learners take turn leading the group in TPR activities using the phrases.

	stand up straight		put your hands on your shoulders
3 0	put both hands on lower back	4 ↔	put your hands on your abdomen
5	bend over and touch your toes	6 ○	put your hands on your belly
	put your right hand on your lower back	8 0	put your left hand on your lower back
9	bend over and touch your knees		pick up your book

Matches OHT

11		hug it close to your body	12 0 12 0 17	put the book down
13		tighten, contract or flex your abdominal muscles	14 0 "Ma	relax your abdominal muscles
15	Ň	twist at the waist to the left	16 og	twist at the waist to the right
17	TO LA	pivot on your feet to the left	18 0	pivot on your feet to the right
19	R N	bend at the knee keeping your back straight	20 O	stand up using your leg muscles

Matches OHT

Module Five



Focus 3: Reading Safety Posters

Language Objectives

to read and understand the key concepts of the SWP

<u>Communication</u> Network Objectives



<u>Essential Skills</u> Objectives

- ➤ Reading Text
- > Document Use
- > Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills

<u>Materials</u>

 one 'poster' worksheet and small pictures for each group
 one set of Poster pictures
 SWP for Proper Lifting Techniques for each learner

Time: 20 minutes

Reading about Proper Lifting Procedures



Part A

- 1. Using the **Matches OHT** from the previous focus, have the learners repeat after you while you read the phrases.
- 2. Hand out the **Proper Lifting Techniques SWP** to each learner.
- 3. Read the text of the SWP while the learners follow along.
- 4. Explain that the pictures expand on the ideas in the main text.

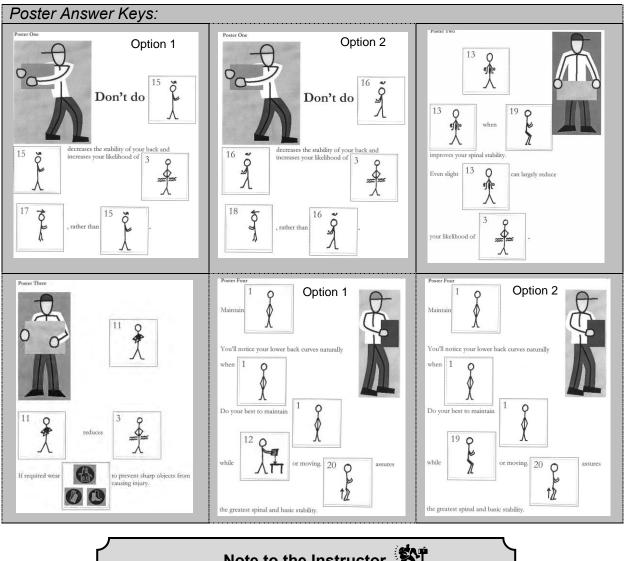
174



Proper Lifting Techniques SWP

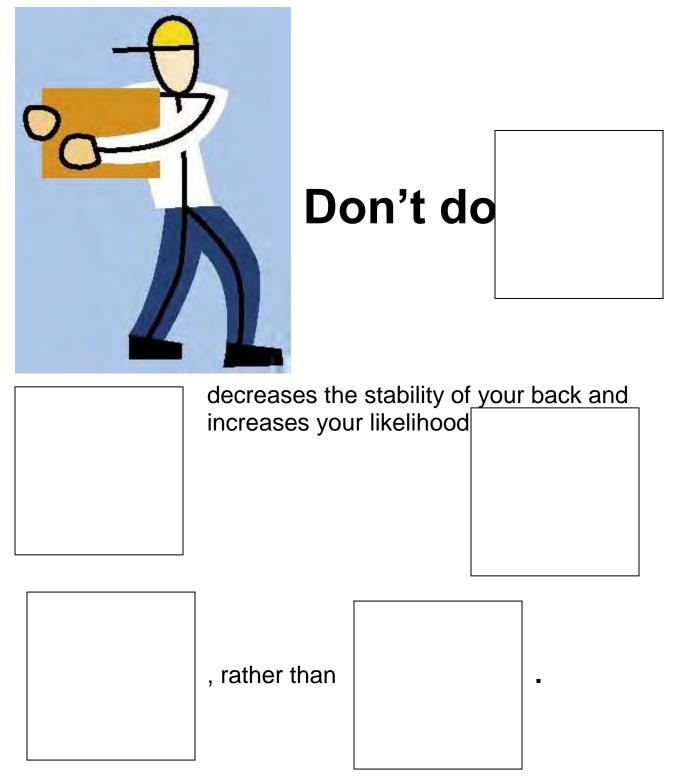
<u>Part B</u>

- 1. Divide the class into their non-equal ability groups.
- 2. Give each group a poster picture, poster worksheet and cards to work on.
- 3. Ask them to remake the poster but substituting the pictures for the word phrases.
- 4. Ask the learners to put their new posters on the wall. Ask each group to read their poster to the rest of the class.



Note to the Instructor The numbers **0000** on the small cards indicate which poster they belong too.

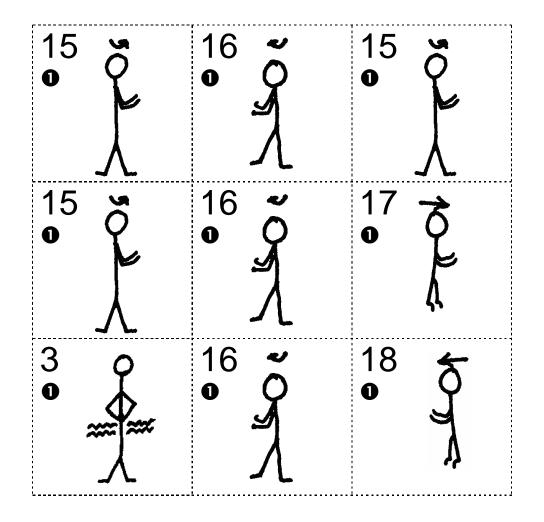
Poster One Worksheet

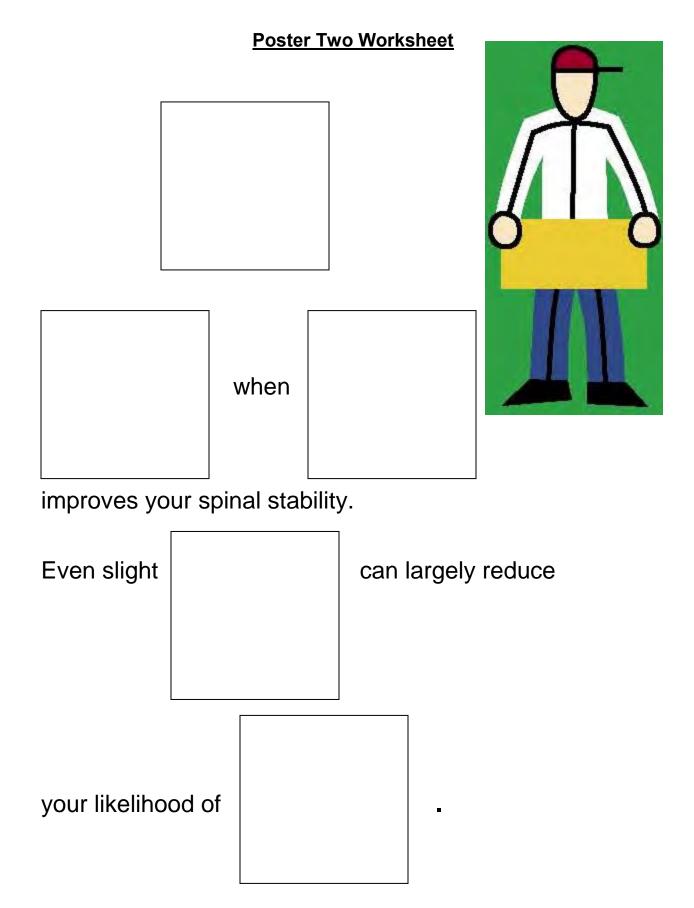


Poster One Picture

Don't do the twist.

Twisting decreases the stability of your back and increases your likelihood of injury. Pivot with your feet to turn, rather than twisting your body.



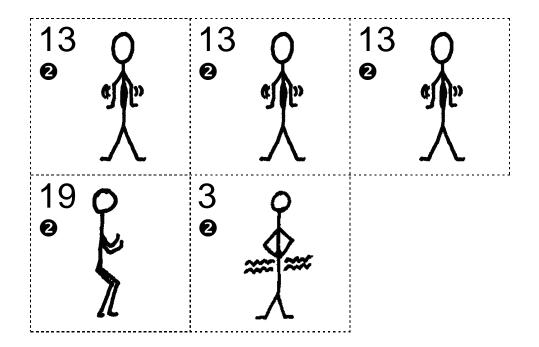


Poster Two Picture



Flex your abs.

Contracting your abdominal muscles – or "bracing" – when lifting, lowering or moving improves your spinal stability. Even slight ab contractions can largely reduce your likelihood of getting injured.



182

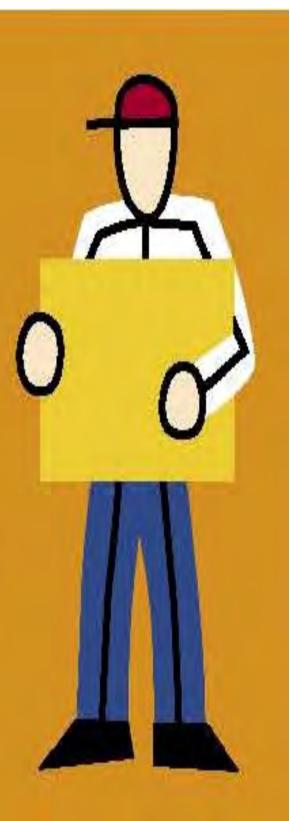
reduces If required wear to prevent sharp objects from causing injury.

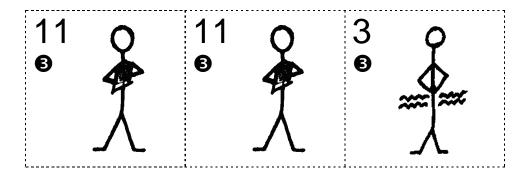
Poster Three Worksheet

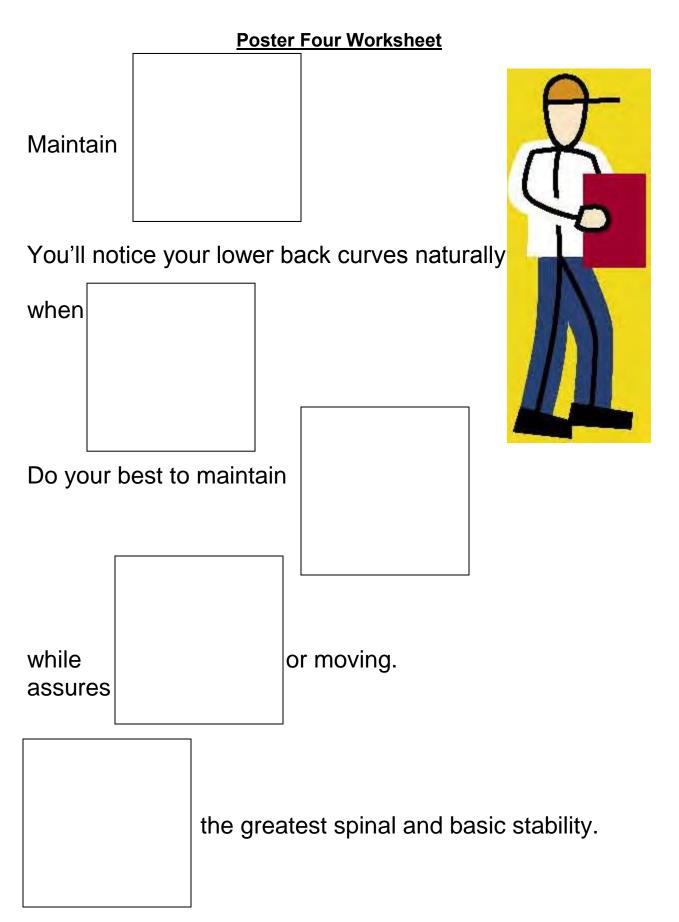
Poster Three Picture

Hug that load.

Holding a load close to your belly and body reduces the strain placed on the muscles of your back and trunk. If required, wear protective clothing to prevent sharp objects from causing injury.







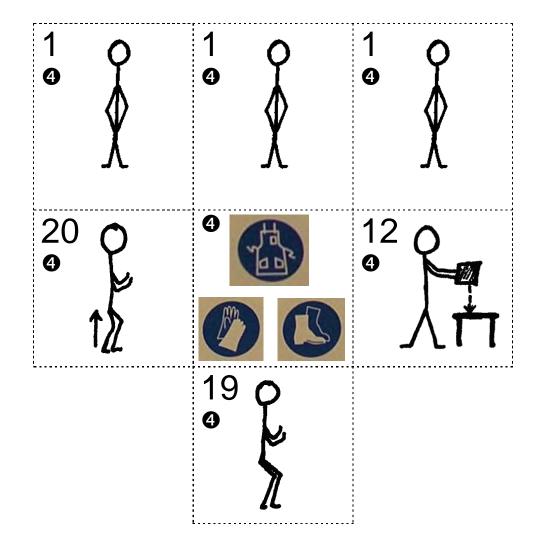
Poster Four Picture



Maintain a natural posture.

You'll notice your lower back curves naturally when standing straight. Do your best to maintain this posture while lifting, lowering or moving.

This position assures the greatest spinal and back stability.



*Reading Assessment Stage 1

Reading Assessment Shee	ent Sheet	Date:										
	Di	iscourse Coherence	Coherence	e		Structures	ures		Decoding Ability	d Abilit	y	
Features Instead from Canadian Language Benchmarks Global Performance	 I. Initial basi, of isolated wo written short so written short so pieces of informatic formatted text formatted text formatted text formatted text formatted text formatted text formatted text formatted text formatted text formatted text and, but); has sequencing of and, but); has sequencing of and contrast o information, the reading skills. 	 Initial basic proficiency: can read limited number of isolated words; can match simple illustrations and written short sentences containing some familiar words pieces of information in a simple text, mostly in simple formatted text with clear layout Developing Basic Proficiency: can read simple paragraph within familiar predictable context, simple paragraph within familiar predictable context, simple paragraph within familiar predictable context, simple anaratives of routine events, descriptive prose about people, places and things. Demonstrates some evidence of comprehension of connected discourse (and, but); has limited recognition of chronological sequencing of events in narrating stories Huent Basic Proficiency: can locate, compare information, in larger texts. Reads in English for information, in larger texts. Reads in English for information, in larger texts. Reads in English for information in larger texts. Reads in English for information, to learn the language and to develop reading skills. Can read sliently for meaning with little visible or audible vocalization efforts, but reads slowly. 	c proficiency: can read limited nur rds; can match simple illustrations a tentences containing some familiar v g Basic Proficiency: can find spect mation in a simple text, mostly in sy with clear layout Basic Proficiency: can read simple in familiar predictable context; sim outine events, descriptive prose abc and things. Demonstrates some morrehension of connected discour limited recognition of chronologic events in narrating stories in Proficiency: can locate, compa ne or more specific pices of ne or more specific pices of olearn the language and to develop Can read silently for meaning with audible vocalization efforts, but ree	ed number ttions and miliar words d specific tly in simple simple set about inscourse tological discourse to f sh for evelop g with but reads	 Initial Basic Proficiency: understands limited number of common words and phrases in a predictable context; needs extensive assistance Developing Basic Proficiency: recognizes structures, a simple text, mostly in simple formatted text with clear layout Adequate Basic Proficiency: recognizes grammar structures in texts related to personal experience or expanded range of common daily events and simple narratives or descriptive prose Fluent Basic Proficiency: uses a bilingual dictionary almost constantly. Is able to use low-level inference and to tolerate some ambiguity (when guessing the meaning of the unknown words in the text). 	asic Profici s limited nur sive assistar assistar assistar ing Basic Pro- tructures, a tructures, a rrmatted tess profic Profic assic P	tency: mber of co predictabl Proficienc simple tex simple tex simple tex simple tex r description r description r description r description t	mmon context; y: t, mostly t, mostly r layout texts events events events events events a a ntly. Is i to essing ds in the ds in the	 Initial Basic Proficiency: is literate in same alphabet in another language; has limited knowledge of the language and limited exposure to sound-symbol relationship and spelling conventions in English limits learner's ability to decode unfamiliar words Developing Basic Proficiency: limited knowledge of English limits learner's ability to decode unfamiliar words Adequate Basic Proficiency: improving awareness of sound-symbol relationship and spelling conventions in English, can phonetically decode familiar and some unfamiliar words Fluent Basic Proficiency: able to read a simple two to three paragraph passage within a mostly familiar and predictable context of daily life and experience: simple instructions, plain language news items, classified ads, sales promotion coupons and flyers. 	Proficien ther language leationship English lim far words mglish limi iar words asic Profic iar words and some and some and some and predic and predic twos items of far and far for simple	cy: is liter- ge; has lim is and limit and spelli ficiency: im of relations of relations of relations able to roy: able to table cont table cont table cont table cont table cont versified of classified of classified	the in same dired and exposure to a subility to ability to ability to ability to proving proving phonetically words or read a servicions, ads, sales
1.	1	2	3	4	1	2	3	4	1	2	3	4
2.	1	2	3	4	1	2	3	4	1	2	3	4
3.	1	2	3	4	1	2	3	4	1	2	3	4
4.	1	2	3	4	1	2	3	4	1	2	3	4
5.	1	2	3	4	1	2	3	4	1	2	3	4
6.	1	2	3	4	1	2	3	4	1	2	3	4
7.	1	2	3	4	1	2	3	4	1	2	3	4
8.	1	7	3	4	1	7	3	4	1	7	3	4

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Reading Stage 1

Module Five



Focus 4: Pronunciation Section I: /I/, /ay/

Language Objectives

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

<u>Communication</u> Network Objectives



<u>Essential Skills</u> Objectives

- Reading Text
- Document Use
- ➤ Writing
- Oral Communication
- ➤ Working with Others
- Continuous Learning
- Thinking Skills

<u>Materials</u>

- large wide rubber band
 Bingo Cards and
- markers for each learner
- Bingo Master List
- Sound Spelling
- Worksheet for each learner
- /ay/, /I/ vowels OHT
 Domino set for each

group

Time: 20 minutes

Section I: Don't Lift Too High

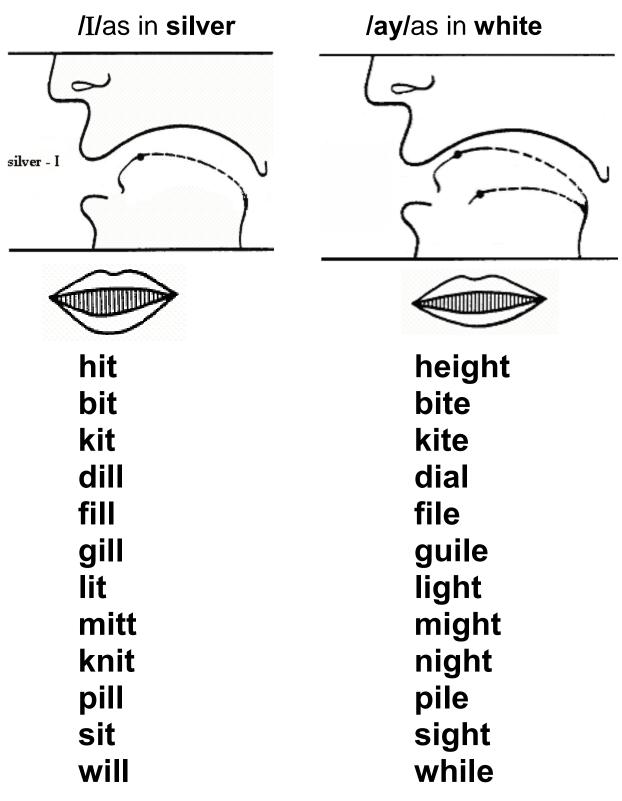
Note to the Instructor

There are 2 sections in this focus: Section I focuses on the vowel sounds, /I/ & /ay/ and Section II focuses on ∂ / and \Box /



Part A: Explanation & Listening

- On the board, write the phrase, *Don't lift too high*. Have the learners repeat it after you. Point to the underlined sections of the words and say the sounds /I/ in lift and /ay/ in high.
- 2. With the **/ay/&/I/Vowels OHT** show the learners how the tongue and mouth are shaped with each sound and the differences in pronunciation.
 - Stretch a rubber band sideways at the same time as you say "high" to imitate the stretch of your lips as you produce the sound /ay/. The sound starts low in the mouth as /a/ and then stretches into a high /y/sound
 - Contrast it with the word "lift" by not stretching the rubber band. The sound /I/ is lax. There is no movement in the mouth from one sound to another.
 - Explain that these sounds can also be illustrated with colours: /ay/white and /I/silver
 - Explain that we are talking about how these sounds are made in <u>stressed</u> syllables.
 Sometimes the /I/ sound is found in unstressed syllables but it is said very quickly and unclearly.
- 3. Randomly pick words from the list to say. Ask the learners to put up their left hand if they hear the /I/ sound and their right hand if they hear an /ay/.



- adapted from Vowel Dimensions. Canadian Government Publishing Centre, 1983.

/I/ and /ay/ Vowels OHT

Part B: Listening

1. Ask the learners to turn to their copy of the SWP worksheet [Proper Lifting Techniques] from Focus 3. Read the text aloud. Ask the learners to circle all the times they hear the /I/ sound. Elicit answers from them and mark your OHT.

Answer Key: lifting, lifting, lift, is, trip, ability, lift, lifting, lifted, lift, lift, lifting, if, lifting, distance, lift, twist, lift, pivot, lift

2. Read the SWP page again. Ask the learners to underline the words that have the /ay/ sound. Elicit them from the learners. Mark your OHT.

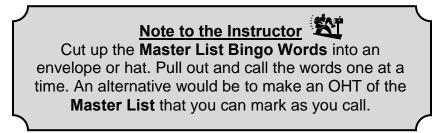
Answer Key: eye, height



Proper Lifting Techniques SWP OHT

Part C: Listening & Producing

1. Hand out a **Bingo Card** to each of the learners.



- 2. Ask the learners to put a marker on their card over each word they hear.
- 3. The first learner with five markers in a row calls "Bingo".
- 4. The winner reads the five words back for you to check.
- 5. The winner becomes the caller for the next round.

height	hit	might
mitt	sight	sit
still	style	pile
pill	dial	dill
fight	will	while
fit	is	eyes
trip	lift	light
lit	pivot	twist

195

Master List Bingo Words OHT

Card 1

height	is	while	pill	fight
dial	sight	hit	style	dill
still	lift	FREE	trip	lit
fit	might	eyes	will	twist
sit	light	mitt	pivot	pile

Card 2

might	sit	lift	light	will
while	twist	pill	still	height
pile	pivot	FREE	mitt	hit
fight	trip	dill	eyes	sight
lit	style	is	dial	fit

Bingo Cards A

is	lift	still	eyes	mitt
pill	hit	will	dial	light
style	twist	FREE	fit	pile
pivot	fight	lit	height	while
sight	trip	dill	sit	might

Card 3

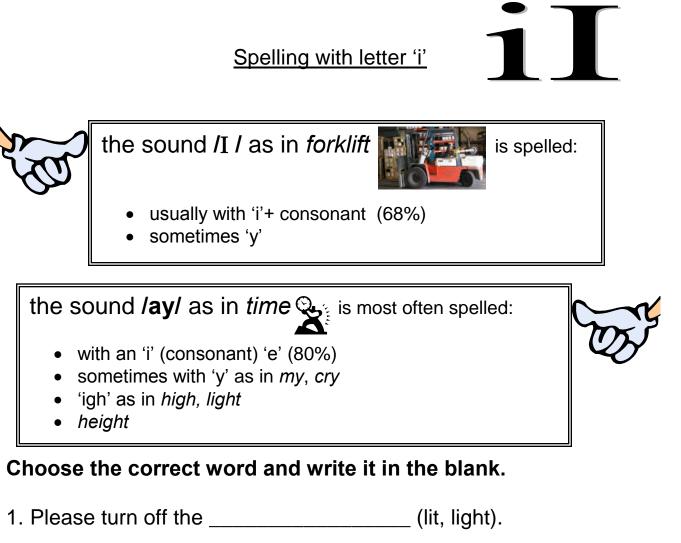
Card 4

light	hit	pivot	pill	trip
dill	might	fit	style	will
eyes	sight	FREE	sit	is
fight	still	while	mitt	dial
lit	pile	lift	height	twist

Bingo Cards B

Part D: Sound Spelling Relationship

- 1. Hand out the **iI Worksheet**.
- 2. Read the *Rule of Thumb and explain* the sound spelling relationship for the letter 'i' and the sound /I/.
 - The vowel sound /I/ is usually (68%) represented by the letter 'i' followed by a consonant.
 - Occasionally the letter 'y' is used such as in *mystery, myth* & *rhythm*.
 - Many times the unstressed vowel is pronounced /l/ as well.
 - Read the sentences on the /I/ OHT. Have the learners repeat after you chorally.
- 3. Explain the sound spelling relationship for the letter 'i' and the sound /ay/.
 - The vowel sound /ay/ is spelled most frequently (80%) with 'i + consonant + e' such as in *time* or *mine*.
 - sometimes the letter 'y' is used as in *cry* and *my* [16%].
 - There are a group of words that have the spelling 'igh' such as *high, might, sight, night, fight, right* and *light.*
 - And don't forget the very unusual word height.
 - Put up the **/ay/OHT** with the sentences. Read the sentences and have the learners repeat after you chorally.
- 4. Instruct the learners to choose the correct word and write it in the blank provided. Do the first one on an OHT of the page to illustrate how it should be done.
- 5. When most of the learners have completed the task, ask individual learners to contribute the correct answer as you write it in the OHT.

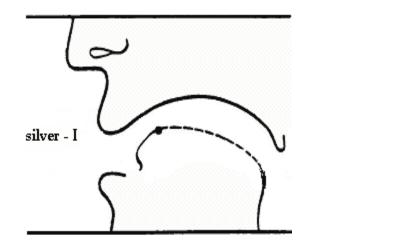


- 2. The ______ (height, hit) of the wood is six feet.
- 3. _____ (sight, sit) down in the chair.
- 4. Alex sings ______ (while, will) he works.
- 5. Jakob ______ (while, will) finish his work.
- 6. Max works in _____ (mile shop, mill shop).
- 7. Please ______ (file, fill) the wood bin.
- 8. The workers made a _____ (pile, pill) of

sawdust.

Sound Spelling 'iI' worksheet and OHT







We have to do some lifting.

Sometimes we can use a forklift.

Don't **twist** your body.

The night **shift** is ten hours.

Pivot on your feet

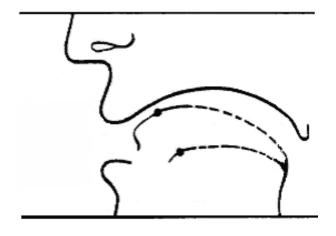
Be careful not to trip over something.

200

Assess your **ability** to **lift** the load.

/I/ OHT

/ay/as in white



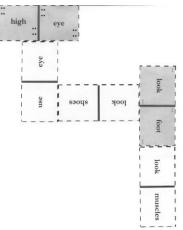


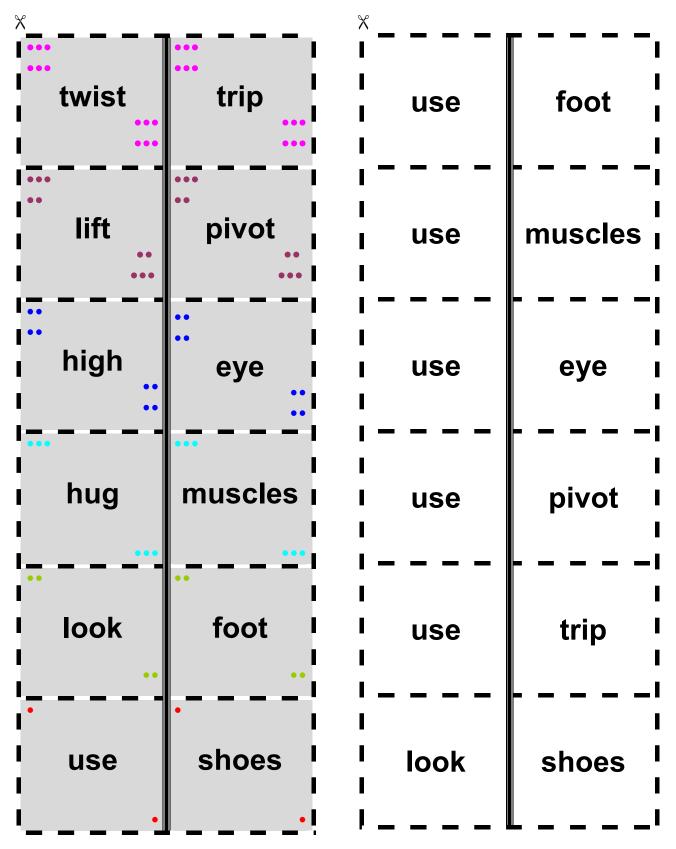
- The pile is too high.
- Keep the path in sight.
- Is there enough light?
- These men work the **night** shift.
- Do you **like** the window?
- Check the height of the load.
- Wear eye protection at all times.

Part E: Reading & Producing

- 1. Put up the **Double Domino OHT** (shaded area). Read the words and have the class repeat after you.
- 2. Hand out the *double* Domino Cards (shaded cards) to the learners.
- 3. Have each learner say the word on their *doubles* **Domino Card** to the whole class. Then ask them to spell the word.
- 4. Collect the doubles and put them back in their sets.
- 5. Divide the learners into groups of three or four. Give each group a set of **Dominoes**. One learner should deal five dominos to each player. Place the rest upside down on the table. The player with the highest double [the most dots] places it in the centre to start the track.
- 6. Go over the Domino rules with the learners.
 - a. Each learner takes a turn placing a domino on the table to build a track.
 - b. They must place one of their dominoes so that it touches one of the ends of the dominoes in the track. Each word must have the same vowel sound as the one it matches.
 - c. A player who is unable to place a domino when it is his/her turn, takes a domino from the upside down pile.
 - d. A player who places a domino incorrectly must take the domino back and miss a turn.
 - e. The first player to place all his dominoes in the track is the winner.
- 7. During the activity, move around the class, helping learners to resolve any disputes. Look at the dominoes that have been played to check that the matching words are correct.

Sample Domino Track:





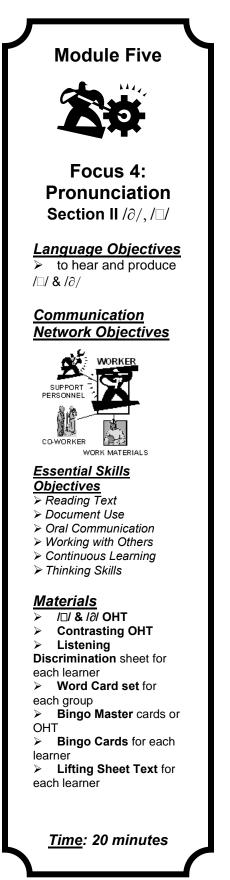
Double Domino Cards, OHT and Domino Cards

look	muscles	*	eye i
i I I look I	eye	hug	pivot
l look	pivot	high	trip 1
look	trip	high	pivot i
hug	shoes	high	shoes I
i hug	foot	high	foot

Domino Cards A

ı			ı
I I high I ⋊ – – – –	muscles	lift	trip i
I high	trip	twist	shoes I
I Iift	shoes	twist	foot
I lift	foot	twist	muscles I
I lift I	muscles	twist	eye I
I I I I I I	eye	twist	pivot

Domino Cards B



Section II: Thin or Then

Note to the Instructor

There are 2 sections in this focus: Section I focuses on the vowel sounds, /I/ & /ay/ and Section II focuses on ∂ / and \Box /



Part A: Formation

1. Ask the learners to look at the **Lifting Sheet text** and circle all the words with the 'th' letter combination.

Answer Key:	
the	
with	
rather	
than	
that	
this	



1.Don't do the twist.

Twisting decreases the stability of your back and increases your likelihood of injury. Pivot with your feet to turn, rather than twisting your body.



2.Flex your abs.

Contracting your abdominal muscles - or "bracing" - when lifting, lowering or moving improves your spinal stability. Even slight ab contractions can largely reduce your likelihood of getting injured.



3. Hug that load.

Holding a load close to your belly and body reduces the strain placed on the muscles of your back and trunk. If required, wear protective clothing to prevent sharp objects from causing injury.



4. Maintain a natural posture.

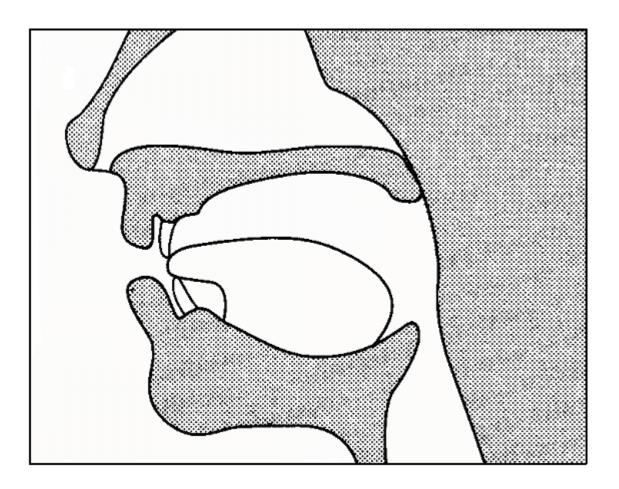
You'll notice your lower back curves naturally when standing straight. Do your best to maintain this posture while lifting, lowering or moving.

This position assures the greatest spinal and back stability.

Lifting Sheet Text

- 2. Explain the formation of the two pronunciations of \square and \square using the **OHT**.
 - Both sounds are made with the tip of the tongue between the teeth and with continuing rough flowing air.
 - $/\Box$ is voiceless (these are less frequent) *e.g.* with, through
 - /∂/ is voiced (vibrating vocal chords put your fingers on your neck to feel the vibrating vocal chords) e.g. this, than
 - Read the text and ask the learners to label the voiceless /□/ in their text: *with*
 - All the rest are voiced.

The position of the tongue in the production of /□/ and /∂/



/□/ and /∂/OHT

- 3. Contrast the difference between the $/\Box/$, /s/ and /t/ sounds.
- 4. Then the contrast between $\partial/$, z/ and d/, using the **Contrasting OHT** of the tongue formation for each sound.
- 5. Have the learners repeat after you across each row.

IOI 101	Isi Izi	/t/ /d/
think	sink	tink
thank	sank	tank
rather	razor	radar
with	wisp	wit
thin	sin	tin
then	Zen	den
than	zan	Dan
they	say	day

contrasting OHT

Part B: Listening Discrimination

- 1. Hand out a Listening Discrimination worksheet to each learner.
- 2. Tell the learners that you will read one of the words in the box, alternating randomly for 10 times.
- 3. Instruct them to check the word that they hear.

Note to the Instructor

Mark on the OHT which one you read (with the light off); then, turn the light on for them to check how they did in hearing the sound you read.

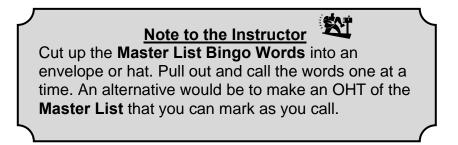
Listening Discrimination Worksheet

		1	2	3	4	5	6	7	8	9	10
	think										
Α	sink										
	tink										
	,		1	r	1	r	1	1	r		1
		1	2	3	4	5	6	7	8	9	10
в	thank										
	sank										
	tank										
		1	2	3	4	5	6	7	8	9	10
	rather		2	5	4	5	0	1	0	3	10
С	razor										
	radar										
L					1			1	I	1	<u>. </u>
		1	2	3	4	5	6	7	8	9	10
D	with										
	wisp										
	wit										
	<u>г</u> г						_				
	thin	1	2	3	4	5	6	7	8	9	10
Ε	thin										
	oin										
	sin tin										
	sin tin										
	sin tin	1	2	3	4	5	6	7	8	9	10
	tin	1	2	3	4	5	6	7	8	9	10
F	tin then Zen	1	2	3	4	5	6	7	8	9	10
	tin then	1	2	3	4	5	6	7	8	9	10
	tin then Zen										
	tin then Zen den	1	2	3	4	5	6	7	8	9	10
F	tin then Zen den than										
	tin then Zen den than zan										
F	tin then Zen den than										
F	tin then Zen den than zan	1	2	3	4	5	6	7	8	9	10
F	tin then Zen den than zan Dan										
F	tin then Zen den than zan Dan they	1	2	3	4	5	6	7	8	9	10
F	tin then Zen den than zan Dan	1	2	3	4	5	6	7	8	9	10

Listening Discrimination Worksheet

Part C: Listening and Producing

1. Hand out a **Bingo Card** and markers to each of the learners.



- 2. Ask the learners to put a marker on their card over each word they hear.
- 3. The first learner with five markers in a row calls "Bingo".
- 4. The winner reads the five words back for you to check.
- 5. The winner becomes the caller for the next round.

think	sink	tink
thank	sank	tank
rather	razor	radar
with	wisp	wit
thin	sin	tin
then	Zen	den
than	zan	Dan
they	say	day

Card 1

think	day	sink	say	they
tank	wit	tink	Dan	than
then	rather	FREE	sank	radar
razor	wisp	tin	with	thin
sin	Zen	den	thank	zan

Card 2

day	thank	Zen	tink	then
rather	say	wit	razor	zan
sink	with	FREE	wisp	think
thin	sank	sin	they	tin
than	radar	den	tank	Dan

216

Bingo Cards A

think	den	sin	radar	then
Dan	wit	thin	razor	tank
than	rather	FREE	sank	Zen
they	tin	zan	with	thank
say	sink	tink	day	wisp

Card 3

Card 4

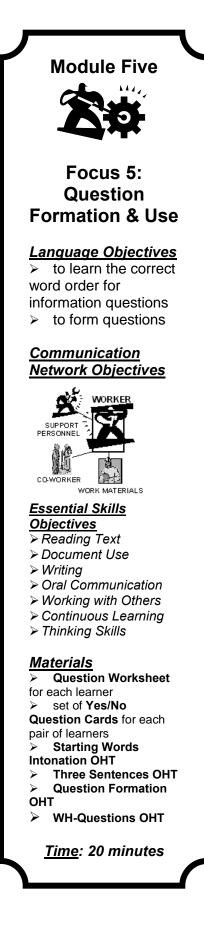
wisp	think	rather	with	thin
then	than	they	sink	sank
razor	wisp	FREE	sin	Zen
zan	say	tink	tank	radar
wit	tin	den	Dan	day

Bingo Cards B

Part D: Production

- 1. Divide the learners into groups of 3 or 4. Hand out a set of **Word Cards** to each group and have them place the cards face down in a pile on the table.
- 2. Instruct the first learner to pick a **Word Card** from the pile. The learner will then form a sentence and say it to the rest of the group. The group will confirm if the specific word is pronounced correctly. Encourage the learners to use as many words as possible in one sentence after all the cards have been turned over.
- 3. Do a reading of the text with each learner consciously thinking of pronouncing the /□/ and /∂/ sounds.

rather	than	this	
eighth	third	with	
the	that	they	
there	these	those	
father	mother	brother	
other	then	them	
clothing	faith	fourth	
fifth	sixth	seventh	
ninth	tenth	thirsty _{Word Cards}	

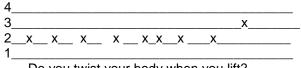


Asking Questions



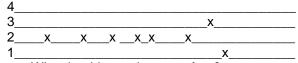
Part A: Meaning of Questions

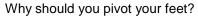
- 1. Explain that there are 2 kinds of questions:
 - Some are formed so that they expect a <u>'yes' or a 'no'</u> <u>answer</u>. These are called <u>yes/no questions</u>.
 - Illustrate with a few questions and the **Starting Words OHT** for questions.
 - Demonstrate that the question intonation for these has a continuous rise from the prominent point (last content word's stressed syllable) to the end of the question. *e.g.*

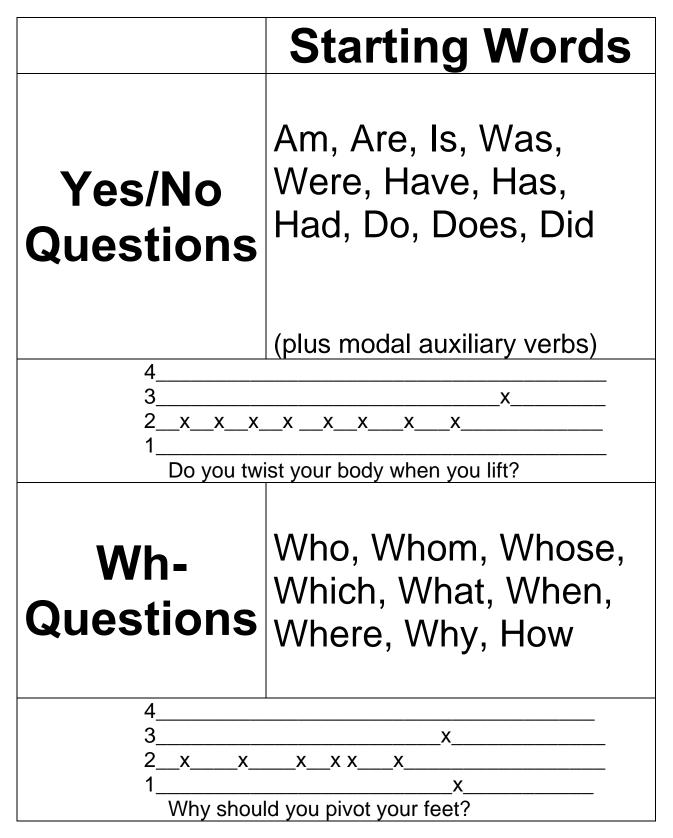


Do you twist your body when you lift?

- Other questions are formed so that they expect information answers. These are called wh-questions or information questions.
- Illustrate that they begin with the question words: who, what, when, where, why, whose, which, how using the **Starting Words OHT**.
- Point out that the wh- question intonation rises at the prominent point (last content word's stressed syllable) but then falls to the end of the question just like statements. *e.g.*







Starting Words Intonation OHT

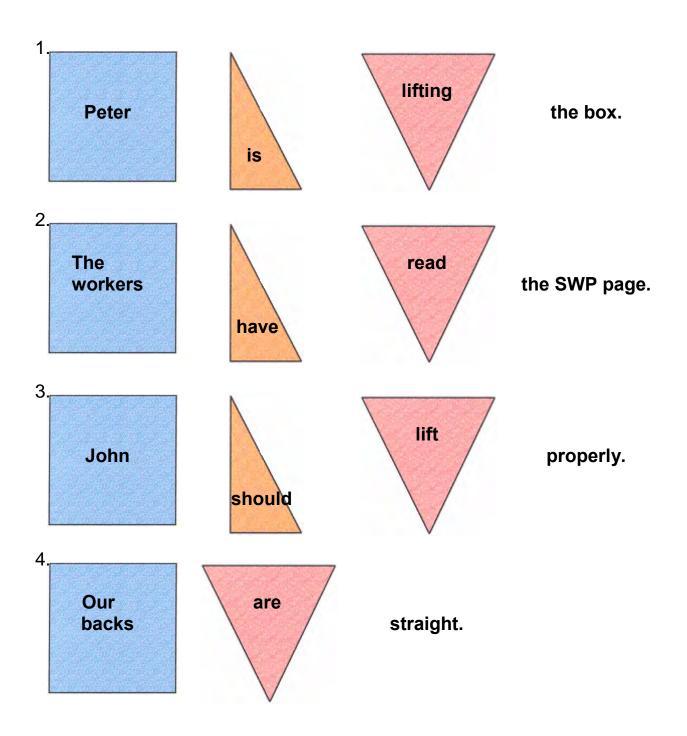
- 2. Hand out the **Questions Worksheet**. Read the questions aloud as the learners follow along.
- 3. In a second reading, have the learners put a check mark in the boxes on the right of the **Questions Worksheet** as to what form these questions take. Have them check their answers with a partner.

Ans	wer Key:		
	a check mark in the boxes on the t as to what form these questions	Yes/no?	Wh- Questions
1.	Do you twist your body when you lift?	\checkmark	
2.	Why should you pivot with your feet?		\checkmark
3.	Where do you hold the load?		\checkmark
4.	Do you hug it to your belly?	\checkmark	
5.	When do you flex your abs?		\checkmark
6.	Does your spine remain stable?	\checkmark	
7.	What is natural posture?		\checkmark
8.	Did you notice that your lower back curves naturally?	\checkmark	
9.	How do you maintain natural posture?		\checkmark
10.	Have you reduced your likelihood of getting injured?	\checkmark	
11.	Are you lifting too much?	\checkmark	
12.	Is this information helpful?	\checkmark	

	a check mark √ in the boxes on the as to what form these questions	Yes/no ?	Wh- Questions
1.	Do you twist your body when you lift?		
2.	Why should you pivot with your feet?		
3.	Where do you hold the load?		
4.	Do you hug it to your belly?		
5.	When do you flex your abs?		
6.	Does your spine remain stable?		
7.	What is natural posture?		
8.	Did you notice that your lower back curves naturally?		
9.	How do you maintain natural posture?		
10.	Have you reduced your likelihood of getting injured?		
11.	Are you lifting too much?		
12.	Is this information helpful?		

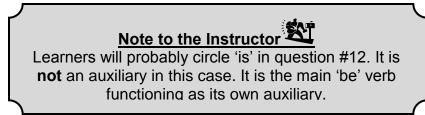
Part B: Forming Questions

- 1. Review what a helping (auxiliary) verb is.
 - Auxiliary verbs support the main verb, helping it to convey the exact meaning intended.
 - *'Be', 'have', 'do'* and modals *(can, could, would, should,* etc.) are auxiliary verbs. (Demonstrate using shapes: right-angle triangles for auxiliary verbs and inverted triangles for main verbs.) *Examples: on the Shapes OHT*



225

2. Have the learners go back to **Questions Worksheet** and circle all the auxiliary verbs.



- 3. Display the **Three Sentences OHT**: Workers are maintaining a natural posture when lifting things. Are workers maintaining a natural posture? Do you maintain this posture?
- 4. Ask the learners what differences they see between these three sentences.

Answer Key:

- the question mark at the end but you can't see the ? when you are talking.
- the intonation: yes/no question rise at the end and wh? fall at the end
- <u>the most important indication</u> is the word order of the subject and the verb parts: the helping verb is key
- 5. Tell the learners that the main thing to remember in the word order of questions is that the first helping verb comes before the subject.

226

1. Workers are maintaining a natural posture when lifting things.

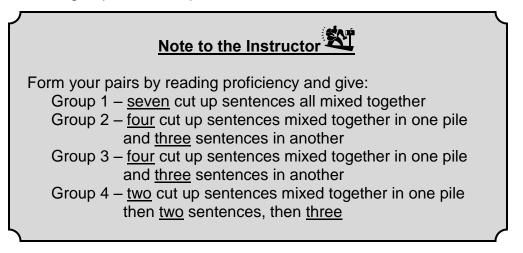
2. Are workers maintaining a natural posture?

3. Do you maintain this posture?

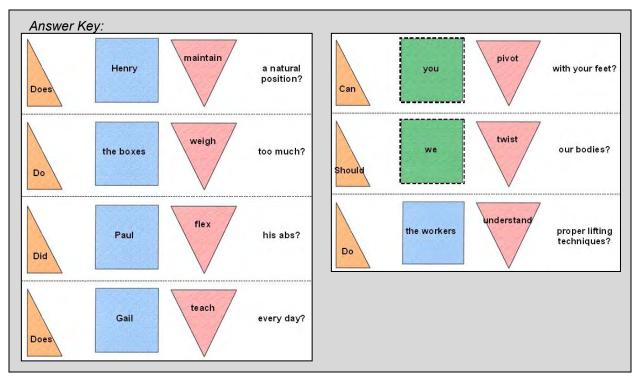
Three Sentences OHT

Part C: Asking Yes/No Questions

- 1. Present the word order information about Yes/No Questions using the **Yes/No OHT.**
- 2. In pairs, have learners practice making Yes/No Questions. Give each pair a set of **Yes/No Questions cards**. Ask the learners to form the meaningful questions with each group of mixed up sentences.



3. Take up the pattern as a class to confirm for the learners that their thinking was correct.



In yes/no questions,

the first auxiliary verb is placed before the subject. *Examples:*

- <u>Are you flexing your abs?</u>
- Have you asked for help?
- <u>Can</u> you lift that by yourself?

If the verb phrase has no auxiliary, a form of 'do' is used.

Examples:

- **Do** you keep your back straight?
- . Does the load stay close to your body?
 - . <u>Did</u> they read the SWP form?

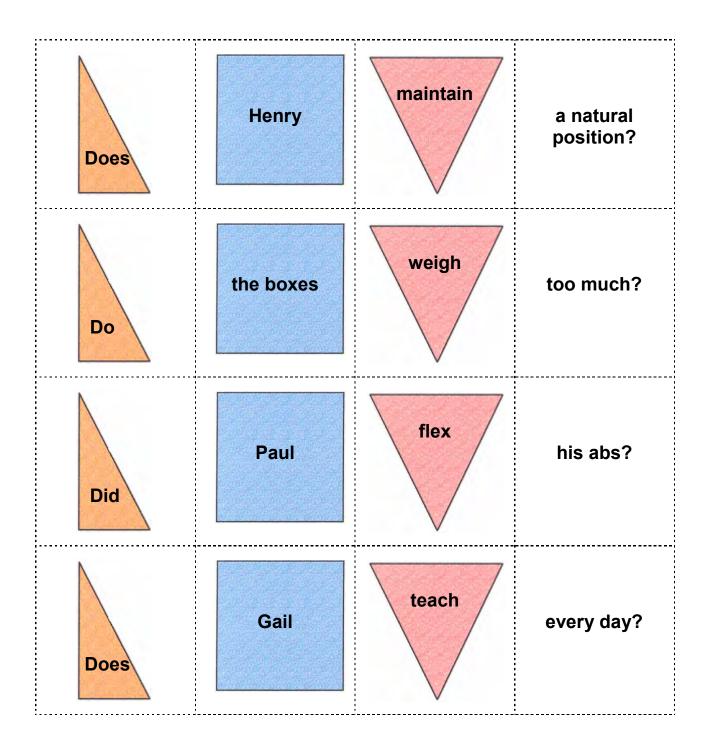
When "be" is amain verb,

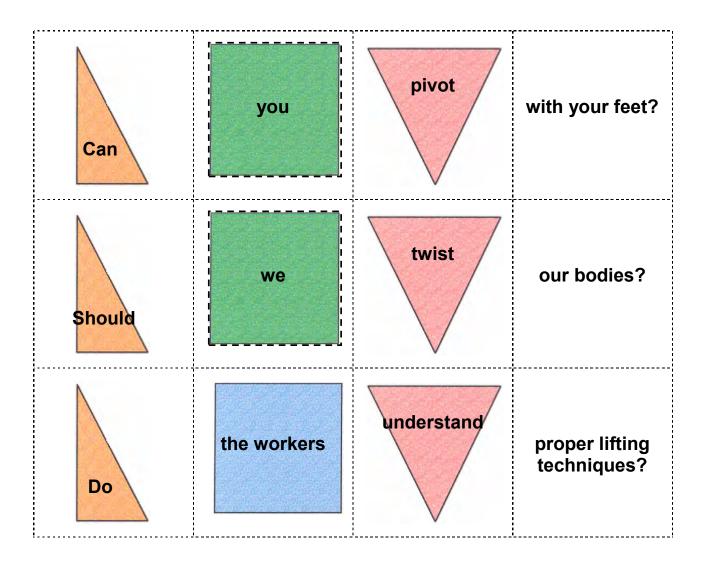
it does not need an auxiliary verb.

Examples:

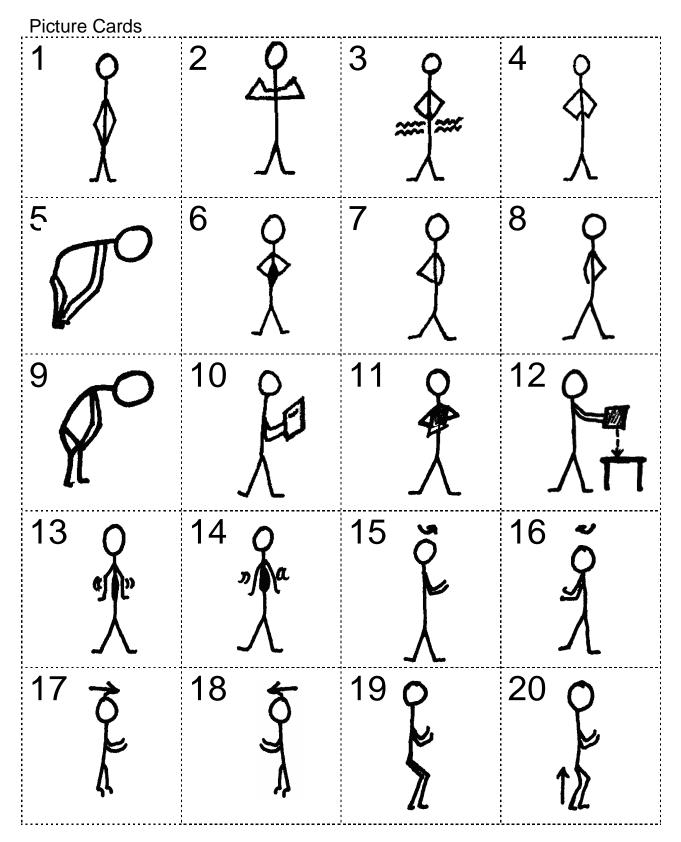
- **Is** the forklift here?
- <u>Are</u> your abs contracted?
- . <u>Were the boxes too heavy?</u>

Question Formation OHT





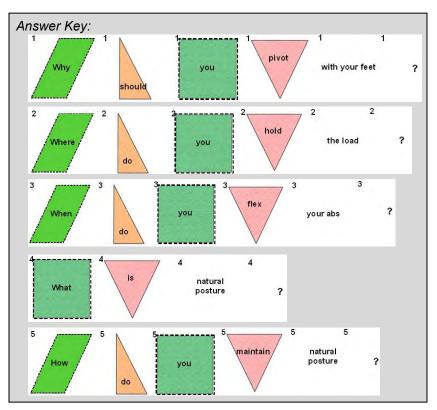
- 4. Lead the class in TPR using the terms from the Proper Lifting Techniques SWP (see Focus 2).
- 5. Hand out one picture to each learner.
 - Ask them to form a sentence e.g. He is putting his hands on his shoulder.
 - Go around the room having each person say a sentence that describes their picture.
 - Ask them to then make a yes/no question of the phrase and then ask the question: *e.g. Is he putting his hands on his shoulder?*
- 6. Have the learners pass the cards two persons to the left of them.
 - Have them form a pair with the learner next to them.
 - Ask them to form a yes/no question about the picture but ask it of each other in pairs: *e.g. Are you putting your hands on your shoulders?*



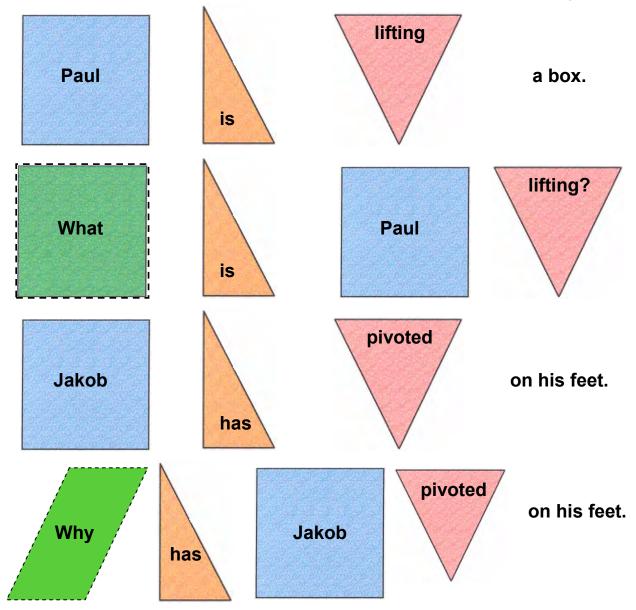
Picture Cards

Part D: Asking Information Questions

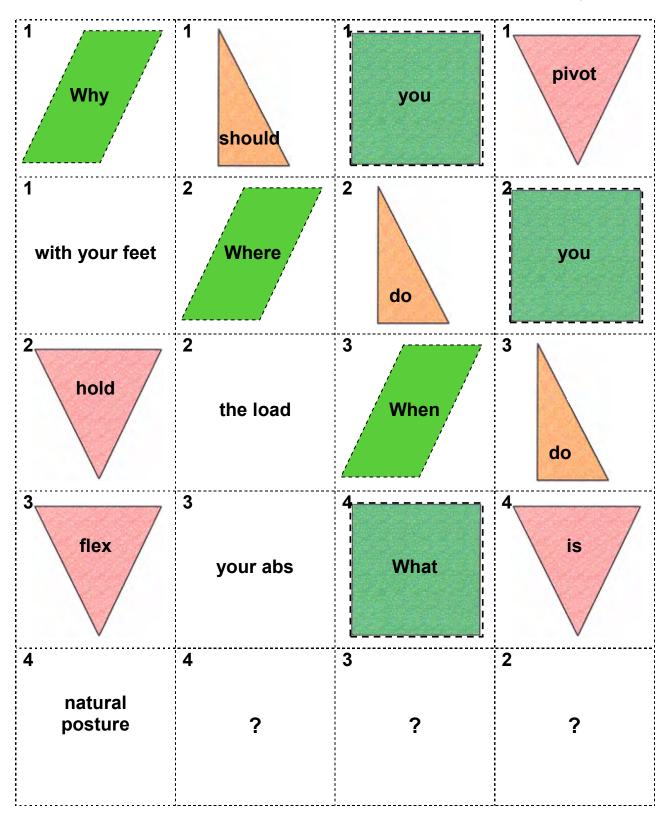
- 1. Explain that WH-questions have the question word first then the helping verb before the subject and main verb. Emphasize the order: WH- + auxiliary + subject + main verb using the **WH-OHT**.
- 2. Distribute the sets of "**WH-Questions**" to each pair of learners. Have them put the questions together.
- 3. Each pair can check with another pair for correctness, or they can check against the Questions Worksheet that they received at the beginning of this task.



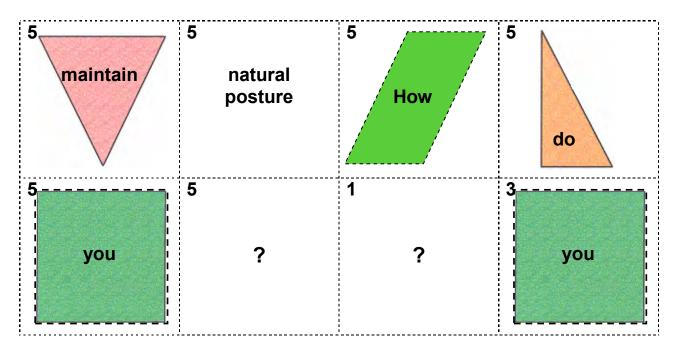
In WH-Questions the *question word* is placed first the *first auxiliary verb* is placed after the question word, before the subject



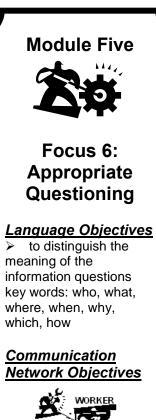




WH Question Cards



WH Question Cards





Essential Skills Objectives

- ➢ Reading Text
- > Document Use
- > Oral Communication
- ➤ Working with Others
- Continuous Learning
- ➤ Thinking Skills

<u>Materials</u>

 a Card Set for each pair of learners
 Fill-in-the-Blank worksheet for each learner
 worksheet OHT
 Information Questions OHT
 Board OHT

<u>Time</u>: 20 minutes

The 7 W's



Part A

- Introduce the concept of asking *Information Questions* by reading the questions on the **Information Questions OHT**.
- 2. Ask the learners to repeat them after you.
- 3. You could elicit possible answers to them too.
- 4. Lead a discussion about the issue that not all topics are appropriate to ask questions about in Canadian culture.
 - Elicit what they have already noticed
 - Cover topics such as age, weight, amount paid for things, earnings, number of children, bodily functions, religion, politics.
 - Clarify that we may volunteer information about these topics but you should not ask people directly about them.
 - So point out that being able to form a question accurately does not mean it is always appropriate to ask it.

Who needs to lift heavy things? What do you lift? Where do you put it? Why should you hug the load? When do you start work? Which machine can help you lift? **How** should you turn your body?

Information Questions OHT

swer Key:		
QUESTION WORD	ANSWER	
What	thing or concept	
Who	person	
When	time	
Where	place	
Which	choice	
Why	reason or explanation	
How	manner	
How long	measurement of length	
How many	a number	
How much	quantity	
How far	measurement of distance	

2. Hand out a **set of cards** to each pair of learners. Instruct them to match the interrogative pronoun question word with the kind of answer it is expecting.

What	thing or concept	
Who	person	
When	time	
Where	place	
Which	choice	
Why	reason or explanation	
How	manner	
How long	measurement of length	
How many	a number	
How much	quantity	
How far	measurement of distance	
). 		

Card Set

- 3. Give each learner a **fill-in-the-blank worksheet** with the correct question word. They may check with a partner when they are done.
- 4. Have the class report their answers and you write the correct word on the worksheet OHT.

Answer Key:

- 1. When do you start work? 4:30pm
- 2. What do you lift? a window
- 3. Where do you put it? on the shelf
- 4. How should you turn your body? pivot with your feet
- 5. Why should you hug the load? it reduces the strain on your back
- 6. How much weight should you carry? not too much
- 7. Which machine can help you lift? forklift
- 8. How many boxes did you carry? 5
- 9. <u>How long</u> is the box? 2 meters
- 10. How far do you need to carry it? 1/4 mile
- 11. Who needs to lift heavy things? everyone

what	-	when		where	fit the answer. why which how far
1. <u></u> <i>4:30</i>			do y	ou start wo	ork?
			did y	ou lift?	
3	e shelf		did y	ou put it?	
4			shou	Ild you tur	n your body?
5				•	g the load?
6					you carry?
7	oo much		macl	hine helps	you lift?
a forl 8	klift		boxe	es did you	carry?
5 9.			is the	e box?	-
2 <i>me</i> 10.			dov	you need :	to carry it?
1⁄4 mi	le		•	,	·
11. <u></u> <i>ever</i> y			_ nee	as to lift h	eavy things?

Fill-in-the-Blank worksheet

Part B

- 1. Divide the class into 3 teams. Put up **The Board OHT**. Have the words in each square individually covered [small sticky notes work well].
- 2. Explain the rules:
 - Each team takes a turn choosing one of the squares
 - Each row is worth more points
 - Reveal the 'answer'
 - The person must say the question word that the answer is answering
 - They may consult their team mates
 - Keep score on the white board

Answer Key	А	В	С	D	Е
Row 1	WHEN	WHO	WHERE	HOW MANY	HOW MUCH
	7:30 pm	John Smith	in Mill Shop	25	\$2.00
5 points					
Row 2	WHEN	WHO	WHERE	WHAT	HOW
	in the morning	the supervisor	on the table	wood	carefully
10 points					
Row 3	WHY	WHEN	HOW FAR	HOW LONG	HOW
	it is heavy	at the end of the shift	200 miles	2 hours	pivot with your feet
15					
points					
Row 4	WHY	WHEN	WHO	WHICH ONE	HOW
20 points	because it reduces the strain on your back	while lifting	the employees	the one next to the machine	flexing your abs

	Α	В	С	D	E
Row 1 5 points	7:30 pm	John Smith	in Mill Shop	25	\$2.00
Row 2 10 points	in the morning	the supervisor	on the table	wood	carefully
Row 3 15 points	it is heavy	at the end of the shift	200 miles	2 hours	pivot with your feet
Row 4 20 points	because it reduces the strain on your back	while lifting	the employees	the one next to the machine	flexing your abs

Board OHT



Discourse: Asking & Answering Questions

Language Objectives

 to discuss issues concerning proper lifting techniques
 to use information questions
 to proctice opposition

 to practice answering information questions

<u>Communication</u> Network Objectives



<u>Essential Skills</u> Objectives

- > Reading Text
- > Document Use
- > Oral Communication
- Working with Others
- Continuous Learning
- ➤ Thinking Skills

<u>Materials</u>

 Discussion Board for each group of 3 learners
 a die and markers (coloured paper clips) for each group
 Question Card set for each group

<u>Time</u>: 20 minutes

What Do You Think?



- 1. Divide the class into groups of 3 or 4 [equal ability groups].
- 2. Give each group a Tubes & Ladders Discussion Board, a die and markers for each learner and a set of cards [the set of questions suitable for the level of that group]. They may refer to the SWP page at any time.
- 3. The object of the activity is to be the first one to reach square #36.
- 4. Instruct the learners to take turns throwing the die and moving their marker the number that comes up on the die.
 - a) If the marker lands on a square with a '?', the learner should pick up a question card.

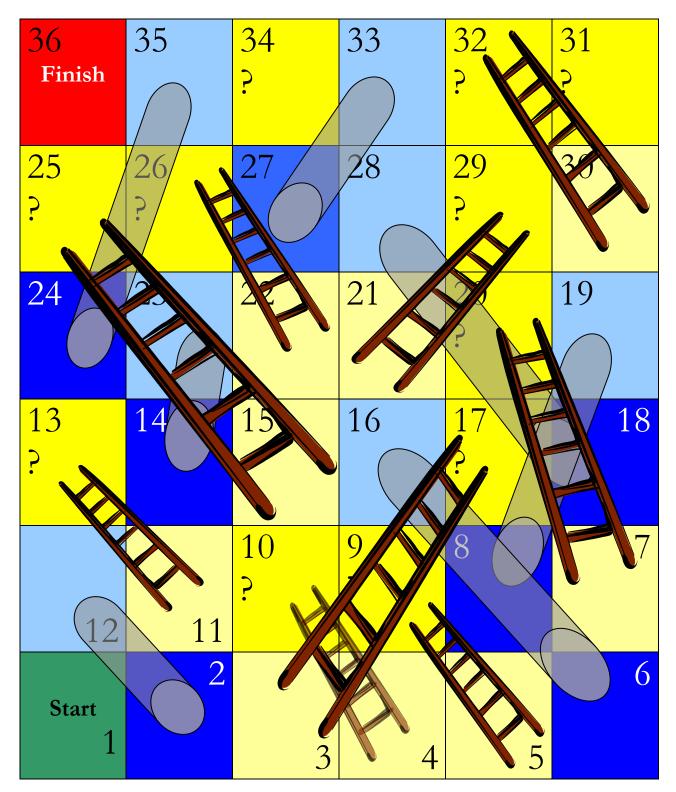
Note to the Instructor

There are 3 different sets of cards and different tasks:

- for the highest level group, make a question and ask it of the person to their left
- for the next two levels, ask the question to the left of them.
- for the lowest level, they should ask the question of the person on their left [the answer is on the card for them to check the reply].
- b) If the marker lands on a square with a ladder, the marker may move up to the number at the top of the ladder.
- c) If the marker lands on a square with the top of a tube, the marker must slide down the tube to the square where it ends.
- d) Notice that there is a question at the top of every ladder.

Note to the Instructor Circulate around the room observing and helping as needed.

Ladders & Tubes Discussion Board



Cards for Highest Proficiency Group

<i>Make a question about</i> trip hazards.	Make a question about should you assess your ability to lift a load
Make a question about	Make a question about
should you hold a load	should you ask for help to
from your body.	lift something
Make a question about should you lift loads from	Make a question about turn your body properly
Make a question about	Make a question about
muscles should you use	you have to lift that is
to lift a load	heavy on your job
Make a question about	Make a question about
should you keep your	lifts heavy loads on your
back while lifting	worksite
Make a question about	Make a question about
is a mechanical aid for	should you report any
lifting	unsafe issue to
<i>Make a question about</i> should your work area be clean	<i>Make a question about</i> do you flex your abs
<i>Make a question about:</i> the twist	Make a question about: should you lift a load

What is a trip hazard?	When should you assess your ability to lift a load?
How far should you hold a load from your body?	When should you ask for help to lift something?
Where should you lift loads from?	How do you turn your body?
What muscles should you use to lift a load?	What do you have to lift that is heavy on your job?
How should you keep your back while lifting?	What lifts heavy loads on your worksite?
What is a mechanical aid for lifting?	Who should you report any unsafe issue to?
Why should your work area be clean?	How do you flex your abs?
What is the twist?	How high should you lift a load?

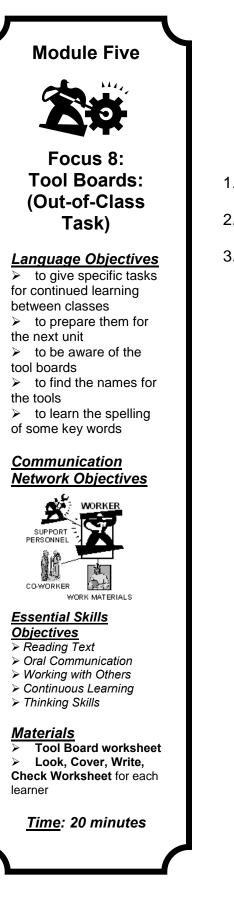
Cards for Mid Level Proficiency Groups

Cards for Lowest Proficiency Group

What is a trip hazard?	When should you
Listen for: something in the	assess your ability to
way of your feet, you could	lift a load?
trip over	Listen for: before you lift it
How far should you	When should you ask
hold a load from your	for help to lift
body?	something?
Listen for: very close, hug it	Listen for: when it is too heavy
Where should you lift	How do you turn your
loads from?	body?
Listen for: between your knees	Listen for: pivot your feet not
and shoulders	your waist
What muscles should	What do you have to lift
you use to lift a load?	that is heavy on your
Listen for: leg muscles not	job?
back	<i>Listen for:</i> e.g. wood/metal
How should you keep your back while lifting? Listen for: as straight as possible	What lifts heavy loads on your worksite? Listen for: forklift

Cards for Lowest Proficiency Group Cont'd

What is a mechanical aid for lifting?	Who should you report any unsafe issue to?
Listen for: machines like forklifts etc	Listen for: supervisor or team leader
Why should your work area be clean?	How do you flex your abs?
Listen for: avoid trip hazards	Listen for: tighten your stomach muscles
What is the twist?	How high should you lift a load?
Listen for: turning at the waist not the feet	Listen for: as little as possible; reduce the distance
Why should you maintain a natural posture?	When should you ask for help in lifting?
Listen for: assures the greatest spinal and back stability	Listen for: when the load is heavy or awkward



Tool Boards



Part A

- 1. Hand out the Tool Board worksheet to each learner.
- 2. Demonstrate with the first item [#1].
- 3. Remind the learners that they are to talk about the task with their supervisors/team leaders and have them sign the Storyboard Sheet for Module 5.



If you have tool boards or its equivalent in your worksite, make a work sheet like the one in this focus.

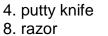
Place the following 19 numbers onto the Tool Board - with the correct number beside the correct tool.

- 1. tape measure
- 5. stapler
- 9. tape
- 13. snips
- 10. hammer 14. station labels

2. tin snips

6. roller

- 17. plastic scraper 18. hinge templates
- 3. 7/16 wrench
- 7. work instructions
- 11. clamps
- 15. pry bar
- 19. paper towel



- 12. palm sander
- 16. keys



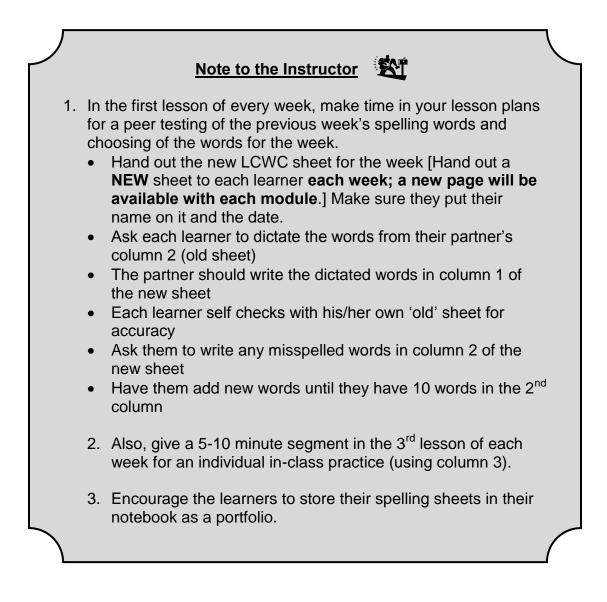
Tool Board Worksheet

Answer Key:



<u>Part B</u>

- 1. Explain to the learners that there will be an ongoing focus on spelling.
- 2. To facilitate the learners' writing and spelling development, hand out a **Look, Cover, Write, Check** (LCWC) worksheet to each learner.
- 3. Explain how the method works by reading the instructions on the page.
- 4. Give time for the learners to choose **their own** 10 words, assisting when asked.
- 5. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.



Look, Cover, Write, Check

Name _____ Date _____

- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2
			Cover Write Check Workshoot

Look, Cover, Write, Check Worksheet



Achieving Goal: English communication for better Safety, Quality and Productivity

8. Safe Work Procedures for Utility Knives: Outof-Class Task

7. How Does It Look?

6. Getting a List of Supplies

5. How Many Do You Need?

- 4. <u>Sh</u>op or <u>Ch</u>op
- 3. Where Are My Tools?
- d:

OOS

2. Matching Names and Tools

Getting Started: Learning English for better communication

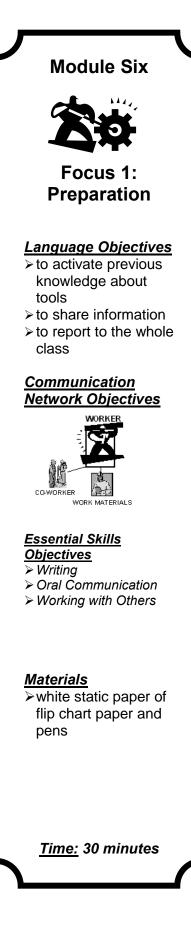
Making Progress:

implementation (use) of English for tasks on the

Step by step

work site

1. Tools That We Use



Tools That We Use

Note to the Instructor

Introduce the module to the learners by putting on an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about **tools**.



- 1. Put the class into departments.
- 2. Ask them to list (in pictures or words) as many tools that they can think of.
- 3. Have each group tell the rest of the class what is on their list.
- 4. Have the class name the tools that are on the **Out-of-Class Task** that they did. Write the words onto the OHT as they name them. Be sure to ask the learners to spell the names as you write them so that they can practice saying the names of the letters.



Place the following 19 numbers onto the Tool Board – with the correct number beside the correct tool.

- 1. tape measure
- 5. stapler
- 9. tape
 - 10. hammer
- 13. snips
- 14. station labels

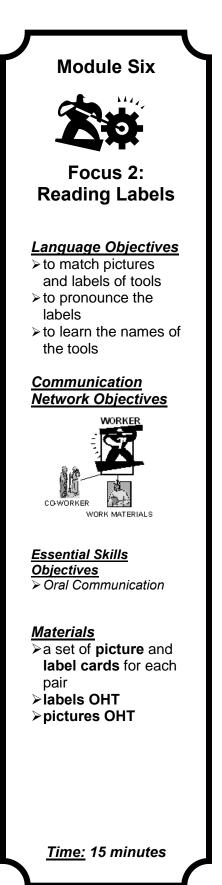
2. tin snips

6. roller

- 17. plastic scraper 18. hinge templates
- 3. 7/16 wrench
- 7. work instructions
- 11. clamps
- 15. pry bar
- 19. paper towel
- 4. putty knife
- 8. razor
- 12. palm sander
- 16. keys



Out-of-Class OHT



Matching Names and Tools

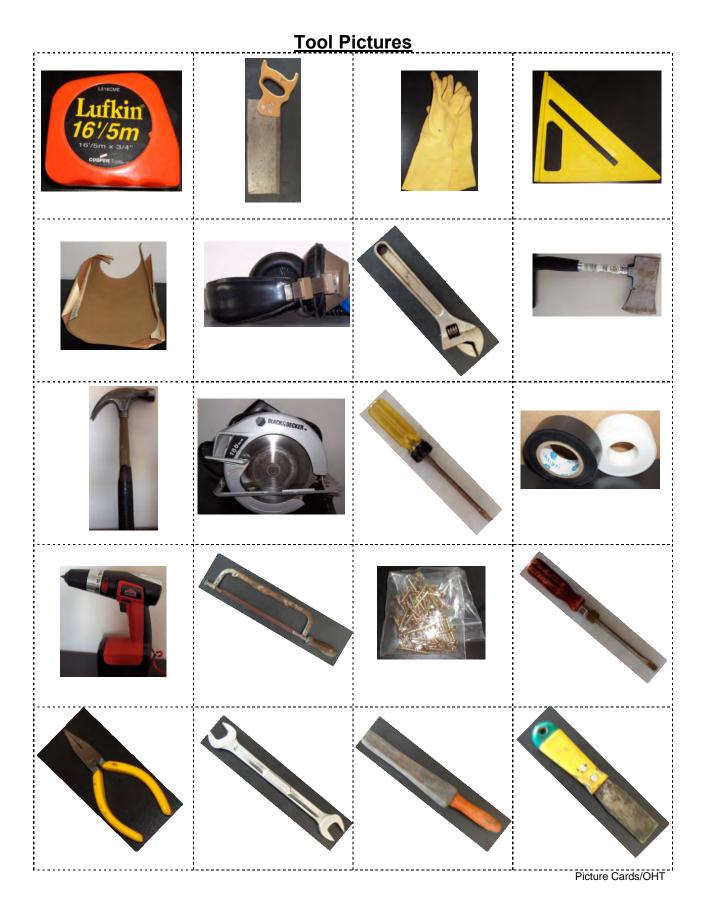


Part A: Matching Labels and Tools

- 1. Hand out a **set of Picture and Label cards** to each pair of learners.
- 2. Instruct them to match the names of the tools with the picture.
- 3. If in doubt about some, they may consult with other pairs when they have done all they are sure of.

Answer Key:			
Таре	Mitre	Rubber	Small
Measure	Saw	Gloves	Square
Lufkin 16/00 state	λ_{m}		
Sand paper	Ear Muff	Crescent	Hatchet/
(Wrench	Small Axe
		AN AR	
Hammer	Circular Saw	Yellow Handled	Rolls
1	and the second sec	Screw Driver	of Tape
Cordless	Hack Saw	Screws	Red
Drill			Handled Screw Driver
Needle Nose	Open Wrench	Sharpening	Putty Knife
Pliers		Stone	

Labels				
Tape Measure	Mitre Rubber Saw Gloves		Small Square	
Sand paper	Ear Muff	Crescent Wrench	Hatchet/ Small Axe	
Hammer	Circular Saw	Yellow Handled Screw Driver	Rolls of Tape	
Cordless Drill	Hack Saw	Screws	Red Handled Screw Driver	
Needle Nose Pliers	Open Wrench	Sharpening Stone	Putty Knife	



Part B: Pronouncing the Names

- 1. Put up the Labels OHT and have the learners repeat the names after you 3 times.
- 2. Let them say the names without you saying it first.
- 3. Put up the **Pictures OHT** and do the same drill routine.
- 4. Collect the matching cards from the pairs.

Part C: Recalling the Names

- 1. Put the learners into 4 mixed ability groups. Give each group a **Picture set**.
- 2. Instruct the learners to put the cards face down in a pile on the table.
- 3. The first learner will pick up a card and look at it without showing the rest of the group and ask *What tool do I have*?
- 4. The others in the group must take turns asking Yes/No Questions: *Is it a* _____?
- 5. When it is guessed, the next person takes a card and follows the same procedure.



Focus 3: Vocabulary (Prepositions of Place)

Language Objectives

- to follow commands containing place prepositions and directional words
- to understand the meaning of *in*, on and at
- to ask questions concerning workplace items
- to answer questions about workplace items using appropriate prepositions

<u>Communication</u> <u>Network Objectives</u>



<u>Essential Skills</u> Objectives

> Oral Communication

➤ Working with Others

<u>Materials</u>

- in, on, at OHT/copy for each learner
- pictures OHT from Focus 2
- individual Picture Cards from Focus 2
- Where are my tools? sets for each group of 4
- > (

<u>Time:</u> 20 minutes

Where Are My Tools?



Part A: Comprehending

- 1. Lead the class in a TPR (Total Physical Response) activity where they obey the following commands:
 - stand up
 - sit down
 - raise your left hand
 - raise your right hand
 - stand up
 - turn right
 - turn left
 - sit down
 - pick up your pen
 - place your notebook in front of you
 - put the pen under the book
 - on the book
 - in the book
 - beside the book
 - in front of the book
 - behind the book
 - between the book and your name card
 - at the right of the book
 - at the left of the book
 - at the bottom of the book
 - at the top of the book
 - stand up
 - push down on the table
 - pull out the chair
 - push in the chair
 - turn left
 - turn left
 - turn left
 - sit down
- 2. Review the concept of *in*, *on*, and *at* using the **in**, **on**, **at OHT**. Use a pen to demonstrate. Hand out a copy of the OHT to the learners to follow along.

264

Prepositions relating to Place

at X•

means you are at a particular point e.g. He is waiting at the corner. The man is at the office.



means inside or within the borders of an area

e.g. You live in Steinbach.

on <u>xx</u>

means you are on a surface

e.g. You put your tools on the workbench.

to →•

means direction towards a point

e.g. He drove to the city then walked to the mall.

from • →

means direction away from a point

e.g. He is from France. He flew from Paris to Winnipeg.

Prepositions OHT & Hand out

Part B:Using Prepositions

- 1. Review the tools' names by using the **Picture OHT** from Focus 2 (pg 262). Say the names as you point to the picture and ask the learners to repeat after you.
- 2. Hand out one or more of the **Labels** from the matching task from Focus 2 (pg 261) to each of the learners.
- 3. Ask them to call out the name on the label if they have it when you point to a picture on the OHT.
- 4. Lead the class into an information gap activity.
 - Divide the class into their equal ability groups (4 per group).
 - Hand out a set of the **Where Are My Tools? cards** to each group (A,B,C,D). There is an E if you need a group of 5.
 - Tell them that this is a very messy work area and everyone is always losing things. The large picture shows the work area; the small pictures show things they have lost.
 - The first person asks the person to their right if they know where one of the small-pictured items (at the bottom of their card) is located.
 Do you know where my . . . is? or where are my ... Demonstrate this.
 - The person on the right must answer: yes, it is.....or they are
 - The other 2 people can check for accuracy.
 - The questioner should then draw the item into their picture.
 - Then the person who just answered should ask the person to the right of him about one of his misplaced items.
 - Continue until all have found their misplaced items.
- 5. As a whole class, ask about where each item is.



Tape Measure	Mitre Saw	Rubber Gloves	Small Square
Sand paper	Ear Muff	Crescent Wrench	Hatchet/ Small Axe
Hammer	Circular Saw	Yellow Handled Screw Driver	Rolls of Tape
Cordless Drill	Hack Saw	Screws	Red Handled Screw Driver
Needle Nose Pliers	Open Wrench	Sharpening Stone	Putty Knife



Where are my tools? Card A (Albert's Workbench)

You have lost these tools:



267

Ask the others where they are!



Where are my tools? Card B (Bob's Workbench)

You have lost these tools:



Ask the others where they are!



Where are my tools? Card C (Charlie's Workbench)

You have lost these tools:



269

Ask the others where they are!



Where are my tools? Card D (Don's Workbench)

You have lost these tools:

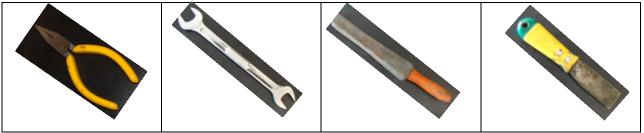


Ask the others where they are!

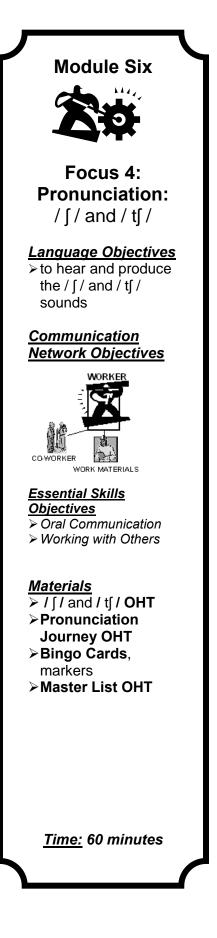


Where are my tools? Card E (Elmer's Workbench)

You have lost these tools:



Ask the others where they are!



Shop or Chop

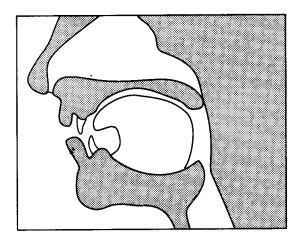


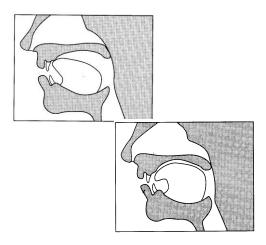
Part A: Formation

- Explain to the learners that you will be working with the pronunciation of the following consonant sounds:
 / j /as in <u>sh</u>op, and / tj / as in <u>ch</u>isel
- Using the / ʃ / and / tʃ / OHT explain the characteristics of the sounds to help learners see how to correctly create the sounds along with the following descriptions:

/∫/ - First raise the front	/ tʃ / - This sound is a
part of your tongue toward	combination of / t / and / \int /.
the front part of the hard	 First press the tip of your
palate, but do not touch it.	tongue against your upper
 Then press the sides of 	gum ridge. This stops the
your tongue against the	airflow.
sides of your upper back	 Then lower the tip of the
teeth.	tongue quickly, keeping
 Produce the sound by 	the sides of your tongue
forcing air out over the	pressed against the upper
tongue and through your	back teeth and forcing the
teeth.	explosion of air out over
 Your lips are rounded 	the tongue.
and pushed out slightly	 Lips are rounded and
This is the sound we make	pushed out slightly.
when we want someone to	Your vocal cords do not
be quiet.	vibrate.

- Point out the two columns of words on the / ∫ / and / t∫ / OHT words with / ∫ / on the left and words with / t∫ / on the right.
- Read out words from the OHT in random order. Ask the learners to raise their left hand if they hear an / ∫ / and their right hand if they have a / t∫ /.





LEFT / ∫ / shop share ship mash dish dish wish wash cash crush marsh

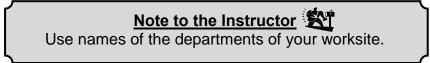
RIGHT / tʃ / chop chair chip match ditch witch watch

catch

crutch

march

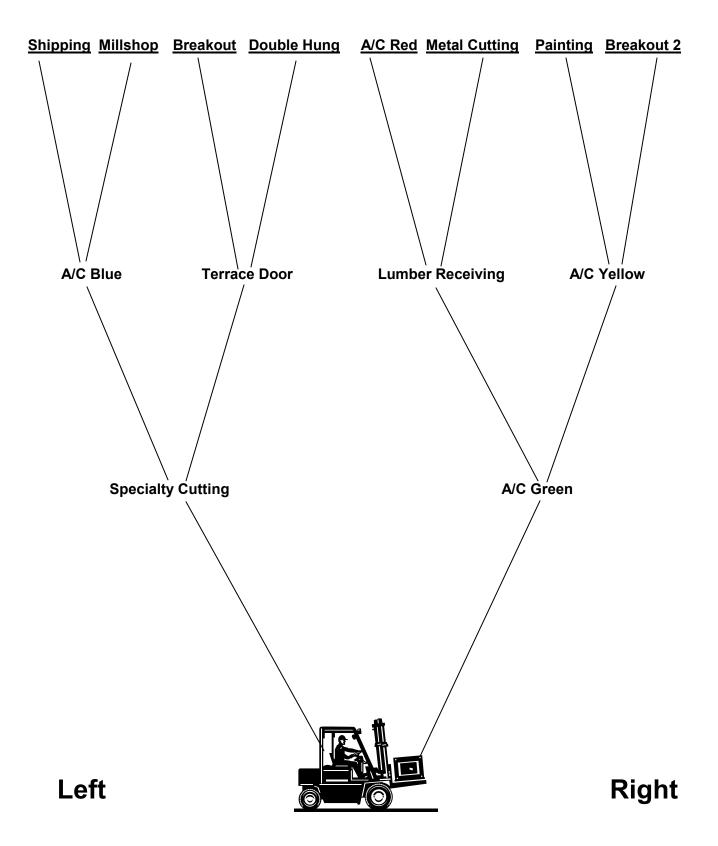
- adapted from *Teaching American English Pronunciation*, Paul Avery and Susan Elrich. Oxford University Press, 1994. / [/ and / tʃ / OHT 5. Put up the **Pronunciation Journey OHT.** Point out that at each of the numbered junctions, there is a choice of turning left or right.



- 6. Explain that you will read three words from the **OHT**, one word for each junction.
 - For each word, learners must trace left or right according to whether the word is from the left / ʃ / or right hand / tʃ / list on the board.
 - When you have said the three words, learners should then have arrived at one of the destinations along the top of the **OHT**.

٠	Give an example:	shop ⇒	specialty cutting	(left)
		chip ⇒	terrace door	(right)
		watch ⇒	double hung	(right)

- Go over the route together to check the correct route.
- 7. Repeat the activity several times using other words.



Pronunciation Journey OHT

Part B: Sound Spelling Relationship

- 1. Hand out the / / sh spelling worksheet.
- 2. Explain about the spelling rules of thumb of the / / sound as in shoe
 - *I* [*I* is commonly spelled 'sh' *e.g. shoes, show, shelf, shirt, sharp*
 - Read the following list of words, twice. *condition, protection, position, instruction, communication, appreciate, specialty, efficient, pressure, issue, ensure, pension*
 - On a third reading have the learners underline the / j / sound in these words on their worksheet.

Answer Key: condi <u>ti</u> on protec <u>ti</u> on posi <u>ti</u> on instruc <u>ti</u> on communication	appre <u>ci</u> ate spe <u>ci</u> alty effi <u>ci</u> ent	pre <u>ss</u> ure i <u>ss</u> ue en <u>s</u> ure pen <u>s</u> ion	
communica <u>ti</u> on			

• Ask the learners to complete the spelling rule on the worksheet:

Answer Key:
The / ʃ / sound is usually spelled withsh but it
can also be spelledti orciorss or
\$

- Some words that have been borrowed from French such as *machine, chef, champagne, Chicago* and *Michigan* pronounce the letter 'ch' as *I* § *I*.
- Some other exceptions: <u>sugar</u>, o<u>c</u>ean, anx<u>io</u>us

/ [/ sh spelling worksheet







The / [/ sound as in *shoe* is commonly spelled 'sh'. e.g. shoes, show, shelf, shirt, sharp

Listen to this list of words, twice. On the third reading underline the / [/ sound.

condition protection specialty position instruction communication

appreciate efficient

pressure ISSUE ensure pension

Complete the sound/spelling principle or rule of thumb.

- The / f sound is usually spelled with _____ but it can also be spelled _____ or _____ or _____.
- Some words that have been borrowed from French such as machine, chef, champagne, Chicago and Michigan pronounce the letter combination 'ch' as / [/.
- Some other exceptions: sugar, ocean, anxious

/ [/ sh spelling worksheet/OHT

- 3. Hand out the / tʃ / ch spelling worksheet.
- 4. Explain that the *I* tf *I* sound is commonly spelled 'ch': *children, church, chop, chisel, chair*
 - Read the following list of words and ask them on the third reading to circle whether they hear / ʃ / or / tʃ /. *departure, signature, spiritual, mature*

Answer Key:		
<i>departure I</i> t∫ <i>I</i>	signature / tʃ / spiritual / tʃ /	<i>mature I</i> t∫ <i>I</i>

• Ask the learners to complete the sound rule:

Answer Key:

When a $/ \int I$ sound is at the end of a word or syllable followed by /yu/ sound it is pronounced as $/ t \int I$ (ch).

• Ask the learners to work with a partner to sort these words into the correct columns: *issues, ensure, protection, position, pressure, official, reach, bench, signature, foundation, choose*

Answer Key:			
/∫/ as in shoe	/ tʃ / as in		
	chisel		
issues	reach		
ensure	bench		
protection	signature		
position	choose		
pressure			
official			
foundation			

/ tſ /

/ t∫ / ch spelling worksheet



The / tʃ / sound as in *chisel* is commonly spelled 'ch': *e.g. children, church, chop, chisel, chair*

Listen to the following list of words. Circle if you hear a 't' or 'ch'.

departure	/∫/ /t∫/	spiritual	/∫/ /tʃ/
signature	/∫/ /t∫/	mature	/ʃ/ /tʃ/

Complete the sound/spelling principle or rule of thumb.



When a / ʃ / sound is at the end of a word or syllable followed by _____ sound it is pronounced as _____.

With a partner sort these words into the correct columns:

issues, ensure, protection, position, pressure, official, reach, bench, signature, foundation, choose

/ tʃ / as in shoe	/ tʃ /as in chisel		

/ tʃ / ch spelling worksheet

Part C: Listening & Producing

Hand out the Shop or Chop BINGO cards and some markers. Explain the procedure:

- You will pick a word from the master list [put a marker on it] and read it aloud
- The learners should put the marker on the word they hear
- When someone gets 5 in a row, he should call out BINGO
- Ask him to read the words in the line; you check that they are the ones you read
- If he has them all correct, he comes to the front and calls next.

/ f / and / tf / Master List

awe	cat	caw	chalk	chase
chat	chaw	check	cheese	chip
choice	choose	chop	chose	clock
сор	cut	keys	opt	owes
sat	saw	says	sews	she's
ship	shock	shoes	shop	shows
shut	sip	sock	sop	Sue's
use	wreck			

281

/ \int / and / t \int / Master List OHT

/ j / and / tj / Card #1				
choose	she's	chop	keys	chaw
sop	shoes	check	saw	сор
cut	sip	FREE	opt	chip
ship	awe	says	Sue's	shut
caw	chase	shop	cheese	use

/ ʃ / and / tʃ / Card #1

/ tf / and / tf / Card #2

		<u>, , , , , , , , , , , , , , , , , , , </u>		
wreck	use	sews	clock	cat
says	chat	сор	owes	ship
sock	shoes	FREE	cut	shock
keys	shows	use	sat	chase
chose	cheese	chalk	shop	choice

Bingo Cards

clock	shop	saw	keys	shock
sip	choose	chat	use	check
caw	chaw	FREE	chose	owes
wreck	chalk	awe	sock	chip
Sue's	she's	cat	choice	shoes

/ tʃ / and / tʃ / Card #3

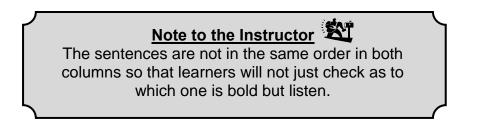
/ tf / and / tf / Card #4

says	shoes	she's	sop	wreck
clock	cut	sat	choice	sews
cheese	chop	FREE	shut	keys
owes	caw	shock	chalk	ship
chase	opt	Sue's	shows	check

Bingo Cards

Part D: Producing

- 1. Give each learner a **Back and Forth** page. Ask them to fold it down the middle along the dotted line.
- 2. Put the learners in pairs [you may want to do more than just the person next to them for variety of partners].
- 3. Instruct them that learner A is to read the bolded sentence and that learner B must mark what they hear. Note that they trade tasks half way through.
- 4. They may do it again but marking different sentences with a different colour if they wish.



Learner A: <u>Pronounce</u> the sentences in bold .	Learner B: Listen and mark what you hear.
1. Peter likes to shop. Peter likes to chop.	 □ Peter likes to chop. □ Peter likes to shop.
2. Those are Sue's. Those are shoes.	2. □ Those are Sue's. □ Those are shoes.
 Chip the wood. Ship the wood. 	3. □ Ship the wood. □ Chip the wood.
4. Heinrich shows the window. Heinrich chose the window	 4. □ Heinrich chose the window. □ Heinrich shows the window.
 Paul sat with Joe. Paul, chat with Joe. 	5. □ Paul sat with Joe. □ Paul, chat with Joe.
 She gave him a shock. She gave him a chalk. 	6. □ She gave him a chalk. □ She gave him a shock.

/ tʃ / and / tʃ / Back and Forth

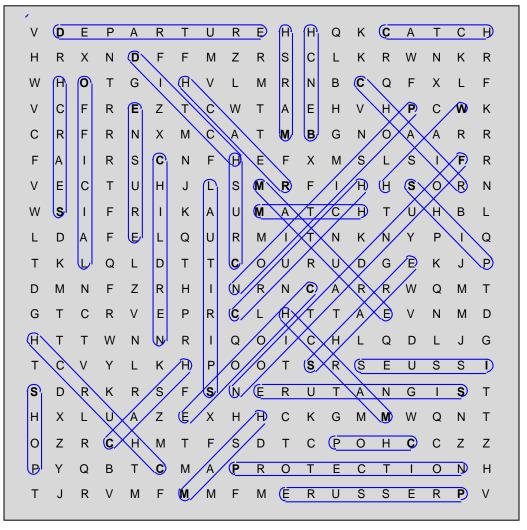
Now switch roles.

Learner A: Listen and mark what you hear.	Learner B: <u>Pronounce</u> the sentences in bold .
7. □ Use tools well. □ □ Choose tools well. □	7. Choose tools well. Use tools well.
8. □ Cut the box.	8. Shut the box.
□ Shut the box.	Cut the box.
9. □ He like which dreams?	9. He likes which dreams?
□ He likes wish dreams.	He likes wish dreams.
10. □ Wash the machine.	10. Watch the machine.
□ Watch the machine.	Wash the machine.
11. □ Catch the check.	11. Catch the check.
□ Cash the check.	Cash the check.
12. □ Put it in the dish.	12. Put it in the ditch.
□ Put it in the ditch.	Put it in the dish.

/ tʃ / and / tʃ / Back and Forth Worksheet

Optional: Hand out the Word Puzzle

Answer Key:

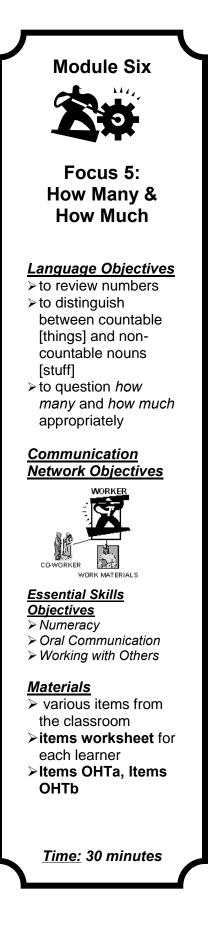


Find the words in the grid. Words can go horizontally, vertically and diagonally in all eight directions.

V	D	Е	Ρ	А	R	Т	U	R	Е	Н	Н	Q	Κ	С	А	Т	С	Н
н	R	Х	Ν	D	F	F	М	Z	R	S	С	L	Κ	R	W	Ν	К	R
W	Н	0	Т	G	Ι	н	V	L	М	R	Ν	В	С	Q	F	Х	L	F
V	С	F	R	Е	Ζ	т	С	W	т	А	Е	Н	V	Н	Ρ	С	W	Κ
С	R	F	R	Ν	Х	М	С	А	т	Μ	В	G	Ν	0	А	А	R	R
F	А	I	R	S	С	Ν	F	н	Е	F	Х	М	S	L	S	Ι	F	R
V	Е	С	Т	U	Н	J	L	S	М	R	F	I	н	Н	S	0	R	Ν
W	S	Т	F	R	I	к	А	U	М	А	Т	С	н	Т	U	н	В	L
L	D	А	F	Е	L	Q	U	R	М	I	т	Ν	к	Ν	Y	Ρ	I	Q
Т	Κ	L	Q	L	D	Т	т	С	0	U	R	U	D	G	Е	к	J	Ρ
D	М	Ν	F	Ζ	R	н	Ι	Ν	R	Ν	С	А	R	R	W	Q	М	Т
G	Т	С	R	V	Е	Ρ	R	С	L	н	т	Т	А	Е	V	Ν	М	D
Н	Т	т	W	Ν	Ν	R	Ι	Q	0	I	С	Н	L	Q	D	L	J	G
т	С	V	Y	L	К	н	Ρ	0	0	т	S	R	S	Е	U	S	S	Ι
S	D	R	К	R	S	F	S	Ν	Е	R	U	Т	А	Ν	G	Ι	S	Т
Н	Х	L	U	А	Ζ	Е	Х	н	н	С	К	G	Μ	М	W	Q	Ν	Т
0	Ζ	R	С	н	М	т	F	S	D	т	С	Ρ	0	Н	С	С	Ζ	Ζ
Ρ	Y	Q	В	Т	С	М	А	Ρ	R	0	Т	Е	С	Т	I	0	Ν	Н
Т	J	R	V	Μ	F	М	М	F	М	Е	R	U	S	S	Е	R	Ρ	V

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bench	crush	marsh	reach
cash	crutch	mash	search
catch	departure	match	share
chair	ditch	mature	ship
children	ensure	official	shop
choose	foundation	position	signature
chop	issues	pressure	spiritual
church	march	protection	w ash



How Many Do You Need?

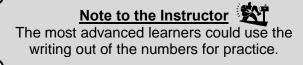


Part A: Things and Stuff

1. Hand out the items worksheet to each learner.

Note to the Instructor Make a worksheet with items in your classroom.

Ask them to fill in the number.



- 2. Have the learners report to the class on each item. *e.g. There are 15 chairs.*
- 3. Explain that in English when we consider things to be countable
 - we can count them.
 - we use numbers.
 - we use *are* [if there is more than one].
 - we add an **s** to the name of the item. e.g. There are 15 chairs.
 - we use *how many* to ask about the number of them.
- 4. However, we consider large masses of things as non-countable. *e.g. furniture, gas, water*
 - we use *how much* to ask about the amount of these. *e.g. How much glue is there?*
 - Note we use the verb form *is* <u>not</u> the verb form *are* since we consider the whole mass as a unit.
- 5. We must put non-countable 'stuff' into countable containers if we want to number them. e.g. How many cans of glue do you have? How many glasses of water do you need?

How many are there? How much is there?

1. Work with a partner to record the number of the following items in the room.

 books	cupboards
 pencils	women
 pens	men
 chairs	spoons
 baskets	tables
 doors	shoes
 people	knives
 flip charts	hats
 whiteboards	_ cups

2. Record the amount of the following in the room.

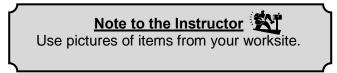
 furniture	 water
 sugar	 light
 coffee	 air

items worksheet

Part B: Reviewing Names and Numbers

Ensure that the learners know the names of the items and numbers by doing the following:

• put up each of the OHTs, Items OHTa and Items OHTb.

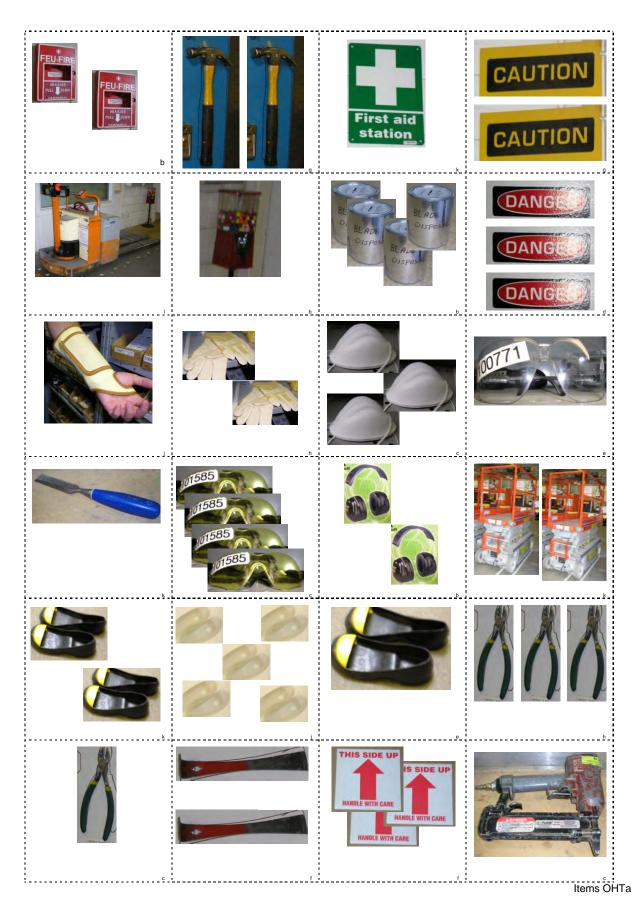


• say the name of the item and have the learners repeat after you.

Note to the Instructor The following is a listing of the items in the order they appear on the Items OHTa and OHTb

Items OHTa:			
2 fire alarm boxes	2 hammers	first aid station sign	2 yellow 'caution' signs
power lift	gum ball machine	4 blade disposal containers	3 'danger' signs
arm protector	2 pr gloves	3 dust masks	1 pr safety glasses
1 chisel	4 pr safety glasses	2 ear muffs	2 scissor lifts
2 pr steel tipped slip ons	5 pr clear slip ons	1 pr steel tipped slip ons	3 side cutters
1 side cutter	2 pry bars	3 'this side up' sign	1 extension nailer

Items OHTb:			
1 btlift	1 fork lift	6 large green containers	3 large green containers
1 drill	1 palm sander	1 corrugator	1 putty knife
3 mallets	1 mono gun	4 measuring tapes	1 utility knife
5 mono tubes	3 mono tubes	2 mono tubes	1 mono tube
2 measuring tapes	2 drills	1 snubber	2 left hand slotted keepers
3 clamps	3 mono guns	2 snubbers	2 large green containers



English at Work in Manitoba: Manufacturing



English at Work in Manitoba: Manufacturing

Part C: Asking and Answering How many? How much?

- 1. Review the questions: How many fire alarms are there? and How much coffee is there?
- 2. Point to pictures on the **Items OHTs** randomly and ask the appropriate question to individual learners and have them answer appropriately and accurately: *There are 2 fire alarms. etc.*
- 3. Point to pictures randomly and ask individual learners to ask the question: *How many...* of another learner. Ask that learner to answer and then have him/her ask about any picture to any other learner. Continue in this manner.
- 4. Ask a *How much* question of one of the learners and do a similar chain activity with this form.

Module Six Focus 6: Exchanging Items Language Objectives > to ask for items from the work site \succ to respond to questions > to ask for clarification as to number or amount *how* many or how much \succ to use numbers > to review the names of items \succ to list with appropriate intonation Communication **Network Objectives** WORKEF i de t CO-WORKER WORK MATERIALS Essential Skills **Objectives** > Oral Communication > Working with Others > Thinking Skills Materials > a Supplies List for each learner > 4 Picture Cards for each learner (ensure that there is a picture card for every item on each shopping list) > Items Cards a and Cards b > Listing Discrimination OHT Time: 20 minutes

Getting a List of Supplies



Part A: Getting Supplies

- 1. Explain to the learners that they are going to 'acquire' various items.
- 2. Hand out a **Supplies List** and **four** randomly selected **Picture Cards** to each learner.
- 3. Each learner is to acquire the items on the list. To do this, they must move around the class asking other learners for the things they need.
- 4. Review the language that will be needed for this task; they should specify the quantities they need: *e.g. Have you got any mono tubes?*

Yes, how many do you want? Two tubes.

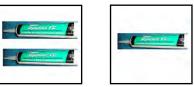
Have you got a chisel? Yes, how many do you want? One chisel.

Do you have any mono tubes? Yes. How many? Three.

Note: They may take only the card with the matching quantity.

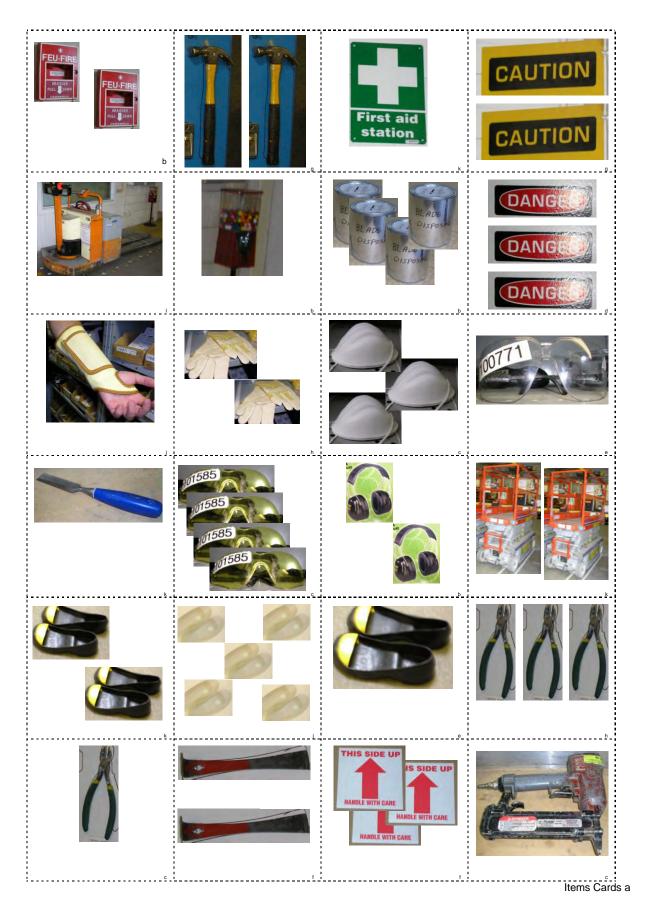


294



e.g. 3 mono tubes NOT 2 mono tubes + 1 mono tube

3 mono guns	1 gum ball machine
2 measuring tapes	2 fire alarm boxes
1 mono tube	4 blade disposal containers
1 palm sander	2 ear muffs
4 pr safety glasses	3 'danger' signs
1 side cutter	5 mono tubes
1 extension nailer	2 snubbers
3 dusk masks	1 putty knife
3 clamps	3 'this side up' signs
3 mallets	2 pry bars
1 pr steel tipped slip-ons	2 left hand slotted keepers
1 pr safety glasses	3 mono tubes
2 hammers	3 side cutters
2 yellow 'caution' signs	2 pr gloves
2 large green containers	1 drill
1 utility knife	1 BT lift
1 snubber	3 large green containers
2 drills	5 pr clear slip-ons
1 mono gun	1 arm protector
6 large green containers	1 fork lift
1 chisel	1 corrugator
1 'first aid station' sign	1 power lift
2 scissor lifts	2 mono tubes
2 pr steel tipped slip-ons	4 measuring tapes



English at Work in Manitoba: Manufacturing



Part B: Listing Intonation

1. When the learners have completed the task, demonstrate how a list is read with the rising intonation until the last item which has a rising-falling intonation [use the **Listing Discrimination OHT**].

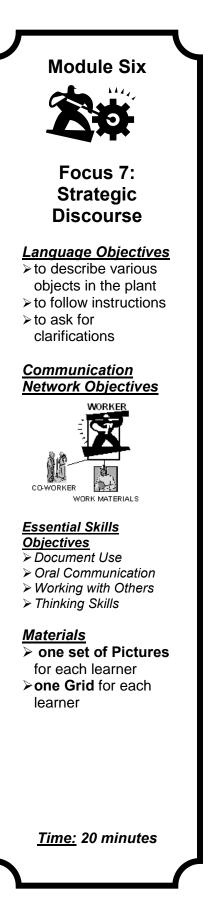
e.g. I have 3 mono guns, 2 measuring tapes, 1 mono tube, and 1 palm sander.

2. Call on a few learners to read their **Supplies List**.

Listing Intonation I have 3 mono guns, 2 measuring tapes, 1 mono tube, and 1 palm sander.

299

Listing Discrimination OHT



How Does It Look?



- 1. Explain to the learners that sometimes we need to describe something because we cannot remember the name. It is a good strategy to be able to talk about the colour, size and general appearance of an item. This activity is to develop descriptive skills.
- 2. Have the learners in pairs, sitting across from one another with a book or folder between them so neither can see what the other is doing.
- 3. Give out the **Picture cards** and the **Grids** to the learners and ask one Learner (A) in each pair to arrange

Note to the Instructor Pictures of items from your work site should be used.

his/her 12 pictures in any order on the grid. The other learner should not be able to see what is happening.

- 4. The object of the activity is for Learner B to arrange the pictures in the same order as Learner A. To do this, Learner A must describe the pictures to Learner B in terms of how the objects look: size, weight, order etc. Learner B may ask questions. e.g. What does it look/feel/smell like? It looks...(+adjective)
- 5. When Learner B has finished ordering the pictures, they should compare grids for accuracy.
- 6. Have the pair reverse roles– learner B choosing and arranging the pictures and describing them to learner A.

Note to the Instructor

This activity may be done with the **Label cards** with more proficient learners.

Note to the Instructor

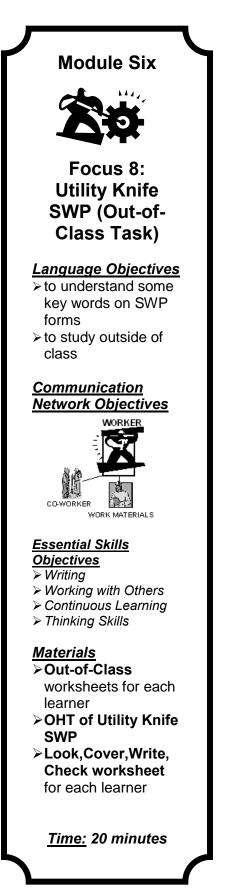
It is not essential in the activity for learners to know the names of the objects in the pictures, although they may like to know them out of interest.

1	2	3
4	5	6
7	8	9
10	11	12

Grid



Fire Alarm Switch	Slotted Keepers	Snubbers	Mono
Mallets Tool Board	Clamp	Chisel	Biohazard Container
Utility Knife	Template Tool Board	Tape Measure	Mineral Spirits Container
Millshop Machine Booth	Lumber	Drill	Blade Disposal Container
Green Containers	BT Lift	Palm Sander	Extension Nailer

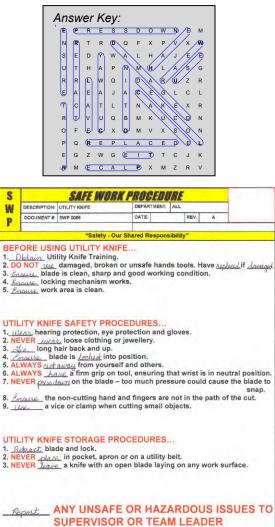


Safe Work Procedures for Utility Knives: Out-of-Class Task



Part A

- 1. Hand out the Out-of-Class worksheets to the learners.
- 2. Demonstrate with one word on the OHT.
- 3. Remind the learners to discuss the completed task with their supervisor and to get the **Storyboard sheet** signed (Module 1 Focus 8).



Utility Knife Safety Procedures

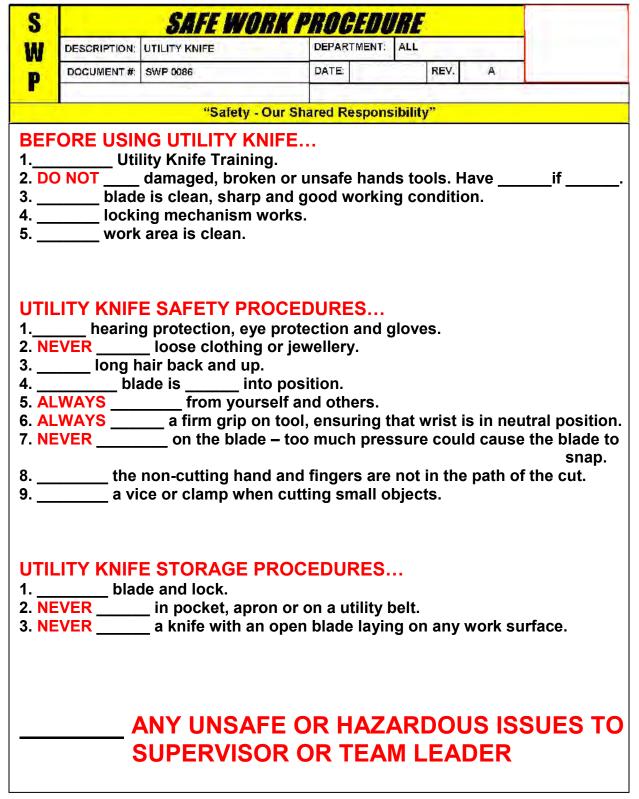
Find the words in the box in the grid. Words can go horizontally, vertically and diagonally in all eight directions.

CAUSE	Cl	JT AW	ΆΥ	DAM	AGED	E	NSURI	ΞH	AVE	L	EAVE	
LOCKED	O	BTAIN		PLAC	E	PRESS DOWN			l R	REPLACED		
REPORT	R	ETRAC	т	TIE		U	SE		WEA	R		
F	R	К	Y	D	Т	R	Е	Ι	Т	Μ	Y	
D	W	Р	R	Е	S	S	D	Ο	W	Ν	А	
Ζ	А	D	R	Е	Р	L	А	С	Е	D	W	
J	Q	Μ	Е	Y	R	Е	Р	Ο	R	Т	А	
Е	Q	Ζ	А	К	L	Р	Μ	Ν	R	R	Т	
С	Κ	D	Е	G	С	V	R	Ι	Е	Е	U	
А	Y	S	Е	С	Е	Ο	Y	А	Ν	Т	С	
L	U	V	R	М	А	D	L	Т	S	R	Ζ	
Р	А	Κ	W	Μ	J	U	D	В	U	А	Н	
Н	L	Е	W	L	Р	В	S	Ο	R	С	J	
Ν	А	R	L	Ν	С	Κ	М	Е	Е	Т	Ν	
R	Q	Q	R	М	L	Х	Е	V	А	Е	L	

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Out-of-Class worksheet/OHT

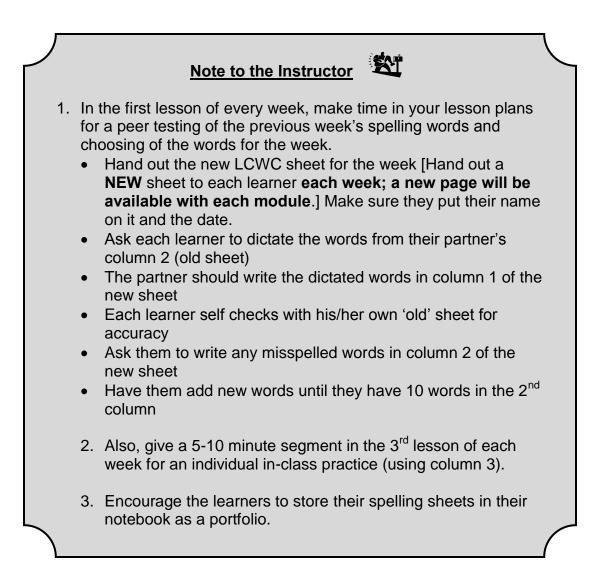
Use the words in the **WORD FIND** to fill in the blanks. Some words are used more than once.



Out-of-Class worksheet/OHT

<u>Part B</u>

- 1. Explain to the learners that there will be an ongoing focus on spelling.
- 2. To facilitate the learners' writing and spelling development, hand out a **Look, Cover, Write, Check** (LCWC) worksheet to each learner.
- 3. Explain how the method works by reading the instructions on the page.
- 4. Give time for the learners to choose **their own** 10 words, assisting when asked.
- 5. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.



Look, Cover, Write, Check

Name _____ Date _____

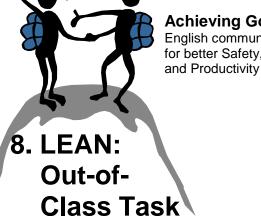
- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error. add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2

Look, Cover, Write, Check Worksheet







7. Reading the Razor

Achieving Goal: English communication for better Safety, Quality

Making Progress: Step by step

implementation (use) of English for tasks on the work site

Blade SWP 6. Reading a Safe Work **Procedure Form**

- 5. John Smith Used His Utility Knife
- 4. Is It Black or Grey?
- 3. Safe Use Procedures for Utility **Knives**
 - 2. Use a Knife Safely

Getting Started: Learning English for better communication

1. My Utility Knife

Module Seven



Focus 1: Preparation & Review of Possessives

Language Objectives

- to discover who uses a utility knife
- to discover what it is used for
- to review possessive nouns, determiners and pronouns

<u>Communication</u> Network Objectives



Essential Skills Objectives

- Reading Text
- > Document Use
- > Oral Communication
- > Working with Others

<u>Materials</u>

- a utility knife
 Possessive Chart
- OHT

<u>Time:</u> 30 minutes

My Utility Knife

Note to the Instructor

Introduce the module to the learners by putting on an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about **safe work procedures**.



1. Show a **utility knife** and ask who used one and why? Let everyone share that can.

- 2. Ask the learners if anyone has their own utility knife. If not, what do they have that is their own glasses, ear plugs, aprons???
- 3. Ask the learners to put various items on the table in front of them and illustrate the use of 'my, his, her, our, their, etc.' by making statements such as: this is my knife, this is his pen, this is our room, those are your books, this is her book, etc.
- 4. Then add further sentences: this is mine, that is yours this is his, this is mine this is hers, that is yours
- 5. Put up the **Possessives Chart OHT** and explain the elements.
- 6. Do a TPR (Total Physical Response) exercise using the item on the table such as:

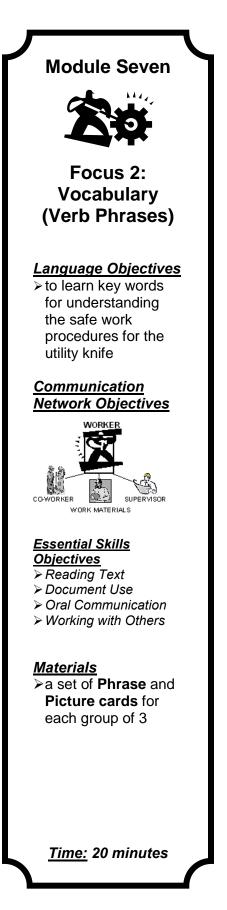
pick up your pen point to my desk point at Paul's book – look at his book raise our safety glasses look at my cap look at his cap look at our classroom door look at your book pick up your utility knife open your knife close your knife put your knife down on the table

POSSESSIVES

	Subject	Possessive Noun	Possessive Determiner	Possessive Pronoun
1 st person singular	Ι	the instructor's knife	my knife	mine
2 nd person singular	you	the learner's knife	your knife	yours
3 rd person singular	he she	John's knife	his knife her knife	his hers

1 st person plural	we	the workers' knife	our knife	ours
2 nd person plural	you	the learners' knife	your knife	yours
3 rd person plural	they	the supervisors' knife	their knife	theirs

Possessives Chart OHT

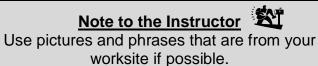


Use a Knife Safely



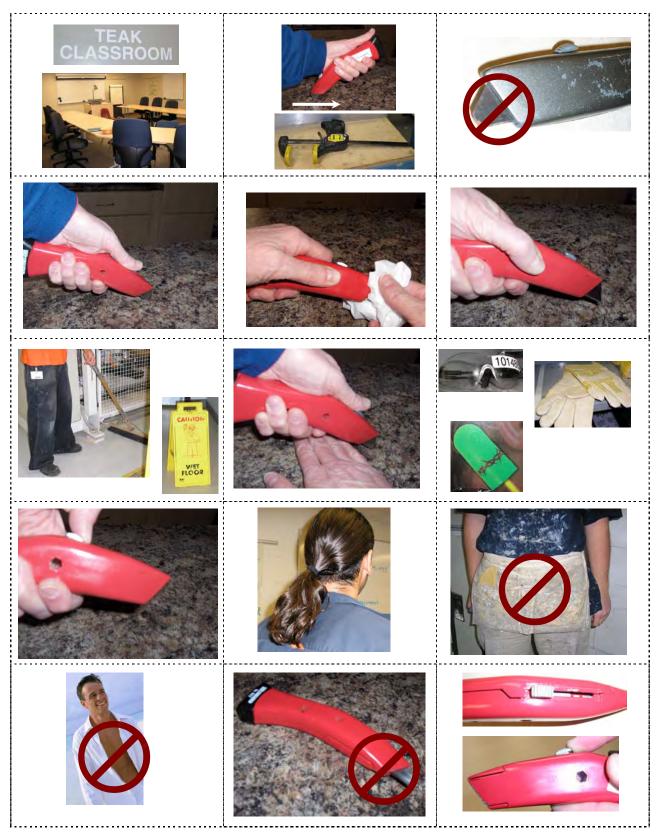
Part A

- 1. Hand out the **Phrase Cards** and **Picture Cards** to each group of 3 learners.
- 2. Instruct them to match the pictures that seem to best illustrate the phrases.



312

obtain training	cut away, use clamp when necessary	do not use broken tools
have firm grip	ensure knife is clean	press down
ensure work area is clean	ensure that fingers are not in path	wear protection
retract the blade	tie long hair	never place in apron
never wear loose clothing	never leave open on surface	ensure the locking mechanism works



Picture Cards

Answer Key:			
	obtain training	cut away, use clamp when necessary	
0	do not use broken tools	have firm grip	
	ensure knife is clean	press down	
	ensure work area is clean	ensure that fingers are not in path	
	wear protection	retract the blade	
	tie long hair	never place in apron	0
	never wear loose clothing	never leave open on surface	
		ensure the locking mechanism works	

Part B

Review the **Out of Class worksheet** at this time. Use the OHT of the assignment to demonstrate.

S	SAFE WORK PROCEDURE							
M	DESCRIPTION:	1	DEPARTM					
P	DOCUMENT #.	SWP 0086	DATE:		REV.	A		
-		"Safety -	Our Shared Res	oonsibilit	y"			
BEE	ORE USING	UTILITY KNIFE						
		Knife Training.						
		amaged, broken or	unsafe hand too	Is. Have	replaced	l if damag	led.	
3. E	ENSURE blade	is clean, sharp and	d good working d	ondition				
4. E	ENSURE locki	ng mechanism wor	ks.					
5. E	ENSURE work	area is clean.						
		SAFETY PROCE						
		protection, eye pro		es.				
		oose clothing or jev	vellery.					
	TE long hair b		ition					
		e is locked into pos way from yourself						
		a firm grip on tool,		rist is in i	neutral	osition		
		down on the blade					to snan	
		on-cutting hand an					to shapi	
		clamp when cutting						
UTI	ITY KNIFE	STORAGE PROC	EDURES.					
	RETRACT blac							
2. 1	VEVER place i	n pocket, apron or	on a utility belt.					
3. N	EVER leave a	knife with an open	blade laying on	any worl	(surfac	е.		
F	REPORT	ANY UNSA					ES TO	
		SUPERVIS	OR OR TE	AM L	EAD	ER		

Use the words in the **WORD FIND** to fill in the blanks. Some words are used more than once.

S	S SAFE WORK PROCEDURE						
W	DESCRIPTION:						
P	DOCUMENT #:	SWP 0086	DATE:		REV.	A	
		"Safety (Our Shared Resp	neibili	hu"		-
DEE					y		
		NG UTILITY KN lity Knife Training					
2. DC	D NOT	damaged, broke	n or unsafe ha	nds to	ools. H	ave	if
3	blad	e is clean, sharp	and good wor	king c	onditio	on.	
		ing mechanism w (area is clean.	orks.				
0							
		E SAFETY PRO					
		g protection, eye			es.		
2. NE	EVER	loose clothing		. 9.0.	•••		
		hair back and up.					
		ade is into from yours		_			
6. AL	WAYS	a firm grip or	n tool, ensurin	g that	wrist is	s in nei	utral position.
7. NE	EVER	on the blade	- too much p	essur	e coule	d cause	
8	the	non-cutting hand	l and fingers a	re not	t in the	nath o	snap. f the cut
		ce or clamp when				patrio	
			-	-			
UTI		E STORAGE P	ROCEDURE	S			
1	bla	de and lock.					
		_ in pocket, apro					
3. NE		_ a knife with an	open blade la	ying o	n any v	NOLK SI	urrace.
				7 ^ -	DOU		
		ANY UNSAF					50E5 10
		SUPERVISC	OR OR TE	AM I		DER	

Out-of-Class worksheet

Module Seven

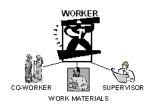


Focus 3: Reading Safety Instructions

Language Objectives

to read and understand the specific safe work procedures for the utility knife

<u>Communication</u> <u>Network Objectives</u>



<u>Essential Skills</u> Objectives

- ➢ Reading Text
- Document Use
- Oral Communication
- Working with Others

Materials

 a set of Heading cards
 Command Phrases

Time: 20 minutes

Safe Use Procedures for Utility Knives



Part A

1. Put the Heading Cards on the wall.

Note to the Instructor

If the class is large, have two sets and split the class in half to do this.

2. Hand out the **Command Phrases** cards to the learners, each one getting one or two cards.

Note to the Instructor

Be aware of the reading proficiency of your learners and hand out the smallest phrases to the least proficient.

- 3. Ask the learners to read the card and decide whether it is BEFORE USE [precautions], DURING USE [procedures], or AFTER USE [storage procedures].
- 4. Have the learners place the cards under the appropriate heading. They can consult with their group members and do it together at the wall.

Answer Key:
BEFORE USING UTILITY KNIFE
OBTAIN Training.
DO NOT use damaged, broken or unsafe hand tools. Have replaced if damaged.
ENSURE blade is clean, sharp and good working condition.
ENSURE locking mechanism works.
ENSURE work area is clean.
UTILITY KNIFE SAFETY PROCEDURES
WEAR hearing protection, eye protection and gloves.
NEVER wear loose clothing or jewellery.
TIE long hair back and up.
ENSURE blade is locked into position.
ALWAYS cut away from yourself and other.
ALWAYS have a firm grip on tool, ensuring that wrist is in neutral position.
NEVER press down on the blade-too much pressure could cause the blade to snap.
ENSURE the non-cutting hand and fingers are not in the path of the cut.
USE a vice or clamp when cutting small objects.
UTILITY KNIFE STORAGE PROCEDURES
RETRACT blade and lock.
NEVER place in pocket, apron or on a utility belt.
NEVER leave a knife with an open blade laying on any work surface.

Heading Cards

BEFORE USING UTILITY KNIFE UTILITY KNIFE SAFETY PROCEDURES **UTILITY KNIFE** STORAGE PROCEDURES

Command Phrases:

OBTAIN Training.

DO NOT use damaged, broken or unsafe hand tools. Have replaced if damaged.

ENSURE blade is clean, sharp and good working condition.

ENSURE locking mechanism works.

ENSURE work area is clean.

WEAR hearing protection, eye protection and gloves.

NEVER wear loose clothing or jewellery.

TIE long hair back and up.

ENSURE blade is locked into position.

ALWAYS cut away from yourself and other.

ALWAYS have a firm grip on tool, ensuring that wrist is in neutral position.

NEVER press down on the blade—too much pressure could cause the blade to snap.

ENSURE the non-cutting hand and fingers are not in the path of the cut.

USE a vice or clamp when cutting small objects.

RETRACT blade and lock.

NEVER place in pocket, apron or on a utility belt.

NEVER leave a knife with an open blade laying on any work surface.

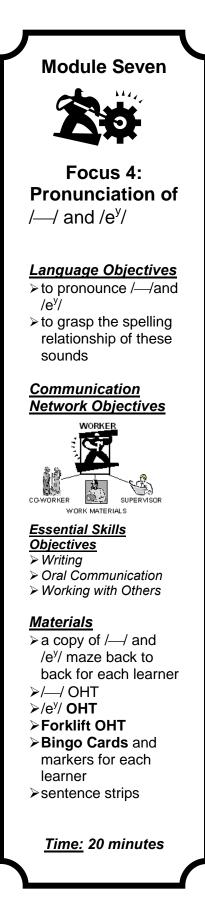
Part B

1. Hand out one set of **picture cards** from the vocabulary focus 2 to be placed next to the phrases on the wall.

Answer Key:			
	obtain training	cut away, use clamp when necessary	
0	do not use broken tools	have firm grip	
	ensure knife is clean	press down	
	ensure work area is clean	ensure that fingers are not in path	
	wear protection	retract the blade	
a	tie long hair	never place in apron	5
8	never wear loose clothing	never leave open on surface	
		ensure the locking mechanism works	

2. Read the phrases aloud and have them repeat them after you.





Is It Black or Grey?



Part A: Form

- 1. Explain that there are two sounds that are very common in English and are often represented in spelling with the letter 'a'.
- Use the OHTs to illustrate mouth and tongue placement. With the *I*—/OHT, describe the physical shape of the mouth to make the sound *I*—/as in *black*.
 - hold the front and back parts of your tongue *low* in your mouth
 - touch your lower front teeth lightly with the tip of your tongue
 - lower your jaw; your lips are wide open
 - the muscles in your tongue should not be tense; they should be *relaxed* <u>contrast</u> with /↔/ as in *red*
- 3. Contrast the formation of the *le^yl*sound as in *grey*
 - Hold the *front* part of your tongue in the middle of your mouth, a little lower than for /i^y/ and /l/
 - Press the sides of your tongue against the upper back teeth. The muscles of your tongue should be tense.
 - Lower your jaw and open your lips more than for /i^y/and /l/
 - As you begin to say this long vowel sound, raise your jaw slightly and move the front part of your tongue forward and up to /y/.
 - Place your thumb under your chin to feel the tense muscles.
 - Use a rubber band pulled *tense* to illustrate.
- Read the words randomly from the two columns on the OHT. Ask the learners to put up their <u>left hand</u> if they hear the <u>lael</u> vowel sound and their <u>right hand</u> if they hear the <u>le^yl</u> vowel sound.

/—/ as in black	/e^y/ as in grey	
5	Contraction of the second seco	
man mat tam snack	main mate tame snake	
pan fat	pain fate	
bat	bait	
gal	Gail	

- adapted from Teaching American English Pronunciation, Paul Avery and Susan Elrich. Oxford University Press, 1994.

- adapted from Vowel Dimensions. Canadian Government Publishing Centre, 1983.

/e^y/ & /ae/OHT

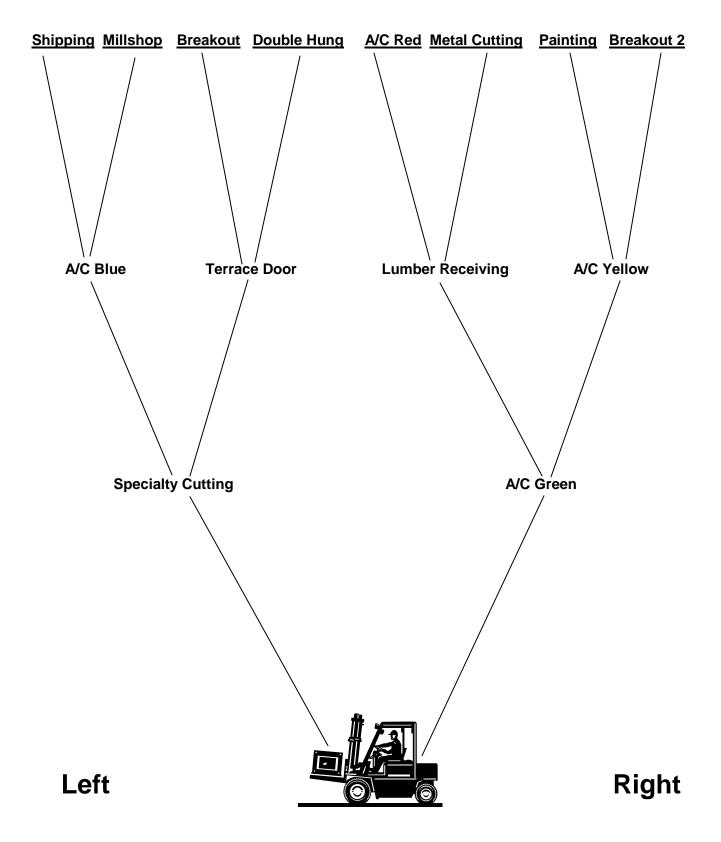
Part B: Listening Discrimination

Note to the Instructor

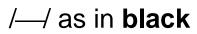
Male a Pronunciation Journey that reflects the departments of your work site.

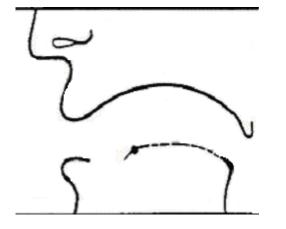
- Put up the Pronunciation Journey OHT and ask them to go <u>left</u> if they *hear* an /ae/sound and <u>right</u> for /e^y/sound. Call words from the /e^y/ & /ae/ OHT. Check if all landed up at the same place.
 - e.g. snap (left to Specialty) blade (right to Terrace Door) clamp (left to Breakout)
 - or safe (right to A/C Green) date (right to Maintenance) back (left to Painting)
- 2. Put up the **OHTs** and read the sentences under each diagram and have the learners repeat after you.

326



Pronunciation Journey OHT







Use the **black** knife.

Peter **began** to use the saw.

Put the tool **back** on the tool board.

Is the blade damaged?

Where is the disposal **can?**

The **clamp** is on the table.

Don't get your **hand** in the **path** of the saw.

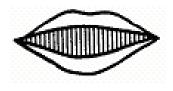
328

Jakob used his face mask.

/__/ OHT

/e^y/ as in **grey**





Where is the **grey** chisel?

Always be aware of your **safety.**

An apron gives protection to the body.

Paul put the knife on the table.

A face mask is important sometimes.

Safe work procedures must be followed.

Check that the **blade** is clean.

Have a good day!

Part C

1. Hand out a **Bingo Card** and markers to each of the learners.

Note to the Instructor Cut up the Master List Bingo Words into an envelope or hat. An alternative would be to make an OHT of the Master List that you mark as you call.

- 2. Call out the words one at a time. Ask the learners to put a marker on their card over each word they hear.
- 3. The first learner with five markers in a row calls "Bingo". The winner reads the five words back for you to check.
- 4. The winner becomes the caller for the next round.

/---/ and /e^y/ Master List

ran	blade	mat	mate	cat
hand	safe	back	bake	snake
Gail	gal	rat	rate	obtain
damage	and	have	hat	hate
hazard	understand	share	replace	away
unsafe	made	main	path	snap
apron	clamp	rain	snack	Kate

ran	damage	bake	and	mate
have	blade	hat	hand	hate
Gail	rate	FREE	obtain	rat
hazard	safe	gal	mat	replace
back	share	snake	understand	cat

/---/ and /e^y/ Card 1

/---/ and /e^y/ **Card 2**

away	snap	Kate	path	snack
rain	made	clamp	unsafe	main
apron	mate	FREE	back	and
hazard	ran	safe	rat	hat
understand	blade	gal	back	snake

Bingo Cards A

Kate	snack	rain	clamp	apron
snap	path	main	made	unsafe
away	replace	FREE	share	understand
hazard	damage	and	have	hat
hate	Gail	gal	rat	rate

/—/ and /e^y/ **Card 3**

/—/ and /e^y/ **Card 4**

- - - - -

_ _ _ _ _ _ _ _ _ _ _ _ _

obtain	hand	safe	back	bake
snake	ran	blade	blade mat	
cat	share	FREE	replace	away
snap	path	main	made	unsafe
apron	clamp	rain	snack	hat

333

Bingo Cards B

Part D: Sound Spelling Relationship

- 1. Hand out a copy of the Utility Knife SWP Form to each learner.
- 2. Read the document aloud twice:
 - In the **first reading**, ask the learners to **underline** with a <u>black</u> pencil or pen those vowels they hear as an *I*—*I*. Elicit the words from the learners and mark them on the OHT.
 - In the second reading, ask the learners to circle with a grey pencil those vowels they hear as /e^y/. Elicit the words from the learners and mark them on the OHT.

Answer Key:	
Black	Grey
damaged	safe
hand	date
and	safety
back	shared
and	obtain
have	replaced
а	blade
that	safety
snap	blade
hand	away
path	blade
а	blade
clamp	blade
а	apron
an	blade
hazardous	unsafe
understand	

S		SAFE WO	RK PROCED	[]	RE			
W	DESCRIPTION:	UTILITY KNIFE	DEPARTMEN	T:	ALL			uring
P	DOCUMENT #	SWP 0086	DATE:		RE	EV.	А	

Utility Knife SWP Form

- 3. Hand out the **aA Spelling Worksheet.**
- 4. Explain the sound spelling relationship for *lael*:
 - T he vowel sound *lael* is represented by the letter 'a' 97% of the time as can be seen in such words as *black, hand,* and *path.* The vowel sound is followed by a consonant since English does not end a word or syllable with a lax sound such as *lael*.
 - Laugh, aunt, plaid and have are considered irregular spellings.
 - Put up the **Sound Spelling /ae/ OHT again (Part B)** and read the sentences aloud. Have the learners repeat them after you.
- 5. Explain the sound spelling relationship for /e^y/:
 - The vowel sound /e^y/ is represented in four ways, <u>all with the use of more than</u> one vowel letter.
 - 'a' + consonant + 'e' such as *safe, date, blade, place,* 80 % of the time.. The 'e' is not pronounced but is silent. It is a marker to indicate that the vowel is to be said as *le^y*/not *lae*/.
 - 10% of the words with the sound **/e^y/** are spelled with the letters 'ai' such as *obtain,* or *pain.*
 - 6% of the words with the sound **/e^y/** are spelled with the letters 'ay' as in *away* and *stay*.
 - there is a small group of words that are spelled with the letters 'eigh' as in weigh, neighbour.
 - Put up the **Sound Spelling /e^y/OHT (Part B)** and read the sentences aloud. Have the learners repeat them after you.
- 6. Ask the learners to do the exercise on the bottom of the page: to choose the correct word for each sentence.
- 7. Ask them to check with a partner when they are done.
- 8. Using an **OHT** of the page, elicit an answer from each pair and write it into the blank.

Answer Key:

- 1. Peter makes a good <u>wage</u> (wage, wag).
- 2. Paul <u>made</u> (made, mad) a window.
- 3. Alex _ate__(ate, at)his lunch in the cafeteria.
- 4. Where is the floor __plan__(plane, plan)?
- 5. Everyone must wear a hard <u>hat</u> (hate, hat).
- 6. Please hand me the <u>tape</u> (tape, tap) measure.
- 7. I would like a ____snack___(snake, snack) now.
- 8. In the <u>past</u> (paste, past) safety equipment was not used.

Spelling with the letter 'a'



the sound *lael* as in *hat* (a) is nearly always [97%] spelled with an 'a'.

Choose the correct word and write it in the blank.

- 1. Peter makes a good _____(wage, wag).
- 2. Paul _____(made, mad) a window.
- 3. Alex _____(ate, at)his lunch in the cafeteria.
- 4. Where is the floor _____(plane, plan)?
- 5. Everyone must wear a hard _____(hate, hat).
- 6. Please hand me the _____(tape, tap) measure.
- 7. I would like a _____(snake, snack) now.
- 8. In the _____(paste, past) safety equipment was not used.

aA Spelling Worksheet

┛

Part E

- 1. Hand out a copy of the **Maze** Sheet to each learner. Have the learners do the **/ae/***black* first and then the **/e^y/-** grey.
- 2. Put up the **OHT** with the vowel sound symbols, *le^yl* grey and *lael* black (Part A)
- 3. Have the learners find the path from the entrance in the top left side of the grid to the exit in the bottom right. To find the correct path, move from one box to another only when each box shares the same vowel sound. It does not matter which word in the box is used. Only horizontal or vertical moves are allowed. No diagonal moves permitted.
- 4. When the learners have finished, check the path as a class.

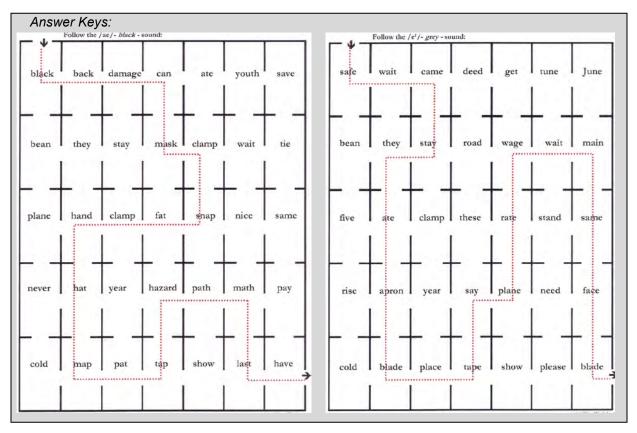
Follow the /ae/- black - sound:

back	damage	can	ate	youth	save
they	stay	mask	clamp	wait	tie
hand	clamp	fat	snap	nice	same
hat					pay
map	pat	tap	show	last	have
	they hand	they stay hand clamp hat year	they stay mask hand clamp fat hat year hazard	they stay mask clamp hand clamp fat snap hat year hazard path	they stay mask clamp wait hand clamp fat snap nice hat year hazard path math

Follow the /e^y/- *grey -* sound:

 $\mathbf{\Psi}$

wait	came	deed	get	tune	June
they	stay	road	wage	wait	main
ate	clamp	these	rate	stand	same
apron	year			need	face
blade	place	tape	show	please	blade
	they ate	they stay ate clamp apron year	they stay road ate clamp these apron year say	they stay road wage ate clamp these rate apron year say plane	they stay road wage wait ate clamp these rate stand apron year say plane need



- adapted from Hancock, Mark. Pronunciation Games Cambridge: Cambridge University Press, 1995.

Module Seven



Focus 5: Speaking about the Past

Language Objectives

- 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 competed action in the past
- ▹ to reply appropriately

<u>Communication</u> Network Objectives



<u>Essential Skills</u> Objectives

- > Reading Text
- > Document Use
- Thinking Skills
- Oral Communication
- > Working with Others

<u>Materials</u>

- listening checklist for each learner
- Story worksheet for each learner
- Story OHT
- spelling worksheet etc

Time: 45 minutes

John Smith Used His Utility Knife



Part A: Meaning

1. Read aloud the story of *John Smith Used His Utility Knife.*

Note to the Instructor

DO NOT give the learners a copy of the story. This is primarily a listening task.

John Smith Used His Utility Knife



John Smith started to work at Loewen Window on August 7th, 2007. He obtained training for his job as a labourer on August 8th.

One of the tools he uses in his job is a utility knife. When he began work on August 9th, he followed the safe work procedures for it.

John did not wear loose clothing and he tied his long hair back and up when he came to work. He put on his ear and eye protection before he entered the work area. He noticed that someone cleaned the floor and bench area at the end of the previous shift so he did not have to sweep.

He checked the blade on the knife to ensure that it was not broken or damaged. He disposed of any unsafe blades into the blade disposal can. He also looked to see if the locking mechanism worked.



John took a firm grip on the knife, cut away from his body, kept his fingers away from the blade and did not press down on it. Whenever he had a small item to cut, he used a clamp.

When he finished the task, he retracted the blade and put it back on the tool board. He did not put it into his apron pocket or leave it open on the work surface.

John had a good day!

2. Hand out the **Listening Checklist** and instruct the learners to listen again and check off those things that John did with a check (\checkmark) as you read it again.

344

Put a check $\{ \checkmark \}$ in the box when you hear the phrase.

Phrases

- □ started to work
- □ obtained training
- □ uses a utility knife
- □ followed safe work procedures
- □ did not wear loose clothing
- □ put on ear and eye protection
- □ did not sweep
- □ checked the blade
- □ disposed of unsafe blades
- \Box took a firm grip
- □ cut away from his body
- □ kept his fingers away from the blade
- \Box used a clamp
- □ retracted the blade
- put it back on the tool board
- □ did not leave it open
- □ had a good day

Part B: Written Form

- 1. Hand out the **Story Worksheet** and instruct the learners to fill in the proper form of the verb in the blank provided, using the verb provided.
- 2. Read the story again asking the learners for the word to write on the OHT.

John Smith _____ [use] his utility knife.



John Smith _____ [start] to work at Loewen Window on August 7th, 2007. He _____ [obtain] training for his job as a labourer on August 8th.

One of the tools he uses in his job is a utility knife. When he _____ [begin] work on August 9th, he _____ [follow] the safe work procedures for it.

John did not wear loose clothing and he _____ [tie] his long hair back and up when he _____ [come] to work. He _____ [put] on his ear and eye protection before he _____ [enter] the work area. He _____ [notice] that someone _____ [clean] the floor and bench area at the end of the previous shift so he did not have to sweep.

He _____ [check] the blade on the knife to ensure that it was not broken or damaged. He _____ [dispose] of any unsafe blades into the blade disposal can. He also _____ [look] to see if the locking mechanism _____ [work].



John _____ [take] a firm grip on the knife, _____ [cut away] from his body, _____ [keep] his fingers away from the blade and did not press down on it. Whenever he _____ [have] a small item to cut, he _____ [use] a clamp.

When he _____ [finish] the task, he _____ [retract] the blade and _____ [put] it back on the tool board. He did not put it into his apron pocket or leave it open on the work surface.

John _____ [have] a good day!

- 3. Hand out the **Speaking About the Past Chart**. Have the learners fill in the chart with the verbs from the story.
- 4. Fill in the Speaking About the Past Chart OHT as the learners report.

SPEAKING ABOUT THE PAST

With a partner, fill in the chart with the verbs from the story.

Root Word	Regular Past	Irregular Past		
	Add -ed	Change Vowel	New Word	No Change
start				
obtain				
begin				
follow				
tie				
come				
put				
enter				
notice				
clean				
check				
look				
work				
take				
cut away				
keep				
have				
use				
finish				
put back				

Speaking About the Past Chart /OHT

3. Hand out the **Spelling Rule Worksheet**. Ask the learners to fill in the words from the ED List into this chart. Since there are none in the story for the last 2 columns ask for examples such as *stopped, fitted, replied* and *emptied*.

Answer Key:							
Add –ed	Just Add –d	Double the Consonant	Change 'y' to 'i'				
started	tied	none in story	none in story				
obtained	noticed						
followed	disposed						
entered	used						
cleaned							
checked							
looked							
finished							
retracted							

Note to the Instructor Do NOT fill in the Pronunciation Rule yet. It will be done in the next part of the focus.

Spelling Rule



- 1. Just add –d if the verb ends in –e, e.g. love \rightarrow loved, die \rightarrow died
- 2. Double the final consonant before adding –ed:
 - a. If the verb is one syllable with one vowel and one consonant*, e.g. stop \rightarrow stopped
 - b. If the verb is two syllables with the second syllable stressed, e.g. control \rightarrow controlled
- 3. Change a 'y' to 'i' before adding –ed if a consonant precedes the 'y' in the verb, *e.g. study* \rightarrow *studied*

*Exception: 'w' and 'x' are not doubled, e.g. plow \rightarrow plowed, fax \rightarrow faxed.

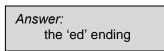
Add –ed	Just Add –d	Double the Consonant	Change 'y' to 'i'

Rule for the Pronunciation of -ed 1. If the root verb ends in a _____ or ____ sound, pronounce -ed as _____. 2. If the root verb ends in a voiceless sound (p, k, f, s, sh, ch, th), pronounce -ed as _____. 3. If the root verb ends is any other sound, pronounce -ed as _____.

Spelling -ed Rule Worksheet/OHT

Part C: Spoken Form

- 1. Write the following three words on the board or OHT: replaced damaged protected
- 2. Ask the learners what is the same about the form or spelling of these three words.



Ask the learners to listen to the last sound as you pronounce each word. Ask them if they can hear a difference.

```
replaced ends in /t/; damaged ends in /d/; protected ends in /:.\delta/
```

- 3. Hand out three blank 3x5 cards to each learner. Have the learners mark each card as follows: $7\pi/\sqrt{3}$
- 4. Read the list of words below randomly. Have the learners hold up the card representing the sound they hear at the end of each word.

Answer Key:		
/ t /	/ d /	/ ∴ d /
looked	obtained	surrounded
placed	breathed	posted
touched	used	ended
locked	damaged	rejected
worked	surprised	protected
pressed	tied	reported
	covered	proceeded
	ensured	

Note to the Instructor

You say *placed*. All learners should hold up /t/ card. If some do not, keep repeating the word until all can hear it, *i.e.* all hold up the correct /t/ card.

Note to the Instructor

Make sure the learners can <u>feel and hear</u> the difference between voiced and voiceless sounds by feeling their throats. (Reveal only the pictures on the **Voicing OHT** <u>not</u> the three statements at this point.)

Voicing

Put your hand on the front of your neck.

When you sing you can feel your voice. You are using your voice. The sound from your voice is coming through your mouth.







- If the final sound of the base verb is /t/ or /d/the *ed* is pronounced *I*..δ/ *e.g. protected*
- If the final sound of the base verb is voiced, the *ed* is pronounced as */d/ e.g. damaged*
- 3. If the final sound of the base verb is voiceless, the *ed* is pronounced as *It/ e.g. replaced*

- 5. Have the learners form pairs. Give each pair a set of **ed Form Cards**. Have the learners place the cards on a pile. They must pick up a card, say the word and place it under the specific sound card. Using their /t/, /d/, /∴δ/ cards from step 3 and 4. Both should agree on the categorization. (see *Answer Key* in Step 4)
- 6. Compare with another pair of learners.
- 7. Take up as a class only unresolved differences.
- 8. Elicit the explanation as to why these variations occur using the three statements on the **OHT**.
- 9. Have the learners fill in the form at the bottom of the spelling page.

Answer Key: Rule of Pronunciation of -ed

- 1. If the root verb ends in a 't' or 'd', pronounce –ed as ' \therefore d'.
- 2. If the root verb ends in a voiceless sound (p, k, f, s, sh, ch, th), pronounce -ed as 't'.
- 3. If the root verb ends in any other sound, pronounce -ed as 'd'.

		· · · · · · · · · · · · · · · · · · ·		······	
ed Form Card	looked	ed Form Card	placed	ed Form Card	touched
ed Form Card	locked	ed Form Card	worked	ed Form Card	pressed
ed Form Card	obtained	ed Form Card	breathed	ed Form Card	nsed
ed Form Card	damaged	ed Form Card	surprised	ed Form Card	tied
ed Form Card	covered	ed Form Card	ensured	ed Form Card	surrounded
ed Form Card	posted	ed Form Card	ended	ed Form Card	rejected
ed Form Card	protected	ed Form Card	reported	ed Form Card	proceeded
					-ed Form Cards

- 10. Have the learners form groups of three or four. Give each a set of **Base Form Cards** to mix in with the set of **ed Form Cards**. The object of this activity is to match the base word with the simple past word, creating a <u>pair</u>.
- 11. Distribute five **Cards** to each learner in the group. Put the rest upside down in a pile.
- 12. If the learners have any pairs in their hands, these can be set aside.
- 13. Choose one learner to start. Learner 1 names any other learner in the group and asks that learner for a card either a **Base Verb** card or an 'ed' form Card that matches a word held in his hand.

e.g. if Learner 1 has the card *obtain*, he/she could ask another learner for the verb *obtained*. The learner should pronounce the *ed* ending appropriately. *e.g.* I have *damage*. Do you have *damaged*. If the learner has the card requested, he/she gives it to Learner 1. If the learner does not have the card requested, he/she must pick up a card from the pile, Learner 1's turn is complete.

- 14. The learner to the left of Learner 1 becomes Learner 2 and continues the activity.
- 15. The learner to get rid of all his/her cards is the winner.

1			
Base Verb Card	look	Base Verb Card	Base Verb Card touch
Base Verb Card	lock	Base Verb Card WOrk	Base Verb Card
Base Verb Card	obtain	Base Verb Card breath	Base Verb Card USE
Base Verb Card	damage	Base Verb Card Surprise	Base Verb Card tie
Base Verb Card	cover	Base Verb Card Base Verb Card	Base Verb Card Surround
Base Verb Card	post	Base Verb Card end	Base Verb Card
Base Verb Card	protect	Base Verb Card report	Base Verb Card proceed
			Base Verb Cards

Part D: Questioning about the past

- 1. Explain the formation of the question form of the past in the following way.
 - Use the picture OHT. Explain that these are pictures from last night.
 - Write: You used a utility knife, in the space to the right of the picture.
 - Demonstrate how a question would be formed:
 - Take the past marker -ed off the verb used use
 - Put did before the subject you Did you use a utility knife? (Write this on the OHT too.)
- 2. Use the other pictures to demonstrate how to make a question: John drove a forklift.
 - Take the past marker off [the changed vowel] drove drive
 - Put did before the subject John Did John drive a forklift?
- 3. Elicit from the learners the questions until all the pictures are done.

Answer Key:

- Page One
- ...swept the floor.
- ...used a utility knife. ...worked in millshop
- ...used a scissor lift.
- ...washed the floor.

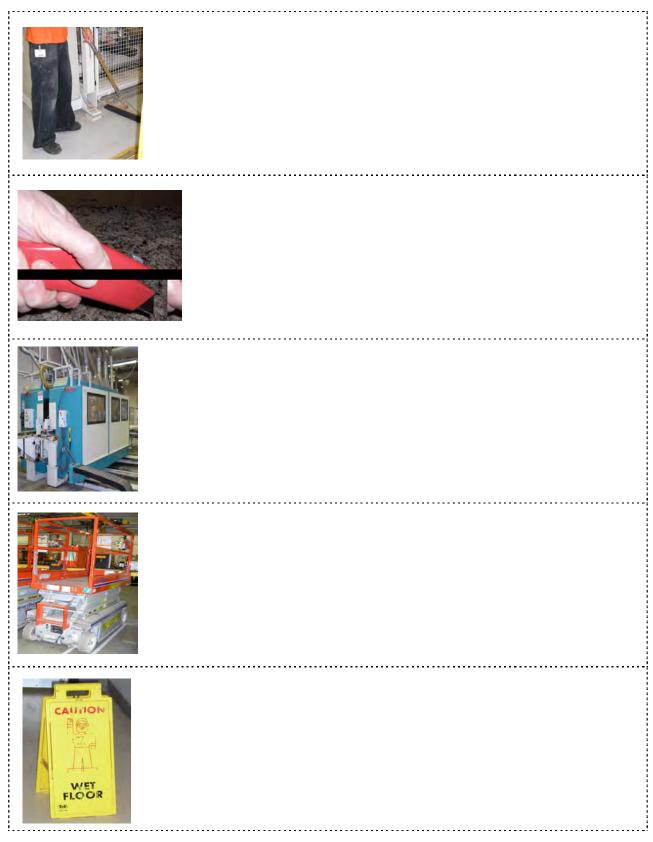
Page Two

- ...used compressed air
- ...put back the tin snips.
- ...wore wrist and arm protection.
- ...disposed of a damaged blade.
- ashed the floor.

...closed the saw cover.

Note to the Instructor

Pictures from your worksite could be used instead of these.



Picture Worksheet & OHT



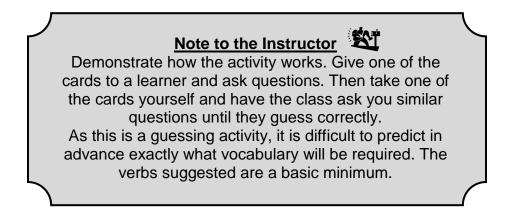
Picture Worksheet & OHT

Part E: Communicative Practice

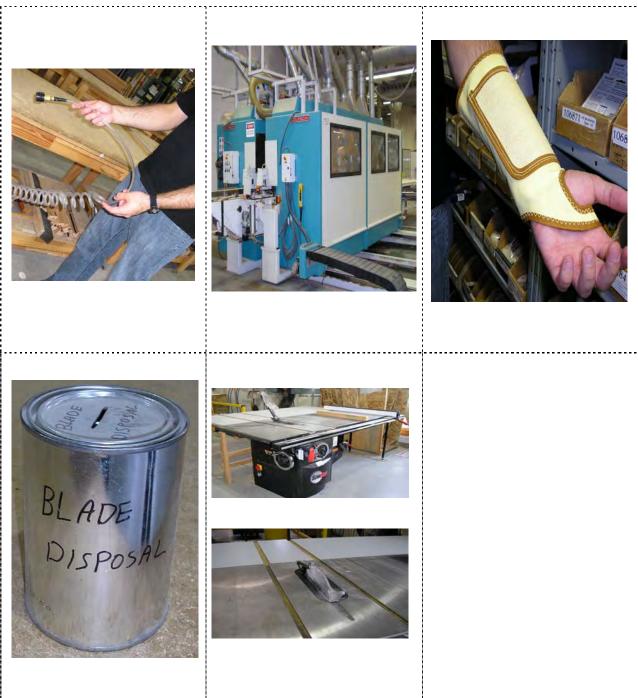
- 1. Divide the learners into group of three or four. Give each group a **picture set card**. Place the picture cards face down in the middle of the group. They should take it in turns to pick up cards from the pile.
- 2. The object of this activity is for the other players to try and guess what the player holding the card did on his last shift. They do this by asking questions such as: *Did you use a table saw?*

Did you wear an arm protector? Did you dispose of a broken blade? etc.

3. When the learners have guessed correctly the next player should pick up a card and the others should question him in the same way.







Picture Card Set

Module Seven



Focus 6: Format of Safety Sheet

Language Objectives

- to understand the standardized form of the SWP
- to learn the general vocabulary for most of the forms

<u>Communication</u> <u>Network Objectives</u>



Essential Skills Objectives

- ➢ Reading Text
- > Document Use
- > Writing
- > Oral Communication
- > Working with Others
- > Continuous Learning
- Thinking Skills

<u>Materials</u>

- SWP headings OHT
- ≻a set SWP
- worksheets 1-4 for each group
- Matching Card set for each group

Time: 20 minutes

Reading a Safe Work Procedure Form



Note to the Instructor

Use a Safety Document from your worksite for this focus.

Part A: The Headings

- 1. Explain to the learners that all the SWP pages have the same basic format. We are going to begin with a task to understand that format.
- 2. Divide the learners into group of 3 or 4.
- 3. Hand out a set of **SWP worksheets 1-4** to each group. If there are only 3 members in a group, use the first three worksheets of the SWP form.
- 4. Tell each group that they are to ask each other for the proper wording for the various sections. Explain to the learners that each person has the same form but that each page has 5 different headings missing. They must find out from the other members of their group what those headings are by asking:

What is at the top of the page? or What is at the bottom of the page? etc.

- 5. The learners should write in the headings that their group members provide for them.
- 6. Put up the **SWP Headings OHT** with the correct words on it for the groups to check. Read the headings to the class.

DESCRIPTION: DOCUMENT #: **Sa RE USING	DATE:	REV.
at inch	afety - Our Shared Respons	sibility"
RE USING		
STORAGE	PROCEDURES	
EPORT ANY UN SUPER	ISAFE OR HAZA VISOR OR TEAN	RDOUS ISSUES TO I LEADER
	PORT ANY UN	 STORAGE PROCEDURES EPORT ANY UNSAFE OR HAZA SUPERVISOR OR TEAM

S	SAFE	WORK PROCED	URE	
W		DEPARTMENT		
Р	DOCUMENT #:		REV.	
_	Approved by:			
BEF	ORE USING			
1.				
2. 3.				
4.				
5.				
	SAFFTY PR	OCEDURES		
1.	OALETT FR	o o co o neo m		
2.				
3. 4.				
4. 5.				
6.				
7.				
8. 9.				
1. 2.				
3.				
F	EPORT ANY UN	SAFE OR HAZ	ARDOUS ISSU	JES TO
	SUPER	VISOR OR TEA	M LEADER	
STOP				
	You need to und	erstand this SWP before oper	rating this equipment.	

S		
N	DESCRIPTION: DEPARTMENT:	
P	Approved by:	
	"Safety - Our Shared Responsibility"	
	Calci, Calcinated (Copolicianity	
•		
	SAFETY PROCEDURES	
2		
•		
÷.,		
	STORAGE PROCEDURES	
	STORAGE PROCEDURES	
6. 6-	STORAGE PROCEDURES	
	STORAGE PROCEDURES	

S		
V	DESCRIPTION:	DEPARTMENT:
D	DOCUMENT #:	REV.
	Approved by:	
	"Se	afety - Our Shared Responsibility"
EE	ORE USING	
	ONE CONG.	
	SAFETY PF	ROCEDURES
	1	
R		SAFE OR HAZARDOUS ISSUES TO
	SUPER	VISOR OR TEAM LEADER

DESCRIPTION:	WORK PROCED		
DOCUMENT #:	DATE:	REV.	
Approved by:	DATE.	NEV.	
	afety - Our Shared Respo	nsibility"	
ORE USING			
SAFETY PR	ROCEDURES		
STORAGE I	PROCEDURES		
		ARDOUS ISSUES	т
SUPER	VISOR OR TEA	MLEADER	

SWP Headings

SWP Headings OHT

SWP for Utility Knife

S		SAFE WO	RK PROC		II.			
W	DESCRIPTION:	UTILITY KNIFE	DEPAR	MENT:	ALL			
P	DOCUMENT #:	SWP 0086	DATE:			REV.	А	
-		#Cofoty	Our Shared Re	coope	ibili			
		Salety -	Our Shared Ki	spons	ionn	y		
BEE	ORE USING	UTILITY KNIFE						
	and the second s	Knife Training.						
		amaged, broken or	unsafe hand t	ools. H	ave	replace	d if dam	aged.
		is clean, sharp an						3
		ng mechanism wor	-					
5. E	ENSURE work	area is clean.						
UTIL	LITY KNIFE	SAFETY PROCE	DURES					
		protection, eye pro		oves.				
		ose clothing or jev	wellery.					
	FIE long hair b							
		is locked into pos						
		way from yourself						
		a firm grip on tool						
		down on the blade						de to snap.
		on-cutting hand an	The second se		ne pa	th of th	ie cut.	
9. L	JSE a vice or o	clamp when cutting	small objects					
UTIL	LITY KNIFE	STORAGE PROG	CEDURES					
1. F	RETRACT blac	le and lock.						
2. 1	VEVER place i	n pocket, apron or	on a utility bel					
3. 1	VEVER leave a	knife with an oper	n blade laying o	on any	worl	k surfac	ce.	
F	REPORT	ANY UNSA	FE OR H	AZA	RD	ous	SISS	UES TO
		SUPERVIS						
		SOL FILLING	on on h		-	LAD	-11	
-		ou need to understan	AND AND L					

370

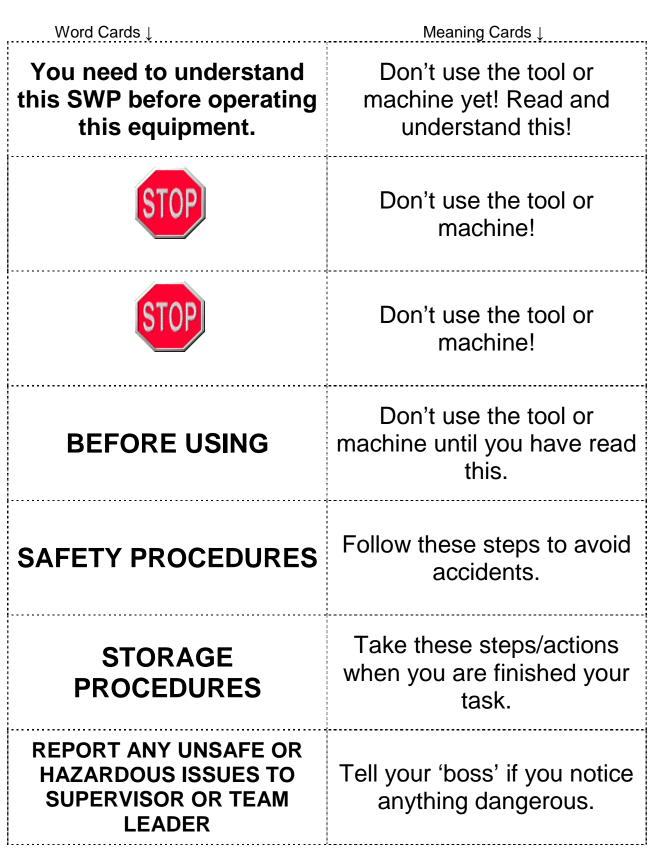
Utility Knife SWP OHT

Part B: In Other Words

- 1. Hand out a **Matching Card Set** to each group. Ask them to first match the 'Heading' cards with the headings on their SWP sheet.
- 2. Instruct the learners to find the 'Meaning' Card that matches each 'Heading' Card.
- 3. Call on each group to report on their matches.

Word Cards ↓	Meaning Cards ↓
SAFE WORK PROCEDURES	Steps to take for Safe Use of Tools and Machines
DESCRIPTION	Name of tool or machine
DEPARTMENT	Where this form should be posted (the numbers of the department are used)
DATE	When the SWP document was written
REV	Which revision this document is
Approved by	Name of the Health and Safety Coordinator
"Safety – Our Shared Responsibility"	Everyone should work safely and help others to work safely

Matching Cards Set p1



Matching Card Set pg 2

Module Seven



Focus 7: Reading the Razor Blade SWP

Language Objectives

- 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

<u>Communication</u> Network Objectives



Essential Skills Objectives

- ➢ Reading Text
- Document Use
- ➤ Writing
- > Oral Communication
- > Working with Others
- Continuous Learning
- Thinking Skills

<u>Materials</u>

- ➢Razor Blade SWP
- OHT
- Phrase Cards
- >Heading Cards set
- >Words OHT

Time: 20 minutes

Reading the Razor Blade SWP



- 1. Bring a razor blade from the work place. Point out that many workers in the plant have to use razor blades. Lead a discussion about where and why and who uses razor blades on the job.
- 2. Inform the learners that the form is very similar to the utility knife form because it is a similar tool.
- 3. Hand out 1 to 2 **Phrase cards** from the Razor Blade SWP with words missing to each learner. Ask them to predict how to fill in the words or phrases from what they know about the Utility Knife SWP.
- 4. Put up the **Words OHT** so that the learners can check for spelling of words they would like to use.
- Put up the Heading Cards on the wall [BEFORE USING A RAZOR BLADE; RAZOR BLADE SAFETY PROCEDURES; RAZOR BLADE STORAGE PROCEDURES].
- 6. Instruct the learners to put their card under the appropriate heading.
- 7. Put up the **Razor Blade SWP OHT**; ask each learner to check their card placement.
- 8. Read the phrases aloud with hand gestures of the action; ask them to repeat after you and with the gestures.

Phrase Cards

Razor Blade Training.						
DO NOT use damaged, broken or unsafe						
ENSURE blade is, sharp and in working condition.						
	mechanism works.					
ENSURE work area	ı is					
DO n to personal preferer	nodify holder nce.					
ENSURE that you _ tool for the job.	the correct					
WEAR protection, protection and						
wear loose clothing or jewellery.						
TIE long back and up.						

Phrase Cards pg 1

e Seven: Sale work Procedures				
	<u>Phrase Cards</u>			
ENSURE blade is	into position.			
ALWAYS cut others.	from yourself and			
have a wrist is in neutral pos	firm grip on tool, ensuring that ition.			
NEVER on the blade – too much pressure could cause the blade to o holder to unlock.				
	hand and			
are not in the	of the cut.			
DO NOT clean blade on your clothing.	off with your or			
NEVER belt.	_ in pocket, apron or on a utility			
leave a	an blade laying			
on any work surface.	<u> </u>			
RETRACT	or ensure that sharp edge			
ALWAYS razor blade holder after				

Phrase Cards pg 2

WORDS

obtain	razor blades	good
locking	clean	NOT
razor blade	select	hearing
eye	gloves	NEVER
hair	locked	away
ALWAYS	press down	snap
non-cutting	fingers	blade
path	place	open
	use	

Words OHT

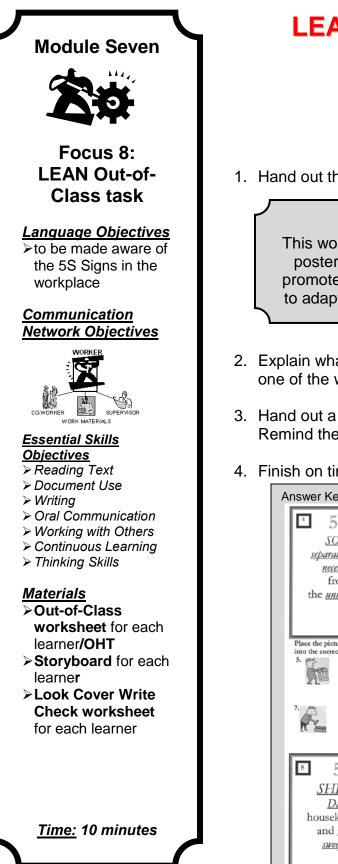
Heading Cards

BEFORE USING **RAZOR BLADE** RAZOR BLADE SAFETY PROCEDURES **RAZOR BLADE** STORAGE PROCEDURES

Heading Cards

V	DESCRIPTION:	RAZOR BLADE	DEPARTMEN	T: ALL	12	
	DOCUMENT #:	SWP 0205	DATE:	REV.	A	
	Approved by:					
		"Safety	Our Shared Respo	nsibility"		
		1 Aug 2 1 1 1 1				
EF	ORE USING	A RAZOR BLA	DE			
		Blade Training.				
			irty or unsafe razor		replaced i	f damaged.
			d good working co	ndition.		
	ENSURE locki	ng mechanism wo	rks.			
			ler to personal pref	erence		
		you use the correct		creates		
0						
AZ	ZOR BLADE	SAFETY PROCI	EDURES			
1	WEAR hearing	protection, eye pr	otection and gloves	s.		
		oose clothing or je				
	TIE long hair b					
1	ENSURE blade	e is locked into pos	ition.			

Razor Blade SWP OHT



LEAN: Out-of-Class Task



Part A

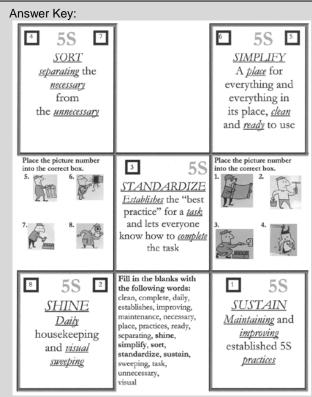
1. Hand out the LEAN worksheet.



This worksheet was put together from various posters that are used in some worksites to promote 5S in the workplace. You might have to adapt this to what is used at your worksite.

- 2. Explain what must be done to do it. Demonstrate with one of the words on an OHT.
- 3. Hand out a **new storyboard page** to each learner. Remind them to have their storyboard signed.

4. Finish on time.



5 8 • the from the		Afor everything and everything in its place, andto use
Place the picture number into the correct box. 5. 6. for the correct 7. 6. for the correct box. 7. 6. for the correct box. 8. for the correct box. 8. for the correct box.	5 S 	Place the picture number into the correct box. 1. 2. () () () () () () () () () () () () ()
58 housekeeping and	Fill in the blanks with the following words: clean, complete, daily, establishes, improving, maintenance, necessary, place, practices, ready, separating, shine, simplify, sort, standardize, sustain, sweeping, task, unnecessary, visual	5 S and and stablished 5S

Out-of-Class worksheet/OHT

Name:

Storyboard							
(Visualizing Your Improvement)							
	Discuss the completed task with your Supervisor in English. Ask him/her to						
sign this pa	sign this page when you have discussed it with him/her.						
Module	Task: The 5S of Lean Manufacturing						
7							
•	Signature:	Date:					
	Task: Learning about Lock	out					
Module							
8							
	Signature:	Date:					
Task: Find the Numbers							
	Module						
9	Signature:	Date:					
	Task: Describing the Product						
Module							
10							
	Signature:	Date:					
	Task: Where are the Machi	nes?					
Module							
11							
	Signature:	Date:					
	Task: Manufacturing Proce	ss Instructions					
Module							
12	Signature:	Date:					
Signature. Date.							

382

Storyboard

Part B

- 1. Explain to the learners that there will be an ongoing focus on spelling.
- 2. To facilitate the learners' writing and spelling development, hand out a **Look, Cover, Write, Check** (LCWC) worksheet to each learner.
- 3. Explain how the method works by reading the instructions on the page.
- 4. Give time for the learners to choose their own 10 words, assisting when asked.
- 5. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.

Г	Note to the Instructor
1.	 In the first lesson of every week, make time in your lesson plans for a peer testing of the previous week's spelling words and choosing of the words for the week. Hand out the new LCWC sheet for the week [Hand out a NEW sheet to each learner each week; a new page will be available with each module.] Make sure they put their name on it and the date. Ask each learner to dictate the words from their partner's column 2 (old sheet) The partner should write the dictated words in column 1 of the new sheet Each learner self checks with his/her own 'old' sheet for accuracy Ask them to write any misspelled words in column 2 of the new sheet Have them add new words until they have 10 words in the 2nd column
	 Also, give a 5-10 minute segment in the 3rd lesson of each week for an individual in-class practice (using column 3).
	3. Encourage the learners to store their spelling sheets in their notebook as a portfolio.

Look, Cover, Write, Check

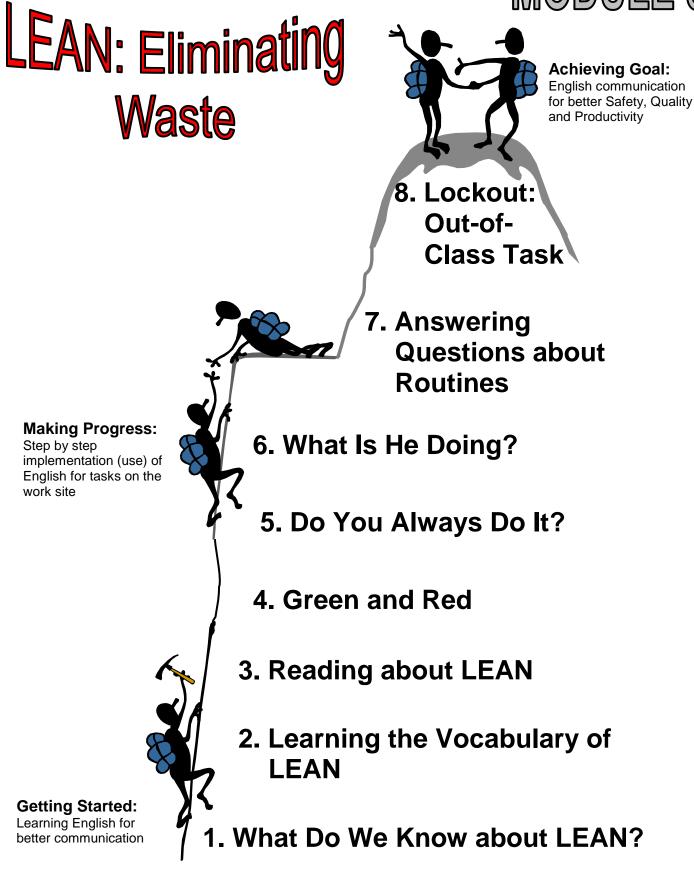
Name _____ Date _____

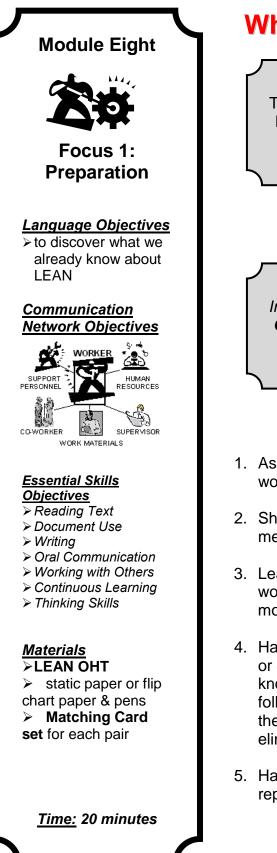
- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2

Look, Cover, Write, Check Worksheet







What Do We Know about LEAN?

Note to the Instructor

This module can be used in worksites not only where LEAN principles are officially being applied but also in any worksite as good working values to be followed.



Note to the Instructor

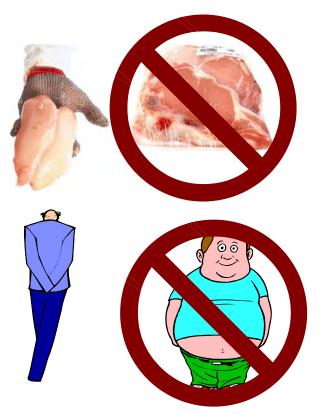
Introduce the module to the learners by putting on an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about **eliminating waste**.

Part A

- 1. Ask the learners if anyone has heard of LEAN in the workplace.
- 2. Show the definition of **LEAN** on the **OHT** and discuss the meaning of the words: *to eliminate waste*.
- 3. Lead a discussion of what could be wasted in a workplace. Guide them to think of waste of material, time, motion, people, energy, etc.
- 4. Hand out static sheets or flip chart paper to groups of 3 or 4. Have the learners write or draw what they already know about LEAN, or what they think it might mean to follow LEAN principles in the workplace. Where could there be waste in the workplace? What waste could be eliminated?
- 5. Hand the posters on the wall and ask each group to report on what they discussed.



- thin: no extra fat
- lean meat
- lean man



lean manufacturing

LEAN OHT

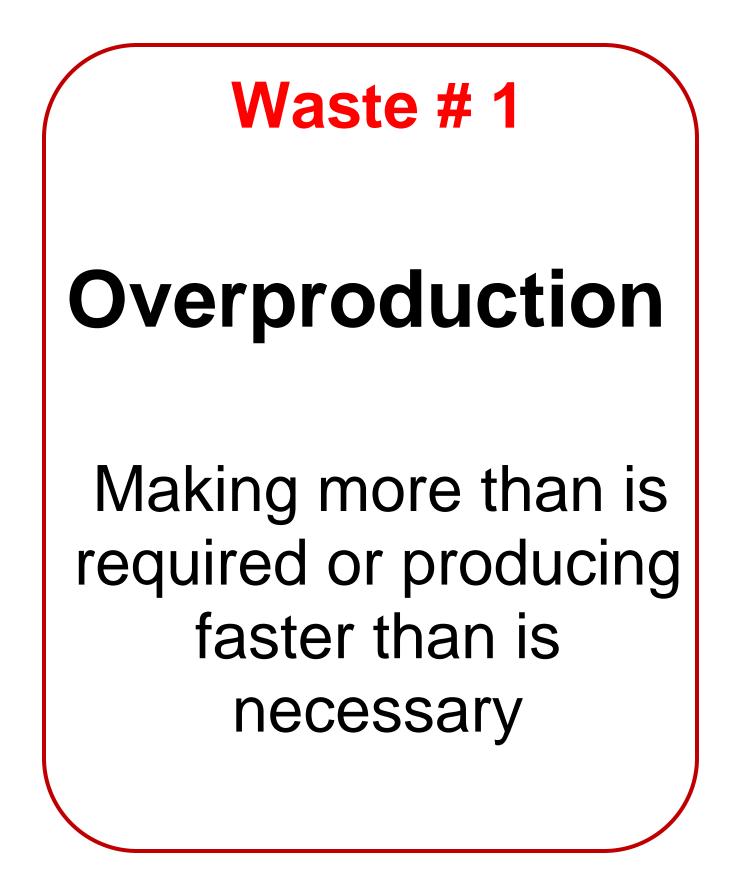
Part B

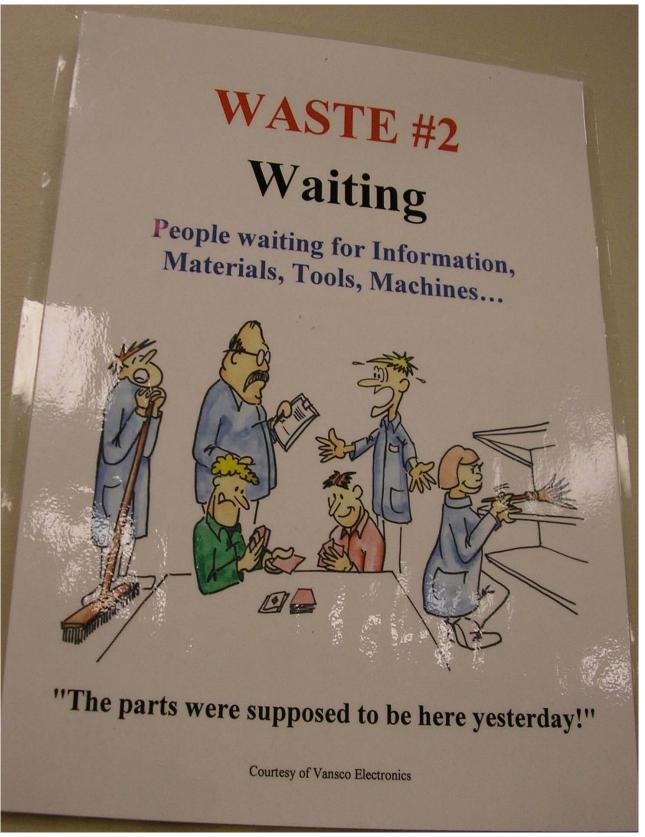
1. Hand out the **Matching Cards Set** to pairs of learners and have them match the definition with the seven wastes.

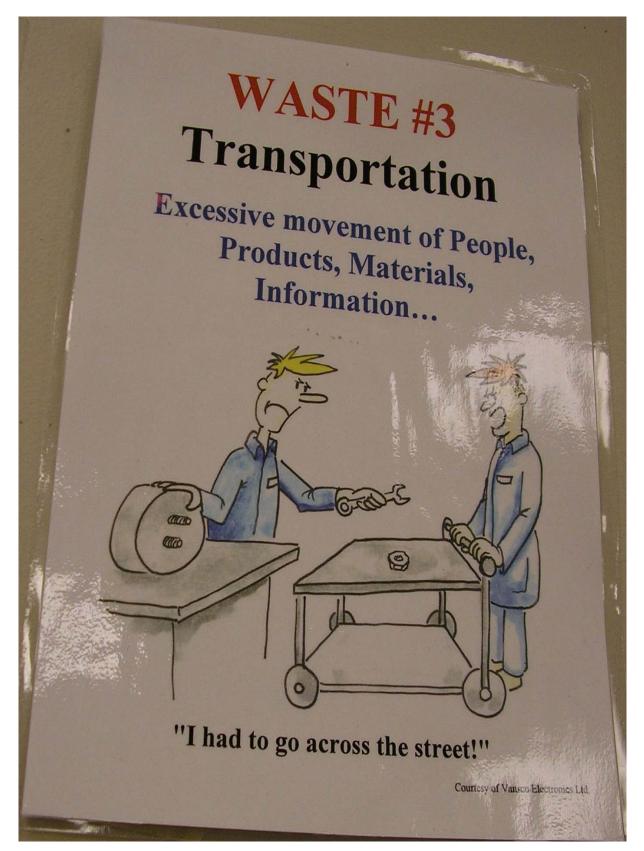
Waste#1: Overproduction	Making more than is required or producing faster than is necessary	
Waste #2: Waiting	People waiting for information, materials, tools, machines	
Waste #3: Transportation	Excessive movement of people, products, materials, information	
Waste #4: Inappropriate processing	Using ineffective processes, procedures, systems, tools	
Waste #5: Inventory	Stocking of materials and products	
Waste #6: Unnecessary Motion	Any motion of people or machines that does not add value to the product or the process	
Waste #7: Correction of defects	Fixing mistakes	

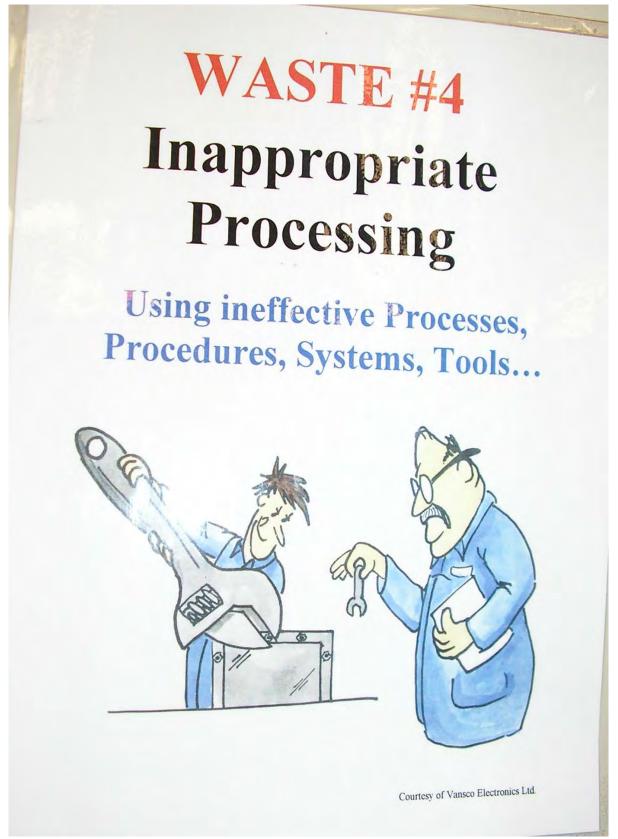
Matching Card Set

- 2. Take up the answers using the OHTs to discuss the meaning of the seven wastes.
- 3. Elicit examples from the learners and/or give examples.

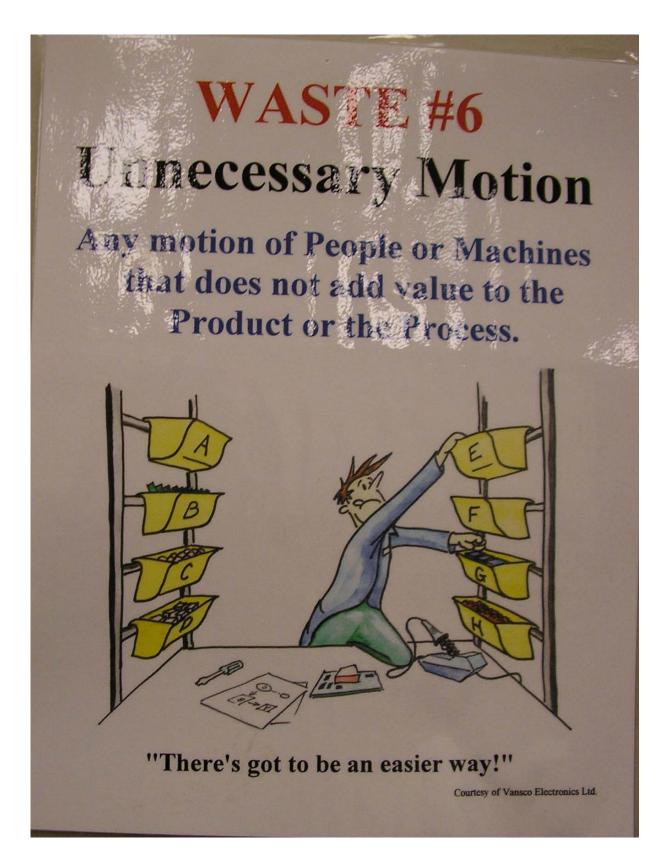




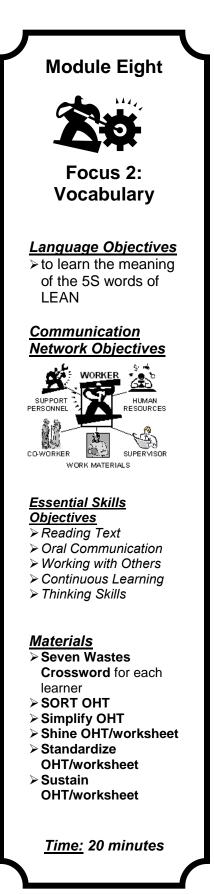




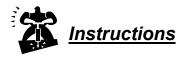






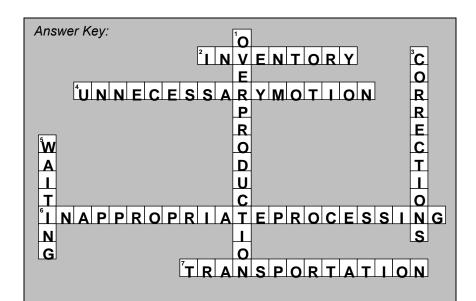


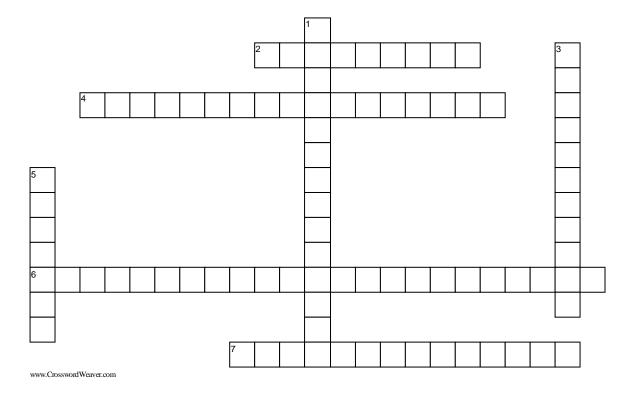
Learning the Vocabulary of LEAN



Part A: Seven Wastes

1. Review the Seven Wastes by having the learners do the **Seven Wastes Crossword**.





Seven Wastes Crossword

ACROSS

- 2 Stocking of materials and products
- 4 Any motion of people or machines that does not add value to the product or the process (2 words)
- 6 Using ineffective [wrong] processes, procedures, systems, tools (2 words)
- 7 Excessive [too much] movement of people, products, materials, information

DOWN

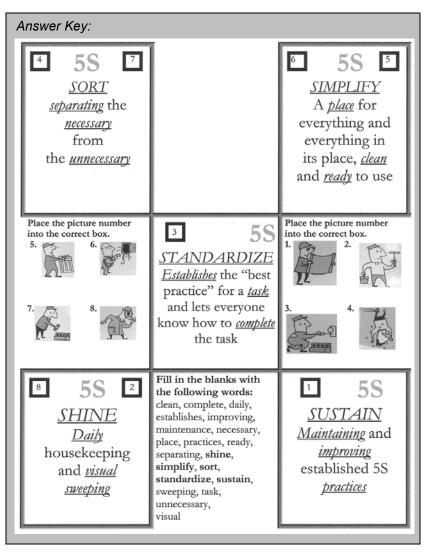
- 1 Making more than is required or producing faster than is necessary [needed]
- 3 Fixing mistakes
- 5 People waiting for information, materials, tools, machines

corrections	inappropriate processing	inventory
overproduction	transportation	unnecessary motion
	waiting	

Seven Wastes Crossword /OHT

Part B: 5S System

- 1. Explain that one of the ways to eliminate waste is to implement the 5S system.
- 2. Ask the learners to take out their Out of Class Task from Module 7. Put up the **Out** of **Class worksheet OHT** on the white board and fill in the answers as the learners give the answers.



58 • the the the the		A for everything and everything in its place, and to use
Place the picture number into the correct box. 5. (1) (2) (2) (2) (2) (2) (2) (2) (2) (2) (2	5 S the "best practice" for a and lets everyone know how to the task	Place the picture number into the correct box. 1. 2. 2. 3. 4. Image: Second se
58 housekeeping and	Fill in the blanks with the following words: clean, complete, daily, establishes, improving, maintenance, necessary, place, practices, ready, separating, shine, simplify, sort, standardize, sustain, sweeping, task, unnecessary, visual	5 S and and stablished 5S

- 3. Lead the learners through the following tasks to encourage them to understand the basic meaning of the 5S's.
- 4. **SORT** (Sort Through and Sort Out):

Hand out the sets of varied pieces of coloured papers to each group of 3 learners.

Ask them to sort them in various ways. Read the **SORT OHT**.

• by colour – from left to right

white, cream, red, orange, yellow, green, blue

- ask each group to sort in one of these ways:
 - by length from left to right, shortest to longest
 - by width from left to right, narrowest to widest
 - by number from left to right, lowest to highest
 - by cleanliness from left to right, least print to most print

SORT

- by colour from left to right white, cream, red, orange, yellow, green, blue
- by length from left to right shortest to longest
- by width from left to right narrowest to widest
- by number from left to right lowest to highest
- by cleanliness from left to right least print to most print

5. **SIMPLIFY** (Set things in order and set limits):

Put a picture of tool boards to show a sample of a place for everything and everything in its place. Put up the **SIMPLIFY OHT**.





SIMPLIFY OHT

6. SHINE (Daily housekeeping and visual sweeping):

Hand out the **Shine worksheet** and ask them to label the pictures using the words at the bottom.

Answer Key: 1. scheduling 2. sweeping floors 3. cleaning station 4. garbage bins 5. mopping floors

SHINE



1._____



2. _____



SHINE OHT/Worksheet

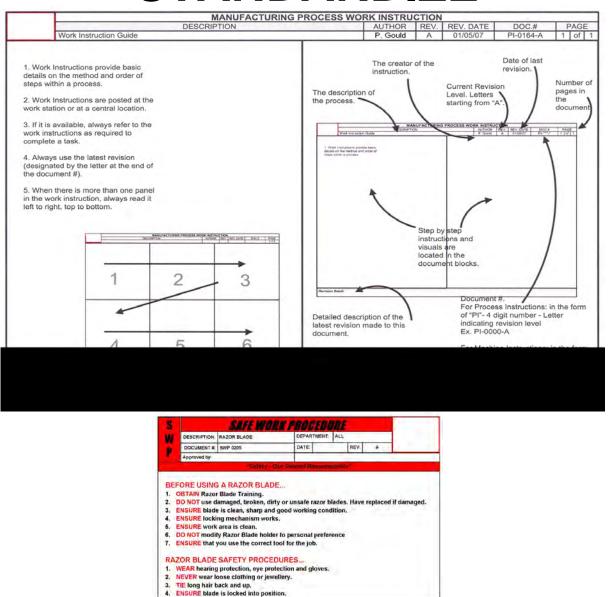
7. **STANDARDIZE** (Let everyone know the "best practice"):

Use the **Standardize OHT** of the two forms to demonstrate an example of a workplace that has standardized their Safe Work Procedures (SWP) and Work Instruction Guides (WIG).

Note to the Instructor

Find examples of standardization in your worksite to illustrate this point.

STANDARDIZE





STANDARDIZE OHT/ Worksheet

8. **SUSTAIN** (Maintaining and improving 5S practices):

Hand out hand out the **Sustain worksheet** with the adapted article from *The Looking Glass*, Summer 2007 Volume 3, Number 3.

	swer Key: This company has been practicing 5S for several years.	т
b.	All areas have maintained the level they once had.	F
c.	5S is just a cleaning program.	F
d.	5S is a series of connected activities to eliminate waste and create a visual factory.	т
e.	The fifth S, Sustain, is the easiest of all.	F
f.	The company is creating a Continuous Improvement culture.	т
g.	This manufacturing company supports efforts to re-engage in 5S.	т

410

SUSTAIN

Do You Remember 5S?

The Company has been practicing 5S for several years now and with some good results. However, there are several areas within the plant that have not maintained the level of 5S they once had.

Did you know that 5S is not just a cleaning program? Rather, 5S is a series of connected activities that are used to eliminate waste and create a visual factory; it is a major part of Lean Manufacturing and Continuous Improvement. Do you remember the 5S's? <u>Sort</u>, <u>Straighten</u>, <u>Shine</u>, <u>Standardize</u> and <u>Sustain</u>. Most of us will agree that the fifth S, Sustain, is the hardest of them all.

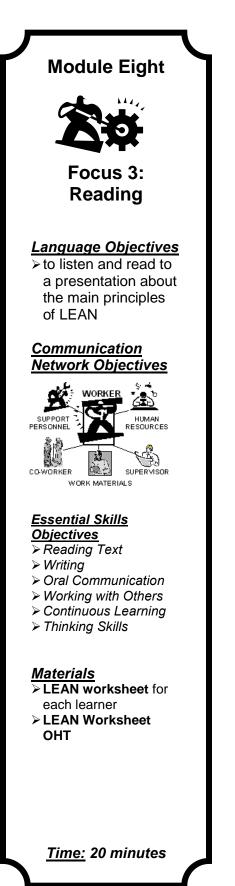
In an effort to create a Continuous Improvement culture at The Company, we'd like to encourage re-engaging in 5S and will be happy to support your efforts for this important aspect of Lean Manufacturing.

adapted from The Looking Glass, Summer 2007 Volume 3, Number 3

Circle T if the statement is correct or true and circle F if the statement is not true or false.

a.	This company has been practicing 5S for several years.	Т	F
b.	All areas have maintained the level they once had.	т	F
C.	5S is just a cleaning program.	т	F
d.	5S is a series of connected activities to eliminate waste and create a visual factory.	Т	F
e.	The fifth S, Sustain, is the easiest of all.	Т	F
f.	The company is creating a Continuous Improvement culture.	Т	F
g.	This manufacturing company supports efforts to re-engage in 5S.	т	F

SUSTAIN OHT/ Worksheet



Reading about LEAN



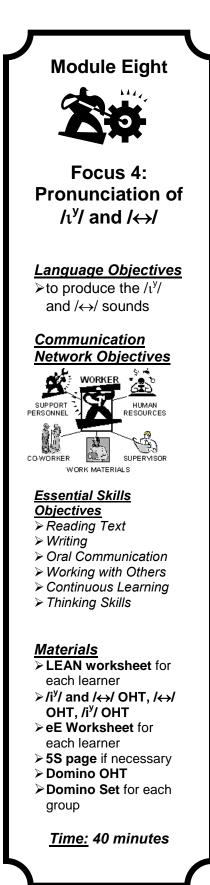
Hand out the **LEAN worksheet** to the learners. Instruct them to fill in the blank spaces with the missing words as you talk about the LEAN principles.

- a) The primary goal of following these principles is to eliminate waste,
- b) and thus reduce non-valued added time.
- c) The first step is to organize and to standardize the workplace, to ensure work areas are systematically kept clean and organized
- d) ensuring employee safety
- e) and providing for the foundation on which to build a LEAN system more efficient manufacturing *Answer Key:*





LEAN worksheet/OHT



Green and Red **Instructions**

Part A: Form

- 1. Remind the learners that each stressed syllable has a vowel that must be said clearly. In this task, we will focus on $/\iota^{y}$ as in green and $/\leftrightarrow$ as in red.
- 2. Use the $/_1 y/_1$ and $/\leftrightarrow/_1$ OHT to illustrate mouth and tongue placement of the $/\iota^{y}$ and $/\leftrightarrow$ phonemes. e.g.

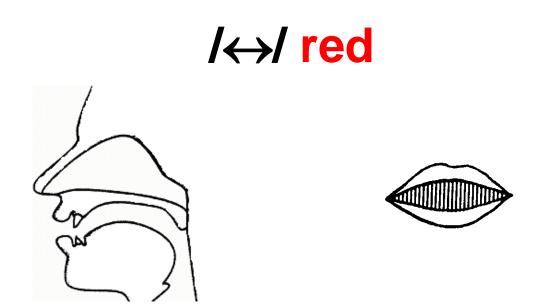
green /i ^y /	red /↔/
- high front tongue	 Hold your tongue in the
placement glides to/y/(tense	same position as for /e ^y /,
a rubber band)	but a little lower in your
- Hold the front part of your	mouth.
tongue high in your mouth,	 Place the sides of your
close to the roof.	tongue against the upper
- Press the sides of your	back teeth, but <i>do not</i>
tongue against the upper	press. The muscles of
back teeth. The muscles of	your tongue should be <i>lax</i> .
your tongue should be	 Open your lips slightly
tense.	more than for /e ^y /
- Spread your lips.	 Your jaw and tongue do
 As you begin to say this 	not move as you make this
tense vowel sound, move	<i>short</i> vowel sound.
the front part of your tongue	 Place your thumb
forward and up.	underneath your chin. You
 Place your thumb 	should feel no tense
underneath your chin to feel	muscles; the muscles are
the tense muscles.	relaxed.
- Use a <i>tense</i> rubber band	- Use a <i>loose</i> rubber band
to illustrate.	to illustrate.
San The	ton mai

414

/i ^y / as in green	/↔/ as in <mark>red</mark>
2	20 CM
meet	met
need	Ned
sweep	swept
beat	bet
keep	kept
Peter	pet her
read	red
seal	sell
teen	ten
wheel	well
I meet the supervisor on Mondays.	I met the supervisors on Monday.
I keep the utility knife on the board.	I kept the utility knife on the board.
Do you seal windows?	Do you sell windows?
The wheel is wide.	The well is wide.

adapted from *Teaching American English Pronunciation*, Paul Avery and Susan Elrich. Oxford University Press, 1994 and *Vowel Dimensions*, Canadian Government Publishing Centre, 1983.

- Ask the learners to put up their <u>left hand</u> if they hear you say a word from the /i^y/ column and their <u>right hand</u> if they hear the word from the right column. Choose words from each side reading down the lists.
- 4. Read sentences from the lists and have the learners raise the appropriate hand to indicate whether they heard h^{y} and $l \leftrightarrow l$.
- 5. Read the sentences on the OHTs; have the learners repeat them after you.



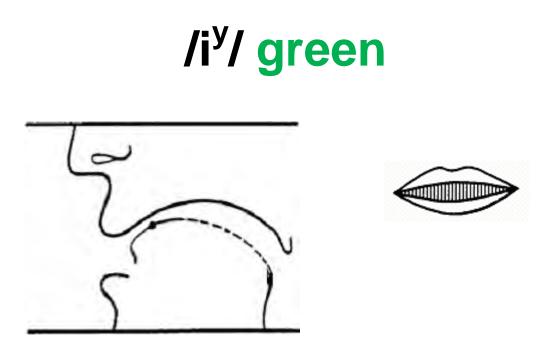
There is a **red** line in the Awning Casement Department.

Always **check** your work.

You must **inspect** for dirt.

Your work **bench** should be tidy.

The workers **swept** the floor every day.



There should be no leaks.

- The work area **needs** to be **clean**.
- We all need to be aware of **LEAN** principles.

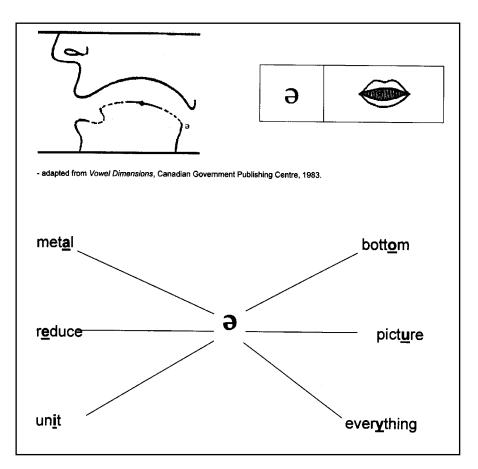
418

Look at the Inspection Sheet.

/i^y/ OHT

- 6. Remind the learners that
 - only the stressed vowel is clearly said
 - the unstressed syllable vowel is usually said quickly and unclearly as a mid vowel no matter how it is spelled.

[You may want to refer to the OHT from Module 2 Task 4].

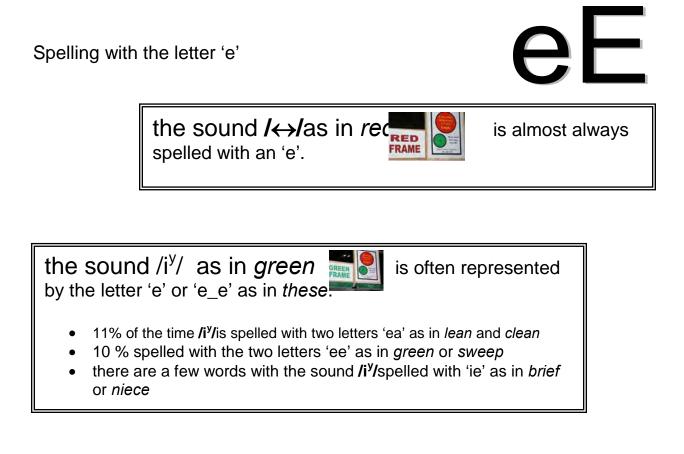


Part B: Spelling-sound Relationship

- Spelling is for ease of reading or getting meaning not always for pronouncing the words.
- However, since English is a phonetic language, there is a strong tendency for certain sounds to be spelled in certain ways. One can often predict with 90% accuracy how a spelling should be.
- 1. Hand out the **eE Worksheet**. Explain that the sound *I*↔*I* is usually [91%] represented by the letter 'e' as in *red* 91% of the time.
- 2. Using the OHTs, present the following spelling principle or rule of thumb for the sound /i^y/.
 - the sound *l*i^y/as in *green* is often represented by the letter 'e' or 'e_e' as in *these* 72% of the time.
 - 1% of the time /i^y/ is spelled with two letters 'ea' as in *lean* and *clean*
 - 10% of the time /i^y/ is spelled with the two letters 'ee' as in green or sweep
 - there are a few words with the sound /i^y/ spelled with 'ie' as in *brief* or *niece*
- 3. Have the learners fill out the Fill the Blank section of the eE Worksheet.

Answer Key:

- 1. Did you <u>check</u> the list?
- 2. He will meet the supervisor tomorrow.
- 3. What does Ned need?
- 4. Heinrich <u>swept</u> the floor yesterday.
- 5. Turn the <u>wheel</u> on the motor.
- 6. Everyone must keep the workplace clean.
- 7. Don't break the seal on the window.



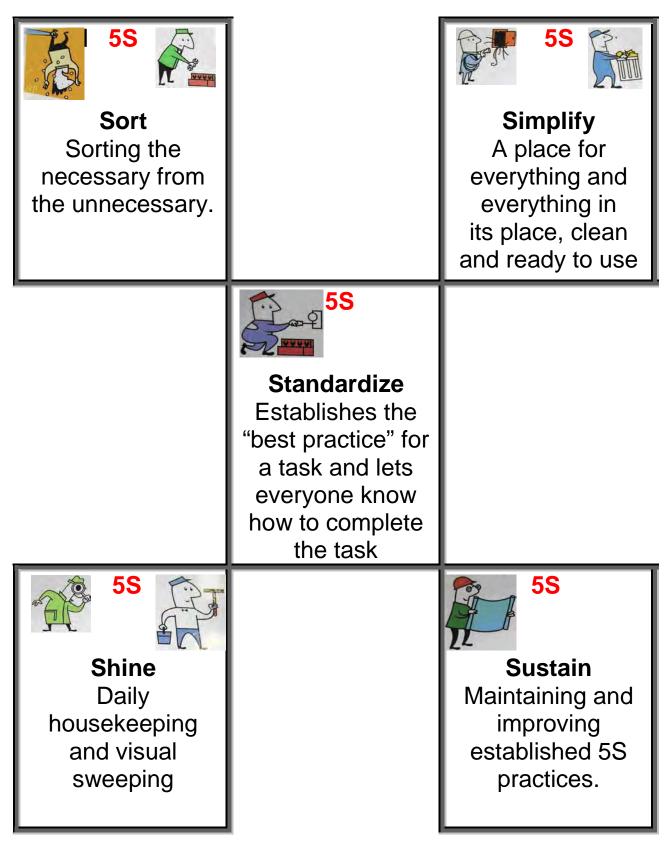
Choose the correct word and write it in the blank.

- 1. Did you _____[check, cheek] the list?
- 2. He will _____ [met, meet] the supervisor tomorrow.
- 3. What does _____ [Ned, need] _____ [Ned, need]?
- 4. Heinrich _____[swept, sweep]the floor yesterday.
- 5. Turn the [well, wheel] on the motor.
- 6. Everyone must _____[kept, keep] the workplace clean.
- 7. Don't break the _____ [seal, sell] on the window.

- 5. Ask the learners to take out their **5S page [Out-of-Class Task** from **Focus 2]** or give them a new one to follow along as you read it aloud.
- 6. Ask the learners to <u>circle</u> with a **green pen** all the words that have the *l*i^y/sound while you read the text.
- 7. Then instruct the learners to <u>circle</u> with a **red pen** all the words that have the $I \leftrightarrow I$ sound while you read the text a second time.
- 8. Have them check with a partner.
- 9. Elicit from each learner the discovered words.

Answer Key:		
/i ^y / sound	/↔/ sound	
clean	best	
complete	established	
housekeeping	establishes	
sweeping	everyone	
	everything	
	everything	
	lets	
	necessary	
	ready	
	separating	
	unnecessary	

422

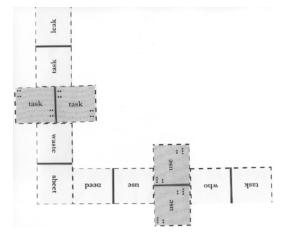


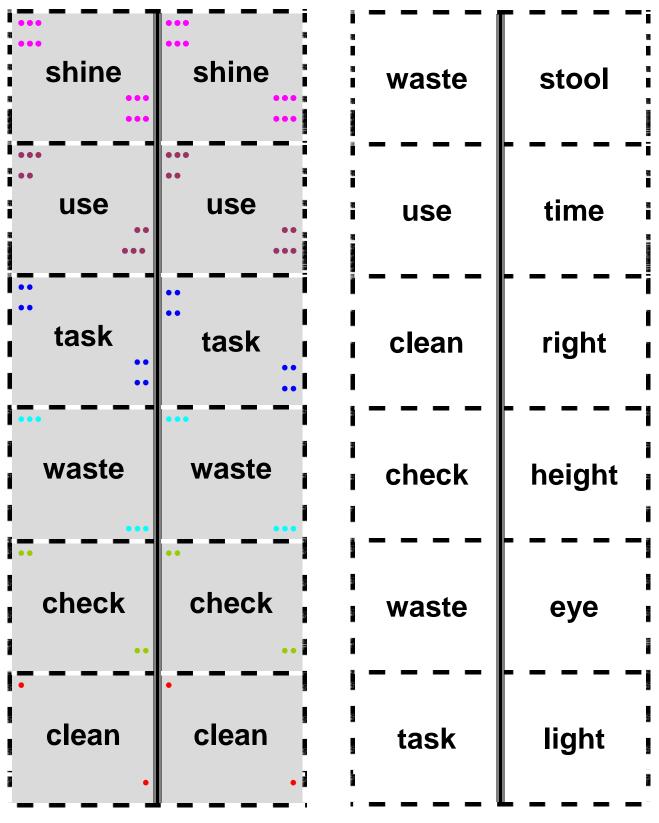
5S page

Part C: Practicing Reading and Pronouncing /i^y/ and / \leftrightarrow / words

- 1. Put up the **Domino Double Cards OHT**. Read the words and have the class repeat after you.
- 2. Hand out the *double* **Domino Cards** (shaded cards) to the learners, one to each learner.
- 3. Have each learner say the word on their *doubles* **Domino Card** to the whole class. Then ask them to spell the word.
- 4. Collect the doubles and put them back in their sets.
- 5. Divide the learners into groups of three or four. Give each group a set of **Dominos**. One learner should deal five dominos to each player. Place the rest upside down on the table. The player with the highest double [the most dots] places it in the centre to start the track. The track can only be made in two directions from the double.
- 6. Go over the Domino rules with the learners.
 - a. Each learner takes a turn placing a domino on the table to build a track.
 - b. They must place one of their dominos so that it touches one of the ends of dominos in the track. Each word must have the same vowel sound as the one it matches.
 - c. A player who is unable to place a domino when it is his turn, takes a domino from the upside down pile.
 - d. A player who places a domino incorrectly must take the domino back and miss a turn.
 - e. The first player to place all his dominos in the track is the winner.
- 7. During the activity, move around the class, helping learners to resolve any disputes. Look at the dominos that have been played to check that the matching words are correct.

Sample Domino Track:





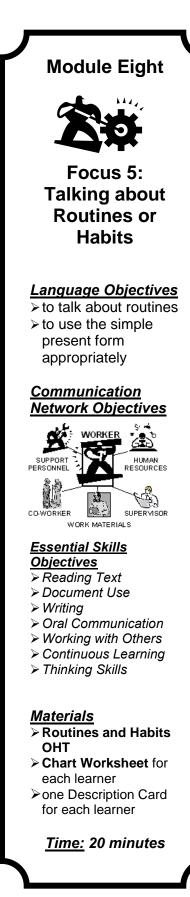
Domino Doubles and OHT

waste	sheet	use	swept
 task	- – – – – – – – – – – – – – – – – – – –	shine	
use	need	task	red
	- – – – – – – – – – – – – – – – – – – –	waste	Ned
I – – – – I check	complete		place
clean	bench	shine	daily

Domino Cards A

use	safe	use	jack
task	name	waste	lack
check	may	task	who
clean	map	check	tool
shine	back	shine	soon
i – – – – I I check	hat	clean	rule

Domino Cards B



Do You Always Do It?



Part A: Form and Meaning

- 1. Present what forms we use to convey the idea of a routine or a habit. Illustrate with the following examples:
 - Kenni often drinks coffee (something he does again and again – a habit)
 - Serge always gets up at 6 o'clock (it's his everyday routine)
 - The sun rises in the east and sets in the west. (something that is always true – a statement of fact)
 - note that the adverbs of frequency are often used with this form (always, usually, etc.)
- Present the way it is formed using the Routines and Habits OHT. Give many examples using the learners as subjects.
- 3. Have the learners describe their daily work routine to their partners. Illustrate how by first telling your own daily work routine.

Routines and Habits

I You + simple form We of verb	He She + '-s' form of It verb
They e.g. I <u>work</u> on a farm.	e.g. He <u>works</u> in a factory. She wash <u>es</u> dishes every night.

Ben sweeps the floor everyday.

Does Ben sweep_ the floor everyday?

What do you do every day?

Do you sweep the floor everyday?

Routines and Habits OHT

Part B: Use

- 1. Ask the learners to interview four classmates to fill in the **chart**. Demonstrate how to ask the questions by asking one of the higher proficiency learners the questions.
- 2. Present the way a question is formed using the OHT. Point out that the helping verb *do* or *does* is placed before the subject.

What do you do every day? Do you sweep the floor every day?

Interview four (4) classmates to fill in the chart.

e.g. What do you do every day, every week, every weekend?

Name	DAY	WEEK	WEEKEND

Chart

3. Hand out **Description Cards** to all the learners. Point out that they are to imagine that the description on the card is of themselves. They must find the person that matches their card by asking questions such as, *Do you...* It must be a complete match – all routines must be the same.

Be sure that you have matching pairs for the number of learners that you have.

John/Joe Bill/Herman Adam/Bob Sam/Doug Chris/Ed Ralph/David Jake/Ken Tom/Mike	Answer Key:			
		 	•	

	· · · · · ·
John	Bill
 You work the evening shift every day. You always bring your lunch. You sweep the floor every Tuesday. You often use a chop saw. 	 You work the weekend shift occasionally. You never bring your lunch. You sweep the floor every Monday. You sometimes use a chop saw.
Adam	Sam
 You work the evening shift every day. You always buy your lunch. You never sweep the floor. You lift heavy loads with a forklift. 	 You work the evening shift every day. You never bring your lunch. You always clean your tools after you use them. You never have to lift heavy loads.
Joe	Herman
 You work the evening shift every day. You always bring your lunch. You sweep the floor every Tuesday. You often use a chop saw. 	 You work the weekend shift occasionally. You never bring your lunch. You sweep the floor every Monday. You sometimes use a chop saw.
1	: Description Cards

433

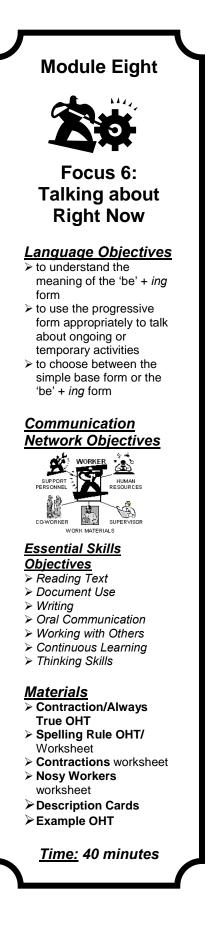
Description Cards

Ken	Mike
 You never work the evening shift. You eat in the East Bistro. 	 You work the evening shift every week. You drink coffee every day.
 You never sweep the floor. You use a table saw every 	 You clean the floor once a week. You use a scissor lift often.
day.	4. Tou use a scissor int often.
Jake	Tom
 You never work the evening shift. You eat in the East Bistro. You never sweep the floor. You use a table saw every day. 	 You work the evening shift every week. You drink coffee every day. You clean the floor once a week. You use a scissor lift often.
Chris	Ralph
 You sometimes work the day shift. You always bring your lunch. 	 You always work the evening shift. You bring your lunch every
 You never wash the floors in your department. You rotate your feet when 	day. 3. You sort good wood from the bad wood.
you are carrying a heavy load.	4. You clean the saw every Monday.

Description Cards

Bob	Doug
 You work the evening shift every day. You always buy your lunch. You never sweep the floor. You lift heavy loads with a forklift. 	 You work the evening shift every day. You never bring your lunch. You always clean your tools after you use them. You never have to lift heavy loads.
Ed	David
 You sometimes work the day shift. You always bring your lunch. You never wash the floors in your department. You rotate your feet when you are carrying a heavy load. 	 You always work the evening shift. You bring your lunch every day. You sort good wood from the bad wood. You clean the saw every Monday.

435



What Is He Doing?



Part A: Form and Meaning

- Introduce the concept that in contrast to the use of the base form for something that is always true, if we talk about something that is happening right now or is only temporary, we use *am/is/are* + *'ing'* on the end of the verb. Illustrate with the following:
 - Hossein is writing in his book.
 - The learners are listening to the teacher.
 (What is happening right now or is in the middle of happening)
 - John is working in Specialty today because they need extra help. (It is not always true just temporary)
 - Often there are words used such as at the moment, today, at present, right now, this year, these days, this week.
- 2. Review the difference between the *'always true'* form and the *'true for now'* form using the OHT.
- 3. Hand out 2 3x5 cards to each learner and instruct them to write, 'always true' on one card and 'true for now' on the other.
- 4. Make a series of statements that use either 'be' + *ing* or just the base from and the learners must raise the appropriate card.

I + am e.g. I	e.g. I am working	
You	You	
We	We	
They	They	
He	He	
She	She	
It	It	

Always True or True For Now

Routines, Habits or Skills	Activity Happening Now
1. Jake speaks German.	 He is speaking German. He must be talking with Peter.
3. Peter uses a saw.	4. He is using it now to cut some wood.
5. Paul works in the office.	6. He is working on a large order.
Permanent Situation	Temporary Situation for
for a Long Time	a Limited Time
7. I teach English.	8. I'm teaching English for a few months.
9. Machines work for us.	10. The machine is working well on this shift.

Contraction & Always True OHT

Part B: Spelling and Pronunciation

1. Hand out the **Spelling 'ing' Words Resource Sheet**. Work through the page with the class. Focus on both the correct auxiliary verb as well as the spelling of the 'ing' form of the verb.

Answer Key:

1. Hossein <u>is wearing</u> an arm guard.

- 2. Edwin is wearing an ID card.
- 3. Weniamin is returning the tin snips to the tool board.
- 4. Heinrich is closing the door.
- 5. Paul is holding an air hose.
- 6. Jakob is holding his utility knife firmly.
- 7. Kenni is sweeping the floor.
- 8. Viktor is retracting his blade.
- 9. Paul is pressing down on the blade of his utility knife.
- 10. Danil is cutting away from his body with his utility knife.
- 11. Peter is drinking coffee.

A Spelling Rule for Adding 'ing'

Spelling of a word with an '-ing' ending.

- If the word ends in 'e' omit the 'e' and add 'ing'.
 e.g. make
 ⇒ making
- 2. Double the final consonant before adding *'ing'*:
 - a) If the verb is one syllable with one vowel and one consonant (do not double w, x, or y).
 e.g. stop ⇒ stopping
 - b) If the verb is 2 syllables with the second syllable stressed.
 e.g. admit
 ⇒ admitting

Put the correct words in the space provided.

- 1. Hossein ______ (wear) an arm guard.
- 2. Edwin _____ (wear) an ID card.
- 3. Weniamin ______ (return) the tin snips to the tool board.
- 4. Heinrich ______ (close) the door.
- 5. Paul_____ (hold) an air hose.
- 6. Jakob ______ (hold) his utility knife firmly.
- 7. Kenni ______ (sweep) the floor.
- 8. Viktor _____ (retract) his blade.
- 9. Paul ______ (press down) on the blade of his utility knife.
- 10. Danil ______ (cut away) from his body with his utility knife.
- 11. Peter _____ (drink) coffee.

Spelling Rule Worksheet/OHT

2. Hand out the **Contractions Worksheet**. Explain the use and ask them to do the form.

Answer Key:		
A. Sound of the 's': 1. she's /z/ 3. he's /z/ 5. worker's /z/ 6. machine's /z / 7. waste's /s/ 9. what's /s/ 12. who's /z/		
B. 1. When does it sound like an /s/? voiceless sound		
2. When does it sound like a /z/? after voiced sound		
3. When does it sound like an $/ \therefore \zeta/?$ after sibilant e.g. churches		
C. 1. If the root word ends in a sibilant sound (s, z, sh, ch), pronounce the 's' as <u>/ζ/</u> .		
 If the root word ends in a voiceless sound (p, k, f, th), pronounce the 's' as <u>/s/</u>. 		
 If the root word ends in any other sound, pronounce the 's' as <u>/z/</u>. 		

Contractions

Often the 'are', 'am' and 'is' are contracted: a letter is dropped and an apostrophe (') inserted and one word is formed.

A. Write the contracted form:

	Contracted Form	Sound of the 's'
1. she is	she's	
2. you are		
3. he is		
4. we are		
5. worker is		
6. machine is		
7. waste is		
8. I am		
9. what is		
10. they are		
11. where are		
12. who is		

B. Is it /s/, /z/, or $I \therefore \zeta J$? Listen to the teacher read the previous list. Listen to the way the 's' ending is pronounced. Write in the box beside the contraction whether you hear it as an /s/, /z/, or $I \therefore \zeta J$.

- 1. When does it sound like an /s/? _____
- 2. When does it sound like a /z/? _____
- 3. When does it sound like an $/ \therefore \zeta/?$

C. Write the rule for the pronunciation of the 's' ending?

- 1. If the root word ends in a sibilant sound (s, z, sh, ch), pronounce the 's' as
- 2. If the root word ends in a voiceless sound (p, k, f, th), pronounce the 's' as
- 3. If the root word ends in any other sound, pronounce the 's' as ______.

Contractions Worksheet

_____ •

Part C: Use

- 1. Remind the learners how to form questions about what is happening right now using the **Example OHT**:
 - the question asking for a yes/no answer the *am, are* or *is* are placed before the subject.
 - e.g. Paul is studying English.
 - Is Paul studying English?
 - To ask an information question, the information seeking word is put first, then the *am, are* or *is* then the person or thing doing the action.
 e.g. What is Paul doing? What is happening in the department?

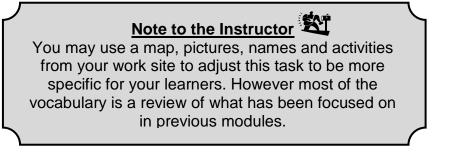
2 English at Work in Manitoba: Manufacturing

Paul is studying English.

Is Paul studying English?

Example OHT

2. Divide the class into 2 groups. Hand out a **Nosy Worker Worksheet** and one **Description Card** to each learner.

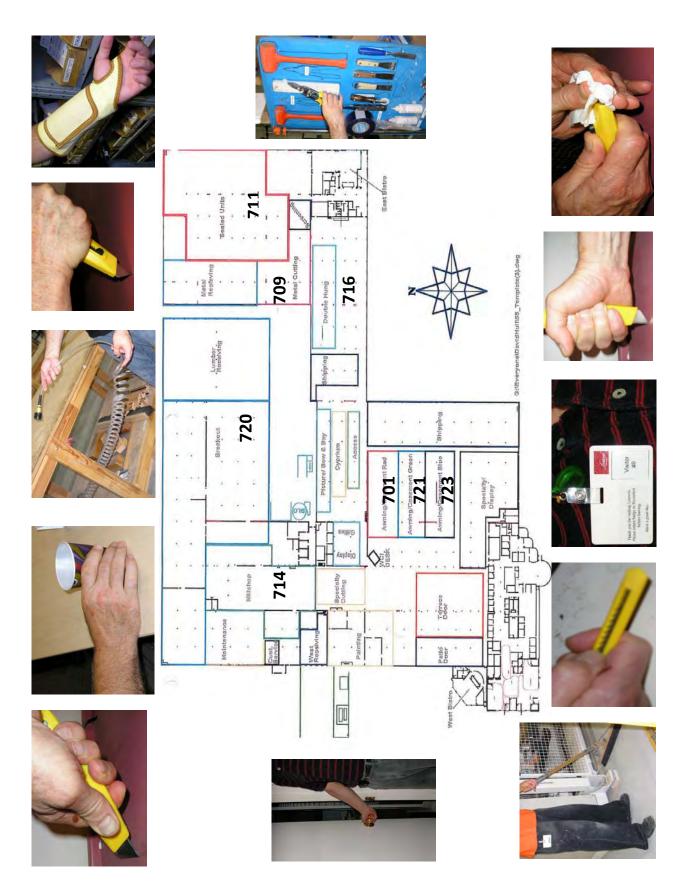


 It is very important that you state specific time for the activity by saying something like:

<u>It is 7 pm in the factory</u>. Something is happening in all the departments. What I want you to tell me is what is happening in Dept #714?

- The only way to find out is by eliminating all the activities through the process of elimination.
- Instruct the learners to read the description on their card and then draw a line from the picture that depicts that to the right department number.
- When everyone has done that, take the cards from them.
- Instruct them to talk to other people in their group to find out where the other activities are happening by asking: What is happening in #____? or by saying, In #_____?
- 3. After they have discovered what is happening in Dept #714, go around the whole class asking people to report about what is happening in the various departments.

444



Nosy Worker Worksheet

.....

Department 711

Hossein is wearing an arm guard.

Department 720

Edwin is wearing an ID card.

Weniamin is returning tin snips to the tool board.

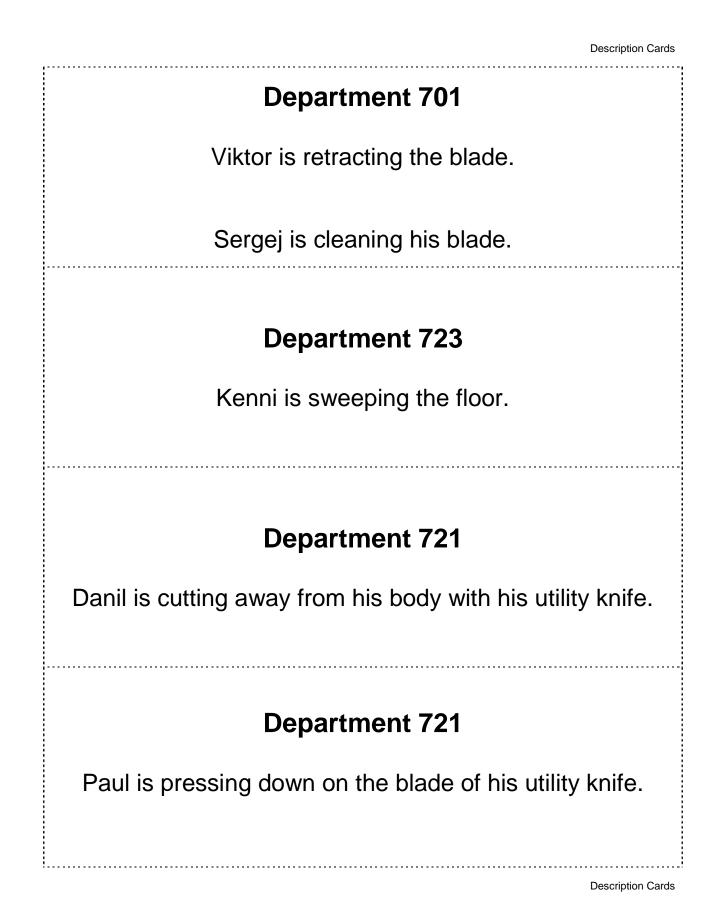
Department 709

Heinrich is closing the door.

Paul is holding an air hose.

Department 716

Jakob is holding his utility knife firmly.





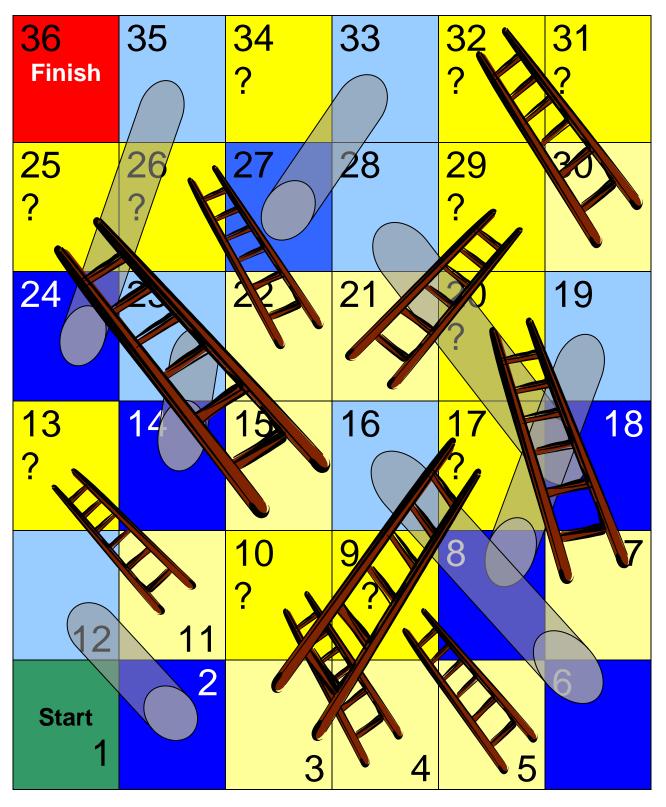
Answering Questions about Routines



- 1. Put the class into groups of three mixed ability.
- 2. Hand out the **Tubes and Ladders boards, dice,** markers and Question Cards.
- 3. Remind the learners of the goal to be the first to the top but must answer questions when they arrive at a space with a ? mark.
- 4. Each person throws the die and moves the number shown and moves accordingly *up* the ladder or *down* the tube.
- 5. When a learner lands on a ?, he must draw a question card from the pile and read the question. Then answer it, using the appropriate form for routine or current event.

Note to the Instructor

One of these cards is specific for a window manufacturing company. Please substitute several questions that are specific to your work site.



Ladders & Tubes Board

Ladders & Tubes Board

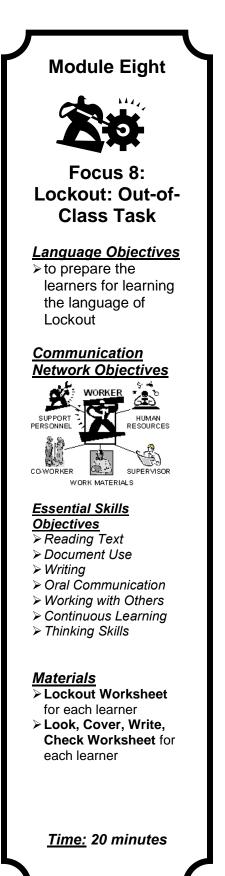
Name three things that you do every day?	What is the first thing you do when you arrive at work?
What is the last task of your shift?	What are you doing right now?
What is the teacher doing now?	What do you like to do on Saturdays?
What do you do on your job?	What is happening in your department?
Where do you work?	What is Peter doing now?
Do you sweep every day?	What department makes this kind of window? Listento: Casement Windows

Question Cards

Listening Assessment Stage 2

Assessment Sheet Date:	Discourse Coherence Structures Pronunciation	 Initial Intermediate Proficiency: can follow wery broadly and with some effort the gist of coral wery broadly and with some effort the gist of coral agrounds in domaiding conterates of any and orderated ydemanding conterates of any and order effort the gist of coral and incomain conversations, audio tapes and radio broadcass) Initial Intermediate Proficiency: recognizes and any other curves (addorers) preventing the minimal sounds (segments) thythm, preventions. Developing Intermediate Proficiency: can understand al directions. May still frequently request trepetition. Developing Intermediate Proficiency: context of speech. Often request and directions. May still frequently request trepetition. Developing Intermediate Proficiency: can understand minipers and a sover to normal rate of speech. May still frequently request trepetition. Developing Intermediate Proficiency: comprehed main points and discourse in moderately demanding contexts of language use on relevant topics and a sover to normal rate of speech. May still frequently request trepetition. Adequate Intermediate Proficiency: comprehed main points and nost important details in oral discourse in moderately demanding contexts of language use. Sometian sum contexts of muderstand none complex indirect. Buent Intermediate Proficiency: can understand routine work-related conversation. 	Individual Stress/Rhythm Sounds Intonation	5 6 7 8 5 6 7 8 5 6 7 8	5 6 7 8 5 6 7 8 5 6 7 8	5 6 7 8 5 6 7 8 5 6 7 8	5 6 7 8 5 6 7 8 5 6 7 8	5 6 7 8 5 6 7 8 5 6 7 8	5 6 7 8 5 6 7 8 5 6 7 8	5 6 7 8 5 6 7 8 5 6 7 8	5 6 7 8 5 6 7 8 5 6 7 8
ient Sheet	Discourse Coh	 5. Initial Intermediate Profici, very broadly and with some effo discourse in moderately demand language use (e.g., face to face fo conversations, audio tapes and r on everyday personally relevant slower to normal rate of speech. 6. Developing Intermediate P follow the main ideas and identii important details in oral discour- demanding contexts of hanguage topics and at a slower to normal May still frequently request repe topics and at a slower to normal May still frequently request repe comprehend main points and m details in oral discourse in mode contexts of language use. Some slower speech, repetitions and r understand routine work-related 8. Fluent Intermediate Profici comprehend main points, details purpose, attitudes, levels of form oral discourse in moderately den of language use. 		6	6	9	9	9	9	9	9
Listening Stage 2 Assessm		adanted from Canadian Language Benchmarks Global Performance	Learners:	1.	2.	3.	4.	5.	6.	7.	8

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Listening Stage 2



Lockout: Out-of-Class Task



Part A: Form and Meaning

1. Hand out the Look, Cover, Write, Check Worksheet.

Note to the Instructor

The following Out-of-Class Task is prepared for a specific worksite. Create one concerning a similar task that must be done at your worksite.

- 2. Ask the learners to look at the pictures in the corners and tell what they know about them.
- 3. Explain what is to be done. Demonstrate how to answer with one of the questions.
- 4. Remind them to have their sheet signed. by their supervisor after they have discussed the information on the page with them.



Information Questions About Lockout



- 1. What is Lockout?
- 2. Who must use Lockout?
- 3. <u>Where</u> is Lockout done?
- 4. Which machines need Lockout?
- 5. When is Lockout done?
- 6. Why is Lockout used?
- 7. <u>How</u> is Lockout done?

Lockout Worksheet

Part B

- 1. To facilitate the learners' writing and spelling development, hand out a **Look, Cover, Write, Check** (LCWC) worksheet to each learner.
- 2. Explain how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose <u>their own</u> 10 words, assisting when asked.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.

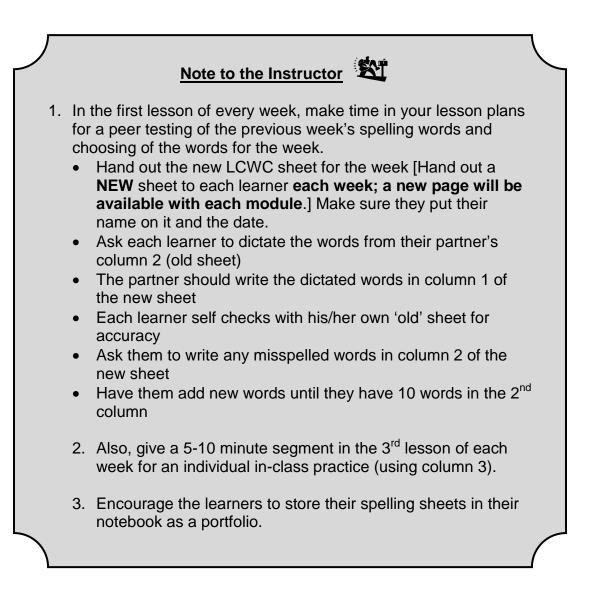
Look, Cover, Write, Check

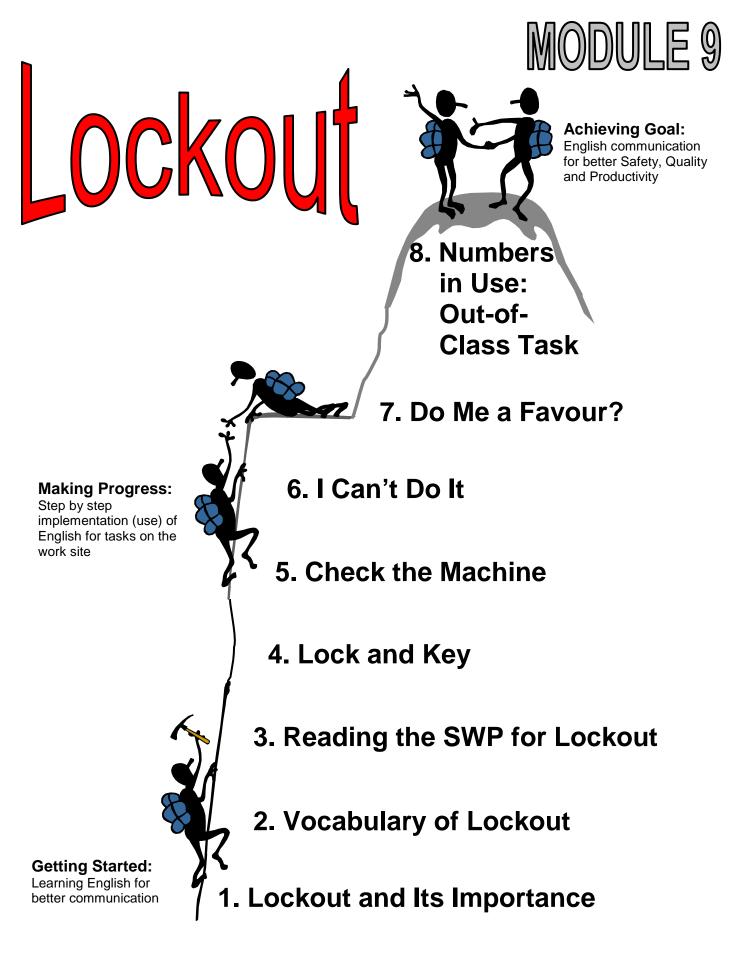
Name _____ Date _____

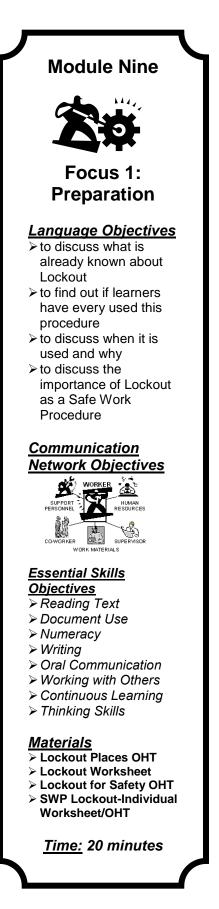
- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2

Look, Cover, Write, Check Worksheet







Lockout and Its Importance



Note to the Instructor

Introduce the module to the learners by putting on an OHT of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about lockout or something similar for your worksite.

- 1. Put up the **Lockout Places OHT** and ask the learners if they recognize what they are.
- 2. Elicit from them whether any of them have had to do the Lockout. Ask when it is to be done.

Note to the Instructor

Use pictures from your worksite that illustrate the process you are focusing on.



Lockout Places OHT

- 3. Ask the learners to turn to the **Lockout Worksheet** from the **Out-of-Class task Module 8**.
- 4. Discuss the answers that they have on their worksheet.



Information Questions About Lockout



- 1. What is Lockout?
- 2. <u>Who</u> must use Lockout?
- 3. <u>Where</u> is Lockout done?
- 4. Which machines need Lockout?
- 5. When is Lockout done?
- 6. <u>Why</u> is Lockout used?
- 7. <u>How</u> is Lockout done?

Lockout Worksheet

5. Ask how many of them have noticed these boards in the workplace. Show the Lock-Out for Safety OHT.

462

6 Explain that the board is a visual of the contents on the SWP page.



Lockout for Safety OHT

7. Hand out a copy of the **SWP Lockout-Individual Worksheet/OHT** and put up the OHT.

464

S	S SAFE WORK PROCEDURE							
W	DESCRIPTION:	LOCKOUT - Individual	DEPAR	TMENT:	ALL]
P	DOCUMENT #:	SWP 0038	DATE:	05-DE	C-03	REV.	D	1
	Approved by: Da	aren Abbott						
		"Safety - Our Sh	ared Re	espons	ibility	/"		
 BEFORE LOCKING OUT 1. GET a lock and a tag from the lockout board. 2. SIGN and DATE a tag. 3. REVIEW Machine Energy Information (MEI) Tag. 								
LOCKOUT STEPS								
1. NOTIFY all affected employees.								
2. PREPARE by referring to this procedure and the MEI tag.								
3.	SHUTDOWN	the machine.						

e(s). ting device(s). s disconnected (refer to MEI).

....

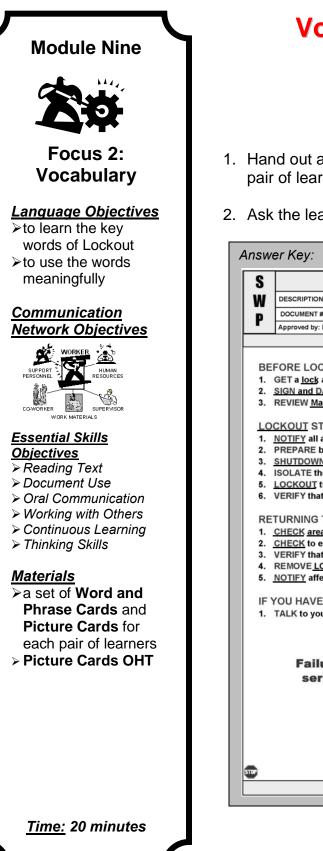
mployees are safe. safe position. .

- 4. ISOLATE the energy sourc
- 5. LOCKOUT the energy isola
- 6. VERIFY that the machine is

RETURNING TO SERVICE

- 1. CHECK area and machine.
- 2. CHECK to ensure that all e
- 3. VERIFY that controls are ir DEMOVEL CONCOUT And

SWP Lockout-Individual Worksheet/OHT



Vocabulary of Lockout



- 1. Hand out a set of key **Words and Phrase Cards** to each pair of learners.
- 2. Ask the learners to highlight the words in the SWP text.

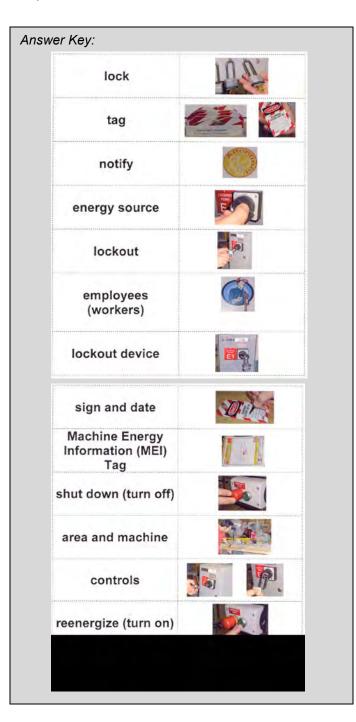
S		SAFE WORK PROCEDURE						
W	DESCRIPTION:	LOCKOUT - Individual	-	TMENT:	ALL			1
	DOCUMENT #:	SWP 0038	DATE:	05-DE	C-03 F	EV.	D	1
P	Approved by: D	aren Abbott						
		"Safety - Our	Shared R	espons	ibility"			
				-	-			
BE	FORE LOCI	KING OUT						
1.	GET a lock a	nd a tag from the locko	ut board.					
2.	SIGN and DA	TE a tag.	_					
3.	REVIEW Mac	hine Energy Informatio	n (MEI) Ta	g.				
10	CKOUT STE	PS						
_		fected employees.						
		referring to this proce	dure and t	he MEI	tag.			
	SHUTDOWN	• •						
		energy source(s).						
		e energy isolating devi	ce(s).					
6.	VERIFY that	he machine is disconn	ected (refe	er to M	<u>EI</u>).			
RF	TURNING T	O SERVICE						
		URNING TO SERVICE CHECK area and machine.						
		sure that all employees	s are safe.					
		controls are in safe pos	-					
		CKOUT device and ree		machi	ine.			
5.	NOTIFY affect	ted employees.						
IF 1	YOU HAVE	ANY QUESTIONS						
		Supervisor or Team L	eader.					
	-	ALL <u>EMPLOYE</u>	ES mu	et ue		CK		
		re to do so cai						
	seri	ous injuries an	-		iit in	dise	cipiii	nary
	action!							
5								
,								

lock	tag
notify	energy source
lockout	employees (workers)
lockout device	sign and date
Machine Energy Information (MEI) Tag	shut down (turn off)
area and machine	controls
reenergize (turn on)	check

Word and Phrase Cards

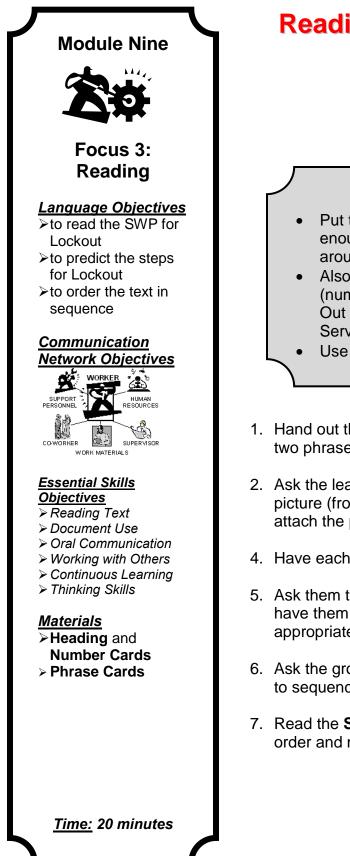
Module Nine: Lockout

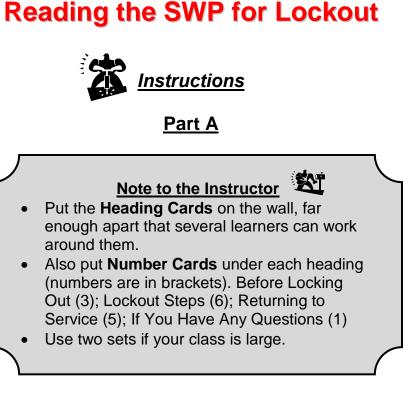
- 3. Hand out a set of **Picture Cards** to each pair of learners. Ask them to match them as best they can with the **Word and Phrase Cards**.
- 4. Put up an **OHT** of the picture cards and call on the learners to give you the word or phrase that corresponds.





Picture Cards/OHT





- 1. Hand out the **Phrase Cards** from the SWP page one or two phrases per leaner.
- 2. Ask the learners to read the phrase and then choose the picture (from Focus 2) that best illustrates it. Have them attach the picture to the phrase.
- 4. Have each learner read their card aloud to the class.
- 5. Ask them to decide what heading it should go under and have them stick their phrases to the wall under the appropriate heading.
- 6. Ask the group of learners with the cards for each section to sequence them according to the appropriate steps.
- 7. Read the **SWP page** and have the learners check the order and make the appropriate changes.

Answe	er Key:								
S	S SAFE WORK PROCEDURE								
W	DESCRIPTION: LOCKOUT - Individual DEPARTMENT: ALL							1	- 11
P	DOCUMENT #:	SWP 0038	DATE:	05-DE0	C-03	REV.	D		
F	Approved by: Da								
		"Safety - Our Sh	ared R	espons	ibility	<i>l</i> "			
1. 2. 3. LO(1. 2.	GET a lock an SIGN and DA REVIEW Mac CKOUT STE NOTIFY all af PREPARE by	hine Energy Information (N	/IEI) Ta	_	tag.				
e(s). Iting dev I discon	vice(s). nected (refer	to MEI).				5.	LOCKOU	the energy T the energy hat the mach	/ isola
 mployee	oyees are safe. RETURNING TO SERVIC 1. CHECK area and machin 2. CHECK to ensure that all								hine.
ı safe po		·····				3.		hat controls	

BEFORE LOCKING OUT

LOCKOUT STEPS

RETURNING TO SERVICE

IF YOU HAVE ANY QUESTIONS

Heading Cards

1	2	3
∎		J
	•	
1	2	3
-		•
Λ	E	6
4	5	6
_		
-	2	3
■		V
4	5	1
-		-

Number Cards

GET a lock and a tag from the lockout board.

SIGN and DATE a tag.

REVIEW Machine Energy Information (MEI) Tag.

NOTIFY all affected employees.

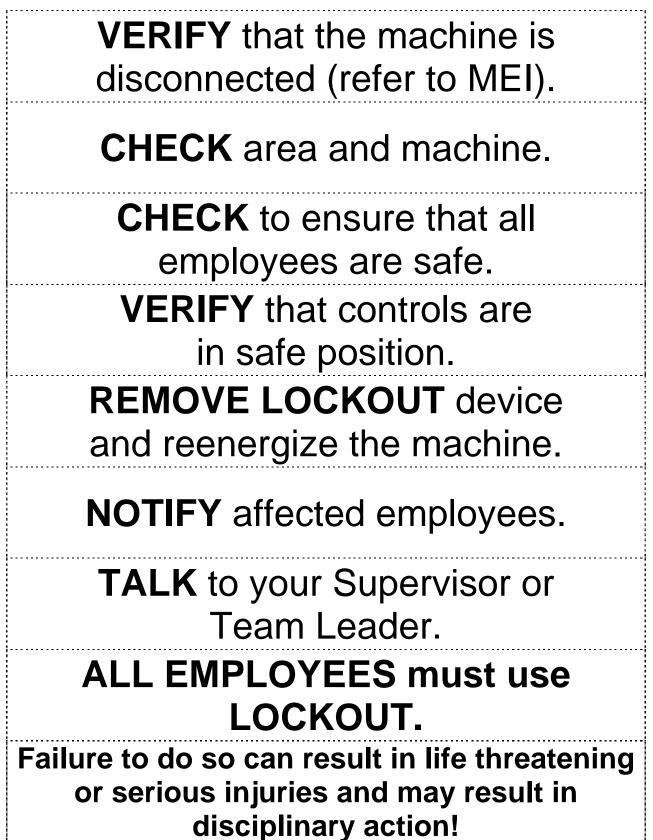
PREPARE by referring to this procedure and the MEI tag.

SHUTDOWN the machine.

ISOLATE the energy source(s).

LOCKOUT the energy isolating device(s).

Phrase Cards Pg 1



Phrase Cards Pg 2

Part B

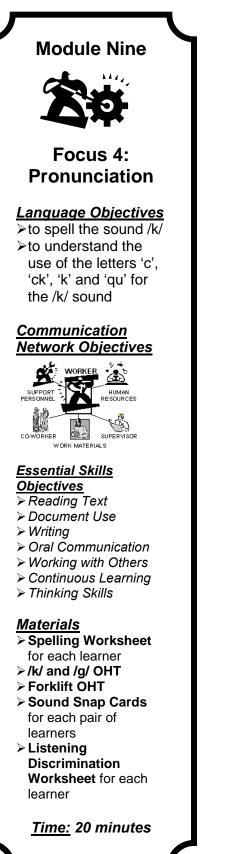
- 1. Put the class into unequal ability groups of 4 learners.
- 2. Give them time to plan who and how to enact the steps for a Lockout.
 - Each learner is to show one section of the process: before, steps and returning to service.
 - Assign the most proficient learner in each group as the 'supervisor' in the role play and being the director of the role play.
- 3. Have each group present their dramatization.

Note: A <i>Reading Assessment (Stage 2)</i> page* has been added to the end of this Focus. This page could be used as a record sheet of your learners' reading proficiency levels as you observe them doing
reading tasks. The descriptions and numbers are according to the
Canadian Language Benchmarks. http://www.language.ca
*Listening Assessment (Stage 1: CLB 1-4) p. 28 (Stage 2: CLB 5-8) p. 451 *Speaking Assessment (Stage 1: CLB 1-4) p.119 (Stage 2: CLB 5-8) p. 541
*Writing Assessment (Stage 1: CLB 1-4) p. 162 (Stage 2: CLB 5-8) p. 603
*Reading Assessment (Stage 1: CLB 1-4) p. 189 (Stage 2: CLB 5-8) p. 477

*Reading Assessment Stage 2

Reading Assessment Sheet	ent Sheet	Date:										
	Dis	iscourse Coherence	oherence			Structures	lres	Decoding Ability	Ability	Ą		
Learners:	 5. Initial Inte the purpose, n authentic two demanding co detailed inform schedules. 6. Developin main ideas, key page (three to prose and non demanding co 7. Adequate J ideas, key wor two-or three-F an only partial 8. Fluent Inte integrate sevet visually compla visually compla visually complat a popular newsf popular reasy f materials. 	 Initial Intermediate proficiency: the purpose, main ideas and some delauthentic two to three paragraph test demanding contexts of language uses. detailed information in prose text and schedules. Developing Intermediate Profic main ideas, key words and important page (three to five paragraphs) plain 1 prose and non-prose (formatted) text demanding contexts of language use. Adequate Basic Proficiency: can ideas, key words and important detail two-or three-page text on a familiar te an only partially predictable context. Fluent Intermediate Proficiency, integrate several specific pieces of inf visually complex texts (e.g. tables, din across paragraphs or sections of text, popular newspaper and magazine arti popular easy fiction as well as academ materials. 	 5. Initial Intermediate proficiency: can understand the purpose, main ideas and some detail in some authentic two to three paragraph texts in moderately demanding contexts of language use. Can find specific detailed information in prose text and in charts and schedules. 6. Developing Intermediate Proficiency: can follow main ideas, key words and important details in a one page (three to five paragraphs) plain language authentic prose and non-prose (formatted) text in moderately dermanding contexts of language use. 7. Adequate Basic Proficiency: can follow main ideas, key words and important details in an authentic two-or three-page text on a familiar topic, but within an only partially predictable context. 8. Fluent Intermediate Proficiency: can locate and integrate several specific pieces of information in visually complex text on a familiar topic, but within an only partially predictable context. 9. Fluent Intermediate Proficiency: can locate and integrate several specific pieces of information in visually complex text on a familiar topic, but within an propular easy fiction as well as academic and business materials. 	lerstand me crately i specific is and a one authentic rrately main uthentic within or or d usiness usiness	 5. Initial Intermediate Proficien occasionally, can guess successfully meaning of an unknown word, phi idiom from the context without a dictionary. Generally still uses a bi dictionary regularly. 6. Developing Intermediate Pro can get new information from read mostly factual texts with clear orga and within familiar background kn and experience; uses a concise unil EAL learner dictionary regularly. 7. Adequate Intermediate Profic uses a unilingual dictionary when r for confirmation of and precision interpretation. 8. Fluent Basic Proficiency: use unilingual dictionary when reading precision vocabulary building. Cat relevant points, but often requires clarification of idioms and of vario cultural references. 	termediate can guess : an unknowr: he context Benerally st gularly. ng Interm i information information al texts with al texts with al texts with al texts with al texts with al texts with al texts with a texts with a text	 5. Initial Intermediate Proficiency: occasionally, can guess successfully the meaning of an unknown word, phrase or idiom from the context without a dictionary. Generally still uses a bilingual dictionary regularly. 6. Developing Intermediate Proficiency: can get new information from reading mostly factual texts with clear organization, and experience; uses a concise unlingual EAL learner dictionary regularly. 7. Adequate Intermediate Proficiency: uses a unilingual dictionary when reading for confirmation of and precision in interpretation. 8. Fluent Basic Proficiency: uses a unilingual dictionary when reading for precision vocabulary building. Can extract relevant points, but often requires cultural references. 	 Initial Intermediate Proficiency: language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it Developing Intermediate Proficiency: language of the text is mostly concrete and factual, with some abstract, conceptual and technical vocabulary items, and may require low-level inference to comprehend it Adequate Intermediate Proficiency: can follow main ideas, key words and important details in an authentic two-or three-page text on a familiar topic, but within an only partially predictable context Fluent Intermediate Proficiency: can follow main ideas, key words and important details in an authentic two-or three-page text on a familiar topic, but within an only partially predictable context 	ediate Pr concrete : all and tece quire loww it is most t, concept and may remediate to cor three three page ords and : preliate Pr ords and : three-page an only ps	officiency and facture chnical voo -level infe- ate Proficie t proncret t e Proficie e-page text artially pre e text on a artially pre e text on a	language of l, with some abulary ence to ence to chnical v-level ncy: can chnical v-level incrable lictable itictable tamiliar familiar fictable lictable	
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3.	5	9	7	8	5	9	7 8	5	9	7	8	
4.	5	9	7	8	5	9	7 8	5	9	7	8	
5.	5	9	7	8	5	9	7 8	 5	9	7	8	
6.	5	9	7	8	5	9	7 8	5	9	7	8	
7.	5	9	7	8	5	9	7 8	 5	9	7	8	
8.	5	9	7	8	5	9	7 8	 5	9	7	8	

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Reading Stage 2



Lock and Key



Part A: Form

1. Introduce the consonant sounds of /k/ and /g/ by using the **/k/ and /g/ OHT**.

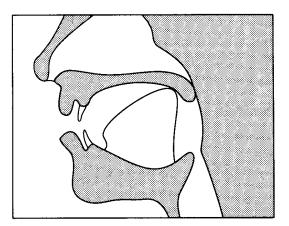
Note to the Instructor

This same procedure could be used for any of the voiced/voiceless consonant: p/b; t/d; f/v; s/z; $\frac{1}{2}$

- 2. Explain the tongue placement the back of the tongue at the back of the roof of the mouth, stopping the air and then releasing.
- 3. Explain the difference between voiceless and the voicing: Have the learners feel their throats to feel the vibration for voicing.

/k/ is voiceless and /g/ is voiced

4. Ask the learners to raise their <u>left hand</u> if they hear a /k/ as you randomly read words from the OHT. Ask them to raise their <u>right hand</u> if they hear a /g/ sound.



LEFT /k/	RIGHT /g/
cut	gut
curl	girl
come	gum
Cass	gas
lock	log
block	blog
dock	dog
class	glass
came	game

- adapted from <u>Teaching American English Pronunciation</u>, Paul Avery and Susan Elrich. Oxford University Press, 1994.

Part B: Listening

1. Put up the **Pronunciation Journey OHT.** Point out that at each of the junctions, there is a choice of turning left or right.

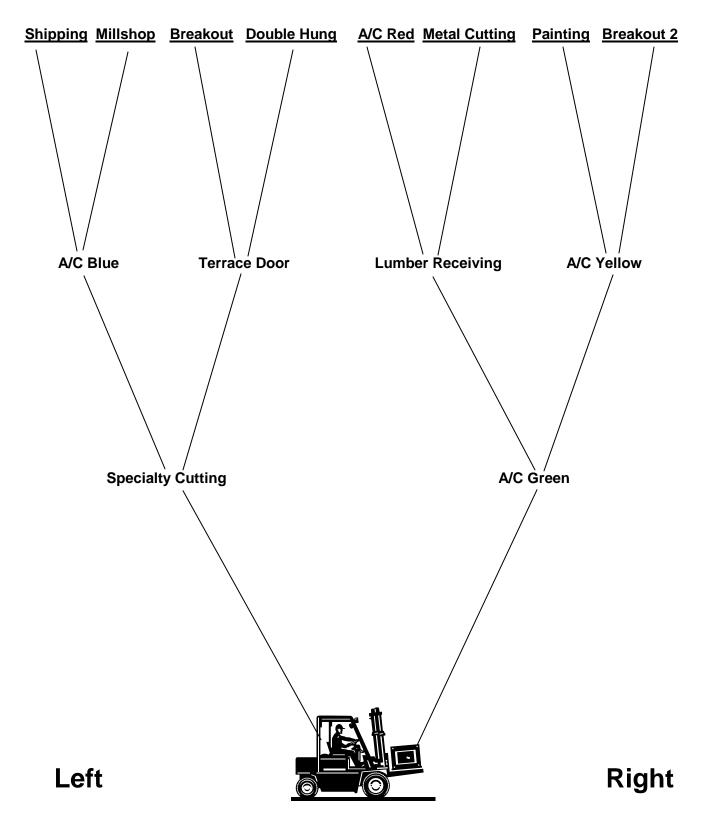
Note to the Instructor

Use the following template but use department names from your worksite.

- 2. Explain that you will read three words from the **OHT**, one word for each junction.
 - If they hear a /k/ sound they are to follow the line to the left
 - if they hear a /g/ sound they should follow the line to the right.

٠	Give an example:	cut	⇔	specialty cutting	(left)
		gum	⇔	terrace door	(right)
		glass	₽	double hung	(right)

- Go over the route together to check the correct route.
- Elicit from them in which department they have arrived in.
- 3. Repeat the activity several times using other words.



Pronunciation Journey OHT

- 4. Lead the class in a listening discrimination task through the use of the Listening Discrimination Worksheet.
 - Hand out one sheet per learner.
 - > Read the pair of words randomly ten times, one set at a time.
 - > Ask the learners to check (\checkmark) what they hear in the boxes.
 - > Mark off on an OHT with the lamp of the projector off.
 - > Turn the lamp on for the learners to check their markings after each set.

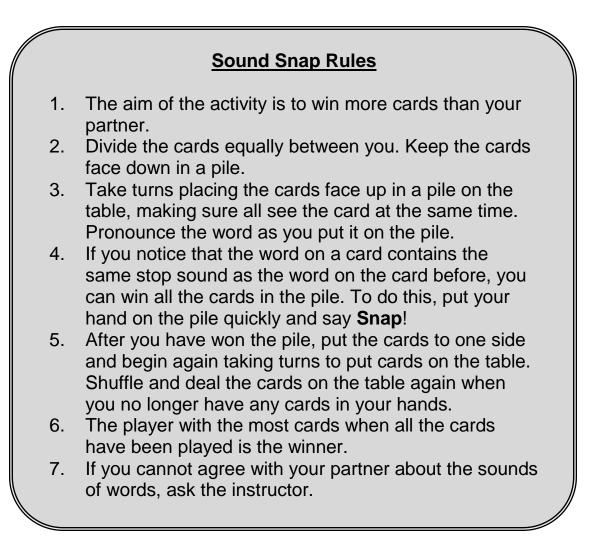
Listening Discrimination

								1	1		,
		1	2	3	4	5	6	7	8	9	10
Α	lock										
	log										
	iug										
		-		•		F	^	7	•	•	40
		1	2	3	4	5	6	7	8	9	10
В	flock										
	flog										
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		1	2	3	4	5	6	7	8	9	10
С	come										
Ŭ											
	gum										
		4		•	A	F	^	7	•	•	40
_		1	2	3	4	5	6	7	8	9	10
D	dock										
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		1	2	3	4	5	6	7	8	9	10
Е	curl										
-	girl										
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_		I	2	3	4	5	0	1	0	9	10
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G	Cass										
	gas										
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Н	Kate										
	gate										
		1	2	3	4	5	6	7	8	9	10
1	class										
	glass				1			1			
	giass										

Listening Discrimination Worksheet/OHT

Part C: Listening and Producing

- 1. Read out some of the words from the Snap activity and ask learners which sound they here, /k/ or /g/.
- 2 Divide the class into pairs and give each pair a pack of **Sound Snap Cards**. (The activity could also be played by learners in groups of three if necessary.)
- 3. Explain and/or give out the rules.



Snap Cards	- Cut on the dotted lines
	¥

key	key	kit	kit	kind	kind	lock	lock
check	check	talk	talk	action	action	question	question
control	control	clean	clean	cut	cut	coffee	coffee

Snap Cards - Cut on the dotted lines

		<u>۲</u>					;
come	come	close	close	take	take	tag	tag
log	bol	gut	gut	gum	unb	can	can
go	OD	gold	gold	cold	cold	gate	gate

English at Work in Manitoba: Manufacturing

Stress S	-	Is - Cut on ⊀	the dotted	line			
curl	curl	girl	girl	Cass	Cass	gas	gas
block	block	blog	blog	glue	glue	clue	clue
dock	dock	gob	gog	flock	flock	flog	flog

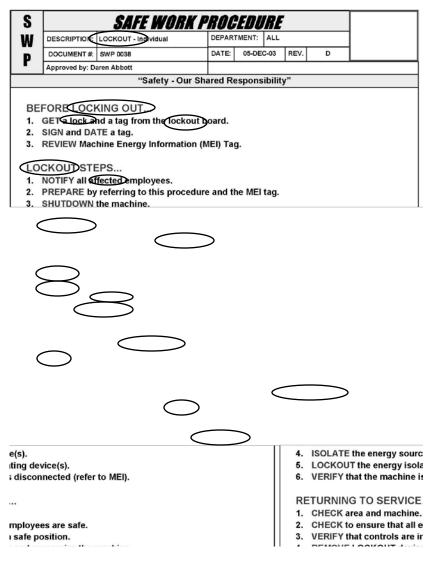
Stress S		ls - Cut on X	the dotted	line			
sock	sock	Kate	Kate	cot	cot	got	got
gate	gate	cake	cake	came	came	game	game
Kili	kill	gill	gill	coat	coat	goat	goat

488

Part D: Sound Spelling Relationship

- Ask the learners to take out their LOCKOUT–Individual SWP page (Focus 1) and circle all the words with the /k/ sound as you read the LOCKOUT–Individual SWP page.
- 2. Elicit from the learners the words they circled and list on the whiteboard/OHT/ or flipchart in appropriate columns.

Answer Key:				
/c	:k/	/c/	/k/	/qu/
lockout	lockout	disconnected	talk	questions
locking out	check	controls		
lock	check	affected		
lockout	lockout	action		
lockout	lockout	can		



- 3. Hand out the **Spelling Worksheet** and present the rule of thumb for spelling the /k/ sound.
- 4. Dictate a series of words, read randomly from the chart, for the learners to write in the appropriate chart on the bottom of the page.

'k' before letter 'e' or 'i'	'c' before letter 'a', 'o', 'u' or consonant	 'k' after long vowel (says its name) 	ʻck' after relaxed vowel	/kw/ spelled 'qu'	ʻch' if of Greek origin
key	сар	take	quick	quiet	school
king	cut	cake	sick	quit	mechanic
kitten	coat	bake	check	quick	stomach
kind	connect	rake	lock	questions	
	cord	Coke			
	come				
	cold				
	came				
	coffee				
	clean				
	close				
	action				
	affect				

k, c, or ck

The /k/ sound is usually spelled 'k'

- before the vowels 'e', 'i', or 'y' as in key or kite
- at the end of a word after a long vowel sound as in take
- after a consonant as in *milk*

The /k/ sound is spelled 'ck'

• after a short vowel as in lock

The /k/ sound is spelled 'c'

- before 'a', 'o', 'u' as in *cap*, *control*, or *cup*
- before a consonant as in *clean*

The /k/ sound is spelled 'ch'

• if the word is borrowed from Greek as in *school*

The /kw/ sound is spelled 'qu' as in question

Write the word dictated by the instructor into the appropriate column.

'k' before letter 'e' or 'i'	'c' before letter 'a', 'o' or 'u'	ʻk' after long vowel	ʻck' after relaxed vowel	/kw/ spelled 'qu'	ʻch' if of Greek origin
					Spalling Workshoot

Spelling Worksheet

Module Nine



Focus 5: Asking Someone to do Something

Language Objectives

to understand the various ways to ask for things to be done

<u>Communication</u> Network Objectives



<u>Essential Skills</u> Objectives

- ➢ Reading Text
- > Document Use
- ➤ Writing
- > Oral Communication
- ➤ Working with Others
- ➤ Continuous Learning
- > Thinking Skills

<u>Materials</u>

- Card Set for each group
- Politeness Order OHT
- Requesting Things OHT

Time: 20 minutes

Check the Machine



- 1. Introduce the concept of asking people to do things. Ask the learners to tell you of situations where they have to ask people to do something for them. There are many situations where this happens:
 - boss to worker
 - co-worker to co-worker
 - friend to friend
 - business requests
 - restaurants etc.
- 2. Explain the different ways of asking that are appropriate in different situations. English shows formality and politeness with the number of words that are used: it is as if we pillow or soften the request with more words.
- 3. Hand out a **Card Set** to each group of 3 or 4 learners and ask them to sort the cards from the least formal or polite or direct to the most formal or polite or indirect.

Check the machine.
Please check the machine.
Can you check the machine?
Check the machine, will you?
Can you please check the machine?
Could you check the machine?
Could you please check the machine?
Will you check the machine?
Will you please check the machine?
Would you check the machine?
Would you please check the machine?
I am busy here, so would you please check the machine?
I am sorry to bother you right now but could you check the machine for me?
Thanks for helping me out by checking the machine since I am so busy.

Card Set

- 3. Put up the **Politeness Order OHT** of the order that most English speakers would consider to be from direct/informal to polite/indirect.
- 4. Explain the different forms and how they are used to indicate politeness and or formality:
 - using direct commands or <u>imperative</u>: Check the machine. [base form of the verb.]
 - use of <u>'please</u>' as a softener Please check the machine.
 - using yes/no <u>question</u> forms reflecting the North American value of needing choice: usually as a tag question
 Check the machine will you? [first auxiliary put before the subject
 - Check the machine, will you? [first auxiliary put before the subject]
 - use of <u>modal auxiliaries</u> in the question form that appeal to will: Can you check the machine? Will you check the machine? [will, can put before the subject]
 - (*will* is more polite than *can* since *will* appeals to both ability and willingness)
 - use of <u>past form of modal auxiliaries</u> to indicate distance or politeness:
 - Could you check the machine? Would you check the machine? [could, would placed before the subject]
 - giving <u>reasons</u> for the request: *I am busy here so could you check the machine please.*
 - <u>apologizing</u> for the request: *I am sorry to bother you but would you check the machine?*
 - <u>showing appreciation</u> for what will be done: Thanks for helping me out by checking the machine.
- 5. Explain that the closer the relationship the more informal you can be such as friend to friend; if you are dealing with strangers you must use the more formal forms; of course, in a supervisor/ employee relationship there can be less formality depending on the request.

Check the machine. Please check the machine. Can you check the machine? <u>Can</u> you <u>please</u> check the machine? Could you check the machine? <u>Could you please check the machine?</u> Will you check the machine? <u>Will you please check the machine?</u> Would you check the machine? <u>Would you please check the machine?</u> I am busy here, so would you please check the machine?

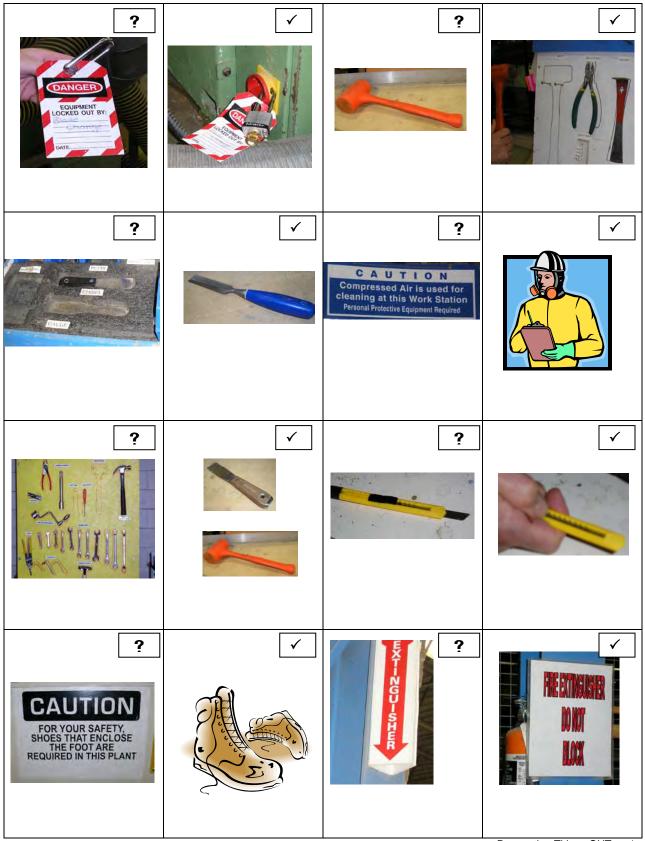
<u>Thanks for helping me out</u> by checking the machine <u>since I am so busy</u>.

495

Politeness Order OHT

6. Put up the **Requesting Things OHT** pictures from the 'Requesting Things' activity and practice the various forms for each request that is implied in the picture. You should elicit why they chose a certain form.

Answer Key:
use lockout
put the mallet back or return the mallet
put the chisel back or return the chisel
use personal protective equipment
return the mallet and chisel to the tool board
retract the blade
wear enclosed shoes or foot protection
get the fire extinguisher
dispose of the damaged blade
use the eyewash station
close the door
sound the horn and drive slowly
wear ear protection
do not smoke
close the saw blade guard
do not drive power equipment
do not wear gloves
pick up your visitor ID
return or put back the tin snips
sign in
0



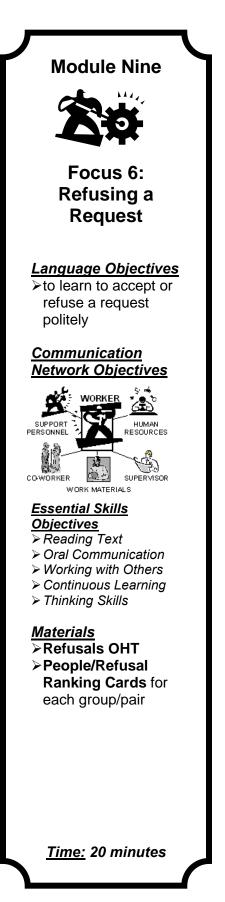
Requesting Things OHT pg 1



Requesting Things OHT pg 2



Requesting Things OHT pg 3



I Can't Do It



- 1. Present the concept that culturally it is expected that you would do what is asked of you.
- 2. However there are many ways to refuse to do something you don't want to do or can't do. Some are very strong and forceful and some are softer.
 - It is important to use the appropriate kind of refusal in a <u>situation.</u>
 - The <u>relationship the speakers</u> have with each other also determines what level of formality or politeness is necessary.
- 3. Using the **Refusals OHT** explain that generally in English, a strong refusal has fewer words and a more formal or polite refusal has more words.
 - Point out examples on the OHT. English uses words to soften or formalize speech; each refusal has more words as it becomes more 'polite.'
 - Point out the use of questions, modals, openers, explanations and the past form for distancing.

Stronger

No!

No, I won't.

No, I can't do it.

Is it okay if I don't?

I'm sorry, but I can't do it.

I'd like to, but I am unable to. I'm sorry.

I'm sorry. I would like to, but I can't because I'm busy that day.

More Polite

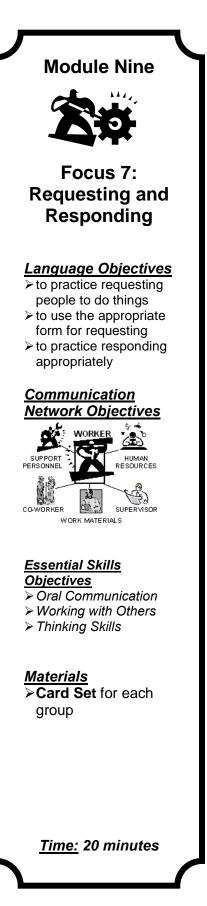
Refusals OHT

- 5. Divide the learners into groups of three or into pairs. Give each group/pair a set of the **People/Refusal Ranking Cards**. Have them first rank the people in order from most formal or distant to closest and most familiar. Then ask them to match appropriate refusals to the people, imagining that each person has asked them to do something that they can't do, and they have to refuse. In this way, they will also be ranking refusals, from most polite to strongest.
- 6. Discuss together the ranking results of each group, asking why they picked certain refusals for certain people. Ensure that the groups are on track.

Suggested answer key although there is room for discussion.		
boss	I'm sorry. I would like to, but I can't because I'm busy that day.	
stranger	I'd like to, but I can't. I'm sorry.	
neighbor	Would it be okay if I didn't?	
mother or father	Is it okay if I don't?	
new friend	I'm sorry, but I can't do it.	
old friend	No, I can't.	
your child	No.	

People Cards ↓	ple Cards \clubsuit Refusal Cards \Downarrow		
boss	I'm sorry. I would like to, but I can't because I'm busy that day.		
stranger	I'd like to, but I can't. I'm sorry.		
neighbor	Would it be okay if I didn't?		
mother or father	Is it okay if I don't?		
new friend	I'm sorry, but I can't do it.		
old friend	No, I can't.		
your child	No.		

People/ Refusal Ranking Cards



Do Me a Favour?



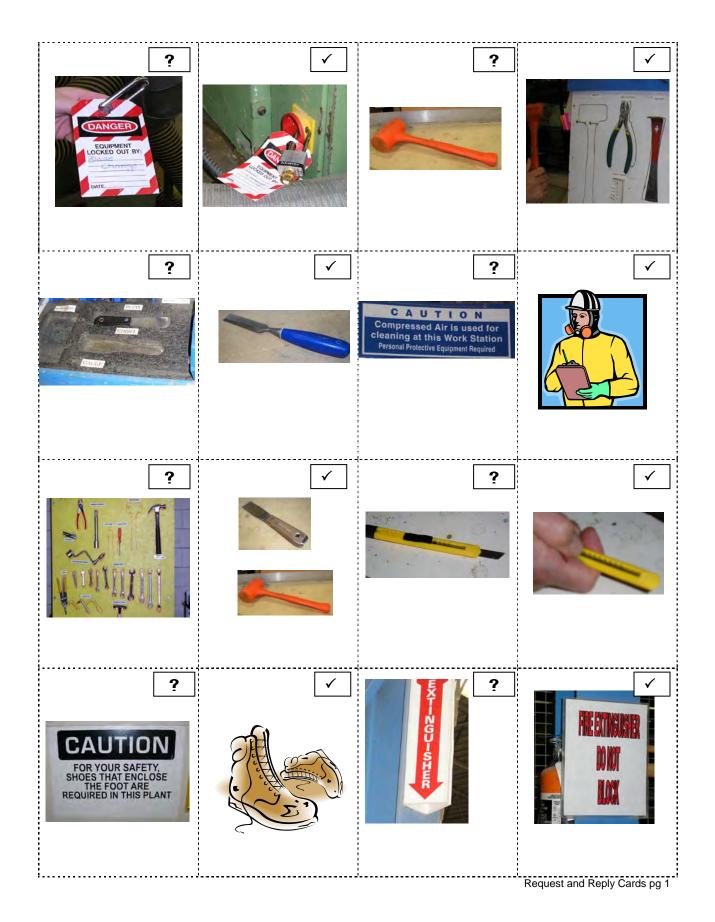
- 1. Divide the class into groups of three or four and give one set of **Request & Reply Cards** to each group.
 - Each set of cards has *request cards*, showing an action that needs doing, and *reply cards*, showing the completed action.
 - *Request cards* have a question mark (?) in the top right- hand corner
 - Reply cards have a tick (☑).
 - The learners are to collect matching pairs of request and reply cards.

Note to the Instructor

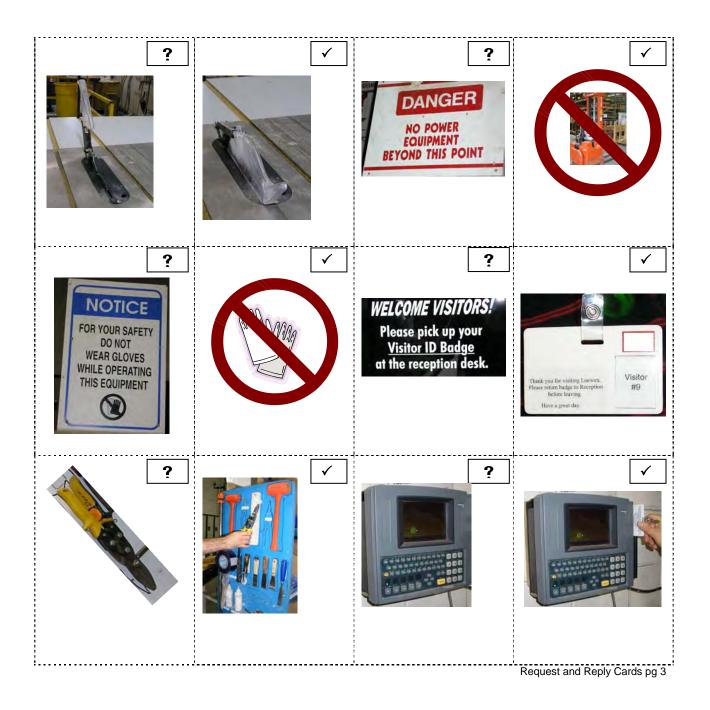
Cards can be made to reflect requests in your worksite.

- 2. Review the language of requesting, agreeing and refusing: using one pair of cards
 - Can/could you lock up the machine?
 - Yes, of course.
 - Sorry, I'm busy/I can't at the moment.
- 3. Explain the rules for doing the task:
 - Have the learners deal out 8 cards to each learner.
 - The remaining cards are placed face down in a pile in the middle of the table.
 - The learners then take it in turn to make requests based on the cards in their hand. The request may be addressed to anyone in the group.
 - When learners have a reply card that corresponds to the request, they should give it to the learner making the request with an appropriate response.
 - When a *request card* is complied with a *reply card*, both cards are discarded.
 - When a request is refused, the learner requesting should take another card from the pile in the middle.
 - The winner is the learner who gets rid of all his cards first.

Note to the Instructor This activity is based on the same principles as the game, *Go Fish*.







Module Nine Focus 8: **Out-of-Class** Task Language Objectives ≻ to show the understanding of the use of numbers in the workplace \succ to use the language necessary for doing the steps Communication **Network Objectives** Essential Skills **Objectives** > Document Use > Numeracy ➤ Writing > Oral Communication > Working with Others > Continuous Learning > Thinking Skills **Materials** >Where are the Numbers Worksheet for each learner >Look,Cover,Write, **Check Worksheet** for each learner <u>Time:</u> 10 minutes

Numbers in Use: Out-of-Class Task



Part A

- 1. Know where numbers are used in your department.
- 2. Hand out the Where are the Numbers Worksheet. Explain how it is to be done using the examples.

Note to the Instructor Use illustrations from your worksite.

3. Remind the learners to discuss this worksheet with their supervisor and have them sign the **Storyboard Sheet**.

Where Are The Numbers?

List the places where numbers are used in your department.

Name of Department: _____

e.g. 1. clock	2. door	3. garbage bin

Where are the Numbers Worksheet

Part B

- 1. To facilitate the learners' writing and spelling development, hand out a **Look, Cover, Write, Check** (LCWC) worksheet to each learner.
- 2. Explain how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose **their own** 10 words, assisting when asked.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.

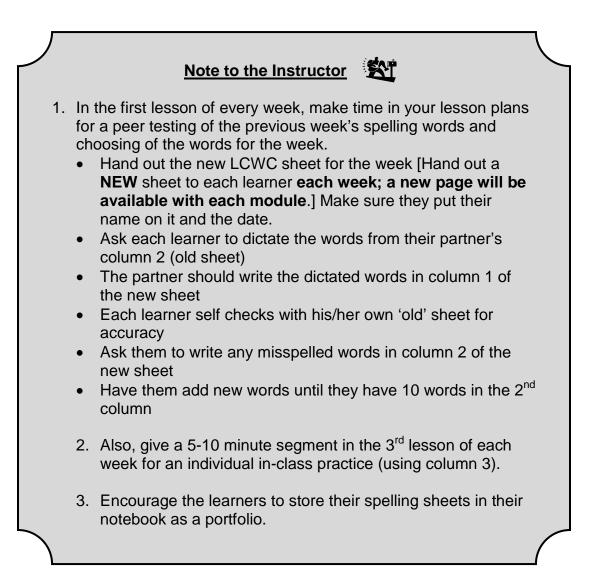
Look, Cover, Write, Check

Name _____ Date _____

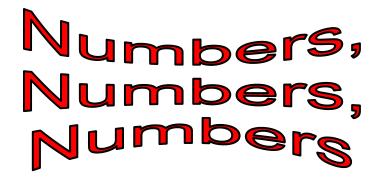
- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2
			Cover Write Check Workshoot

Look, Cover, Write, Check Worksheet







Achieving Goal:

English communication for better Safety, Quality and Productivity

8. Looking at the Main Product: Out-of-Class Task

Making Progress:

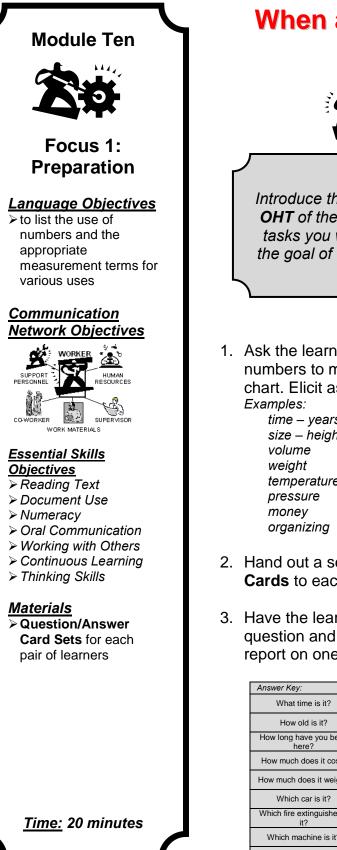
Step by step implementation (use) of English for tasks on the work site 7. How Much Does It Cost?

6. How Cold Is It?

- 5. How Long Have You Been Here?
 - 4. Counting in English
- 3. How Big Is It?
- ed:
- 2. What Is the Date and Time?

1. When and Where Do We Use Numbers?

Getting Started: Learning English for better communication



When and Where Do We Use Numbers?



Note to the Instructor Introduce the module to the learners by putting on an OHT of the title page and explain the progression of tasks you will be doing together in order to achieve

tasks you will be doing together in order to achieve the goal of talking about when and where numbers are used in the workplace.

Part A

 Ask the learners to brainstorm about when we use numbers to measure various things. List them on the flip chart. Elicit as many as possible. Examples:

> time – years, months, days, age, hours, minutes size – height, width, length, depth volume weight temperature pressure money organizing - addresses, phone numbers, order, doors

- 2. Hand out a set of **Question Cards** and a set of **Answer Cards** to each pair. Have them match the cards.
- 3. Have the learners report on the matches by reading the question and describing the picture; have each pair report on one of the matches.

Answer Key:			
What time is it?	4:45; quarter to five	How wide is it?	3 3⁄4"
How old is it?	10 years old	How long is it?	5 metres
How long have you been here?	1 year, since September 2006	How tall is it?	2 feet
How much does it cost?	\$24.50	How cold is it?	– 15°C
How much does it weigh?	450 grams	How hot is it?	30°C
Which car is it?	ALC - 164	How much pressure does it have?	10 psi
Which fire extinguisher is it?	LOOKING HT	Which one do you want?	#32506
Which machine is it?		What is the date?	25/09/2007
Which door should I use?	8	What is the phone number?	1000 A

What time is it?	4:45; quarter to five	How wide is it?	3 ³ ⁄4"
How old is it?	10 years old	How long is it?	5 metres
How long have you been here?	1 year, since September 2006	How tall is it?	2 feet
How much does it cost?	\$24.50	How cold is it?	– 15°C
How much does it weigh?	450 grams	How hot is it?	30°C

Which car is it?	Contraction of the second seco	How much pressure does it have?	10 psi
Which fire extinguisher is it?	FIRE EXTINGUISHER LOCATION 117	Which one do you want?	#32506
Which machine is it?	1542 	What is the date?	25/09/2007
Which door should I use?	02	What is the phone number?	IRON MOUNTAIN 1-800-463-1405 CONFIDENTIAL DOCUMENTS - SECURE SHEEDOW IRON MOUNTAIN 1-800-463-1405 DOCUMENTS CONFIDENTIALS - DOCUMENTAGE PROTOCOL DOCUMENTS CONFIDENTIALS - DOCUMENTAGE PROTOCOL USESTION and Answer Cards pg 2

Note to the Instructor

This section is a sample of a task that could be revised to suit your worksite. Find a document that uses numbers and prepare a worksheet related to it.

Part B: Numbers in the Worksite

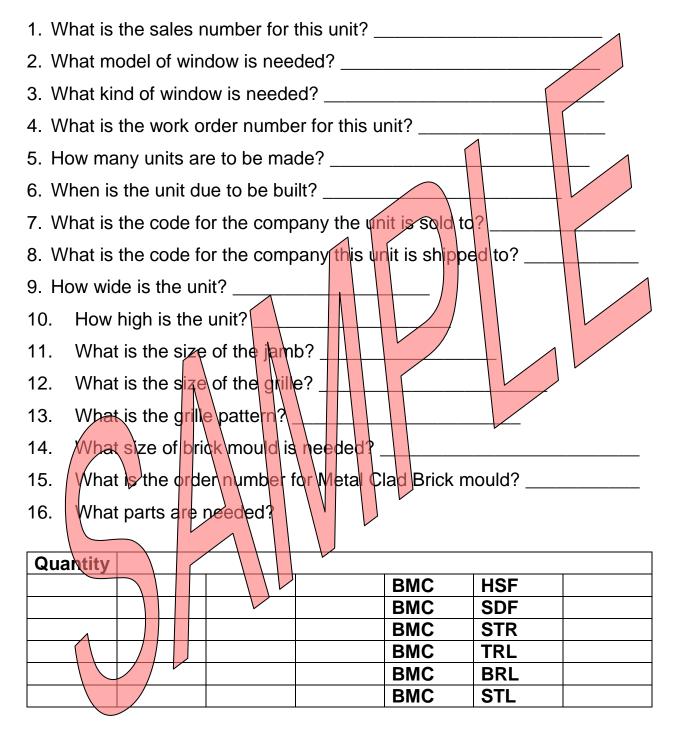
- 1. Hand out a copy of a **Shop Packet**.
- 2. Hand out the Find the Numbers Worksheet to each learner.
- 3. Point out to the learners that we are just working with the numbers at this point but that we will work with the names of the parts of the window in the next unit.
- Have the learners report on their numbers as you write the numbers on the OHT. Remember that this is practice for saying the numbers <u>NOT</u> just getting the 'right' answer.

Answer key: 1.What is the sales number for this unit? 616323 2.What model of window is needed? XS1 3.What kind of window is needed? Access Window 1-wide 10001200A 4.What is the work order for this unit? 616395.004 [specific to each window] 5.How many units are to be made? 1.00 6.When is the unit due to be built? 2007/05/17							
7.What is the code for the com							
8.What is the code for the com 9.How wide is the unit? 1000	ipany t	nis unit is sh	ipped to?	802801			
10.How high is the unit? 1200)						
11.What is the size of the jaml							
12.What is the size of the grille		nm (3/4")					
13.What is the grille pattern? 1	1 x 2						
14.What size brick mould is ne	eded?	2 " metal [1	00012001	16]			
15.What is the order number f	or Meta	al Clad Brick	mould?	232915.0	00		
16.What parts are needed?							
Quantity							
2 0999.5	1609	694875	BMC	HSF	8AF		
2 1199.5	1609	694875	BMC	SDF	8CF		
2 1151.0	1609	637626	BMC	STR	8FF		
1 0818.0	0484	637623	BMC	TRL	2AS		
1 0818.0	0484	637622	BMC	BRL	2BS		
2 1115.0	0484	637623	BMC	STL	2DS		



Shop Packet

Find the Numbers



Find the Numbers Worksheet

Module Ten



Focus 2: Vocabulary of the Calendar and the Clock

Language Objectives

- 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 to and after, quarters, half past
- to use the appropriate preposition for time: *in*, *at*, for
- to express how long for 5 minutes, 45 minutes, etc., since 5 o'clock etc.
- to use terms such as noon, midnight, morning, evening, afternoon, etc.

<u>Communication</u> <u>Network Objectives</u>



Essential Skills Objectives

- Reading Text
- > Document Use
- Numeracy
- ➤ Writing
- > Oral Communication
- Working with Others
- > Continuous Learning
- Thinking Skills

<u>Materials</u>

OHTs
 worksheets for learners

<u>Time:</u> 45 minutes

What Is the Date and Time?

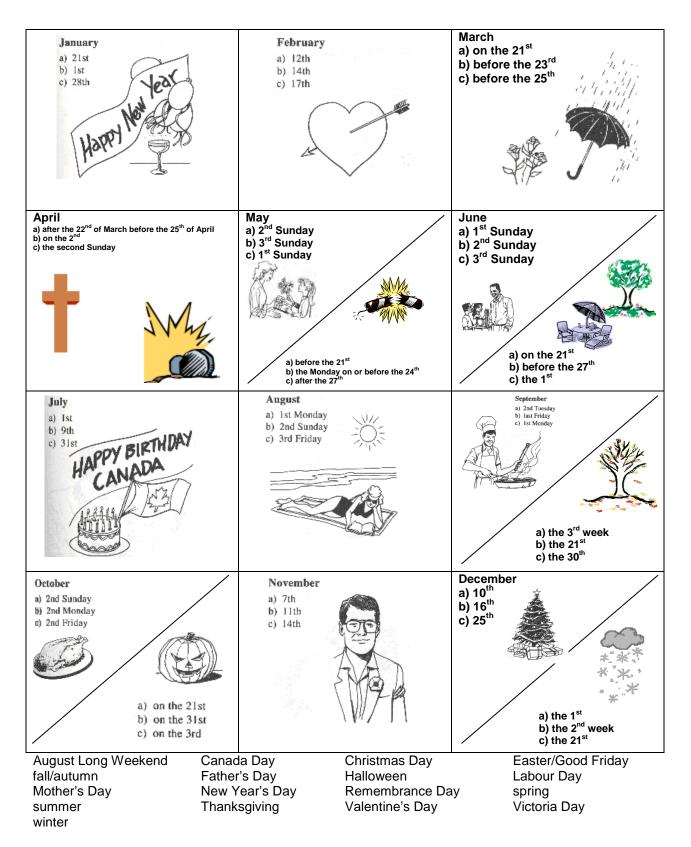


Part A: The Calendar

- 1. Ask the learners to work in pairs to write in the name of the special dates on the **Canadian Special Days Worksheet**.
- Instruct them to circle the correct date for each of the special dates on the Canadian Special Days Worksheet.
- 3. Ask the pairs to report their answers to the whole class.

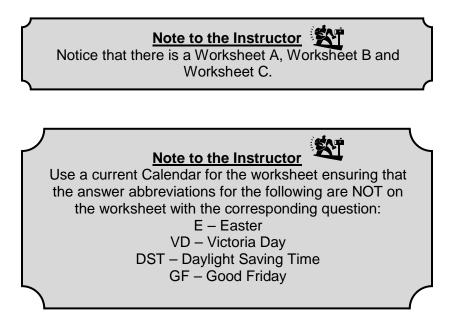
<i>Answer Key:</i> January	New Year's Day	b) 1 st
February	Valentine's Day	b) 14 th
March	· ·	a) 21 st
	spring	
April	Easter/Good Friday	a) after 22 nd of
March		before April 25
May	Mother's Day	a) 2 nd Sunday
May	Victoria Day	b) Monday on or
		before the 24 th
June	Father's Day	c) 3 rd Sunday
June	summer	a) 21 st
July	Canada Day	a) 1 st
August	August Long Weekend	a) 1 st Monday
September	Labour Day	c) 1 st Monday
September	fall/autumn	b) 21 st
October	Thanksgiving	b) 2 nd Monday
October	Halloween	b) 31 st
November	Remembrance Day	b) 11 th
December	winter	c) 21 st
December	Christmas Day	c) 25^{th}
December	Official Day	0,20

Note: A <i>Speaking Assessment (Stage 2)</i> page* has been added to the end of this Focus. This page could be used as a record sheet of your learners' speaking proficiency levels as you observe them doing				
		mbers are according to the		
Canadian Language				
*Listening Assessment	(Stage 1: CLB 1-4) p. 28	(Stage 2: CLB 5-8) p. 451		
		(Stage 2: CLB 5-8) p. 541		
*Writing Assessment ((Stage 1: CLB 1-4) p. 162	(Stage 2: CLB 5-8) p. 603		
*Reading Assessment ((Stage 1: CLB 1-4) p. 189	(Stage 2: CLB 5-8) p. 477		



Canadian Special Days Worksheet

4. Hand out copies of the Calendar Worksheets to groups of three learners.



5. Instruct the learners to take turns asking and answering questions. The learners should write in the answer that their partners give them.

	FEBRUARY 2009	MARCH 2009
<u>SM</u> TWTFS	S M T W T F S	SM TW TFS
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11 12 13 14 15 16 17	8 9 10 11 12 13 14 15 16 17 18 19 20 21	8 9 10 11 12 13 14 15 16 17 18 19 20 21
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28
25 26 27 28 29 30 31		29 30 31
APRIL 2009	MAY 2009	JUNE 2009
<u>s m t w t f s</u> 1 2 3 4	<u>SMTWTFS</u>	<u>SMTWTFS</u>
5 6 7 8 9 2 10 11	12 3456789	1 2 3 4 5 6
12 13 14 15 16 17 18	3 4 5 6 7 8 9 10 11 12 13 14 15 16	7 8 9 10 11 12 13 14 15 16 17 18 19 20
19 20 21 22 23 24 25	17 18 19 20 21 22 23	14 15 16 17 18 19 20 21 22 23 24 25 26 27
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30
20 27 20 27 50	31	20 29 50
JULY 2009	AUGUST 2009	SEPTEMBER 2009
5 M T W T F S	SM TW TFS	SM TW TF S
1 2 3 4	1	1 2 3 4 5
5 6 7 8 9 10 11	2 3 4 5 6 7 8	6 7 8 9 10 11 12
12 13 14 15 16 17 18	9 10 11 12 13 14 15	13 14 15 16 17 18 19
19 20 21 22 23 24 25	16 17 18 19 20 21 22	20 21 22 23 24 25 26
26 27 28 29 30 31	23 24 25 26 27 28 29 30 31	27 28 29 30
OCTOBER 2009	NOVEMBER 2009	DECEMBER 2009
~~.~~~~~~		
<u>S M T W T F S</u>	SMTWTFS	<u>SMTWTF</u> S
	<u>s m t w t f s</u> 1 2 3 4 5 6 7	<u>s m t w t f s</u> 1 2 3 4 5
<u>SM</u> TWTFS		
<u>s m t w t f s</u> 1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12
<u>s m t w t f s</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
S M T W T F S 1 2 3 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 What day is New Year's? What is the date of the third	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 30 5 6 7	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 30 5 6 7	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
S M T W T F S 1 2 3 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 What day is New Year's? What is the date of the third	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
S M T W T F S 1 2 3 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 What day is New Year's? What is the date of the third What day is Valentine's Day	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
S M T W T F S 1 2 3 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 What day is New Year's? What is the date of the third What day is Valentine's Day When is the end of Daylight What is the date of Victoria	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
S M T W T F S 1 2 3 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 What day is New Year's? What is the date of the third What day is Valentine's Day When is the end of Daylight	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Worksheet B

	JANUARY 2009							
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1. When is your birthday? _____

2. How would you write out the date in numbers for December 20th? _____

29 30

3. What is the month in this date: 05/07/2009? ______

4. What day is Christmas on in 2009?

- 5. What is the date of Good Friday in 2009?
- 6. What day does July 1st fall on? _____

7. What is the date of Thanksgiving in 2009? _____

Worksheet C

JANUARY 2009									
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JUNE 2009

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DECEMBER 2009

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27	28	29	30	31		

1. When is the Labour Day Holiday in 2009? _____

2. What day is your birthday on? ______

3. When is Father's Day?

- 4. What is the date of the third Tuesday in November? _____
- 5. How would you write the date in numbers for March 31? _____

6. What is the month in this date: 10/11/2009? _____

7. When is Easter in 2009? _____

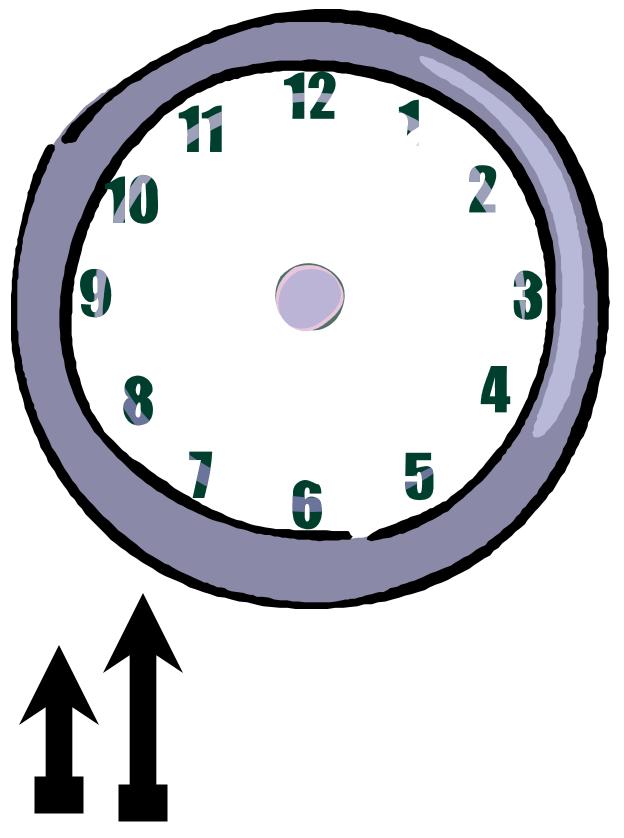
Part B: Telling Time

- 1. Write on the whiteboard the following questions: What time is it? Do you have the time?
- 2. Elicit possible answers for the current time.
- 3. Explain the difference between a clock face or digital using the **Clock Faces OHT**.

Time	Digital Clock Face	Numerical Clock Face
2:00	2:00	
2:05	2:05	
2:15	2:15	
2:20	2:20	
2:30	2:30	
2:45	2:45	
2:50	2:50	

Clock Faces OHT

- 4. Hand out the **Individual Clocks** made from card stock. Call out various times and ask the learners to move the hands appropriately.
- 5. Then ask all the learners to make a time on their clocks. Ask each of them, *What time is it?* or *Do you have the time?*
- 6. Put the learners into pairs and ask them to take turns making different times on their clocks and asking each other the time.
- 7. Circulate to assist if needed.



Individual Clock

8. Explain how we use the terms for the duration of time using the **Time Prepositions OHT**:

minutes, 1/₂ hour etc.

Explain the difference between:

I will arrive <u>at</u> 2:30 and I'll be there <u>in 10 minutes</u>, or 2 hours. <i>I was there <u>for</u> 10 minutes or I have been here <u>for</u> 10 minutes 'for' is used for the idea of duration

- 9. Have all the learners put their clocks at 10 o'clock. Ask them what time the following events took place or will take place:
 - a) I will be there in 5 minutes.
 - b) I have been here for 10 minutes.
 - c) You may leave in 45 minutes.
 - d) I came at 9:30.
 - e) Return at 10:45.

when?

at X point of time e.g. I came at 4:30. I'll leave at 6:00.

from a point of time $X \rightarrow$

in

period of time
e.g. We'll leave in 20 minutes.



Please come back in 24 hours.

How long?

duration of time e.g. You'll work for ten hours. They slept for 20 minutes.





Time Prepositions OHT

10. You may want to remind the learners about Daylight Saving Time, especially if you are close to the time for the change. Fill in the appropriate dates into the **Daylight Saving Time OHT.**

532

Daylight Savings Time

Daylight Savings Time Ends 2:00 a.m.

1st Sunday, November ____



Set your clocks back one hour.





Daylight Savings Time Begins 2:00 a.m.

2nd Sunday, March _____

Set your clocks <u>ahead</u> one hour.







Daylight Saving Time OHT

11. Hand out the **Term Worksheet** for them to work on in pairs.

Answer Key:		
morning when the sun rises (approx 6am – 12 noon)	midnight	evening
sunrise	daytime	afternoon
the sun coming up in the	when the sun is up	
morning in the east	(approx 6am – 6pm)	after 12 noon – 6pm
nighttime when it is dark (approx 6pm – 6am)	sunset	dawn when the sun is rising
dusk	noon	a.m.
when the sun is setting		12 midnight until 12 noon
	p.m.	

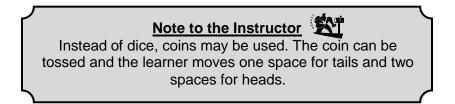
Write in the proper term above the pictures.

evening daytime	e morning af
a.m. p.m.	midnight
dawn dusk	sunset

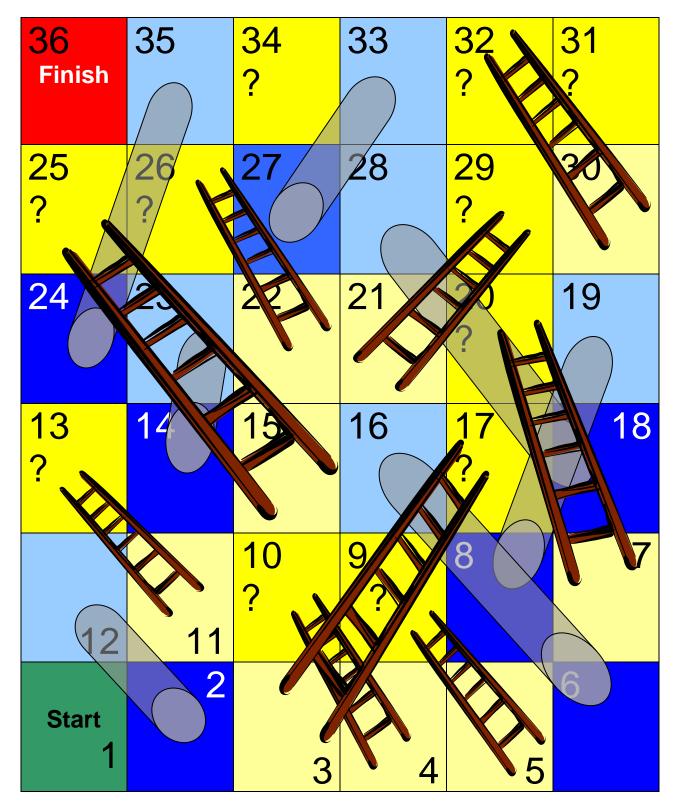
when the sun rises (approx 6am – 12 noon)		6pm – 10pm
the sun coming up in the morning in the east	when the sun is up (approx 6am – 6pm)	after 12 noon – 6pm
when it is dark (approx 6pm – 6am)	the sun going down in the evening in the west	when the sun is rising
when the sun is setting		12 midnight until 12 noon
	12 noon until 12 midnight	Terms Worksheet

Part C: Asking the Time

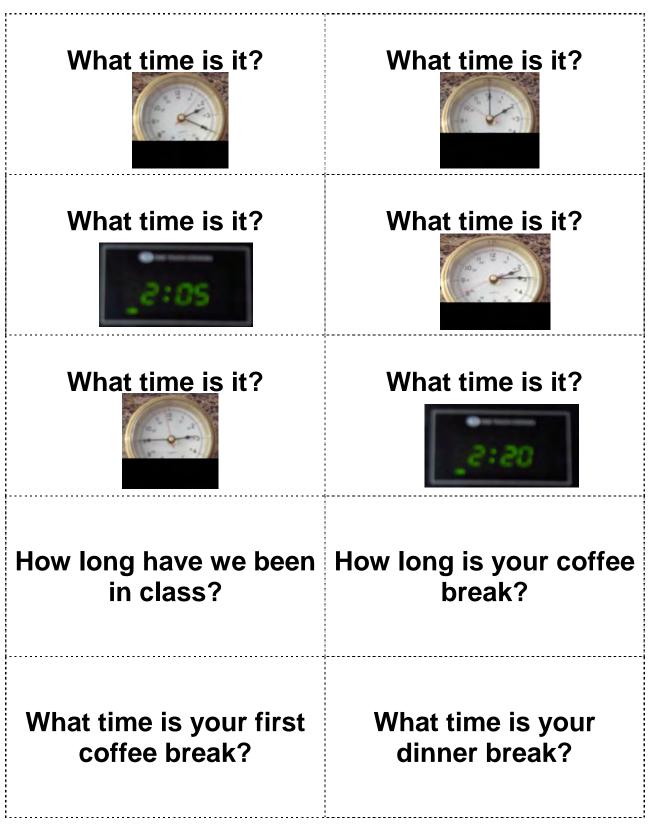
1. Divide the class into groups of 3 or 4 and hand out the **Ladders and Tubes Discussion Board**, markers, a die and a set of **Question Cards** to each group.



- 2. Explain the process:
 - Take turns moving the number on the die they throw.
 - Move <u>up</u> the ladders and <u>down</u> the tubes when they land on them.
 - Landing on a ? they must take a question card and answer the question.
 - The one who arrives at the top first, is the winner.



Tubes and Ladders Discussion Board



Question Cards pg 1

What time is your second coffee break?	What time do you finish your shift?
What time do you come to work?	How long is your trip home from work?
How long is your commute to work?	How much longer do we have for class?
When will you go to your department?	How long is your shift?
What will you do in 15 minutes?	What time is noon?

Question Cards pg 2

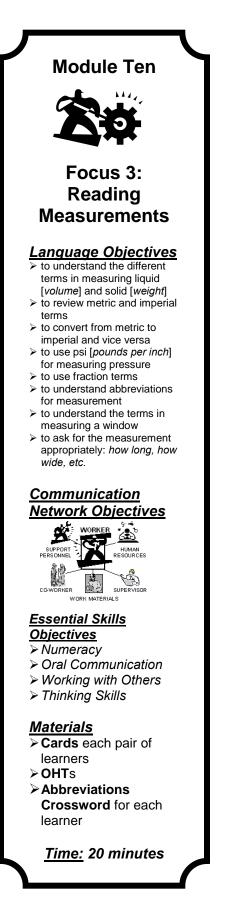
What time is midnight?	When is morning?
When is afternoon?	When is evening?
When is night?	What is A.M.?
What is P.M.?	What time is it?

Question Cards pg 3

		<u></u>		-									
		 Initial Intermediate Proficiency: pronunciation are frequent and sometimes impede communication Developing Intermediate Proficiency: pronunciation errors are frequent and sometimes impede communication Adequate Intermediate Proficiency: pronunciation errors are still frequent but rarely impede communication errors rarely impede communication 	thm	u	8	8	8	8	8	8	8	8	8
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	Pronunciation	 Initial Intermediate Proficiency: pronunciation are frequent and sometimes impede communication Developing Intermediate Proficiency: pronunciation Developing Intermediate Proficiency: pronunciation Adequate Intermediate Proficiency: pronunciation Fluent Intermediate Proficiency: pronunciation error rarely impede communication 	1		8	8	8	8	8	8	8	8	~
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		 5. Initial Intermediate Proficiency: can use a variety of simple structures and some complex ones with occasional reductions. Grammar errors are frequent and sometimes impede communication. 6. Developing Intermediate Proficiency: can use a variety of structures with some omission/ reduction of elements (e.g. articles, past tense) Grammar errors are frequent and sometimes impede communication. 7. Adequate Intermediate Proficiency: can use a variety of sentence structures (including compound and complex sentences) and an expanded inventory of concrete and common cidiomatic language. Grammar errors are still frequent but rarely impede communication as use a variety of sentence structures, including embedded/report structures and an expanded inventory of concrete, idiomatic and conceptual language. Grammar errors rarely 			6	6	6	9	6	9	9	6	9
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	e												
	renc	iciency connec connec cause) a ons and e discou frequer / or / or ficienc rse.			8	8	8	8	8	8	8	8	∞
Date:	ourse Coherence	 Initial Intermediate Proficiency: can demonstrate discourse that is connected (and, but, first, next, then, because) and reasonably fluent, but hesitations and pauses are frequent. Developing Intermediate Proficiency: can demonstrate discourse that is reasonably fluent, with frequent normal hesitations. Adequate Intermediate Proficiency: discourse is reasonably fluent, with frequent self-corrections and/or rephrasing. Fluent Intermediate Proficiency: is reasonably fluent in discourse. 			7	7	7	7	7	7	7	7	4
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She	Disco	 Initial Intermed demonstrate discour damonstrate discour (and, but, first, next, reasonably fluent, bi pauses are frequent. Developing Into Proficiency: can de that is reasonably fluence discourse is reasonably fluent frequent self-correct rephrasing. Fluent Intermed is reasonably fluent is 			5	5	5	5	5	5	5	5	LC
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Speaking Assessment Stage 2*

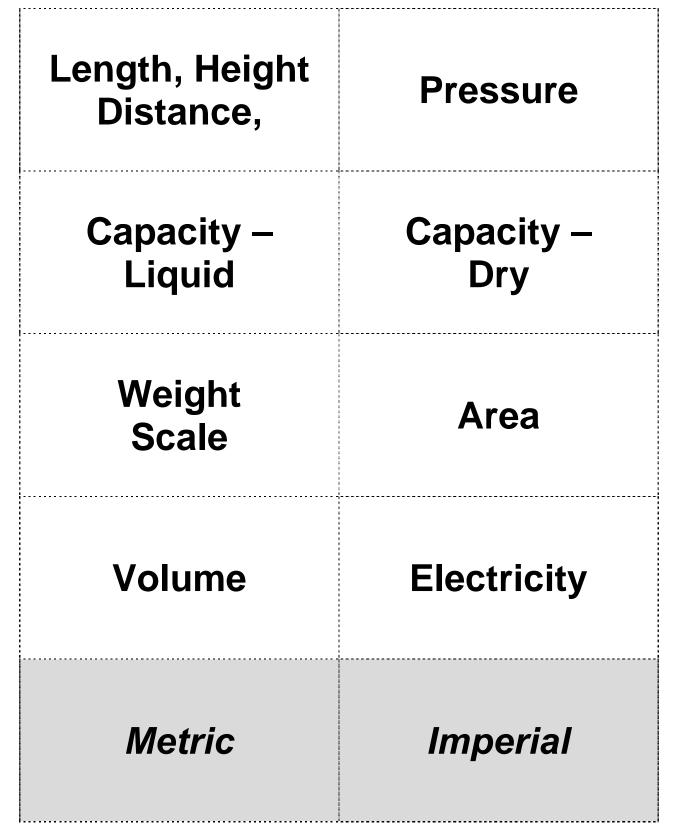
*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Speaking Stage 2



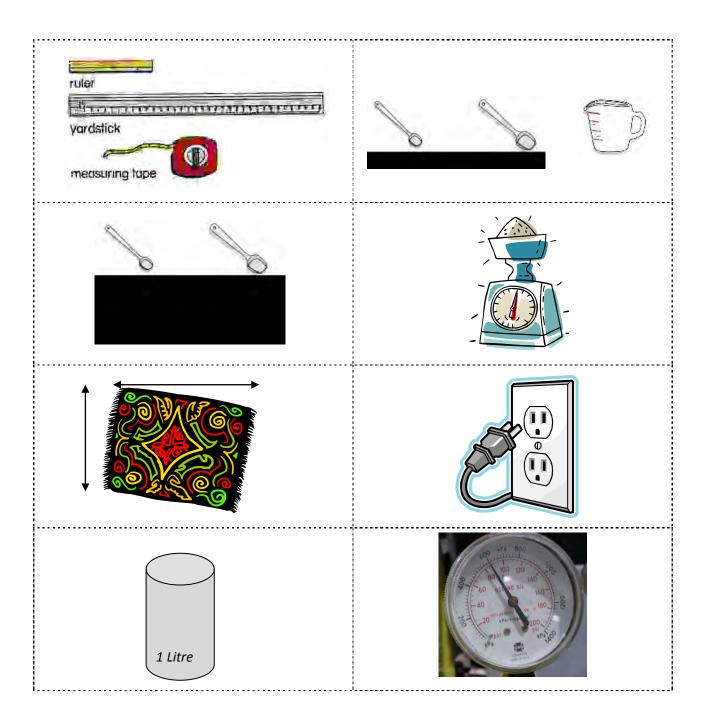
How Big Is It?



- 1. Ask the learners to estimate the following:
 - How long is the room?
 - How high is the ceiling?
 - How wide are the desks?
 - How heavy are the chairs?
 - How much water is in the bottle? [Use various things around the room.]
- Point out that we were using different words for the measurements. Hand out the What is Being Measured Cards with the items that can be measured to each pair.
- 3. Read the words on the **What is Being Measured Cards/ OHT** and have them repeat after you and discuss the various things that are measured.
- 4. Explain that there are <u>two</u> terms of measurement metric and imperial units.



What Is Being Measured Cards/OHT



Item Cards/OHT

- 5. Hand out the **Measurement Word Cards** and ask them to categorize them by what is being measured and whether it is metric or imperial.
 - Instruct the learners to put the *What is Being Measured Cards* across the top of the table and the *Metric/Imperial Cards* down the left side so that when they are finished it will look like the following:

	Area	Capacity Dry	Capacity Liquid	Electricity	Length	Pressure	Volume	Weight
metric		ý	1					

6. Have one set of **What is Being Measured Cards** on the wall. Ask each pair to tell the rest of the class what they have under one of the headings and then stick their cards under the heading on the wall.

Answer Key:									
	Area	Capacity Dry	Capacity Liquid	Electricity	Length	Pressure	Volume	Weight	
imperial	- square inch - square foot - square yard - square mile	dry quart teaspoon tablespoon	quart pint cup ounce tablespoon teaspoon	ampere volt watt	inch foot yard mile	pounds per square inch	cubic inch cubic foot cubic yard	ounce pound ton	
metric	- square centimetre - square metre - square kilometre	litre	litre		metre centimetre millimetre kilometre		- cubic centimetre - cubic metre - litre	gram kilogram tonne	

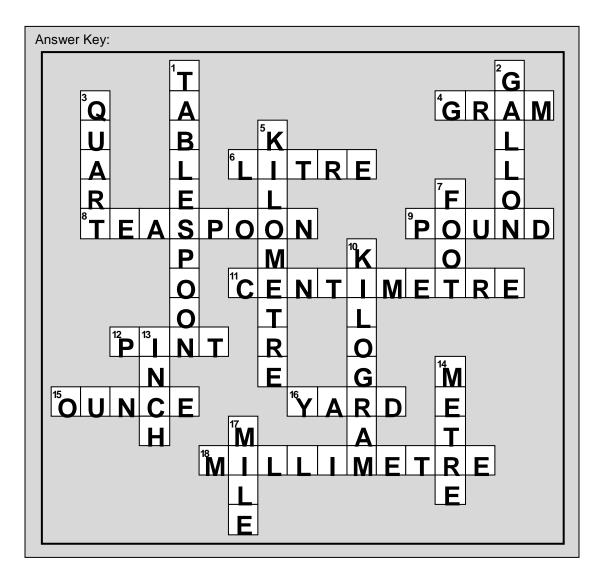
imperial

metre	centimetre	square centimetre		
millimetre	kilometre	square metre		
inch	foot	square kilometre		
yard	mile	square inch		
gram	kilogram	square foot		
tonne	ounce	square yard		
pound	ton	litre		

Metric/Imperial Measurement Word Cards pg 1

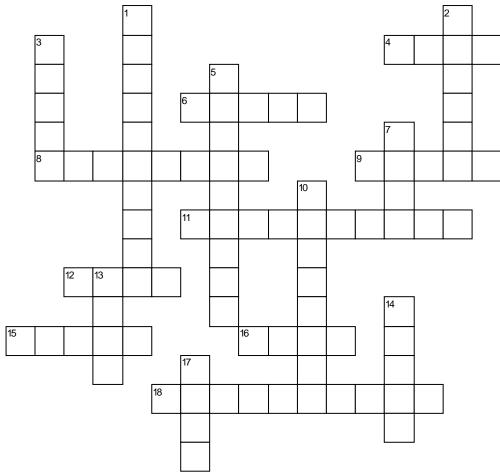
cubic inch	cubic foot	cubic yard		
quart	pint	litre		
cup	teaspoon	litre		
dry quart	pounds per square inch	ampere		
volt	watt	teaspoon		
tablespoon	tablespoon	ounce		
square mile	cubic centimetre	cubic metre		

Metric/Imperial Measurement Word Cards pg 2



7. Hand out the **Abbreviations Crossword** with the terms and equivalents. Let them work in groups of three.

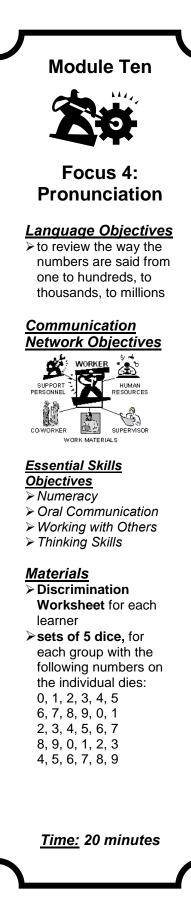
Abbreviations Crossword



www.CrosswordWeaver.com

ACROSS	DOWN
4. g	1. tbs
6. I	2. gl
8. tsp	3. qt
9. lb	5. km
11. cm	7. ft
12. pt	10. kg
15. oz	13. in
16. yd	14. m
18. mm	17. mi

Abbreviations Crossword



Counting in English



Part A: Hearing and Producing Numbers

- 1. Review the way the numbers from one to twenty are said by counting.
 - point out the way the 'teens' are stressed:
 > stress on the <u>first syllable</u> when listing or contrasting with the 'tys' such as *thirteen cf thirty;* > stress on the <u>second syllable</u> if the 'teen' is before a word (e.g. thirteen children) or if the 'teen' is the last word in a phrase, (e.g. there are 13).
 - point out the importance of pronouncing /th/ with the tongue touching the finger as it is placed in front of the mouth.
- 2. Review how we add the 10s *twenty-one, thirty-two, forty-three etc.*
- 3. Write two vertical lists of numbers on the black-board.
 - List A on the left : 13, 14, 15, 16, 17, 18, 19
 - List B on the right is 30, 40, 50, 60, 70, 80, 90
 - Say a sentence or short phrase using one of the numbers from one of the lists, such as 'thirteen people' or simply the number depending on what aspect of stress you want to practice, but practice both.
 - Ask the learners to call out A or B. For example, if they hear 13 they should call out A. If they hear 30, then they should call out B.
- 4. Divide the learners into pairs and give each learner a copy of the **Discrimination Worksheet**.
 - Instruct them to fold the paper vertically along the dotted line so only one side is visible. Learner A uses the A side and Learner B uses the B side.
 - Instruct Learner A to read a sentence. Learner B should circle the number he/she hears.
 - After each sentence, the speaker should check to ensure that the listener has circled the correct number.
 - When Learner A has finished his/her sentences, Learner B becomes the reader and Learner A becomes the listener.

Learner A		Learı	ner B
1. Thirteen of the windows were wrapped.		13	30
2. The box contained	d forty hammers.	14	40
3. Two hundred and to the meeting.	fifty employees came	215	250
4. Fifteen supervisor	s spoke.	15	50
5. There were thirty department.	saws in the	13	30
6. The class was ninety minutes long.		19	90
Learner B		Learı	ner A
\$818.00	\$880.00	1. The large window and eighteen dolla	-
17	70	2. Seventy trucks dro	ove up to the dock.
19	90	3. The nineteen men loaded the truck.	
113	130	4. One hundred and thirty units were shipped to Vancouver.	
314	340	5. The unit needed th fourteen nails.	nree hundred and
16	60	6. It took sixty minute	es to make the unit.

Discrimination Worksheet

Optional Activity: Telephone Race

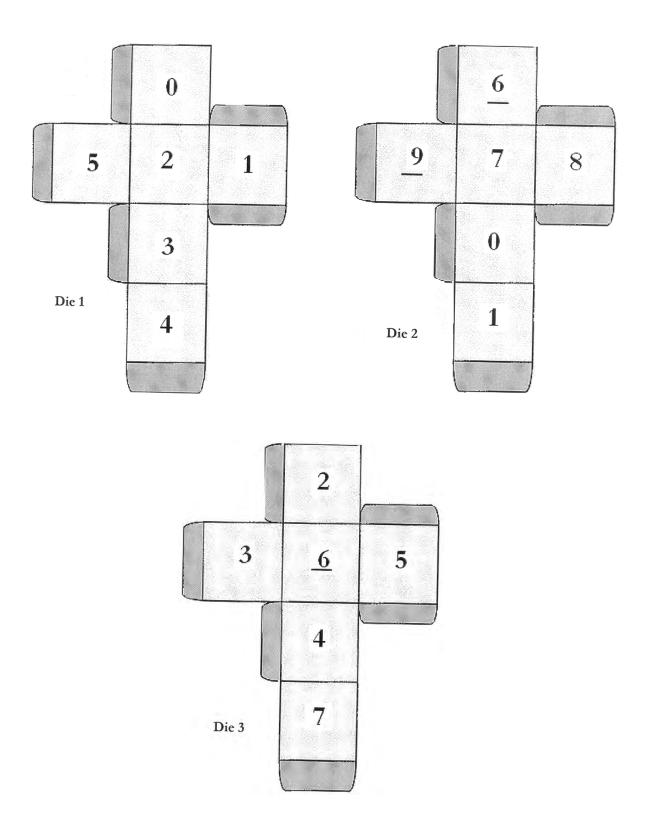
- 1. Divide the class into two groups.
- 2. Have the learners stand or sit in a line.
- 3. Write a four-digit numbers on a pieces of paper that includes teen and/or ten numbers (i.e. 1430)
- 4. Have the first person from each group come up and look at one of the numbers.
- 5. The two learners then go and whisper the number in the next person's ear and then this learner whispers to the next learner, this continues down the line until the last person goes to the black board and writes the number they heard.
- 6. Continue the game by having the first person move to the end of the line and the next two learners from each group start the race.

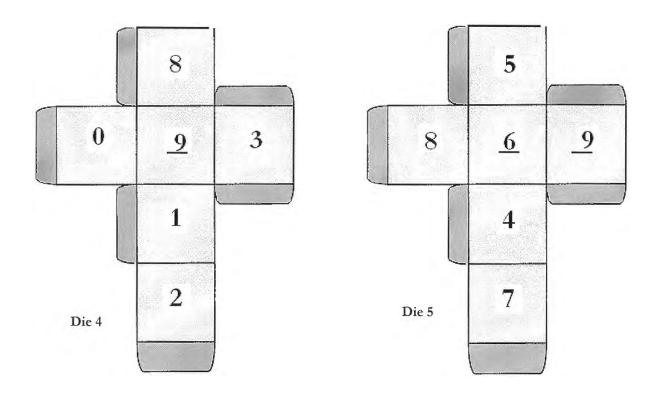
552

Part C: Production

- 1. Review how we add the 100s one hundred and one, two hundred and twenty, three hundred and sixty-three etc.
- 2. Review how we add the 1000s one thousand and six etc.
- 3. Review how we add the millions one million, two thousand, six hundred and five
- 4. Hand out **Dice** to groups of 5 learners one die per learner
 - the first learner throws his die and says the number, *e.g.* 3
 - the second learner throws his die and says the number that the two die form, *e.g.* 38
 - the third learner throws his die and says the number that the three die form, *e.g.* 384
 - the fourth learner throws his die and says the number that the four die form, *e.g.* 3842
 - the fifth learner throws his die and says the number that the five die form, e.g. 38427
 - start another round with the 2nd learner starting
 - continue in this way until all the learners have started with the first die

Die forms: To make the die, fold along all lines, making into a cube then glue the shaded tabs to form the cube. *Optional:* for a heavier cube, stuff with cotton batten.





555

Module Ten



Focus 5: Talking about the Past

Language Objectives

- 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

<u>Communication</u> <u>Network Objectives</u>



Essential Skills Objectives

- > Numeracy
- > Oral Communication
- > Working with Others
- > Thinking Skills

<u>Materials</u>

- Timeline Worksheet/OHT for each learner
- Reference Page
- > Past in Relation to
- Present Page/OHT > Find Someone Who...
- Worksheets > Question Cards for each
- group

<u>Time:</u> 30 minutes

How Long Have You Been Here?



Part A: Meaning and Use of Past Form

- 1. Put up the **Time Line OHT**. Mark it with the years of major events of your life.
- 2. Hand out copies of the **Time Line Worksheet** to the learners. Instruct them to mark the major events of their lives.

My Time Line

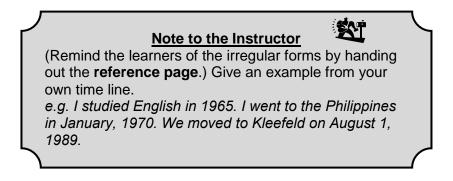
<u>2008</u>

in - year or month

on – day

Time line Worksheet and OHT

3. Review the information of the past form and present the use of the *-ed form* to refer to specific dates in the past.



- 4. Point out the use of 'in' to refer to months or years and 'on' for days.
- 5. Ask various learners to report on specific past events in their lives, referring to their time lines.

Simple Form	Simple Past	Past Participle	Simple Form	Simple Past	Past Participle
be	was, were	been	forget	forgot	forgotten
beat	beat	beaten/beat	forgive	forgave	forgiven
become	became	become	get	got	got/gotten
begin	began	begun	give	gave	given
bend	bent	bent	go	went	gone
bet	bet	bet	have	had	had
bite	bit	bitten	hear	heard	heard
bring	brought	brought	hit	hit	hit
build	built	built	know	knew	known
catch	caught	caught	lay	laid	laid
choose	chose	chosen	leave	left	left
come	came	come	let	let	let
cost	cost	cost	lose	lost	lost
cut	cut	cut	pay	paid	paid
do	did	done	quit	quit	quit
eat	ate	eaten	read	read	read
feed	fed	fed	ring	rang	rung
feel	felt	felt	run	ran	run
fight	fought	fought	swear	swore	sworn
find	found	found	swim	swam	swum
say	said	said	swing	swung	swung
seek	sought	sought	stick	stuck	stuck
shake	shook	shaken	take	took	taken
show	showed	shown/showed	tear	tore	torn
sing	sang	sung	think	thought	thought
speak	spoke	spoken	throw	threw	thrown
spend	spent	spent	understand	understood	understood
spread	spread	spread	wear	wore	worn
stand	stood	stood	wind	wound	wound
steal	stole	stolen	write	wrote	written

IRREGULAR VERBS

Reference Page

6. Hand out Find Someone Who... in the Past worksheet.

- Demonstrate how to ask a past question using When did you arrive in Canada?
- You may want to demonstrate all 8 questions first.
- Instruct the learners to ask 8 different people.
- Have various learners report back to the class on their findings.

Find Someone Who...in the Past

Ask questions such as When did you arrive in Canada? When you get the reply write in the person's name and date. Ask 8 different people.

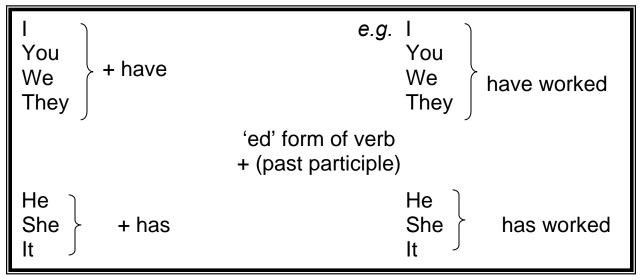
1	arrived in Canada in
2	moved to Manitoba in
3	began to work here in
4	started English classes on
5	left his/her birth country in
6	took special training in
7	got married on
8	had his/her first child in

Part B: Meaning and Use of Present Perfect Form

- 1. Hand out the Past in Relation to Present Page.
 - Present the use of the 'have' + -ed form to talk about past events in relationship to the present but not the specific date.
 - Point out the irregular forms in the 3rd column of the **Reference Page**.

SPEAKING ABOUT THE PAST IN RELATIONSHIP TO THE PRESENT

FORM



USE

• To express the idea that something happened before now, but the exact time is not important.

e.g. I have lived there.

• Used with 'for' or 'since' to express that a situation began in the past and continues to the present.

e.g. I have lived here since 1989. We have worked for three hours.

'For' is used to talk about the <u>length</u> of a period of time. e.g. for 2 weeks, for 10 years

'Since' is used to talk about <u>when</u> a period of time <u>began</u>. *e.g. since 1989, since February*

563

Past in Relation to Present Page/OHT

- 2. Hand out a **Question Cards Set** to each group of 3 or 4 learners.
 - Instruct them to take turns choosing a card and then asking the other members of the group in the question form *e.g. Have you [ever] been late for work?*
 - The others are to answer either

Yes, I have or No, I have never been late for work.

Note to the Instructor

Substitute appropriate questions related to your learners' working situation.

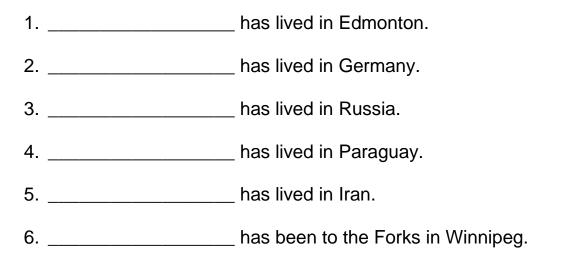
eaten lunch	cut metal	driven a forklift
used a mitre saw	used a radial arm saw	worn ear plugs
lost your safety glasses	cut your finger	dropped a piece of wood
broken a unit of glass	made an awning wrong	assembled a window
used an air hose	been late for work	studied French
listened to English radio	talked to your supervisor in English	used a chop saw
used a table saw	used the eye wash machine	been to the main office
used a mallet	lost a work order	been off work sick
taken a training course	eaten in a cafeteria	worked in a different department

Question Cards

- 3. Hand out the Find Someone Who Has...Worksheet.
 - Review the use of *have* + *ed/en* form to talk about something that happened before the present but the exact time is not relevant to the discussion. The important meaning is that it was done before the present time.
 - Demonstrate how to form the questions: *Have you [ever] lived in Edmonton?*
 - Ask the learners to interview six people and fill in only the first section on the worksheet with the names of people who answer 'yes'.
 - Remind the learners to answer either 'Yes, I have' or 'No, I haven't' or 'No, I have never...'
 - When the majority of the class has finished the task, go around the circle of learners asking them to ask the question to the person next to them and having the next person answer. If the person answers *'No, I haven't,'* then the questioner asks *'Who has?'*, and the responder then answers from his/her worksheet.
- 4. Ask the learners to do the second section: Find Someone Who Has...For....
 - Review the use of *have* + *ed/en* form to talk about the length or duration of something up to the present.
 - Demonstrate how to ask the question: How long have you lived in Manitoba?
 - Review and demonstrate the use of 'for' to talk about the length or duration of an event and the use of 'since' to refer to the specific beginning of a period of time. Give examples from your own time line.
 e.g. I have lived in Kleefeld for 18 years; we have lived here since 1989. I have taught this class for 10 weeks; I have taught it since August 5th.
 - Ask various learners questions that would elicit the use of these forms in their answers:
 - e.g. How long have you lived in Canada? How long have you worked at the Company?
 - Ask each learner to report on one of their findings.

Find Someone Who Has...

Ask questions such as Have you lived in Edmonton? When you get the reply write in the person's name. Ask 6 different people.

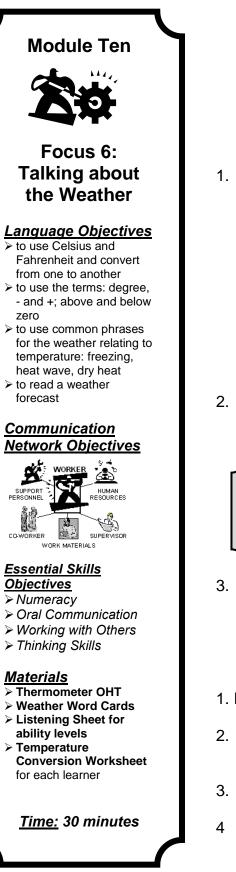


Find Someone Who Has...For...

Ask questions such as How long have you lived in Manitoba? When you get the reply write in the person's name and the length of time using for or since. Ask 5 different people.

1	has lived in Manitoba
2	has worked at the Company
3	has studied English
4	has been married
5	has driven a car

Find Someone Who Has.../For... Worksheet



How Cold Is It?



Part A

- 1. Ask the learners if they have noticed how much Canadians talk about the weather. Discuss with the class the following Canadian customs:
 - to complain about the weather but of course knowing that no one can do anything about it
 - to discuss the weather with strangers because that is a 'safe' topic (at bus stops, in grocery store lines)
 - to use phrases such as 'Is it cold(hot) enough for you.'
 - to know the current temperature and forecast
 - to be prepared for coping with extreme weather
 - to be 'proud' of their ability to endure the weather as Canadians ⁽ⁱ⁾
- 2. Ask what the temperature is today, outside? Ask what the temperature is in the room [someone will have to check the closest thermometer or thermostat].

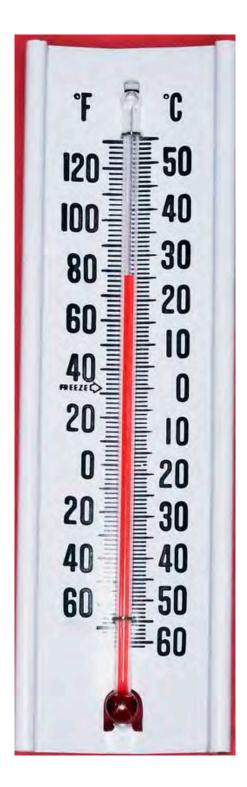
Note to the Instructor

You may want to explain the difference in meaning of a thermometer (records the temperature) and thermostat (controls the temperature).

3. Lead a discussion about the weather here in Manitoba compared to the weather they have experienced in previous living locations.

Part B

- 1. Display the **Thermometer OHT**.
- 2. Explain the use of Celsius and Fahrenheit. Point out the freezing point.
- 3. Hand out one Weather Word Card to each learner.
- 4 Say several temperatures one after another and ask the person who has a card that describes it to hold their card up there may be more than one card to be raised.



Thermometer OHT



Weather Word Cards

Part C: Reading about the weather

- 1. Lead a discussion about what they use to find out about the weather: radio news, TV news; news papers, internet, etc.
- 2. Hand out a copy of the printout of the weather forecast from the newspaper or internet and a question sheet to go with it.

Note to the Instructor

This will have to be prepared before the class you are teaching – this is a suggested format for the questionnaire [multiple choice].

Part D: Listening to the Weather Forecast

Note to the Instructor

Record a 2 minute daily weather report for the day of your class.

Sample Transcript:

For **today** sunshine a high of 9° tonight increasing cloud near midnight with a low of +1 **tomorrow** cloudy with sunny periods 60% chance of showers windy and a high of 14 **Wednesday** cloudy 30 % chance of showers or flurries windy and a high + 1 **Thursday** sunny and + 1 and **Friday** sunny with a high of + 3 In Steinbach, Winnipeg, Kenora, Whiteshell it 's all +1 Sprague, Pinawa and Gimli report 0 In Steinbach it's sunny, wind from the south west aand 11. The humidity is 61 % and it is +1. 1. Hand out a **Listening Sheet** that you have prepared for listening to the weather news from the radio for that day. Give the learners to read through the sheets before playing the CD or tape.

Note to the Instructor

Make 3 different worksheets so that you can have the learners work at their reading and listening proficiency level. In the samples, #1 is the lowest level and #3 is the highest.

2. Play the weather news item on the tape at least 3 times, giving time in between for questions and checking with a partner.

Worksheet #1

Fill in the blanks as you listen.
For today sunshine a high of
tonight increasing cloud near midnight with a low of
tomorrow cloudy with sunny periods
chance of showers
windy and a high of
Wednesday cloudy, chance of showers or flurries
windy and a high
Thursday sunny and
and Friday sunny with a high of
In Steinbach, Winnipeg, Kenora, Whiteshell it 's all
Sprague, Pinawa and Gimli report
In Steinbach it's suppy,
wind from the south west and
The humidity is
and it is

Worksheet #2

1. For today

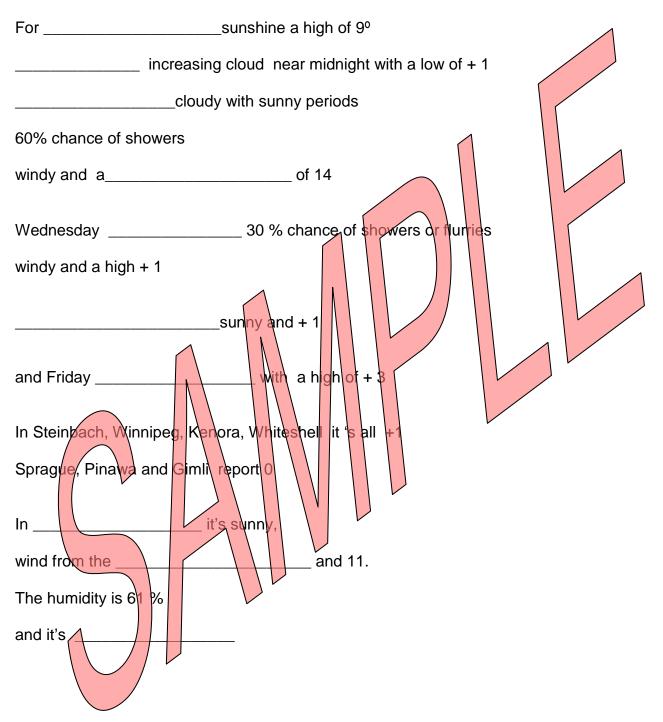
Circle all the words that you hear.

a) sunshine b) cloudy c) showers 2. Tonight increasing cloud a) 10 o'clock b) near midnight c) 3 am 3. tomorrow cloudy with d) chance of showers c) windy a)sunny periods b) flurries 4. Wednesday b) chance of flurries a)sunny -1 high 5. Thursday a)cloudy b) windy sunny and 6. Friday a) sunny with a highlot +3 flurries chance of showers 7. It's + 1 in a)/Winnip \$teinbach b) Ker Morri d О 8. It's 0° in b) Steinbach Whiteshell d) Gimli a) Sprague 9. In Steinbach t's a) cloudy b) showers c) sunny 10. The humidity is b) 61 % a) 50 % c) 16 %

574

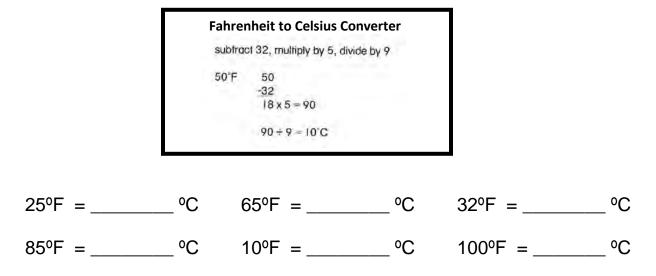
Worksheet # 3

Fill in the blanks as you listen.

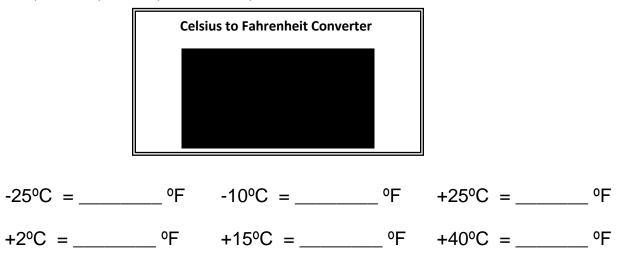


3. Hand out the **Temperature Conversion Worksheet** and have the learners convert from Fahrenheit to Celsius and vice versa

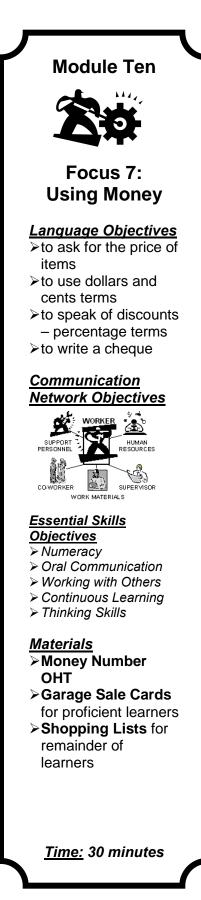
Using the Temperature Converter, convert the following temperatures from °F (Fahrenheit) to °C (Celsius):



Using the Temperature Converter, convert the following temperatures from °C (Celsius) to °F (Fahrenheit):



Temperature Conversion Worksheet



How Much Does It Cost?



Part A

 Put up the Money Number OHT of the list of various amounts of money. Read the amount and have them repeat after you.
 e.g. \$3.50, \$29.95 etc.

We say three, fifty; twenty-nine, ninety-five, etc.

2. Call on individual learners to say the amounts as you point to them.

Note: A *Writing Assessment (Stage 2)* page* has been added to the end of this Focus. This page could be used as a record sheet of your learners' writing proficiency levels as you observe them doing writing tasks. The descriptions and numbers are according to the Canadian Language Benchmarks. <u>http://www.language.ca</u> *Listening Assessment (Stage 1: CLB 1-4) p. 28 (Stage 2: CLB 5-8) p. 451

(Oldge 1. OLD 1 4) p. 20	(Oldge 2. OLD 0 0) p. 401
(Stage 1: CLB 1-4) p.119	(Stage 2: CLB 5-8) p. 541
(Stage 1: CLB 1-4) p. 162	(Stage 2: CLB 5-8) p. 603
(Stage 1: CLB 1-4) p. 189	(Stage 2: CLB 5-8) p. 477
	(Stage 1: CLB 1-4) p.119 (Stage 1: CLB 1-4) p. 162

\$3.50
\$29.95
\$.49
\$.78
\$. 15
\$2.50
\$8.35
\$1.12
\$7.99
\$12.56
\$15.98
\$10.02
\$21.89
\$123.56
\$769.99
\$999.98
\$545.21
\$1475.49
\$5699.99
\$8621.35

Money Number OHT

Part B

1. Hand out the Garage Sale Page to 7 of the more advanced learners.

Note to the Instructor If you have a smaller class, distribute the 7 pages among the higher proficient level learners.

- 2. Hand out a Shopping List Sheet to each of the other learners.
- 3. Instruct the learners to approach the 7 Garage Sale people to find out the information they need to know to fill out the 2nd and 3rd columns of the chart. They need to ask the following:

Do you have a _____? Is it on sale? How much is it? What percentage is the discount? What is the regular price?

The answers will be: It is \$_____. It is ____% off. The regular price is _____.

- 4. When they have found out the sale prices and %, they should total the cost and savings as they are able and have time.
- 5. Ask the 7 people with the Garage Sale pages to total how much they sold today?
- 6. Have them fill out the cheque at the bottom of the page.
- 7. Ask the learners to report how much they spent or sold today?

Shopping List - No. 1	Sale Price	% discount	Regular Cost
5-pc pliers set			
14-piece clamp set			
28' aluminum extension ladder			
1 metal chop saw			
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Evening Shift Worker 123 Highway West Anywhere, MB R9G 1Z2		ACCT.# 123456	101
123-4567		DATE	
PAY TO THE ORDER OF	Garage Sale	\$	
			/ 100 DOLLARS
Royal Bank of Canada Drawer 123 Steinbach, MB R0A 2A0			
МЕМО			

Shopping List 1

Shopping List - No. 2	Sale Price	% discount	Regular Cost
11- pocket leather tool belt			
8-piece saw set			
8" pliers set [set of 3]			
7¼" 24T circular saw blade			
1 mini scaffold			
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Evening Shift Worker 123 Highway West Anywhere, MB R9G 1Z2 123-4567		ACCT.# 123456	102
PAY TO THE ORDER OF	Garage Sale	\$	/ 100 DOLLARS
Royal Bank of Canada Drawer 123 Steinbach, MB R0A 2A0 MEMO			

582

Shopping List 2

Shopping List - No. 3	Sale Price	% discount	Regular Cost
3 pack snips set			
55-piece hex key set			
13A circular saw with laser line			
3-pack tape measures			
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Evening Shift Worker 123 Highway West Anywhere, MB R9G 1Z2 123-4567		ACCT.# 123456	103
PAY TO THE ORDER OF	Garage Sale	\$	
	······		/ 100 DOLLARS
Royal Bank of Canada Drawer 123 Steinbach, MB R0A 2A0			
MEMO			

Shopping List 3

Shopping List - No. 4	Sale Price	% discount	Regular Cost
5-piece mini-pliers set			
18V nailer			
7-pc knife set			
17-pc file set			
1 coil roofing nailer			
Total			

Evening Shift Worker 123 Highway West Anywhere, MB R9G 1Z2		ACCT.# 123456	104
123-4567		DATE	
PAY TO THE ORDER OF	Garage Sale	\$	
			/ 100 DOLLARS
Royal Bank of Canada Drawer 123 Steinbach, MB R0A 2A0			
MEMO			

Shopping List - No. 5	Sale Price	% discount	Regular Cost
8A mitre saw			
1-8V cordless drill			
9-piece combination wrench set			
40-piece screwdriver set			
Total			

Evening Shift Worker 123 Highway West Anywhere, MB R9G 1Z2		ACCT.# 123456	105
123-4567		DATE	<u>-</u>
PAY TO THE ORDER OF	Garage Sale	\$	
			/ 100 DOLLARS
Royal Bank of Canada Drawer 123 Steinbach, MB R0A 2A0 MEMO			

Shopping List - No. 6	Sale Price	% discount	Regular Cost
3x21" belt sander			
52-piece tool set			
24v direct-plug screwdriver			
7-pc stubby wrench set			
1 large (26') measuring tape			
Total			

Evening Shift Worker 123 Highway West Anywhere, MB R9G 1Z2 123-4567		ACCT.# 123456	106
PAY TO THE ORDER OF	Garage Sale	\$	/ 100 DOLLARS
Royal Bank of Canada Drawer 123 Steinbach, MB R0A 2A0 MEMO			

Shopping List - No. 7	Sale Price	% discount	Regular Cost
coil roofing nailer			
40-piece screwdriver set			
12" fully adjustable wrench			
1 large(26') measuring tape			
Total			

Evening Shift Worker Highway West Anywhere, MB R9G 1Z2 123-4567		ACCT.# 123456	107
PAY TO THE ORDER OF	Garage Sale	\$	/ 100 DOLLARS
Royal Bank of Canada Drawer 123 Steinbach, MB R0A 2A0 MEMO			

Shopping List - No. 8	Sale Price	% discount	Regular Cost
1 pr small channel lock pliers			
1 small ViseGrip curved jaw pliers			
1 (26') measuring tape			
16oz claw hammer			
5 pc pliers set			
Total			

Evening Shift Worker 123 Highway West		ACCT.# 123456	108
Anywhere, MB R9G 1Z2 123-4567		DATE	
PAY TO THE ORDER OF	Garage Sale	\$	
Royal Bank of Canada Drawer 123 Steinbach, MB R0A 2A0			
МЕМО			

7. How Much Does It Cost?

Al's Garage Sale















Al's Garage Sale

Sale Items	Sale Price	Quantity	Total Price
13A circular saw with laser line	49.99		
18V nailer	49.99		
24V direct-plug screwdriver	19.99		
3-pak tape measures	4.99		
9 piece combination wrench set	19.99		
3x21 belt sander	89.99		
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Al's Garage Sale 123 Highway West Anywhere, MB R9G 1Z2 123-4567		DATE _	ACCT.# 123456	1 00
PAY TO THE ORDER OF	Canadian Tire		\$	
				/ 100 DOLLARS
Bank of Nova Scotia Drawer 4 Anywhere, MB R0A 2A0				
MEMO				

590

Al's Garage Sale Inventory

Bob's Garage Sale



Bob's Garage Sale

Sale Items	Sale Price	Quantity	Total Price
metal chop saw	79.99		
3-pack snips set	9.99		
40-piece screwdriver set	19.99		
52-piece tool set	9.99		
28' aluminum extension ladder	139.99		
1 small channel lock pliers	11.99		
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Bob's Garage Sale 123 Highway West Anywhere, MB R9G 1Z2 123-4567		DATE _	ACCT.# 123456	200
PAY TO THE ORDER OF	_Canadian Tire		\$	/ 100 DOLLARS
TD Bank Drawer 4 Steinbach, MB R0A 2A0 MEMO				

592

Bob's Garage Sale Inventory

Cal's Garage Sale











Cal's Garage Sale

Sale Items	Sale Price	Quantity	Total Price
8A mitre saw	79.99		
16-oz claw hammer	4.99		
mini scaffold	99.99		
coil roofing nailer	149.99		
17-pc file set	9.99		
7-pc knife set	7.99		
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Cal's Garage Sale 123 Highway West			ACCT.# 123456	3 00
Anywhere, MB R9G 1Z2 123-4567		DATE _		
PAY TO THE ORDER OF	Canadian Tire		\$	
				/ 100 DOLLARS
Steinbach Credit Union Drawer 156 Steinbach, MB R0A 2A0				
MEMO				

Cal's Garage Sale Inventory

Don's Garage Sale













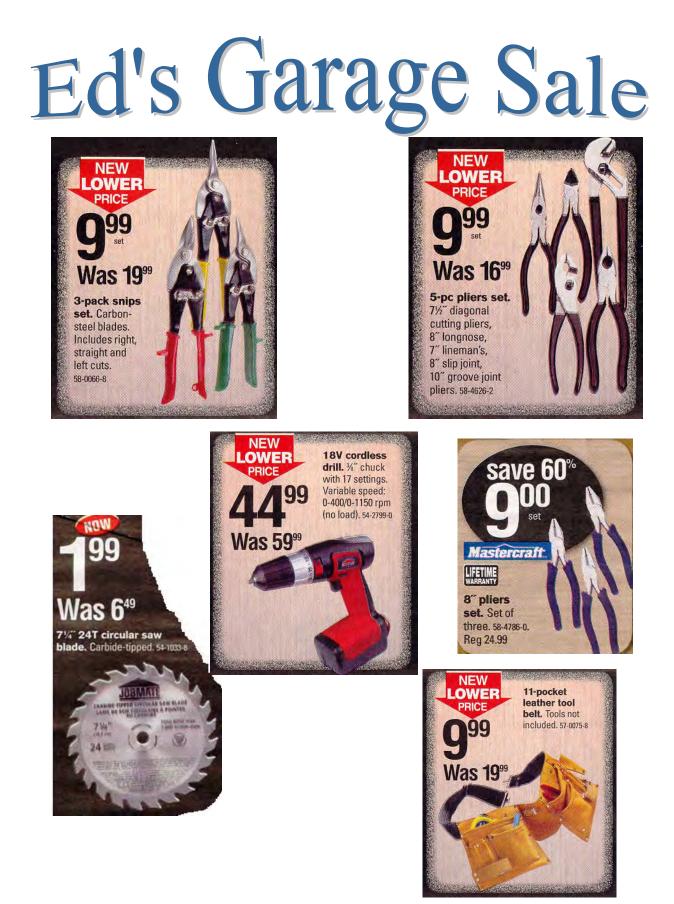
Don's Garage Sale

Sale Items	Sale Price	Quantity	Total Price
8-piece saw set	12.99		
5-piece mini-pliers set	11.99		
14-piece clamp set	9.99		
7-pc stubby wrench set	13.99		
55-piece hex key set	14.99		
28' aluminum extension ladder	139.99		
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Don's Garage Sale 123 Highway West Anywhere, MB R9G 1Z2 123-4567		DATE _	ACCT.# 123456	400
PAY TO THE ORDER OF	_Canadian Tire		\$	
				/ 100 DOLLARS
Canadian Imperial Bank of C Drawer 148 Steinbach, MB R0A 2A0	ommerce			
МЕМО				

Don's Garage Sale Inventory



Ed's Garage Sale

Sale Items	Sale Price	Quantity	Total Price
3-pack snips set	9.99		
5-pc pliers set	9.99		
18V cordless drill	44.99		
8" pliers set [set of 3]	9.00		
7¼ 24T circular saw blade	1.99		
11-pocket leather tool belt	9.99		
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Ed's Garage Sale 123 Highway West Anywhere, MB R9G 1Z2 123-4567		DATE	ACCT.# 123789	5 00
123-4307		DATE _		
PAY TO THE ORDER OF	Canadian Tire		\$	
				/ 100 DOLLARS
Steinbach Credit Union Drawer 156 Steinbach, MB R0A 2A0				
MEMO				

Ed's Garage Sale Inventory

7. How Much Does It Cost?

Fred's Garage Sale













Fred's Garage Sale

Sale Items	Sale Price	Quantity	Total Price
12" fully adjustable wrench	7.99		
small ViseGrip curved jaw pliers	8.69		
7-pc stubby wrench set	13.99		
metal chop saw	79.99		
18V cordless drill	44.99		
14-piece clamp set	9.99		
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Fred's Garage Sale 123 Highway West Anywhere, MB R9G 1Z2 123-4567		DATE _	ACCT.# 123789	6 00
PAY TO THE ORDER OF	Canadian Tire		\$	
				/ 100 DOLLARS
Bank of Nova Scotia Drawer 4 Steinbach, MB R0A 2A0				
MEMO				

Fred's Garage Sale Inventory

Gord's Garage Sale













Gord's Garage Sale

Sale Items	Sale Price	Quantity	Total Price
40 piece screwdriver set	19.99		
1 large (26') measuring tape	8.39		
11-pocket leather tool belt	9.99		
1 pr small channel lock pliers	11.99		
coil roofing nailer	149.99		
13A circular saw with laser line	49.99		
Total			

Abbreviations: % = percentage; ' = foot [12 inches]; " = inch(es); oz= ounce; pc = piece; pr =pair; A = ampere [amp];V= volt; W = watt; T =tooth (teeth)

Gord's Garage Sale 123 Highway West Anywhere, MB R9G 1Z2 123-4567		DATE _	ACCT.# 123789	700
PAY TO THE ORDER OF	Canadian Tire		\$	
				/ 100 DOLLARS
Royal Bank of Canada Drawer 55 Steinbach, MB R0A 2A0				
MEMO				

Gord's Garage Sale Inventory

	riting	 5. Initial Intermediate Proficiency: can take simple dictation with occasional repetitions at a slow to normal rate; can reproduce in writing simple information received orally or visually. 6. Developing Intermediate Proficiency: demonstrates moderate control over spelling and mechanics. 7. Adequate Intermediate Proficiency: demonstrates mostly satisfactory control over spelling and mechanics. 8. Fluent Intermediate Proficiency: demonstrates good control over spelling and mechanics. 	c	8	8	8	8	8	8	8	8
	Mechanics of Writing	e Proficient ccasional re ccasional re ediate Profio intsfactory c the Proficient the Proficient	1	~	7	7	7	7	7	7	7
	echanic	itermediat thion with o mal rate; ca mation rece es moderaty e Intermet es mostly st intermedia es good cor es good cor		9	9	9	9	9	9	9	9
	W	 5. Initial Intermediate Proficiency: can tal simple dictation with occasional repetitions a slow to normal rate; can reproduce in writing simple information received orally or visually or visually or visually for burner and intermediate Proficiency: demonstrates moderate control over spelling mechanics. 7. Adequate Intermediate Proficiency: demonstrates mostly satisfactory control over spelling and mechanics. 8. Fluent Intermediate Proficiency: demonstrates good control over spelling and mechanics. 		5	5	5	5	5	5	5	5
		: ting when ing wan complex rases ziency: ple trol over and trol over and trol over and trol over sh- ish- innon ly with ing cause araness of n and style.	(8	8	8	8	8	8	8	8
	Structures	 5. Initial Intermediate Proficiency: demonstrates better control over writing when terproducing information; when creating own text, his linguistic means of expression remain simple, with frequent difficulty with complex structures and awkward sounding phrases 9word combinations) 6. Developing Intermediate Proficiency: demonstrates good control over simple structures, but has difficulty with some complex structures, often produces written demonstrates mostly satisfactory control over complex structures; often produces written laguage; text structure beyond a paragraph may sometimes seem 'foreign' to an English- speaking reader. 8. Fluent Intermediate Proficiency: demonstrates good control over common sentence patterns, coordination and subordination; has occasional difficulty with complex structures (e.g. those reflecting cause and reason, purpose, comment), naturalness of phrases and expressions, organization and style. 			7	7	7	7	7	7	7
					9	9	9	9	9	9	6
		 5. Initial Intermedia demonstrates better c reproducing informat text, his linguistic meat simple, with frequent structures and awkwa 9word combinations) 6. Developing Intern demonstrates good cc structures, but has dif structures and produc sounding phrases and applex structures; o discourse patterns typ language; text structures; o discourse patterns typ language; text structures; o discourse setterns typ anguage; text structures, co sentence patterns, co sentence patterns, co sentence patterns, co subordination; has oc complex structures (e and reason, purpose; phrases and expressio 	1	ۍ	5	5	LC	LC	5	5	ß
	Se	nonstrates any opinion, hi, can lifar topic. yr ming can fall out comments. ing iffe personal iffe personal iffe personal dience; can text. monstrate molex graphs sexpress are of drefevant drefevant outline or outline or	c	8	8	8	8	8	8	8	8
Date:	scourse Coherence	5. Initial Intermediate Proficiency: demonstrates initial ability in performing moderately complex writing tasks; can effectively convey an idea, opinion, feeling or experience in a simple paragraph; can complete a short routine report on a familiar topic. 6. Developing Intermediate Proficiency: demonstrates developing ability in performing moderately complex writing tasks; can write one or two paragraph letters and compositions; can fill out detailed job application forms with short comments. 7. Adequate Intermediate Proficiency: demonstrates and somplex writing tasks; can write personal moderately complex writing tasks; can write personal moderately complex writing tasks; can write personal petters and simple routine business letters; can construct coherent paragraphs on familiar concreteropics with clear main ideas and some supporting details, and with a developing sense of audience; can join two or three paragraphs into a larger text. 8. Fluent Intermediate Proficiency: demonstrate fluent ability in performing moderately complex writing tasks; can write paragraphs (three or four) to form coherent texts to express ideas on familiar abstract topics, with some support for main ideas, and with an appropriate sense of audience; can editence; can editence; and with an appropriate sense of audience; can editence; and with an appropriate sense of audience; and audience; and and increas and with an appropriate sense of audience; and			7	7	7	7	7	7	7
					6	9	9	9	9	9	6
	Disc	 5. Initial Intermediate Plinitial ability in performing writing tasks; can effectivel feeling or experience in a scomplete a short routine rr 6. Developing Intermedia demonstrates developing a moderately complex writin two paragraph letters and calculated job application for 7. Adequate Intermediat demonstrates adequate abilito transformediate and simple routine betters and simple routine betters and simple routine betters and with a developing at popies with clear main idea details, and with a developing ioin two or three paragraph geneticals, and with a developing in two or three paragraph genetics and simple routine betters and simple construct coherent paragraph gion two or three paragraph genetics and simple contact the aderails, and with a developing in the or four) to form cohides at a one-paragraph summary. 	Industria industria	5	5	5	2	2	5	5	5
Writing Assessment Sheet											
Asses			:S:								
Vriting			carners								
		adapted from Canadian Language Reportmarke Clobal Performance Dep		1.	6	3.	4	5	6.	7.	×.

***Writing Assessment Stage 2**

Module Ten



Focus 8: Out-of-Class Task

Language Objectives

to prepare the learners for the next unit

- to gain understanding in the terms used for the different parts of the main product
- to use language necessary for doing the steps

<u>Communication</u> Network Objectives



Essential Skills

- **Objectives**
- Oral Communication
- Working with Others
- Continuous Learning

<u>Materials</u>

- Worksheet for each learner
- Look,Cover,Write, Check Worksheet for each learner

<u>Time:</u> 10 minutes

Looking at the Main Product: Outof-Class Task



Part A

1. Hand out the Window Parts Worksheet.

Note to the Instructor

Prepare a worksheet like the one given here but use a picture of the main product of your worksite.

- 2. Ensure that the learners understand the instructions on the worksheet.
- 3. Finish on time.

Place the correct number in the appropriate box on the window.

- 1. bottom rail
- 2. glazing stops
- 3. head jamb
- 4. left hand stile
- 5. push out casement (P.O.C.) head molding
- 6. P.O.C magnet counter plate

- 7. P.O.C. magnet counter plate
- 8. right hand stile
- 9. side jamb
- 10.sill
- 11. single point handle



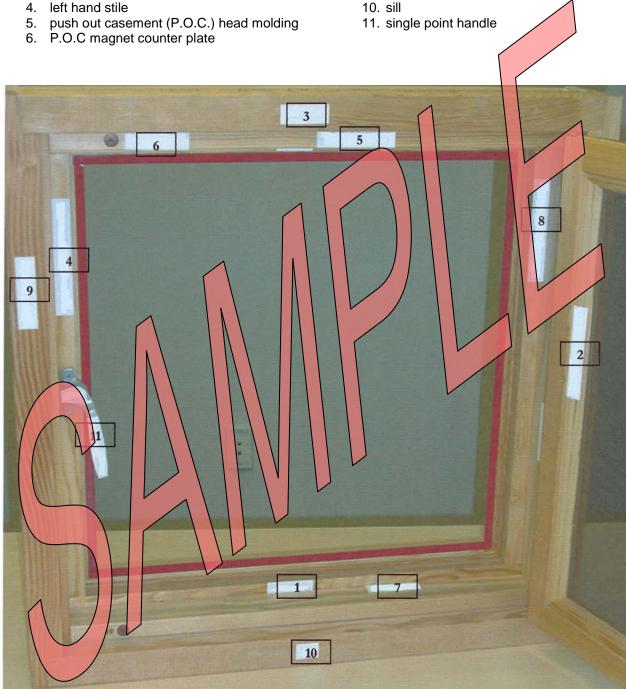
Window Parts Worksheet

7. P.O.C. magnet counter plate

8. right hand stile 9. side jamb

Place the correct number in the appropriate box on the window.

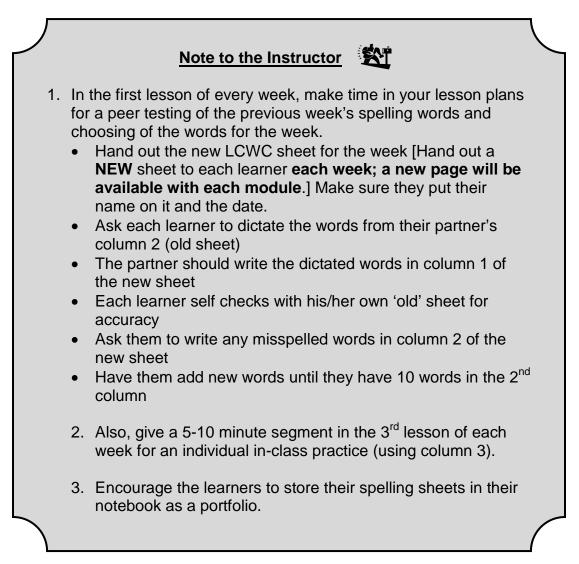
- 1. bottom rail
- glazing stops
 head jamb
- 4. left hand stile



Window Parts Answer Key

Part B

- 1. To facilitate the learners' writing and spelling development, hand out a Look, Cover, Write, Check (LCWC) worksheet to each learner.
- 2. Explain how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose <u>their own</u> 10 words, assisting when asked.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.



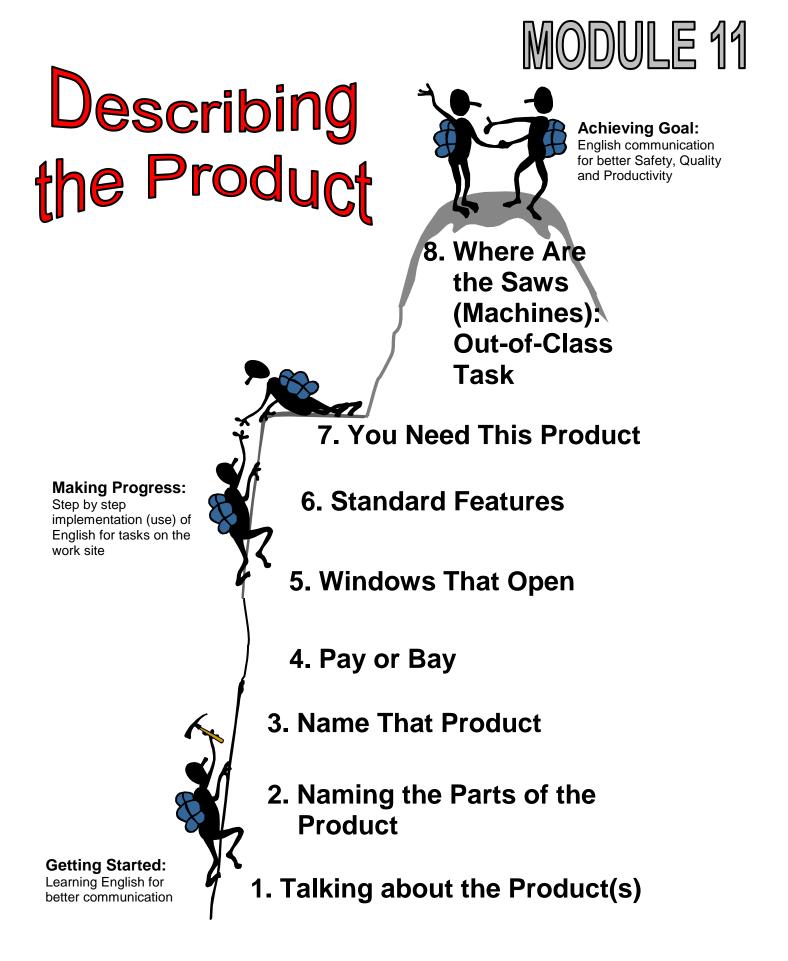
Look, Cover, Write, Check

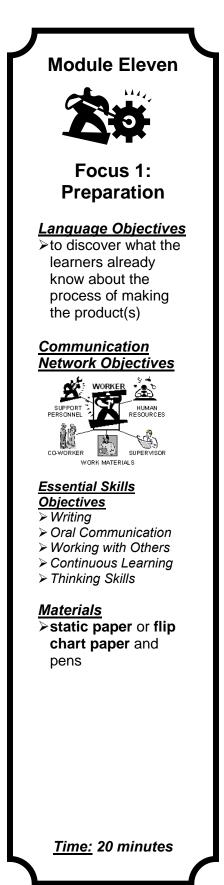
Name _____ Date _____

- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2

Look, Cover, Write, Check Worksheet





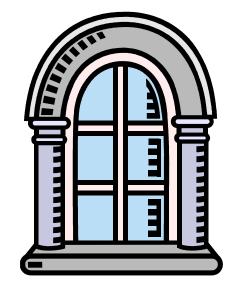
Talking about the Product(s)



Note to the Instructor

Introduce the module to the learners by putting on an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about **the product(s)**.

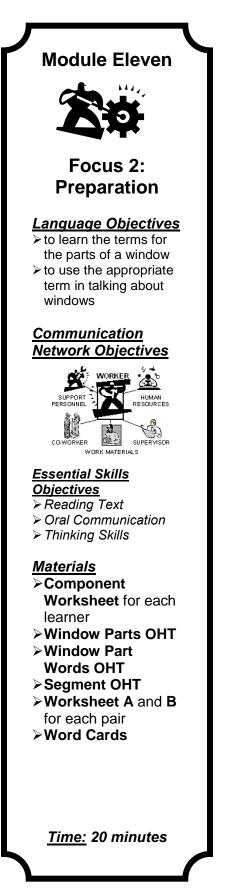
- 1. Divide the class into their departments. Give a **static sheet** or **flip chart sheet** to each group.
- 2. Instruct the learners to illustrate what part of the making of the product(s) they are involved in.
- 3. Hang the pictures on the wall and ask each group to present to the class what they have put on the sheets.





611





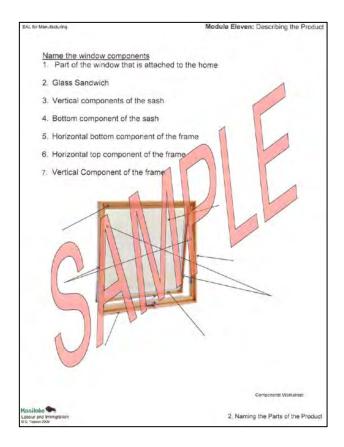
Naming the Parts of the Product

Note to the Instructor

This focus has been developed for use in a window factory. Substitute for the product(s) of your worksite.



1. Hand out a **Components Worksheet** for the learners to try to fill in the names of the parts of the product. This will activate any prior knowledge they have

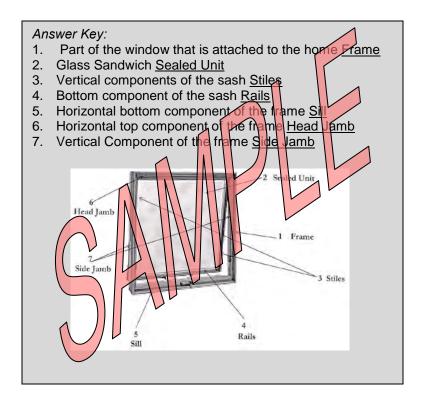


612

2. Give the answers to the worksheet by using real samples of the products, if possible.

Second best would be to use a picture of the product (s).

Have the list of words on an **OHT** but point to the actual part as you say the word and have them repeat it after you.







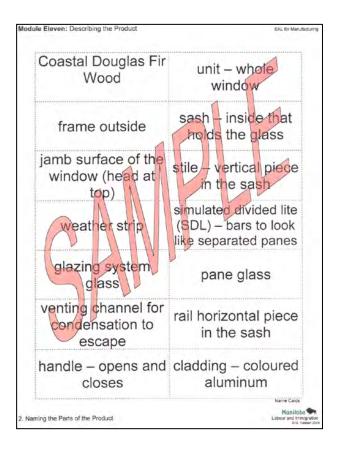
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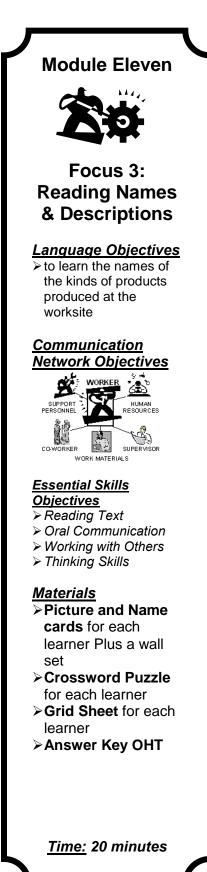
- 3. Hand out a copy of the information gap pictures.
 - Instruct the learners to work in pairs to complete the labeling of the product.
 - They will alternate between each other to ask for the information that they are missing.





- 4. Divide the learners into groups of 3 or 4 and have them number off within the group. They should not have the out-of-class assignment or the previous task's worksheet available.
- 5. Ask for the name of the part as you describe it; the groups will discuss it and then you call on one of the numbers in the group to give the group answer. You can keep score to make it a competition.
- 6. Ask the learner who got it correct to attach the Name Card to the product.





Name That Product

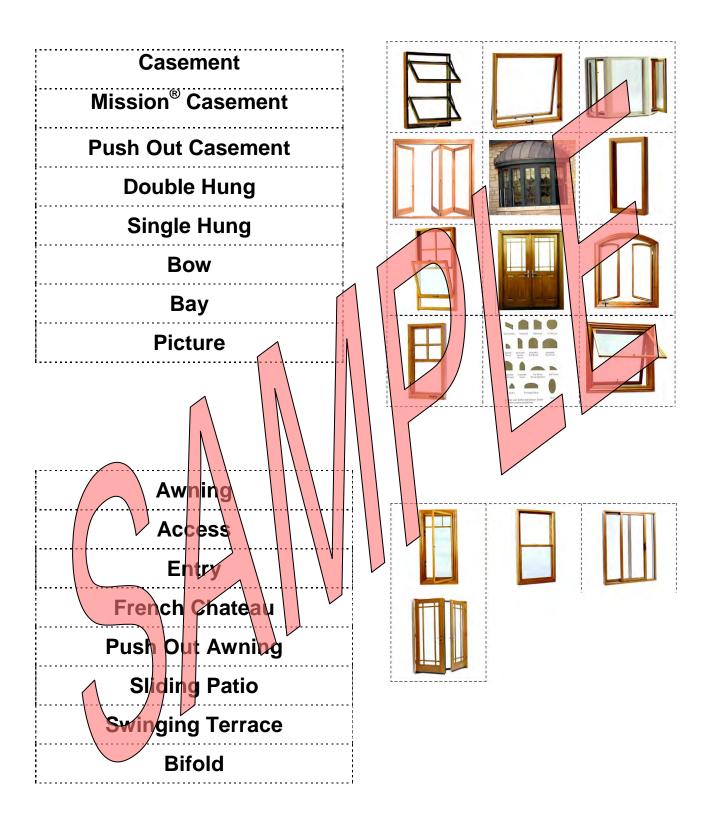
Note to the Instructor

Please adapt the content of this focus to the product(s) of your worksite.

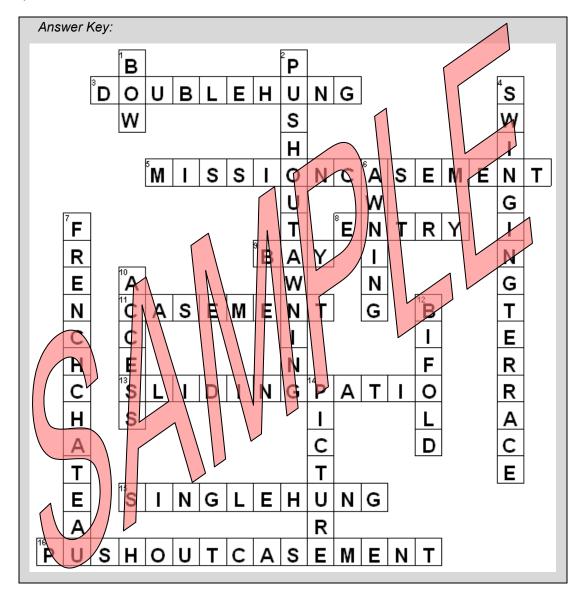


Part A: Matching Names and Pictures

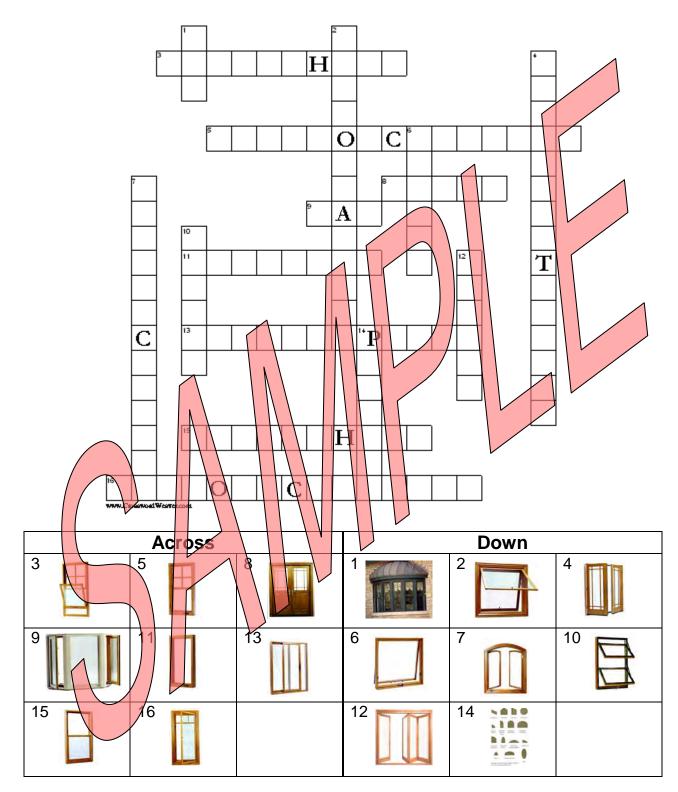
- 1. Hand out product pictures one or two to each learner.
- 2. Put the names of the products on the wall.
- 3. Ask the learners to put the appropriate picture under the names.
- 3. Hand out promotion magazines (if available), one for each learner, for them to check in the book for verifying their choices.
- 4. Drill the class in the saying the names three times and more on those words that they don't pronounce accurately.



619



5. Hand out the **Crossword Puzzle** to each learner and have them work on it. Take it up with the use of the OHT.

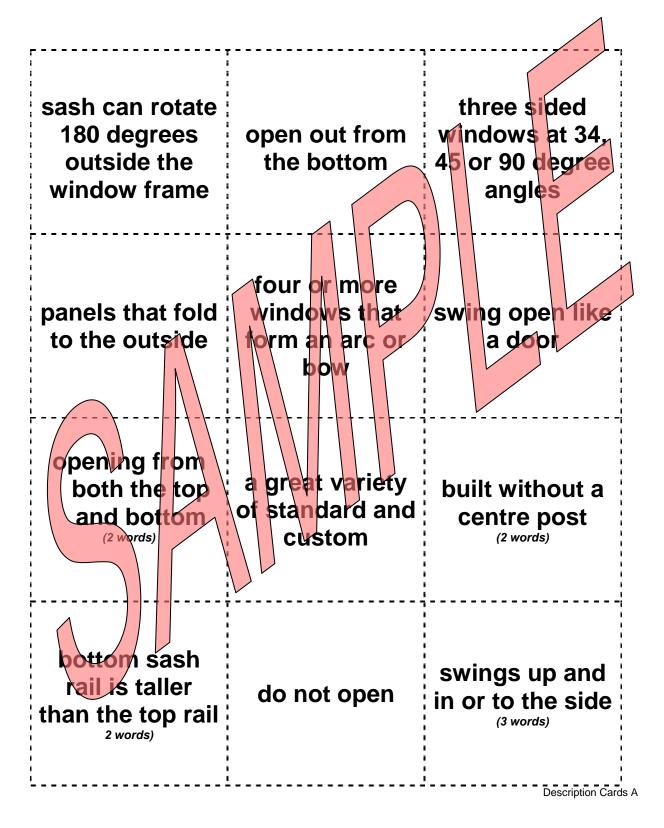


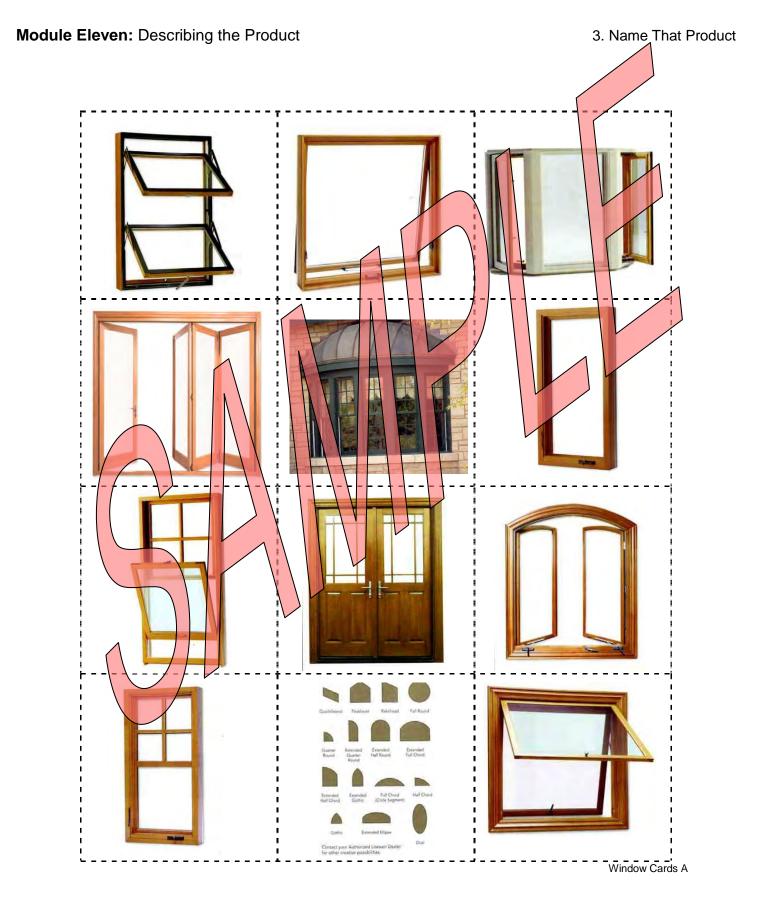
Crossword Puzzle

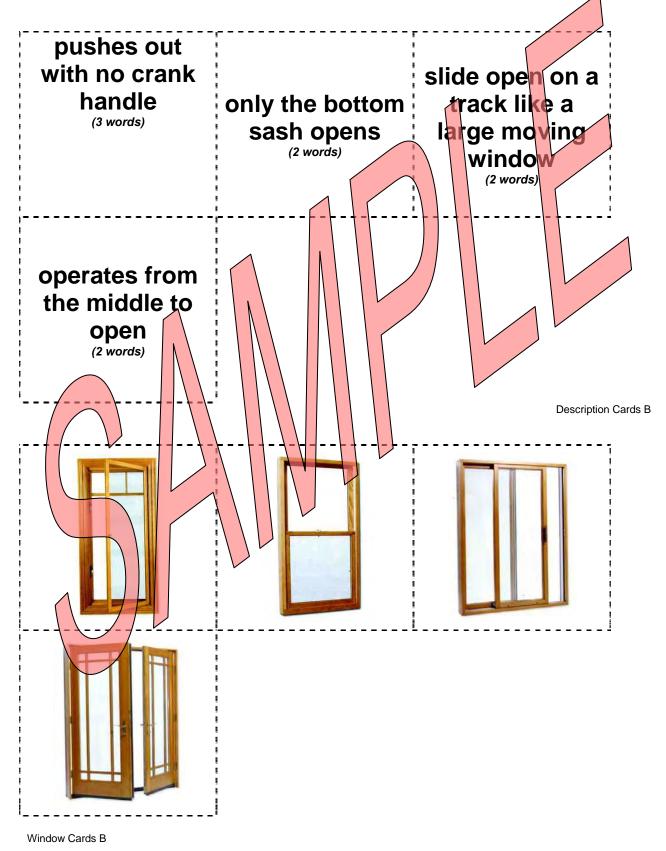
6. Hand out a set of **pictures and description cards** to each pair of learners. Instruct them to match the picture and the description. Let them use the promotion books to verify their matches.



English at Work in Manitoba: Manufacturing

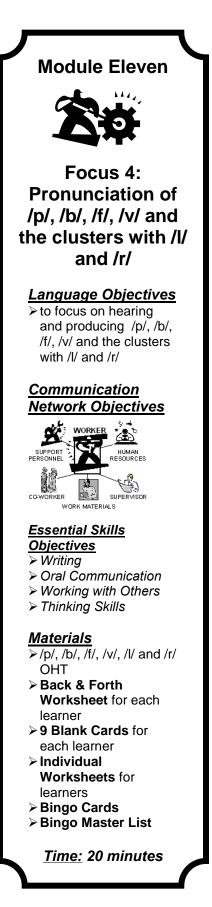






- 7. Give a **grid sheet** and another **set of pictures** to each pair and ask them to match the pictures in the following way:
 - Each learner has a grid and a set of pictures.
 - They put a barrier between the grids so that they cannot see each other's grid.
 - Learner A places 12 of the pictures on the grid in any order.
 - Learner A then describes what is on each square: e.g. On square #1 the window opens at the top
 - Learner B places the appropriate picture on the square on his/her grid.
 - When all 12 pictures have been described, the learners remove the barrier and compare grids.
 - If there is a discrepancy, they should discuss why there are differences.
 - The pictures are removed, the barrier replaced, and Learner B places his/her pictures on the grid and Learner A orders his/her according to the description.





Pay or Bay



- 1. Explain to the learners that they will be working with the pronunciation of the following sounds: /p/, /b/, /f/, /v/, and the combination sounds /pr/ and /pl/, /br/ and /bl/, /fr/ and /fl/.
- 2. Learners may have difficulty distinguishing between the voiceless /p/ sound as in *pay* and the voiced /b/ as in *bay*. There also might be a need to contrast with the /f/ as in *fit* and /v/ in *very*.
- Explain the characteristics of sounds using the /p/, /b/, /f/, /v/, OHT and the following descriptions to help learners see how to correctly create these sounds:
 - /p/ two lips stop air then releases a puff of air (moves a tissue in front of mouth when at the beginning of a word)
 - voiceless (vocal chords not vibrating)
 - /b/ the two lips stop the air but the vocal chords are vibrating to make a voiced sound
 - /f/ top teeth on the bottom lip with air flowing roughly - voiceless
 - /v/ top teeth on the bottom lip with air flowing roughlyvoiced

The position of the lips in the production of /p/or /b/		The position of the teeth and lips in the production of /f/ or /v/	
pail	fail	bow	vow
paint past peel	faint fast feel	bet	vet
pile pit	file	bat	vat
pool leaped	fool leafed	boat	vote
shipped	shift	ban	van
lapping copy wipe	laughing coffee wife	bale	veil
leap beep	leaf beef	best	vest
clip	cliff		

/p/ /b/ /f/ /v/ OHT

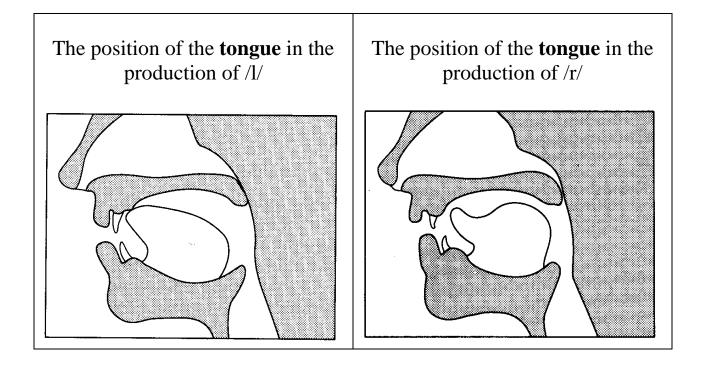
4. Often it is difficult for the learners to make the consonant clusters by adding the /r/ or /l/ to these sounds: /pr/ as in *product* and /pl/ as in *please*, /br/ as in *bring* or /bl/ as in *blue*, /fr/ as in *free* or /fl/ as in *fly*.

/pl/, /bl/ or /fl/ consonant cluster

- the tongue is already curled back on the roof of the mouth for /l/ while the lips are creating the /p/, /b/ or /f/ so there is a quick blend of the two sounds.
- /l/ is voiced (vocal chords vibrating).
- See the **/p/**, **/b/**, **/f/**, **/v/**, **/l/** and **/r/** OHT for the placement of the tongue for /l/ then combine it with the /p/, /b/ or /f/.)

/pr/, /br/ or /fl/ consonant cluster

- the tongue is curled at the sides ready to make the /r/ sound while the lips are creating the /p/
- two lips stop air, as the tongue approaches tooth ridge and curls back, air flows freely
- /r/ -is voiced
- See the OHT for the placement of the tongue for /r/ then combine it with the /p/, /b/ or /f/.



/pl/	/bl/	/fl/	/pr/	/br/	/fr/
play	bleed	flame	pray	breed	frame
pleasant	bled	flight	present	bred	fright
ply	blot	flee	pry	brought	free
plod	bloke		prod	broke	
plants			prance		
plays			praise		

- 5. Give each learner **9 Blank Cards** of different colours. Each learner should have the same eight colours. Have the learners label each card with the eight sounds, e.g. /p/, /b/, /f/, /pr/, /pl/, /br/, /fr/, /fl/ All the learners must use the same colour for each sound.
- 6. Begin with the /p/ and /b/ sounds. Ask the learners to take their /p/ and /b/ cards with them and form a line against the back wall of the classroom. Slowly read the following words: pay, bay, post, boast, pan, ban, bill, cap, cab, etc. After each word is read, ask the learners to hold up the card with the corresponding sound in a way that only you can see it NOT their peers.
- 7. Repeat the exercise with the /p/and /f/ sounds, having the learners use the two appropriate coloured cards. Read the following words: *pail, fail, pan, fan past, fast, etc.* (take words from the box of minimal pairs for /p/ & /f/.) Ask the learners to hold up the appropriate card for the sound they hear.
- 8. Repeat the exercise with the /pr/ and /pl/ sounds, having the learners use the 2 appropriate coloured cards. Read the words: *plain, practice, prime, etc.* Ask the learners to raise the appropriate card for the sound they hear.
- 9. Repeat the exercise with the /br/ and /bl/ sounds, having the learners use the appropriate cards. Read the words and ask the learners to raise the appropriate card for the sound they hear.
- 10. Repeat the exercise with the /fr/ and /fl/ sounds, having the learners use the appropriate cards. Read the words and ask the learners to raise the appropriate card for the sound they hear.
- 11. Have the learners work in pairs to complete the **Back & Forth Worksheet**.

Note to the Instructor The words are not in the same order in both columns

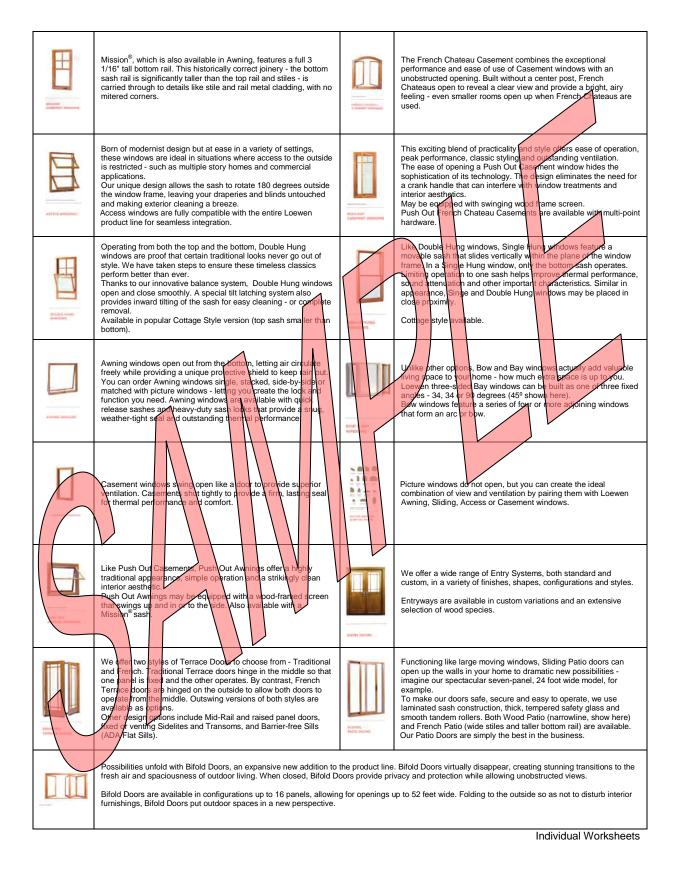
in order to discourage peeking at the underlined word rather than just listening.

Cut the sheet in half - one half for Learner A and one half for Learner B

Partner A	Partner B
Say the <u>underlined</u> word	Listen to your partner. <u>Circle</u> the word you hear.
1. pail, <u>fail,</u> bail, veil	1. fail, pail, bail, veil
2. <u>paint,</u> faint	2. faint, paint
3. <u>pool,</u> fool	3. pool, fool,
4. copy, <u>coffee</u>	4. coffee, copy
5. cheap, <u>chief</u>	5. chief, cheap
6. pay, <u>play,</u> pray, fray, bray	6. play, pay, pray, fray, bray
7. peasant, pleasant, present	7. peasant, present, pleasant
8. pie, <u>ply,</u> pry, buy	8. ply, pie, pry, buy
Switch Roles	Switch Roles
Listen to your partner. <u>Circle</u> the word you hear.	Say the <u>underlined</u> word
9. file, pile, vile	9. <u>pile</u> , file, vile
10.pit, fit, bit	10.pit, fit, <u>bit</u>
11. shift, shipped	11. shipped, <u>shift</u>
12. rift, ripped, ribbed	12. <u>ripped</u> , rift, ribbed
13. pod, prod, plod	13. pod, plod, <u>prod</u>
14. plants, pants, prance	14. pants, <u>plants</u> , prance
15. pays, praise, plays	15. pays, plays, <u>praise</u>
When you are finished, compare with your partner's list.	When you are finished, compare with your partner's list.

Back & Forth Worksheet

- 12. Hand out the Individual Worksheets of actual advertisement material of the product
- 13. Assign learners sections of the materials.
- 14. Instruct them to read the section and highlight words with /p/, /b/, /f/, /v/, or the consonant clusters with /l/ and /r/.
- 15. Ask them to tell you the words and list them on the whiteboard. When all the words are listed, have the learners repeat all the words after you.



10. Hand out the **BINGO** cards and some markers. Explain the procedure:

- you will pick a word from the master list [put a marker on it] and read it aloud
- the learners should put the marker on the word they hear
- when someone gets 5 in a row, they should call out BINGO
- ask them to read the words in the line; you check that they are the ones you read
- if they have them all correct, they come to the front and call next.

Master List

pail	fail	paint	faint	fan
pan	fast	past	feel	peel
рау	play	pray	pool	fool
zipped	shipped	shift	rift	pod
plod	prod	pays	plays	praise
bow	VOW	bleed	breed	flame
frame	bale	veil	blot	brought
flight	fright	best	vest	van

Bingo c	ards
---------	------

Card #1

pail	fail	paint	faint	fan
pan	fast	past	feel	peel
рау	play	FREE	pray	pool
fool	zipped	shipped	shift	rift
pod	plod	prod	vest	best

Card #2

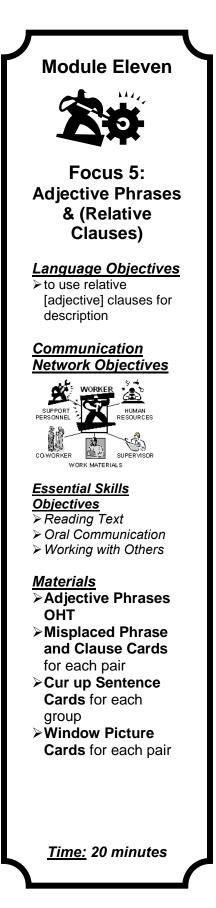
pays	plays	praise	bow	vow
bleed	breed	flame	frame	bale
veil	blot	FREE	brought	flight
fright	van	pod	rift	shift
fan	faint	paint	pan	fast

_	Card	#3

Card #3		r	n	
van	fail	blot	vow	flight
faint	vest	breed	frame	pan
prod	bow	FREE	bleed	plod
fast	bale	flame	best	past
veil	paint	brought	pail	fright

Card #4

shift	rift	pod	plod	prod
pray	pail	play	pan	рау
frame	fast	FREE	past	flame
fright	fan	flight	fail	blot
faint	feel	best	peel	paint



Windows That Open



- Present the important details about the use of adjective phrases or relative or adjective clauses to describe things or people. Use the Adjective OHT for the explanation:
 - The adjective phrase or clause comes immediately after the name (compare with single word adjectives that come before the name)
 - Common prepositions for adjective phrases of, with, in, on + noun
 e.g. the window with brown cladding
 - Adjective clauses begin with relative pronouns who, that, which + verb
 e.g. the window that opens from the bottom
 - The pronoun *who* relates to people and *that or which* relates to [Notice that *what* is not used]

Note to the Instructor

Use descriptive phrases for the products that are being produced in your worksite as illustrations.

Adjective Phrases

• immediately after the name

prepositions

of, with, in, on etc + noun e.g. the window with brown cladding

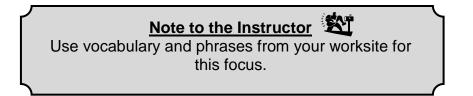
relative pronouns

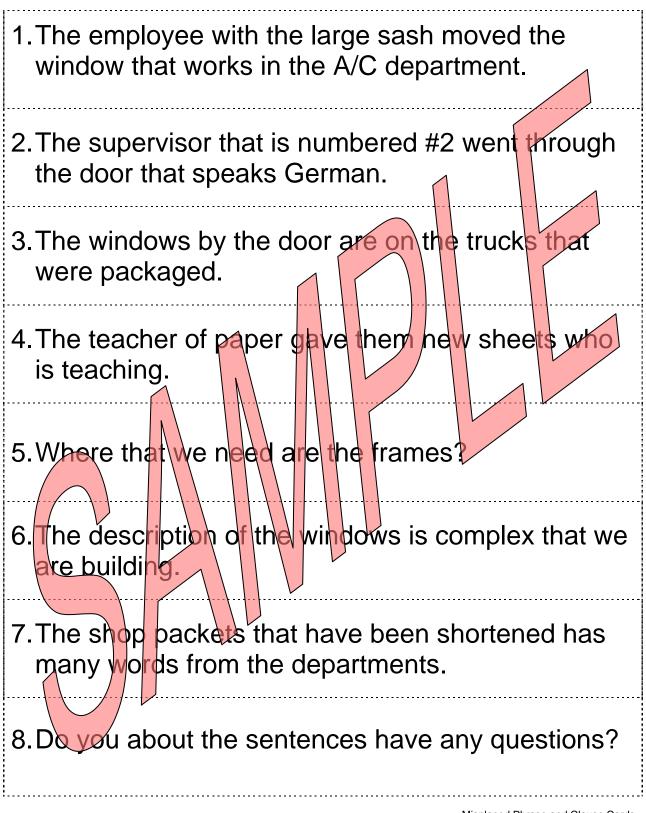
who, that, which + verb e.g. the window that opens from the bottom

who for people and that or which for things [Notice that what is not used]

Adjective Phrases OHT

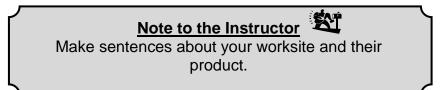
2. Hand out the **Misplaced Phrases and Clauses** Cards to be corrected, one to each pair. Ask them to work on this in pairs. Have the learners report, one pair at a time, as you discuss the answers.

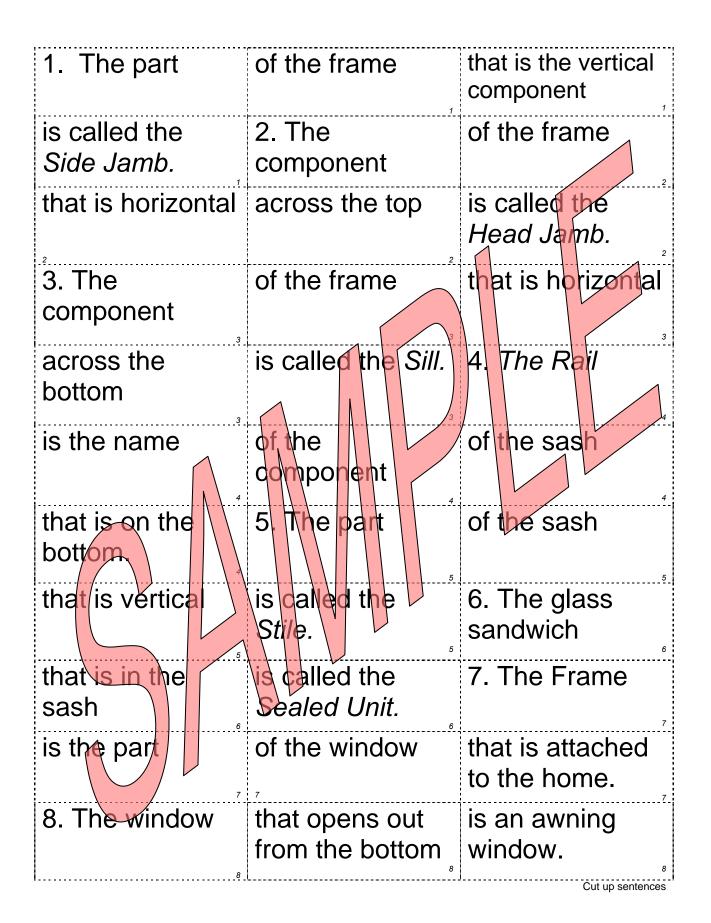




Misplaced Phrase and Clause Cards

- 3. Give the **cut up sentences** to the equal ability groups [all to the highest level and fewer to the lower levels]. Ask them to make meaningful sentences of the phrases.
- 4. Once again, have the learners report their answers as a whole class.

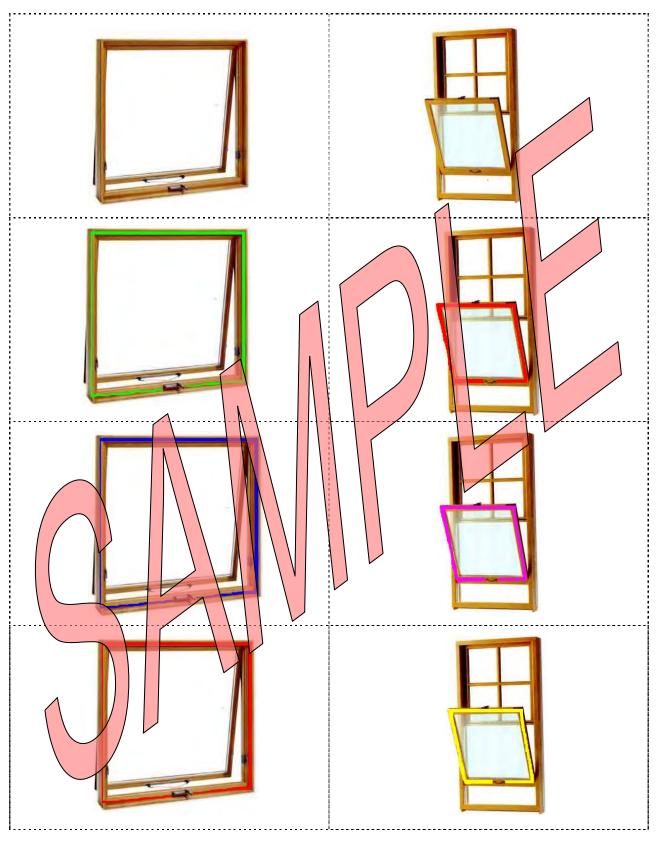




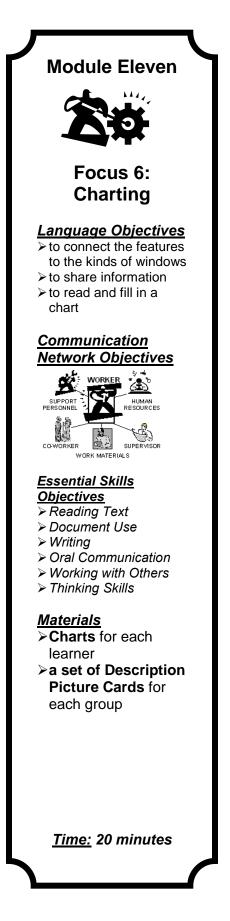
- 5. Hand out the **Window Picture Cards** and instruct the learners to find their partner by describing what their window looks like.
 - e.g. Do you have a window that opens from the bottom? Do you have one with a green sash? etc.

Note to the Instructor

Use just 2 products but with differences (coloured parts etc.) so that the learners have to describe them with more detail (adjective phrases and clauses).



Window Picture Cards



Standard Features

Note to the Instructor

Often promotional material for the products will give you the categories that you need to make a chart.

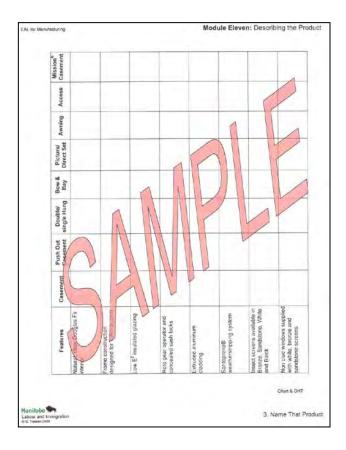


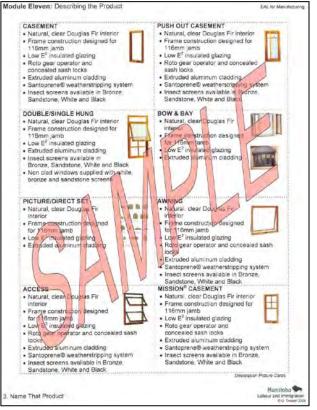
- 1. Hand out a copy of the **chart** to each learner. Explain the horizontal and vertical descriptions by using the **Chart OHT**.
- 2. Give one **Description Picture** card to each learner.

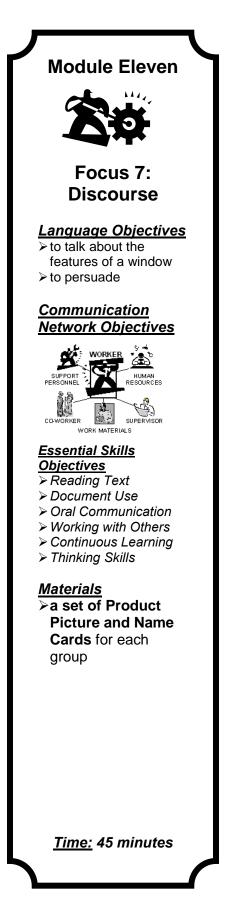


If you have a large class, make two sets.

- 3. Have the learner check off on his chart which features are described on his card. Take the cards away from them when they are all done.
- 4. Instruct them that each learner must then tell the others in his group which features to check off for his window card.
- 5. Have the group(s) report to the whole class, window by window.







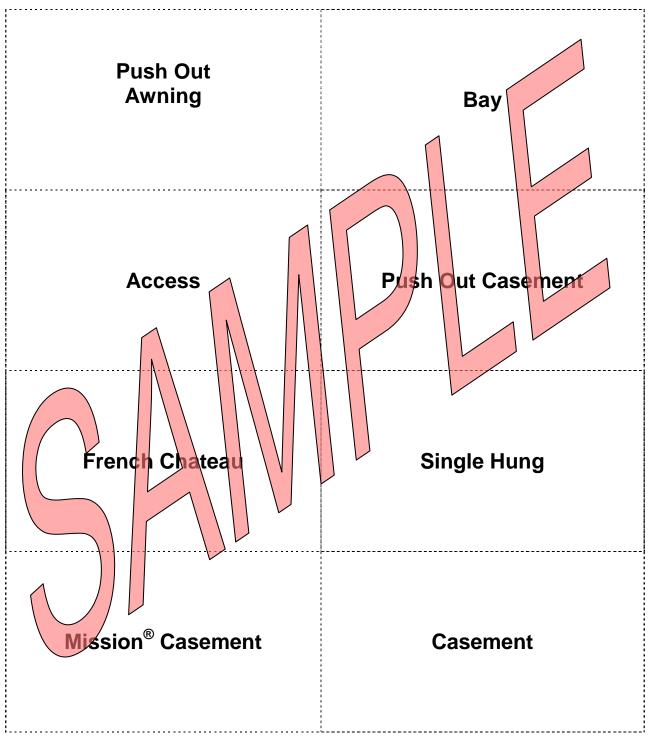
You Need This Product



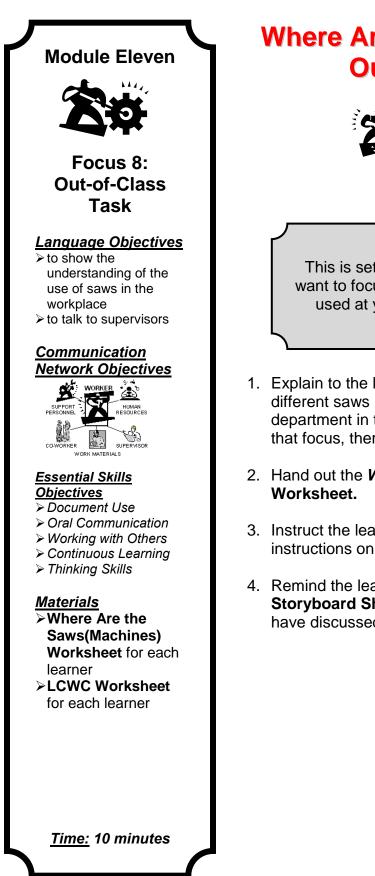
- 1. Randomly hand out a **Product Picture** or a **Name Card** to each learner. Have the learners find their match: picture and name. This will be the pair to work together.
- 2. Explain that they will have 15 minutes to plan together how to make a 5 minute presentation to the rest of the class to persuade them to buy that particular product.
- 3. Give the learners promotional material that is available. Also make materials available for them if they would like to make an advertising poster too.
- 4. When the 15 minutes of preparation are done, give each pair time to 'sell' their product.







Name Cards



Where Are the Saws(Machines): Out-of-Class Task



Part A

Note to the Instructor



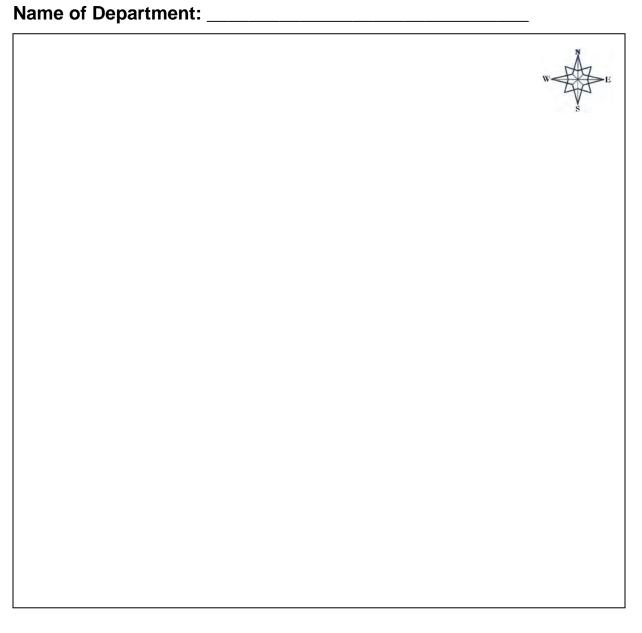
This is set up to focus on saws, but you may want to focus on other major machines that are used at your worksite. You can adjust the worksheet appropriately.

- 1. Explain to the learners that we will be focusing on the different saws (machinery) that are used in their department in the next module. In order to prepare for that focus, there is a task to be done related to them.
- 2. Hand out the *Where Are the Saws (Machines)* Worksheet.
- 3. Instruct the learners that they are to follow the instructions on the worksheet. Read them and explain.
- 4. Remind the learners that they are to have the **Storyboard Sheet** signed by their supervisor after they have discussed the finished task with him/her.

Where are the Saws(Machines)?

- 1. Draw in ALL the saws in your department.
- 2. Label them e.g. chop saw, table saw, radial saw, etc.
- 3. Put an arrow to where the SWP page for each saw is displayed.
- 4. Circle any saw that you use.

5. In the space below, write what you cut with each saw e.g. rails, stiles, metal cladding etc.



Part B

- 1. To facilitate the learners' writing and spelling development, hand out a Look, Cover, Write, Check (LCWC) worksheet to each learner.
- 2. Explain how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose **their own** 10 words, assisting when asked.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.

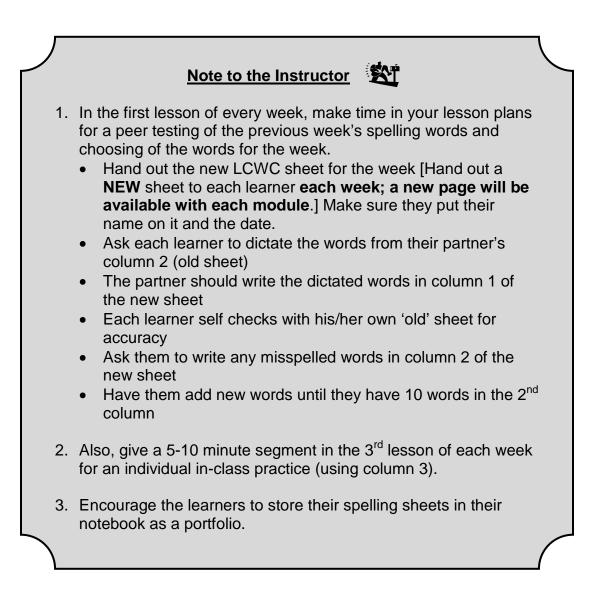
Look, Cover, Write, Check

Name _____ Date _____

- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2
			Cover Write Check Worksheet

Look, Cover, Write, Check Worksheet





Using Machines Safely

Achieving Goal:

English communication for better Safety, Quality and Productivity

8. Manufacturing Process: Out-of-Class Task

7. Tell Me How to Use This Machine

6. Could You Repeat That Please?

- 5. No, Don't!
- 4. Gold or Bronze
- 3. Name the Machines and their Parts
- 2. In Other Words

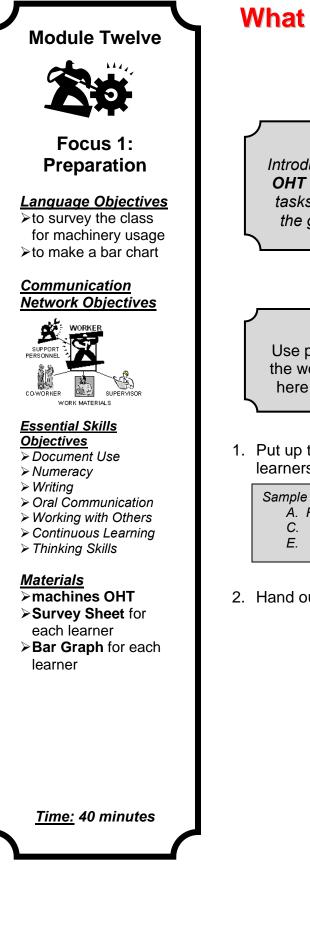
1. What Machines Are Being Used?

Making Progress: Step by step

implementation (use) of English for tasks on the work site



Getting Started: Learning English for better communication



What Machines Are Being Used?



Note to the Instructor

Introduce the module to the learners by putting on an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about **using machines safely**.

Part A

Note to the Instructor

Use pictures of the major machines that are used at the worksite by your learners. The sample task used here is of large saws in a manufacturing company.

1. Put up the pictures of the **machines OHT** and ask the learners to name them.

Sample Answer Key:

- A. Radial Arm Saw
 - C. Elumatic Saw
 - E. Band Saw

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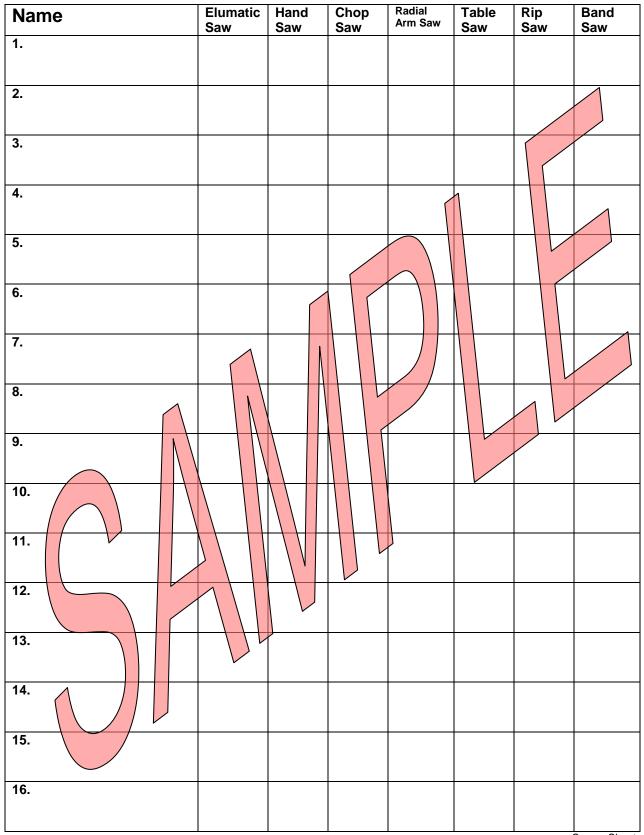
- B. Chop Saw
- D. Rip Saw
- F. Table Saw
- 2. Hand out the survey sheet to each learner.



Saws OHT

Part B

- 1. Ask them to interview every other learner to find out which machines they use. Note to Instructor: Make a worksheet with the names of the machines of your worksite across the top.
- Practice with the whole class the question formation that should be used.
 e.g. *Do you use a chop saw*? Remind them of the rising intonation of a yes/no question. (The pitch rises at the prominent point-usually the stressed syllable of the last content word- and continues to rise until the end of the question)
- 3. Instruct them to put a check under the machine across from the learner's name.



Survey Sheet

Part C

1. When the learners have finished surveying the class, instruct them how to fill in the **bar graph**.

Note to the InstructorMake a sheet with the names and pictures of the
machines that were on the survey sheet.

2. Have a large wall bar graph that the learners can fill in. Call on various learners to fill in each section.

664

3. Have the learners figure out the percentage (%) of the class that uses each saw (machine).

e.g. 7/14 x 100 = 50%

Chop Saw <u># of users</u> x 100 = ____% # of learners

 Table Saw

 # of users
 x 100 = ____%

 # of learners
 %

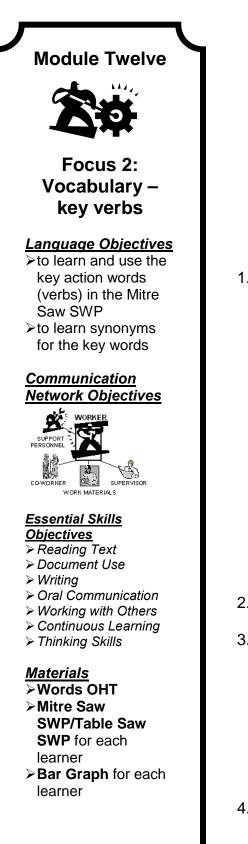


Bar Graph

Formula:

<u># of users</u> x 100 = ____% # of learners

Survey Bar Chart



In Other Words



Part A

Note to the Instructor

Verbs that are used in connection with the machines in your workplace should be substituted.

1. Lead the class in a TRP (Total Physical Response)

activity as follows: Get a pencil Obtain a pencil Look carefully at the pencil Inspect the pencil Look carefully at the pencil Make sure that the pen has ink Ensure that the pencil is sharp Smile Maintain your smile Keep up your smiling Talk to the person next to you about the weather Communicate to the person next to you about your family Look at the SWP sheet Refer to the SWP sheet for new words Fix your book Adjust your chair Make sure you have blank paper Verify that you have enough paper Check your spelling sheet Look over your spelling carefully Be aware of any errors Know your errors

- 2. Hand out the Mitre Saw and Table Saw SWPs.
- 3. Put up the following words on the Words OHT:
 - adjust check choose communicate ensure inspect maintain obtain refer report verify
- 4. Ask the learners to highlight these action words in their SWPs.

adjust check choose communicate ensure inspect maintain obtain refer report verify

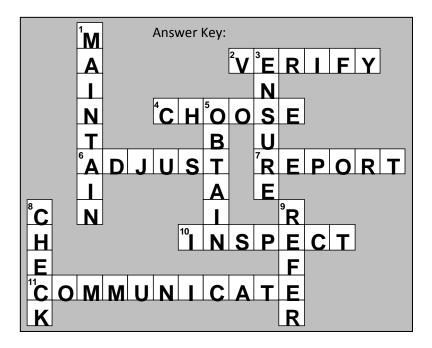
Words OHT

S		SAFE W	ORK PROC		17			
N	DESCRIPTION:	MITRE SAW	DEPART	MENT:	ALL	except 70	9	
P	DOCUMENT #:	SWP 0044	DATE:	12-Ap	r-06	REV.	D	
r	Approved by:					1		ð
		"Safety	- Our Shared Re	spons	ibili	y"		
I. C I. I S. I I. I S. I I. V I. V I. V	DBTAIN Mitre DO NOT use d CHOOSE prop NSPECT guar NSPECT blad ENSURE all gu ENSURE work ENSURE saw ENSURE saw ENSURE dust RE SAW SA WEAR hearing TIE long hair t	S A MITRE SAW Saw Training. You lamaged, broken of our blade for work rd for damage - en es for cracks, sha uards are in place area is clean. is secure to work collection is on & FETY PROCED g and eye protection back and up.	u must have a "D or unsafe equipn being done. sure it operates rpness, burnt, g bench. gate open.	nent. H propei	ave rly.	repaired	l if dama	

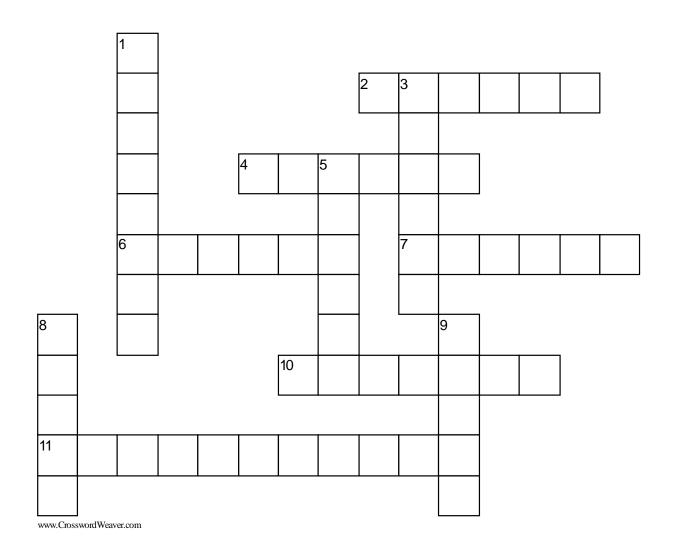
Mitre Saw SWP

	-		ORN PROD		_				
W	DESCRIPTION:	TABLE SAW	DEPAR	TMENT:	713/7	04/705			
p	DOCUMENT #:	SWP 0071	DATE:	17-MA	Y-05	REV.	С	1.0	
<u> </u>	Approved by:				_		_		
		"Safet	y - Our Shared R	espons	ibilit	У"			
		A TABLE SA							
			ou must have a "I						
			ut on this saw or						egend.
		and the second sec	or unsafe equipr ut (de-energized)				a ir dan	naged.	
		er blade for worl		und tu	ggeu	out.			
			nsure it operates	prope	rly.				
			rpness, burnt, gu		the second	and the second second second	ed.		
			re start up inspe	ction o	fsaw				
		t plate is in good							
	ENSURE push	stick is in good	working order.						
		biece for metal of	bjects.						
			surement and cla	mp inte	o plac	ce.			
		er to 1/8" below							

- 5. Hand out the **Crossword Puzzle** and tell the learners that the words that they just highlighted are the *'answers'* for the puzzle.
- 6. Use the OHT to check their answers.



adjust	check	choose	communicate		ensure	inspect	maintain
		obtain	refer	report	verify		



Across	Down
2 check	1 keep
4 pick	3 make sure, make
6 fix	certain
7 tell about	5 get
10 took carefully at	8 look over carefully
11 talk	9 look at

Crossword Puzzle

7. Hand out the Fill-in-the Blank Worksheet.

Fill-in-the-Blank Answer Key:

- 1. Get Saw Training.
- 2. <u>*Pick*</u> the proper blade for the work being done.
- 3. Look carefully at the guard and blades.
- 4. <u>Check</u> that the wood profile can be cut on the saw or find a different saw.
- 5. <u>Make sure</u> all guards are in place, work area is clean, saw is secure to work bench and dust collection is on and gate is open and the machine cannot be accidently restarted.
- 6. *Fix* the fence to the desired measurement.
- 7. <u>Keep</u> 200 mm or 8" of safety distance from the blade.
- 8. <u>Report</u> any unsafe and hazardous issues.
- 9. <u>*Talk*</u> to your supervisor about problems the machine is having.
- 10. Look carefully over work piece for metal objects.
- 11. Look at Lockout/Tagout procedures for details.

Fill-in-the Blanks

Fill in the other word in these ir	nstructions.
1 \$	Saw Training.
2t	he proper blade for the work being done.
3t	he guard and blades.
4t find a different saw.	hat the wood profile can be cut on the saw or
	all guards are in place, work area is clean, n and dust collection is on and gate is open accidentally restarted.
6 t	he fence to the desired measurement.
72 blade.	00 mm or 8"of safety distance from the
8a	any unsafe or hazardous issues.
9t machine is having	o your supervisor about problems the
10	work piece for metal objects.
11	Lockout/Tagout procedures for details.

Fill-in-the Blanks Worksheet

- 8. Hand out a set of **Mitre Saw Phrase Cards and Mitre Saw Picture Cards** to each pair of learners to match.
- 9. Ask the learners to place the pictures on the wall under the **Wall Headings**.
- 10. Read the phrases on the wall with the learners repeating after you; they should NOT be reading them but copying the way you say them to improve pronunciation.



Chop/Mitre Saw Storyline:



Mitre Saw Picture Cards

Do not use damaged, broken or unsafe equipment.	Inspect guard for damage, ensure all guards are in place.	Ensure work area is clean.
Ensure saw is secure to the work bench.	Ensure dust collection is on and gate is open.	Wear hearing and eye protection.
Tie long hair back and up.	ms Never wear gloves.	ms Communicate issues or problems the machine is having.
Maintain 200mm or 8" of safety from the blade.	ms NEVER CROSS ARMS.	Ensure machine can not be accidentally re- started after lockout.

Mitre Saw Phrase Cards

Before Using a Saw Saw Safety Procedures Saw Lockout Procedures

Wall Headings

Module Twelve



Focus 3: Reading Labels & Descriptions

Language Objectives

to learn the names and uses of the saws and their parts

<u>Communication</u> Network Objectives



<u>Essential Skills</u> Objectives

- ➢ Reading Text
- Oral Communication
- > Working with Others
- Continuous Learning

<u>Materials</u>

- a set of Picture, Description and Name Cards for each pair of learners
- Worksheet A and Worksheet B for each pair of learners

Name the Machines and Their Parts



Note to the Instructor

This task needs to be adapted to your worksite. Use pictures of the machines that your learners use (from Focus 1) and write up accurate descriptions of the machines.

Part A

1. Hand out the sets of **Picture Cards**, **Name Cards** and **Description Cards** to each pair of learners and have them match them up.

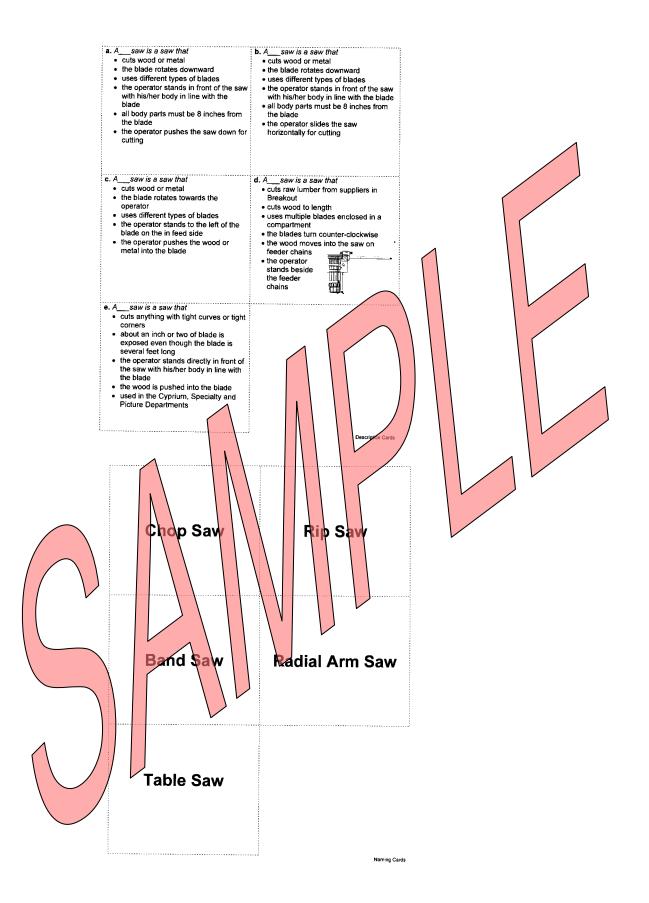
Sample Answer Key:

- 1. Table Saw, Description Card c
- 2. Chop Saw, Description Card a
- 3. Radial Arm Saw, Description Card b
- 4. Band Saw, Description Card e
- 5. *Rip Saw, Description Card d*
- Review the use of the adjective clauses by having each pair describe a machine by saying,
 "A... is the machine that...."

Time: 20 minutes

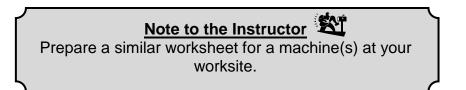


Module Twelve: Using Machines Safely



Part B

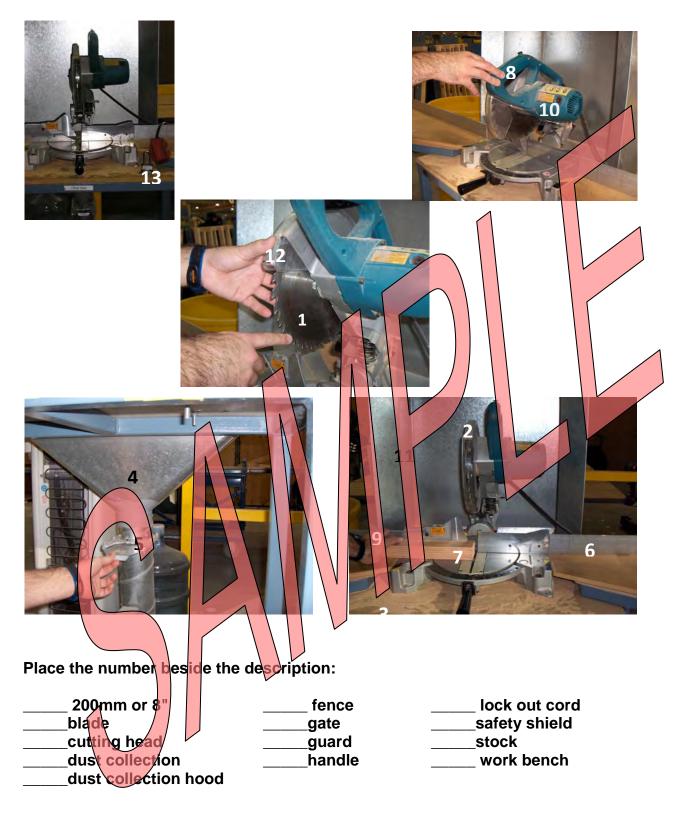
1. Hand **Worksheet A** and **Worksheet B** to each learner. Have them label the parts of the machine.



Sample Answer	Key: Chop S	Saw	
1. blade	2. guard	3. work bench	4. dust collection
5. gate	6. fence	7. stock	8. handle
9. 200mm or 8	7	10. cutting head	
11. dust collecti	.		
Answer Key: Ta	ble Saw		
1. blade	2. guard	3. fence	4.stock
5. throat plate	6.push s	stick 7. lockout	8.fence clamp
9. blade adjustr	nent wheel		
10. blade heigh	t 11. work	area	

- 2. Check their accuracy by doing the exercise on the OHT.
- 3. Do a random check by pointing to a part and asking, "What is the name of this part?" and having them answer, "It's called the...."
- 4. In pairs have the learners practice asking and answering the question, "What is the name of the part that...?" Illustrate first with a few parts with the whole class.

Label the parts of the Mitre/Chop Saw:

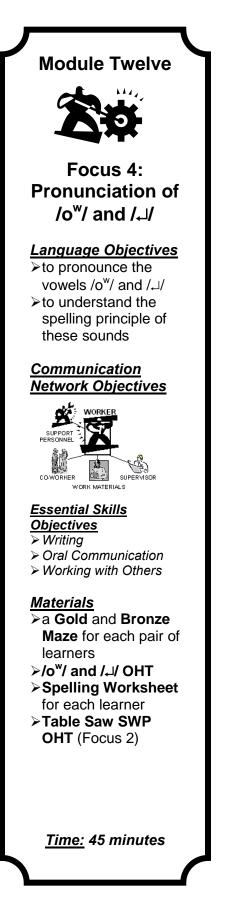


Worksheet A/OHT



Label the parts of the Table Saw:

Worksheet B/OHT



Gold or Bronze



Part A: Formation

Note to the Instructor

This task needs to be adapted to your worksite. Use pictures of the machines that your learners use (from Focus 1) and write up accurate descriptions of the machines.

Explain that there are vowel sounds, /o^w/as in gold and /↓/ as in bronze, that are very close in sound but make a difference in meaning if they are not said clearly.

Use the /o^w/and /,, / OHT to illustrate the mouth and tongue placement.

/o^w/ as in *gold* - mid back rounded tense vowel glides to /w/- pull a rubber band to illustrate tension

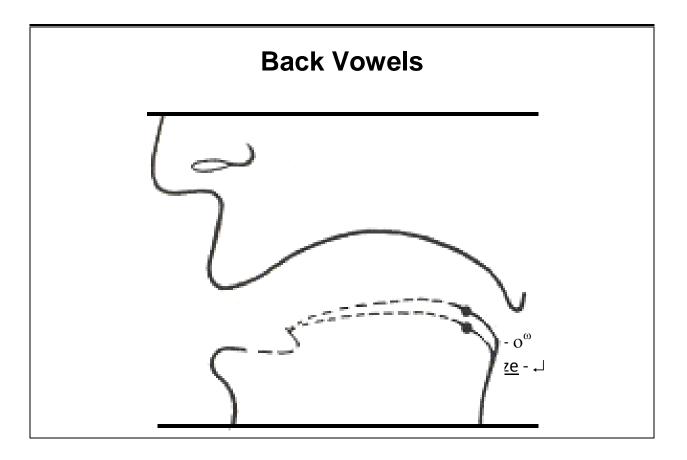
- Hold the front part of your tongue low in your mouth, with the tip lightly touching the lower front teeth.
- As you begin to say the sound, raise the *back* of your tongue towards the roof (soft palate) of your mouth (but do not touch it).
- Round your lips and push them forward a little.
- The opening of your mouth is smaller than for the sound /,.../ as in <u>all</u> or stop

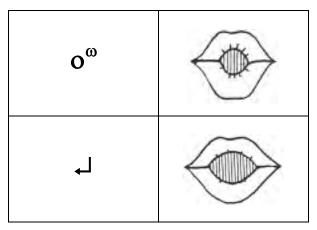
Contrast with:

I, *J* **as in** *bronze* - mid rounded lax vowel - relax the rubber band

- Hold the *back* part of your tongue *low* in your mouth. Touch the lower front teeth lightly with the tip of the tongue.
- Lower your jaw; lips are open wide
- The muscles of your tongue should be *relaxed*.

Say ahhh. Imagine that a doctor wants to look at your throat.

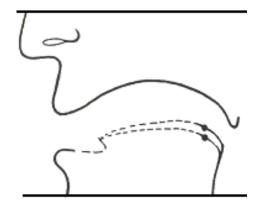


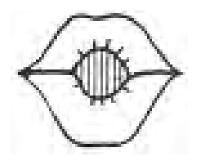


- adapted from Vowel Dimensions. Canadian Government Publishing Centre, 1983.

/o^w/and /,../ OHT







Turn **over** the wood.

The ring is made of **gold**.

There are **no** nails in the bin.

Read the **note** on the board.

The **hole** is at the end of the sash.

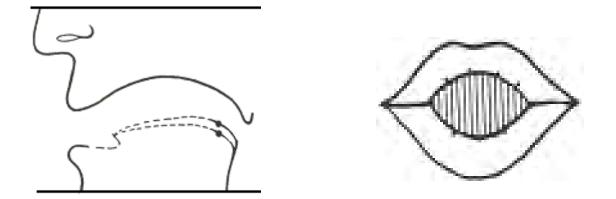
The window needs a coat of paint.

Windows are what we make.

There should be a **low** accident rate.

Sound Spelling /o"/ OHT

/,.../ bronze



Do not wear loose clothing.

Turn the machine off.

The top of the page has the unit number.

Stop the motor.

The ear protection **blocks** the noise.

Check all the instructions.

The workers **also** got a day off.

The **saw** worked well today.

Sound Spelling / /OHT

Part B: Listening Discrimination

- 1. Give each learner a **Listening Discrimination Sheet**. Have them mark which word they hear in the 15 times that you say one or the other. Mark on an OHT what you say.
- 2. Have the learners check their sheet with your **OHT** when finished.

Listening Discrimination

	T										
		1	2	3	4	5	6	7	8	9	10
Α	note										
	not										
		1	2	3	4	5	6	7	8	9	10
В	low										
	law										
	1		1	1	1	1					11
		1	2	3	4	5	6	7	8	9	10
С	oaf										
	off										
											11
		1	2	3	4	5	6	7	8	9	10
D	bloke										
	block										
		1		1		1					11
		1	2	3	4	5	6	7	8	9	10
Е	coat										
	cot										
	1	1		1		1					11
		1	2	3	4	5	6	7	8	9	10
F	hole										
	haul										
											11
		1	2	3	4	5	6	7	8	9	10
G	bold			_		_	_		-		-
_	bald										
		1	I	1	I	1			1	L	1]
		1	2	3	4	5	6	7	8	9	10
Н	SO	-		-	-	-	-	-	-		
	saw										
	00.11	1	1		1		1				1

Listening Discrimination Sheet/OHT

Part C: Sound Spelling relationship

- 1. Hand out the Table Saw SWP (Focus 2) and read the document twice:
 - On the first reading, ask the learners to circle the words with the **/o^w/** sound. Elicit from the class what they circled, marking the OHT of the SWP.

```
    Answer Key:
    /o<sup>w</sup>/ coordinator, before, profile, broken, perform, throat, exposure, perform, hold, slowly, force, more, report
```

• On the second reading, ask them to underline the words with the /.../ sound. Elicit from the class what they underlined, marking the OHT of the SWP.

```
Answer key:
/_/ saw, dot, not, locked, proper, operates, properly, proper, objects, stock, long,
stopped, stop, Lockout
```

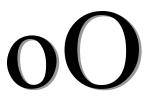
- 2. Explain the sound spelling relationship of these two vowel sounds.
 - Remind the learners that only the stressed syllable vowel is clearly said whereas the unstressed syllable vowel is usually said quickly and unclearly as a mid vowel no matter how it is spelled. [You may want to refer to the OHT from Module Two].
 - Spelling is for ease of reading or getting meaning not always for pronouncing the words.
 - However, since English is a phonetic language, there is a strong tendency for certain sounds to be spelled in certain ways.
 - One can often predict with 90% accuracy how a spelling should be.
- 3. Both the **/o^w/**and **/**, **/** sound can be spelled with the letter 'O'.
- 4. The sound **/o^w/**has three spellings:
 - it is most frequently represented by the letter 'o' or 'o' with the silent letter 'e' after the consonant between it and the "o', 87% of the time such as in *go, no,* and *note*
 - 5 % of the words with the /o^w/sound are spelled with the letters 'oa' as it *oak, coat.*

690

- another 5 % are represented by the letters 'ow' as in *low, slow* and *yellow.*
- 5. The sound $I_{\leftarrow}I$ has four spellings:
 - the letter 'o' is the most frequent spelling as in *not* or *top*
 - sometimes the sound is represented by an 'a' as in also or all
 - 'au' are the letters used in words such as *taught* and *cause*
 - 'aw' also can represent the /,.../sound in words such as saw

<u>Worksheet</u>

Spelling with the letter 'o'



the sound $Io^{\omega}I$ as in *gold* has three spellings:

- it is most frequently represented by the letter 'o' or 'o' with the silent letter 'e' after the consonant between it and the "o', 87% of the time such as in *go, no,* and *note*
- 5 % of the words with the /o^w/sound are spelled with the letters 'oa' as it oak, coat.
- another 5 % are represented by the letters 'ow' as in *low, slow* and *yellow.*

the sound /,,/ as in *bronze* has four spellings:

- the letter 'o' is the most frequent spelling as in *not* or *top*
- sometimes the sound is represented by an 'a' as in also or all
- 'au' are the letters used in words such as *taught* and *cause*
- 'aw' also can represent the /,-//sound in words such as saw

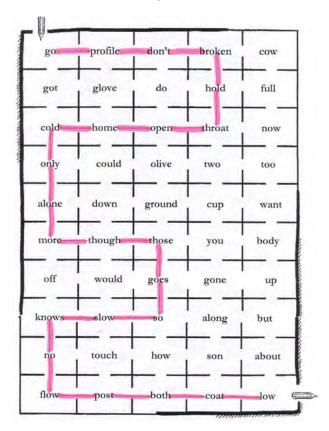
Choose the correct word and write it in the blank.

- 1. Write a _____[not, note] to your supervisor.
- 2. The _____[saw, so] broke.
- 3. The _____[hole, hall] is for the nail.
- 4. A _____[coat, cot]of varnish is needed.
- 5. _____[Hold, Hauled] the hammer firmly.
- 6. The temperature is _____[low, law] in the plant.

Part C

- 1. Give each learner or pair of learners a **Gold Maze**.
- 2. Explain that the object of this task is to find a path from the entrance at the top left side of the maze to the exit in the bottom right.
- 3. Point out the phonetic symbol and example word above the maze and explain that in this task, you can only cross a square if it contains a word with that sound.
- 4. You can move from one square to the next horizontally or vertically but not diagonally.
- 5. When learners have finished, check the route together. Read the words chorally. *The Correct Path:*

go-profile-don't-broken-hold-throat-open-home-cold-only-alone-more-though-thosegoes-so-slow-knows-no-flow-post-both-coat-low



	<u>//</u>	o ^w / Gold Maz	<u>ze</u>		
go	 profile	don't	broken	cow	
got	glove	do	hold	full	
cold	home	open	throat	now	
only	could	olive	two	too	
alone	down	ground	cup	want	
more	though	those	you	body	
off	would	goes	gone	up	
knows	slow		along	but	
no	touch	how	son	about	
flow	 post 	both	coat	low 🖨	8

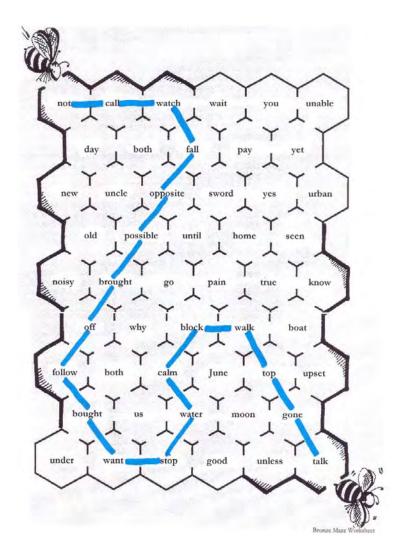
Gold Maze Worksheet

6. Do the same with the Bronze Maze.

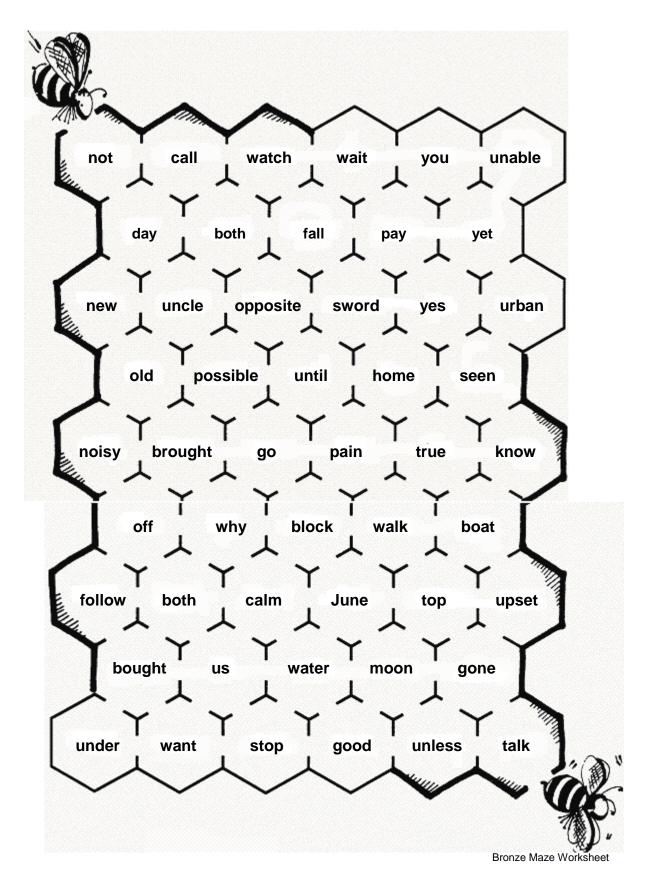
The Correct Path:

not-call-watch-fall-opposite-possible-brought-off-follow-bought-want-stop-water-calm-block-walk-top-gone-talk

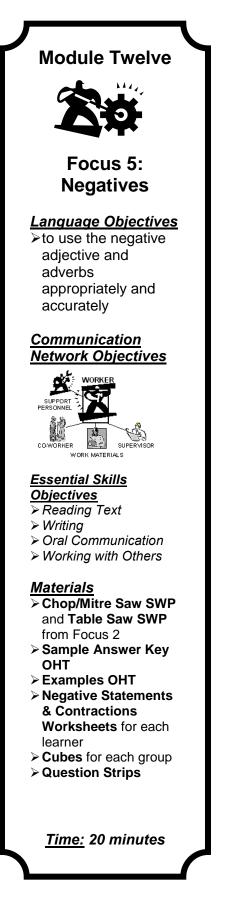
- adapted from Hancock, Mark. Pronunciation Games Cambridge: Cambridge University Press, 1995.



/,.../Bronze Maze



695



No, Don't!

Part A: Discovery

- 1. Ask the learners to volunteer the words in negative statements: *no, not, never*
- 2. Have the learners find all the negatives used in the **Chop/Mitre Saw SWP** and **Table Saw SWP** and report them to the class. List them on the flip chart or OHT.

Note to the Instructor

Use a document that contains negative statements from your worksite.

Sample Answer Key: <u>Chop Saw</u>

- #2 Do <u>not</u> use damaged...
- #3 <u>Never</u> wear loose clothing...
- #9 Make sure hand is <u>not</u> in the line...
- #11 Do <u>not</u> take your hand away...
- #13 Do <u>not</u> reach in...
- #14 Do not cut freehand.
- #4 Ensure machine can <u>not</u> be...
- Table Saw
- #3 Do <u>not</u> use damaged...
- #3 <u>Never</u> wear loose clothing...
- #6 <u>Never</u> force a piece...
- #8 <u>Never</u> place hands above...
- #10 Ensure machine is stopped & can<u>'t</u> be...
- 3. Point out that these words have a certain position or word order in English speech and writing. Underline the words in the sentences above.

<u>Chop Saw</u>

#2 Do <u>not</u> use damaged...
#3 <u>Never</u> wear loose clothing...
#9 Make sure hand is <u>not</u> in the line...
#11 Do <u>not</u> take your hand away...
#13 Do <u>not</u> reach in...
#14 Do <u>not</u> cut freehand.
#4 Ensure machine can not be...

Table Saw

#3 Do <u>not</u> use damaged...
#3 <u>Never</u> wear loose clothing...
#6 <u>Never</u> force a piece...
#8 <u>Never</u> place hands above...
#10 Ensure machine is stopped & can<u>'t</u> be...

Sample Answer Key OHT

Part B: Explanation

1. Explain that if we want to talk about the absence of things or people we use 'no' right before the name of the thing or person.

Note to the Instructor

This is the adjective *no*. The use of no + noun is a more forceful statement than the use of *not* + verb.

- e.g. There are **no** blades. We have **no** stock. **No** workers are in the area.
- 2. In one word answers to questions that are asking for a *yes or no* answer, it is okay to just use *'no'*, but usually we expand our answer by using *'not'* **after** the helping verb of the question.

e.g.	Did he unplug the saw?	No, he <u>didn't</u> .
	Will you cut freehand?	No, I <u>won't</u> .
	Can we use a damaged blade?	No, we <u>can't</u> . etc.

- 3. Remember that the shorter the response, the ruder it sounds so we add words to be more polite, **especially** when being negative.
- 4. In making negative statements, the same principle is applied: *'not'* is placed after forms of the *'be'* verb and the helping verb.
 - e.g. Alex is <u>not</u> here. He is <u>not</u> working here now.
- 5. Use the grammar shapes to illustrate the placement of the adverb *'not'* after the helping verb.
- 6. Explain that this principle is so strong in English that in the forms that do not have a helping verb, one has to be inserted.
 - e.g. 'do' with the base form: Don't use gloves. The worker <u>does not</u> wear gloves. (note that the 's' is on the helping verb and not on the verb)

'did' for the past form: Jake did not wear gloves yesterday. (note that the past marker is on the <u>did</u> and not on the verb)

698

- 7. Review the use of *never* to express the idea of *not ever* or 0% of the time.
 - e.g. You must <u>never</u> cross your arms.

There are <u>no</u> blades. We have <u>no</u> stock. <u>No</u> workers are in the area.

Did he unplug the saw?No, he <u>didn't</u>. Will you cut freehand? No, I <u>won't</u>. Can we use a damaged blade? No, we <u>can't</u>.

Alex is <u>not</u> here. He is <u>not</u> working here now.

Don't use gloves. The worker <u>does not</u> wear gloves.

Jake did not wear gloves yesterday.

You must <u>never</u> cross your arms.

don't, can't, doesn't

Examples OHT

8. Hand out the **Negatives Worksheets** for practicing the formation of negative sentences.

Sample Answer Key: 1. John uses damaged equipment. John does not use damaged equipment. 2. Take your hand away from the handle. Do not take your hand away from the handle. 3. Bob reached in to remove stock. Bob didn't reach in to remove stock. 4. Cut freehand. Never cut freehand. 5. Ensure that the machine can be accidentally restarted. Ensure that the machine can not be accidentally restarted. 6. Make sure your hand is in the line with the blade. Make sure your hand is never in the line with the blade. 7. Wear loose clothing, jewelry, or gloves. Do not wear loose clothing, jewelry, or gloves. 8. Cross your arms when using a saw. Never cross your arms when using a saw. 9. Place your hands above, around or in line of turning blade. Do not place your hands above, around or in line of turning blade. 10. The workers will ignore the Safe Work Procedures for using saws. The workers will not ignore the Safe Work Procedures for using saws.

9. Have the learners report to the class on their answers. Write the sentences on the OHT. (For a multi-level class you can assign fewer sentences to the lower level proficiency learners.)

Note to the Instructor

Make statements that are relevant to your learners and their use of machines in the workplace.

Negative Statements Worksheet

Change these statements into negative statements by adding, *not, no* or *never*.

- 1. John uses damaged equipment. John does not use damaged equipment.
- 2. Take your hand away from the handle.
- 3. Bob reached in to remove stock.
- 4. Cut freehand.
- 5. Ensure that the machine can be accidentally restarted.
- 6. Make sure your hand is in the line with the blade.
- 7. Wear loose clothing, jewelry, or gloves.
- 8. Cross your arms when using a saw.
- 9. Place your hands above, around or in line of turning blade.
- 10. The workers will ignore the Safe Work Procedures for using saws.

Negative Statements Worksheet

- 10. Point out that *not* is often contracted in speech: *don't, can't, doesn't*
- 11. Let the learners do the **Contractions Worksheet**. Read the words for them to write whether the word is pronounced with one syllable or two.

Answer Key: Word List	Contraction	1 svilable	2 syllables
is not	isn't		
are not	aren't	\checkmark	
does not	doesn't		\checkmark
did not	didn't		\checkmark
can not	can't	\checkmark	
could not	couldn't		\checkmark
would not	wouldn't		\checkmark
should not	shouldn't		\checkmark
do not	don't	\checkmark	
will not	won't	\checkmark	

12. Explain to the learners that 'be' verbs and helping verbs are usually said very quickly and unclearly, but when the **n't** contraction is added, the word is then stressed. The English listener actually knows whether you have said *can* or *can't* by the stress rather than the sound of the additional 't'.

702

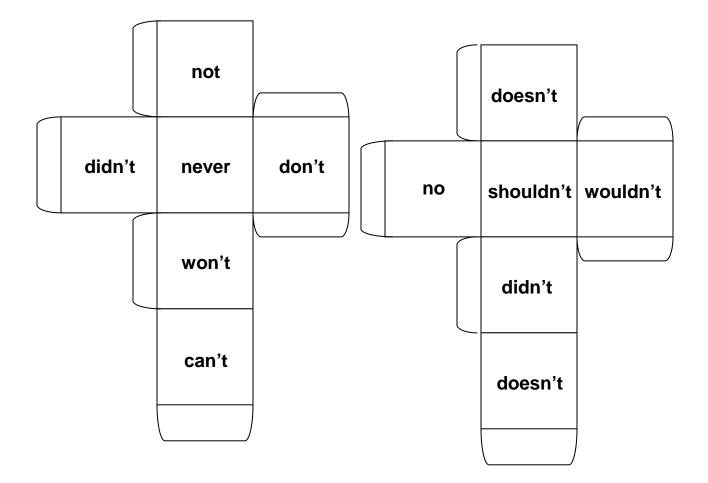
Write the contracted form in the space provided. Listen to the instructor read the contractions and mark if you hear 1 or 2 syllables.

Word List	Contraction	1 syllable	2 syllables
is not	isn't		\checkmark
are not			
does not			
did not			
can not			
could not			
would not			
should not			
do not			
will not			

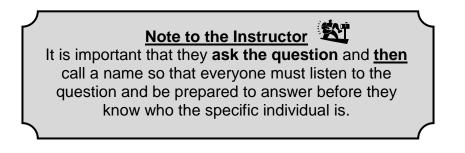
Contractions Worksheet

13. Divide the class into groups of 3 or 4.

- Have the individuals of each group roll one of the **cubes**.
- Whatever negation word comes up, the individual then puts it in a sentence about the safe work procedures for saws.
- The other group members should listen for accuracy.



- 14. Have the learners line up alphabetically by something such as their mother's first name, or the place of their birth etc. Check with the arrangement by having them say a statement such as '*My mother's name is Anna.*' or '*I was born in Kleefeld.*' *etc.*
- 15. Have the first learner choose one of the strips of questions (from a basket or hat) and ask the question to the person next to him/her in line. That person should answer with the appropriate and accurate answer: "Yes, I do" or "No, I don't." etc. This is a practice of using the correct auxiliary in the short answer, particularly the negative ones: don't, didn't, can't, shouldn't, won't etc.
- 16. In later lessons, review these responses by having the learners randomly select a strip from the basket and ask another learner in the class and have the classmate respond.



,	,
Did you drive home at 4 am?	Did you drink coffee for supper?
Did you sleep for 12 hours?	Did you use a saw last night?
Do you check the blades before using a saw?	Do you package windows?
Do you drive your car to work every evening?	Do you speak English on the job?
Do you like chocolate?	Are you studying Chinese?
Are you standing beside Paul?	Are you learning English?
Are you tired?	Is Paul standing beside Henry?
Is the instructor sitting in a chair?	Did you use Lockout last night?
Is Jakob standing behind the table?	Should you check the blades before using a saw?
Are the baskets of pens on the tables?	Are we standing in a line?
Should we cross our arms when we use a saw?	Should we wear loose clothing when we are at work?
Should we speak English in class?	Should we ask for clarification politely?
Can you use a mitre saw?	Can you spell your name?
Have you used a table saw?	Have you done your homework?
Have you read the SWP for the mitre saw?	Have you practiced your spelling words today?
Will you come to class tomorrow evening?	Will you drive home at 10 pm?
Will you wear eye protection when you go to work?	Will you buy supper this evening?
	Question Strips

Module Twelve



Focus 6: Asking for Clarification

Language Objectives

 to use appropriate strategies for asking for clarification

<u>Communication</u> Network Objectives



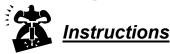
<u>Essential Skills</u> Objectives

- Oral Communication
- Working with Others
- ➤ Continuous Learning
- Thinking Skills

<u>Materials</u>

- Answer Key and OHT
- Rude to Polite Cards for each group
- Role Play Situation Cards for each pair
- > Question Strips

Could You Repeat That Please?



Part A

- 1. Introduce the topic of asking for clarification.
 - Often we need to ask people to repeat what they have said or explain what they mean.
 - In this task the learners will learn a variety of ways to ask for clarification appropriately.
- 2. Explain that there are many ways in English to ask for clarification, but it is helpful to know them and to know which ones to use when.
- Write the following question on the board: What is hazardous? Elicit different ways of asking the same question.
 - e.g. Describe the word *hazardous*. What does *hazardous* mean? Could you tell me what *hazardous* means? Would you give me an example of *hazardous*? What do you mean by *hazardous*?
- 4. Read the twelve ways of asking for clarification that are on the **Rude to Polite Cards**.
 - Ask the learners if they know any more. Add them to the list.
 - Have the learners notice the intonation of each the addition of rising pitch adds the meaning of respect.
 - Have the learners pracitise intonation by repeating after you:

Note that *"Sorry", "Excuse me"* & *"Pardon me"* with falling intonation have a different meaning. We use them to apologize.

<u>Time:</u> 20 minutes

How do you spell that?	Did you say ?	Was that?
Pardon me?	Come again?	Could you repeat that?
Excuse me?	What? Huh?	Sorry?
Could you repeat that, please?	What was that?	I'm sorry to bother you, but would you mind repeating that, please?

Rude to Polite Cards

Part B

- 1. Divide the class into groups of three. Give each group a set of **Rude to Polite Cards** and ask the learners to put the cards in order from rude to polite. There will be some guessing, and some discussion. Let them process the sentences.
- 2. After all groups have established an order, call the class back together and ask them to report. Do all groups agree?
- 3. Put up the **Answer Key and OHT** of the general ranking by Canadians.
- 4. Point out 'pillowing' (softeners) as it relates to politeness.
 - Extra words soften or pillow your requests.
 - In general, the more words in the sentence the more polite it is.
 - *'Please'* and *'Thank you'* are the most common pillowing words.
 - Point out that you have to 'read' the situation, to choose how much pillowing is appropriate.
 - Watch out. In some situations you will sound strange if you use too much pillowing.
 - How much pillowing you use depends on the Canadian values of equality and independence, and the formality of the situation.
 - Is the person you are speaking to your equal, your superior, or your inferior?
 - In North America, people tend to talk to each other as equals, even if a power difference exists, but 'politely'.

710

• Is the situation formal or informal?

Clarification Question:	Clarification Attitude:		
What? Huh?	Rude:		
Sorry? Come again? What was that?	Not really rude, but somewhat irritating:		
Pardon me? Excuse me? How do you spell that? Did you say? Was that? Could you repeat that? How would you define? What do you mean by ''?	Polite:		
Could you repeat that, please? Would you mind defining '' for me?	Very Polite:		
I'm sorry to bother you, but would you mind repeating that, please?	Extremely Polite:		

Answer Key and OHT

Part C

- 1. Have the learners form pairs and hand out the Role Play Situation Cards.
- 2. Give time for the learners to plan their role plays.
 - Circulate to answer questions.
 - It might help for learners to write out their role plays.
 - Tell them that they will be performing the role play for the rest of the class.
- 3. Have the learners perform their role plays.

#1 You want to know the meaning of the phrase 'gummed up'. Ask your teacher politely for the meaning? Ask for further clarification.	#1 You are a teacher. One of your learners will ask you for the meaning of 'gummed up.' (It is when something doesn't work.) Give the definition politely.
#2 Ask one of your classmates to define 'thumb tucked under'? You are very good friends.	#2 One of your very good friends in class wants to know the definition of thumb tucked under'. (It means you thumb under your fingers; illustrate with your hand.)
#3 You have asked many people to describe the word 'communicate' to you. No one seems to know. You are getting irritated. Ask one of your friends to describe the word 'communicate' to you.	#3 One of your friends is very frustrated that he can't find someone to describe the word 'communicate' to him. He finally asks you. (Communicate is when you tell someone something.)
#4 You have forgotten or are unclear as to what the word <i>'warped'</i> means. Ask a classmate to make the meaning clear to you.	#4 One of your classmates needs clarification as to the meaning of <i>'warped'</i> . (It means <i>bent</i> or <i>twisted</i> or <i>out of shape</i> .)

Role Play Situation Cards pg 1

#5 You have been told the meaning of the word <i>secure</i> by your teacher, but you didn't hear it very well. Ask the teacher to repeat the definition.	#5 You have given the meaning of the word <i>secure</i> to a learner. However, he will ask you to repeat the meaning. (It means <i>fixed</i> or <i>fastened so as not to give way or get</i> <i>loose or be lost</i> .)
#6 You have heard your classmates using the word <i>inspect</i> a lot. You are confused as to what it means. Ask one of them what they mean by the term <i>'inspect'</i> .	#6 One of your classmates is very confused with your use of the word <i>inspect</i> . Tell him/her that you think it means <i>to look closely at</i> .
#7 Ask your supervisor for an illustration of <i>crossed arms</i> .	#7 One of your workers has asked for an illustration of the words <i>crossed arms</i> . (Tell him that <i>it is one</i> <i>arm over the other</i> and illustrate with your arms.)
#8 Ask someone to spell a word you would like to learn.	#8 Spell a word for your classmate. It you don't know how to spell it, direct him/her to the dictionary or the teacher.

Role Play Situation Cards pg 2

Part D

- 1. A task that encourages learners to practice requesting, asking for clarification or repetition as well as spelling can be done with the use of **questions strips**.
- 2. Cut up the strips and put them into a basket or hat.
- 3. Have the first learner **pick a question**, **read the question** and <u>then</u> call on another learner. That learner responds appropriately and then he/she takes a strip and asks another learner and so on.

Would you spell **horizontal** for me please?

Could you please spell your last name for me?

Will you please spell **instruction** for me?

Can you spell English?

How is **German** spelled?

Could you help me out and spell **your first name** please?

Would you spell the name of your **department** again please?

Will you spell **Manitoba** for me please?

How do you spell the name of the place where you work?

Would you be kind enough to spell **saw** for me please?

How do you spell protection?

716

Would you please spell the word **jamb** for me?

Can you spell stile?

Will you spell **sill** please?

Could you spell **labourer** please?

Spell process please?

How do you spell evening?

Would you please help me out and spell your last name?

Would you spell **address** for me please?

Do you know how to spell **overtime**?

Question Strips

Module Twelve



Focus 7: Explaining a Procedure

Language Objectives

- to skim and scan a document for information
- to answer questions about the procedures for using a machine
- to have the learners retell the procedures for using a machine in their own words

<u>Communication</u> <u>Network Objectives</u>



<u>Essential Skills</u> Objectives

- ➢ Reading Text
- ➢ Document Use
- ➢ Oral Communication
- > Working with Others
- > Continuous Learning
- ➤ Thinking Skills

<u>Materials</u>

- ➤ a die for each group
- > question/answer
- board for each group ≻ Chop/Table Saws Phrase and Picture Cards

<u>Time:</u> 45 minutes

Tell Me How to Use This Machine



Part A

1. Hand out a **question board** and a **die** to each group of 3 or 4 learners.

Note to the Instructor

Substitute appropriate questions and answers for your worksite into the board format.

- 2. The procedure for this task is as follows:
 - a) Instruct the learners that the first learner throws the die and uses that number to indicate which category down the **left hand column** is to be selected.
 - b) Then the learner throws the die again and that directs him/her to the **question number**.
 - c) The learner must **read the question** that is in the block with those coordinates and try to answer it; he/she may check the SWP for an answer.
 - d) The other members of the group may check the back of the board for the right answer.
 - e) If the learner answers the question accurately, he/she may put his/her initial on the square.

	~	7	S	4	5	9
6. How?	How should you pull the cutting head?	How should you lower the blade into the stock?	How do you learn how to run the saw?	How should you wear your hair?	How do you cut stock?	How do you hold the work against the fence?
5. Why?	winy should you wear hearing and eye protection when using a	Why should you not wear loose clothing or jewelry?	Why shouldn't you wear gloves?	Why do you need to have a clean work area?	Why shouldn't you cross your arms?	Why do you need to read the SWP form?
4. Lockout Procedures	Where do you learn about Lockout Procedures?	What is the first thing to do for Lockout of the saws?	When should you unplug the saw?	winat shourd you make sure of before making changes to the	What should you wait for before unplugging the saw?	Who should know how to do the Lockout procedures?
3. Safety Procedures	What distance from the blade should be maintained?	What does it mean to keep your thumb tucked under?	What must be kept out of the line of the blade?	What does it mean to not cross your arms while cutting?	When can you take your hand away from the handle?	What does it mean to cut freehand?
2. Before using a saw	What kind of blade should you choose?	Where should the guards be?	Should the dust collection gate be open or closed?	What does it mean to ensure that the saw is secure to the work bench?	What do you look for as you inspect the blades?	What do you inspect the guard for?
1. Which saw?	What is a mitre saw used for?	What is a table saw?	What is a radial arm saw?	What is the clamp?	What is an elumatic saw?	What is a chop saw?
	1	8	3	4	5	9

Question Board

	-	3	က	4	5	9
6. How?	with the hand nearest the handle	lower it slowly	take saw training	short or tie long hair back a and up	against the direction of the blade	hold the work firmly against the fence
5. Why?	the noise could damage ears and something could fly into your eye	could get caught in machines	they could get caught in the machine	safer and more efficient	less control of motions and it is reversed from your normal	your own safety
4. Lockout Procedures	Lockout SWP or wall charts (or Unit 9)	stop the saw	before making changes to blade, repairs or adjustments, removing debris from dust collection hood	make sure it cannot be accidentally re- started	wait for the saw to stop turning	everyone who uses the saw
3. Safety Procedures	200mm or 8" of safety	thumb under your fingers	your hand	don't put one arm over the other	when the blade is behind the safety shield	don't use only one hand
2. Before using a saw	a proper blade for work being done	in place	open	not loose so it will move	cracks, sharpness, burnt, gummed up, or warped	damage – ensure that it works properly
1. Which saw?	cutting wood or metal	a saw with a large surface area	a saw that slides horizontally for cutting wood or metal	used to secure the fence in place	a two bladed mitre saw	cuts wood or metal with the saw being pushed down
	-	2	3	4	5	9

Answer Key

Part B

- 1. Divide the class into pairs.
- 2. Hand out a set of **phrase cards** from the SWP to each pair. Ask the learners to sequence the cards.
- 3. Have the learners read the phrases aloud repeating after you.



Do not use damaged, broken or unsafe	
equipment.	s
Inspect guard for damage, ensure all guards are	
	s
Ensure work area is clean.	s
Ensure saw is secure to the work bench.	s
Ensure dust collection is on and gate is open.	S
Wear hearing and eye protection.	s
Tie long hair back and up.	s
Never wear gloves.	s
Communicate issues or problems the machine is having.	
Maintain 200mm or 8" of safety from the blade. $_{\scriptscriptstyle m}$	S
NEVER CROSS ARMS.	S
Ensure machine can not be accidentally re- started after lockout.	s

Mitre Saw Phrase Cards

- 4. Hand out the corresponding **Chop/Mitre Saw Picture Card** sets for the learners to match with the phrase cards. Check on accuracy.
- 5. Take the phrase cards from the learners and then read the phrases while they look at the pictures.
- 6. Ask one learner to tell the safe work procedures for using the machine to the other learner using the pictures as cues.
- 7. The other learner may ask for clarification as they listen.
- 8. Then, the other learner should tell the procedures while the first learner listens.
- 9. Have various learners tell the procedures to the whole class.

Chop/Mitre Saw Picture Cards:



Chop/Mitre Saw Picture Cards

10. Repeat the about steps (2-9) using the **Table Saw Phrase Cards** and **Picture Cards** for another machine.



725

Verify wood profile can be cut on this saw.	ts
Do not use damaged, broken or unsafe equipment.	ts
Ensure table saw is locked out.	ts
Ensure throat plate is in good condition.	ts
Ensure push stick is in good working order.	ts
Adjust fence to desired measurement and clampin place.	D
Adjust blade for minimum exposure to perform cut 1/4" above stock.	ts
Wear hearing and eye protection.	ts
Tie long hair back and up.	ts
Stand to the left of material being cut.	ts
Use correct guard for the cut you are making.	ts
Always shut off machine when leaving station.	ts
Table Saw Phrase C	orde

Table Saw Picture Cards

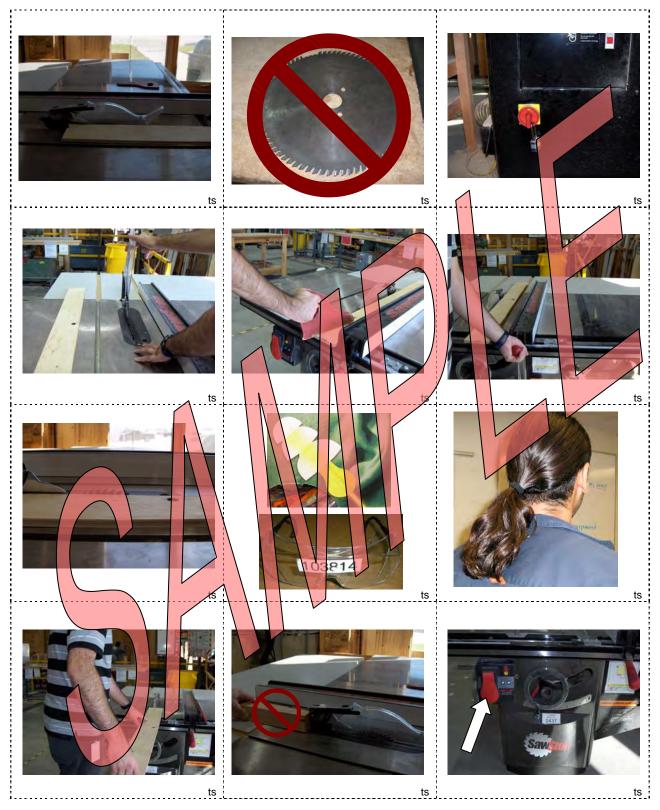


Table Saw Picture Cards

Module Twelve



Focus 8: Manufacturing Process (Out-of-Class Task)

Language Objectives

 to be aware of the Work Instruction pages at the worksite

 to discuss the instruction sheets with their supervisors

<u>Communication</u> <u>Network Objectives</u>



<u>Essential Skills</u> Objectives

- > Document Use
- > Oral Communication
- ➤ Working with Others
- > Continuous Learning
- ➤ Thinking Skills

<u>Materials</u>

- Out-of-Class Worksheet for each learner
- LCWC Worksheet for each learner
- Storyboard for each learner

<u>Time:</u> 10 minutes

Manufactuing Process: Out-of-Class Task



Part A

- 1. Hand out the Out-of-Class Worksheet to each learner.
- 2. Instruct the learners to find any Manufacturing Process Work Instructions for the jobs they do.
- 3. Remind the learners that they are to have the **Storyboard Sheet** signed by their supervisor after they have discussed the finished task with him/her.

Manufacturing Process Work Instruction Sheets

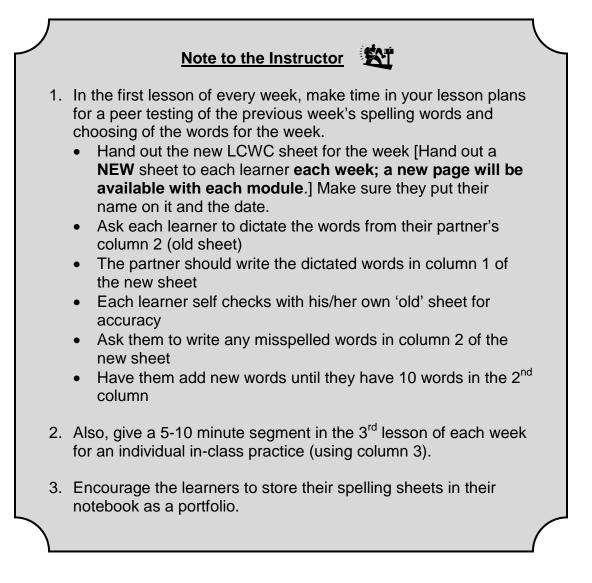
Name:	 	
Department:	 	
Job Title:	 	
Supervisor: _	 	

# of steps	Where Instructions Posted

Out-of-Class Worksheet

Part B

- 1. To facilitate the learners' writing and spelling development, hand out a Look, Cover, Write, Check (LCWC) worksheet to each learner.
- 2. Explain how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose <u>their own</u> 10 words, assisting when asked.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.



Look, Cover, Write, Check

Name _____ Date _____

- 1. Write 10 words you want to learn to spell in column 2: New Words.
- For Practice #1, two days later, <u>look</u> at the word, <u>say</u> it, <u>cover</u> it, <u>write</u> it in Column 3, and then <u>check</u> it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

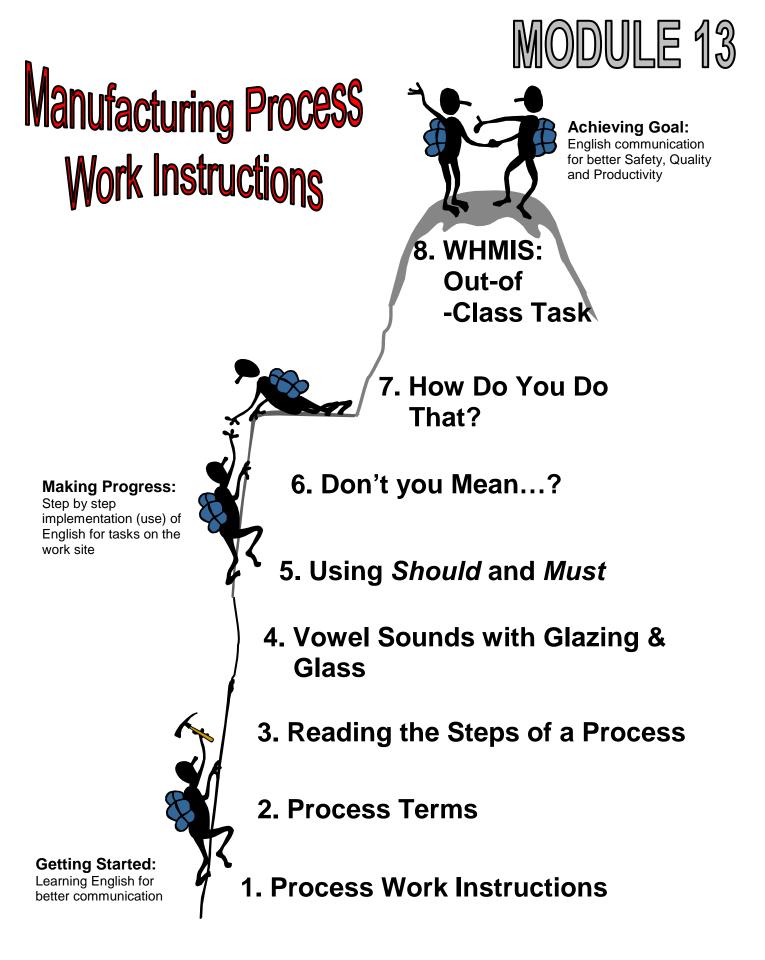
column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2
			Cover Write Check Worksheet

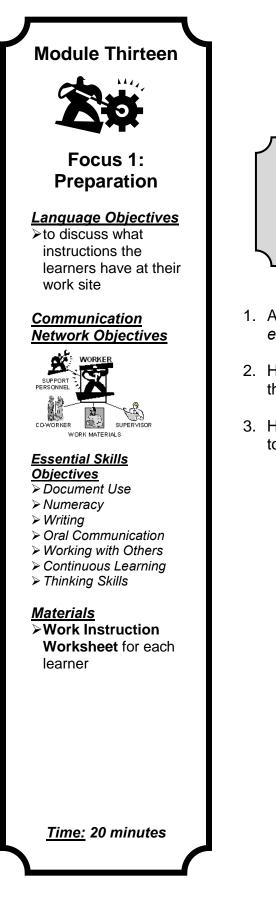
Look, Cover, Write, Check Worksheet

Name:

	Storybo	ard
	(Visualizing Your I	mprovement)
		pervisor in English. Ask him/her to
Sign this pe	Task: Hazardous Materials	
Module 13		
	Signature:	Date:
	Task: Employee Handbook	Crossword
Module 14		
	Signature:	Date:
	Task: Benefits Application	Form
Module 15		
	Signature:	Date:

Storyboard





Process Work Instructions



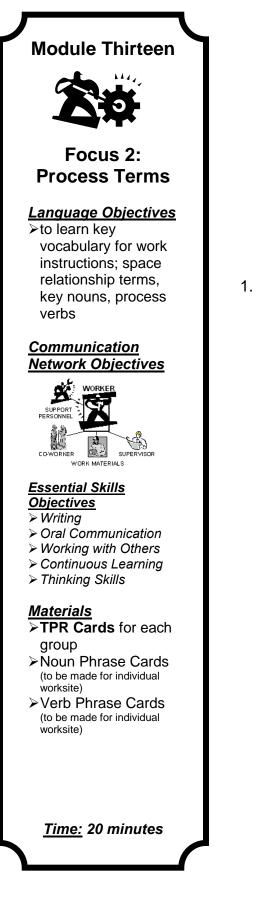
Note to the Instructor

Introduce the module to the learners by putting on an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about **process work instructions**.

- 1. Ask various learners as to what their jobs are. e.g. eb. glazing, sdl application etc.
- 2. Hand out the **Work Instruction Worksheet** and ask the learners to draw the steps of their job.
- 3. Have the learners form groups of 3 and describe their job to each other (mix up the departments).

Work Instruction Worksheet

English at Work in Manitoba: Manufacturing



Process Terms

Note to the Instructor

Choose some key terms from a key process in your worksite and substitute key words into these tasks.



Part A: Space Relationship Terms

- 1. Lead the class in the following TPR for comprehension of space relationship terms that are important for understanding a process.
 - touch the top of your book with your right hand
 - touch the bottom of your book with your left hand
 - put your right hand on the left hand side of your book
 - overlap your arms so that you can put your left hand on the right side of your book
 - repeat the former direction
 - do the opposite of the former direction
 - with your pencil, point to the bottom centre of your book
 - with your pencil, pint to the top right of your book
 - point to the opposite side of the room
 - draw your pencil along the right edge of the book
 - draw your pencil along the left edge of the book
 - draw your pencil around the whole perimeter of your book

- centre your pencil between the two edges and between the top and bottom of the book
- stand up
- stand as close as possible to the table
- butt up against the table
- space yourself 8mm from the table
- centre yourself between the wall and the table
- walk around the perimeter of the room
- walk to the closest corner of the room
- return to your seat
- sit down
- touch a corner of the table
- raise your arm and put it level with the table
- raise your other arm and put it level with the table too
- stand up
- face the interior of the circle of tables
- face the exterior of the circle
- stand one behind the other with an arm's length between you
- walk around the outside edge of the circle and then go the opposite direction
- estimate the thickness of your book
- estimate the height of the table
- calculate the height of the table
- put your book tight and square in the corner of the table
- clear the entire table
- return to normal positions

- 2. Divide the class into groups of 3 or 4 learners. Give each group a set of **TPR Cards**. Place them on the table upside down in a pile.
- 3. Ask the learners to take turns selecting a card and reading it to the other members of the group for them to follow the directions. The whole group needs to assess the accuracy of their actions.

touch the top of your book with your right hand	touch the bottom of your book with your left hand
put your right hand on the left hand side of your book	overlap your arms so that you can put your left hand on the right side of your book
repeat the former direction	do the opposite of the former direction
with your pencil, point to the bottom centre of your book	with your pencil, pint to the top right of your book
point to the opposite side of the room	draw your pencil along the right edge of the book
draw your pencil along the left edge of the book	draw your pencil around the whole perimeter of your book
centre your pencil between the two edges and between the top and bottom of the book	stand up
stand as close as possible to the table	butt up against the table
space yourself 8mm from the table	centre yourself between the wall and the table
	TPR Cards pg 1

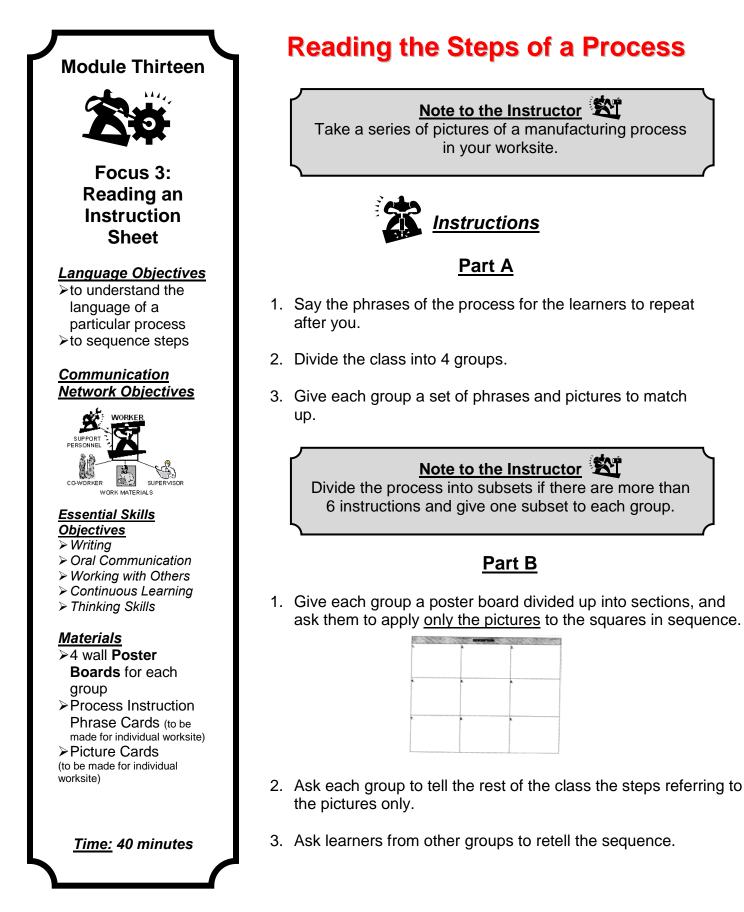
,	,
walk around the perimeter of the room	walk to the closest corner of the room
touch a corner of the table	raise your arm and put it level with the table
stand up	face the interior of the circle of tables
face the exterior of the circle	stand one behind the other with an arm's length between you
walk around the outside edge of the circle and then go the opposite direction	estimate the thickness of your book
estimate the height of the table	calculate the height of the table
put your book tight and square in the corner of the table	clear the entire table
return to normal positions	return to your seat
sit down	raise your other arm and put it level with the table too
	TPR Cards pg 2

Part B: Nouns

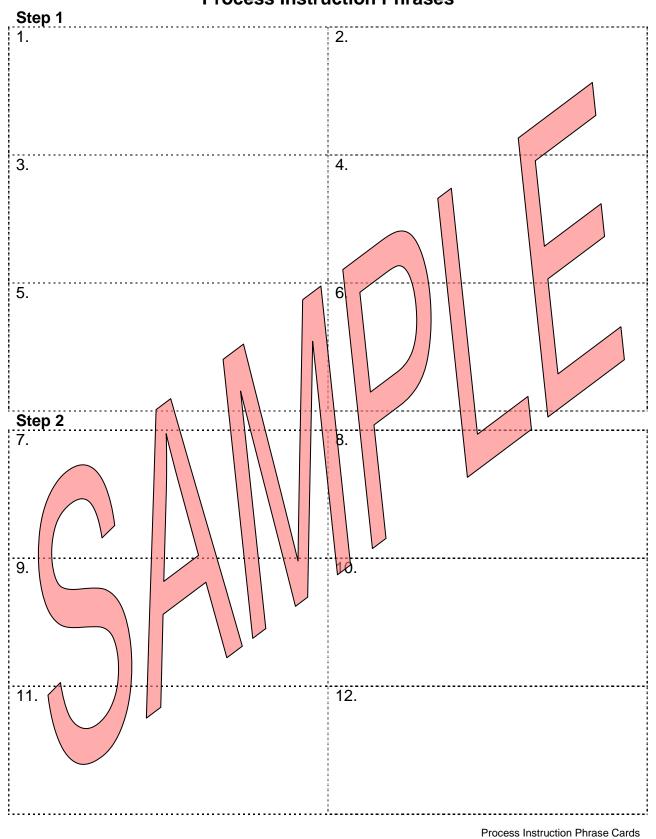
- 1. Give a copy of a **Work Instruction Sheet** to each learner.
- 2. Hand out 2 or 3 V**ocabulary Cards** (noun phrases extracted from Work Instruction Sheet) to pairs of learners. Give each pair a piece of static paper or flip chart and pens.
- 3. Instruct them to draw pictures to illustrate the words on the cards.
- 4. Hang the pictures up on the wall and have each pair present their drawings.

Part C: Matching the Process Verb with Noun Phrases

- 1. Hand out the sets of **process verbs** (verbs extracted from Work Instruction Sheet) and **noun phrase cards** to pairs of learners, one set at a time or a different set to each pair.
- 2. Have the learners put the verbs vertically and sequentially.
- 3. Instruct them to match the completing phrase with the verbs.
- 4. Have pairs report on the matching phrases.
- 5. Have the learners highlight the phrases in their instruction sheets.



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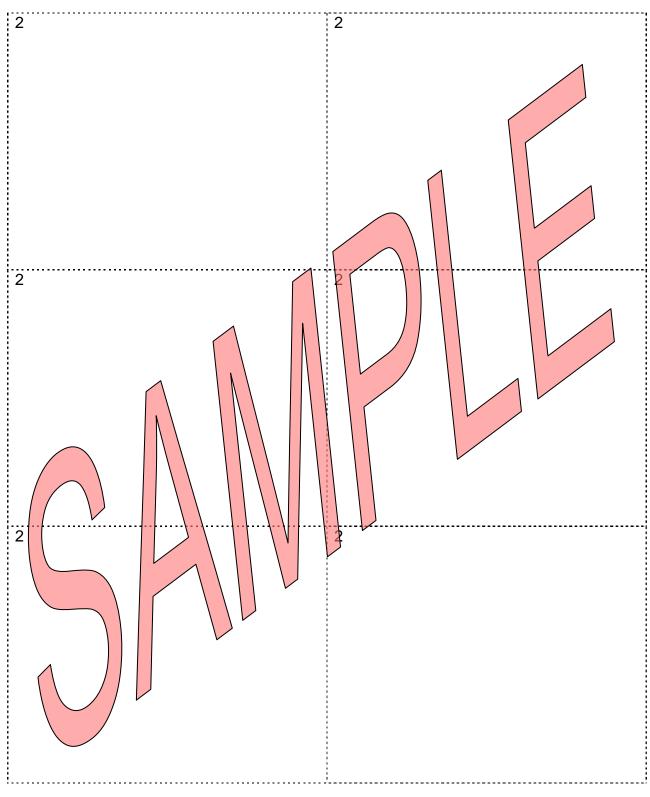


Process Instruction Phrases

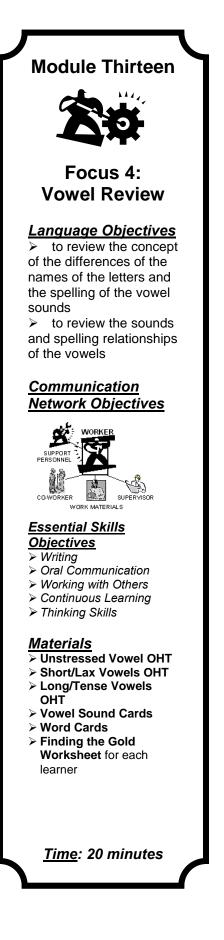


Photos of the Steps of the Process





Process Steps Pictures pg 2



Section I: Tense and Relaxed Vowels

Note to the Instructor

There are 2 sections in this focus: Section I focuses on reviewing the vowel sounds, and Section II focuses on understanding and using the /s/ and /z/ sounds



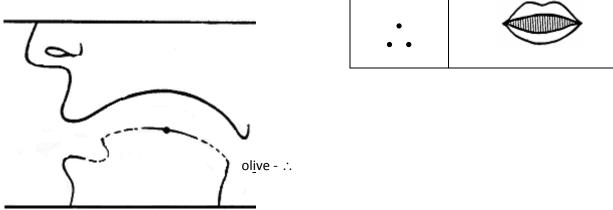
Part A: Letters and Sounds

- 1. Remind the learners that we have names for the letters of the alphabet which we use for spelling words.
 - Review the pronunciation of the names of the letters of the alphabet.
 - When we are speaking English we do not refer to just the spelling of words to know how to pronounce a word.
 - Spelling of words is for reading NOT for speaking; many dialect speakers of English can read the same words and get the meaning but pronounce the words quite differently.
- 2. In spoken English, remember that all individual sounds are affected by the sounds that are surrounding them and the rhythm of the phrases they are in.
 - all unstressed syllables have unclear vowel sounds (Use OHT to illustrate)
 - sounds assimilate to each other such as stops cf sills /s/ or /z/ sound although both are spelled 's'

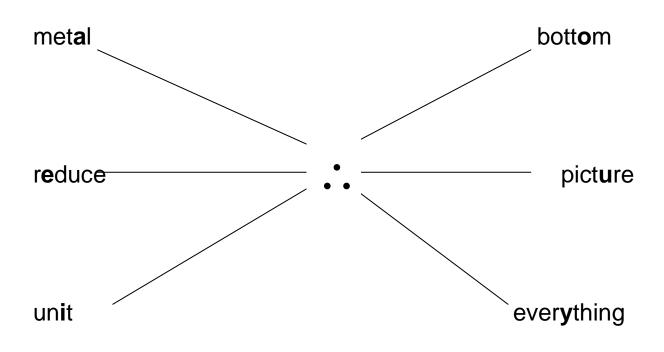
Note to the Instructor

The final 's' in pronounced /s/ after a voiceless consonant (/p/) but /z/ after a voiced consonant (/l/).

3. We need to learn the spelling conventions of words. There are rules of thumb that we can follow in learning to write words according to the English spelling conventions. We have studied many of these rules of thumb throughout this course.



- adapted from Vowel Dimensions, Canadian Government Publishing Centre, 1983.



Unstressed Vowel OHT

Part B: Vowel Sound Spelling

- 1. The largest group of sounds that need to be addressed is the vowel sounds. We will review these again but all together to see the overriding principles at work in English spelling of these vowel sounds.
 - In Canadian English there are 15 vowel sounds that are symbolized in writing by 5 vowel letters [a, e, i, o, u] or a combination of these 5 vowel letters and the 2 semi-vowels, y and w.
 - We can divide the vowel sounds into 2 categories: lax [short] vowel sounds tense [long] vowel sounds
 - The lax or short sounds are: /--/ /↔/ /I/ /↓/ /℘/
 - The tense vowel sounds are: $|\varepsilon\psi| / |\psi| / |\alpha\psi| / |\psi| / |\psi|$
 - Of course the most relaxed vowel sound of all is the schwa sound /.../ which is used in all unstressed function words and unstressed syllables of content words (refer again to the **unstressed vowels OHT**).
- 2. These phonetic symbols are used in the dictionary to tell you how to pronounce the words since the regular spelling will not tell you how to pronounce them.
- - Illustrate with a relaxed rubber band.
 - Is usually **spelled with one vowel letter** as shown on the OHT.
 - A lax vowel sound is never at the end of a word; there is usually a consonant sound after it.
- 4. The tense or long vowel sounds are: $\frac{1}{\psi} \frac{1}{\psi} \frac{1}{$
 - Note that these sound like the names of the letters but these are usually **spelled** with a combination of vowel letters.

Short/Lax Vowels



Sound		Formation	Usual Spelling	Example	Other Spellings
1—1	bl <u>a</u> ck	and a	a	<u>ga</u> p	h <u>a</u> v <u>e</u>
↔	r <u>e</u> d		e	l <u>eg</u>	
Л	p <u>i</u> nk	A Contraction of the second se	i	sh <u>i</u> m	c <u>y</u> cle
<i>ابا</i>	<u>au</u> burn		ο	bl <u>o</u> ck	f <u>a</u> ll c <u>au</u> se
1601	r <u>u</u> st		u	b <u>u</u> tt <u>u</u> p	s <u>o</u> me y <u>ou</u> ng
←	s <u>oo</u> t		u	p <u>u</u> t	w <u>oo</u> d sh <u>ou</u> ld

Short/Lax Vowels OHT



Long/Tense Vowels

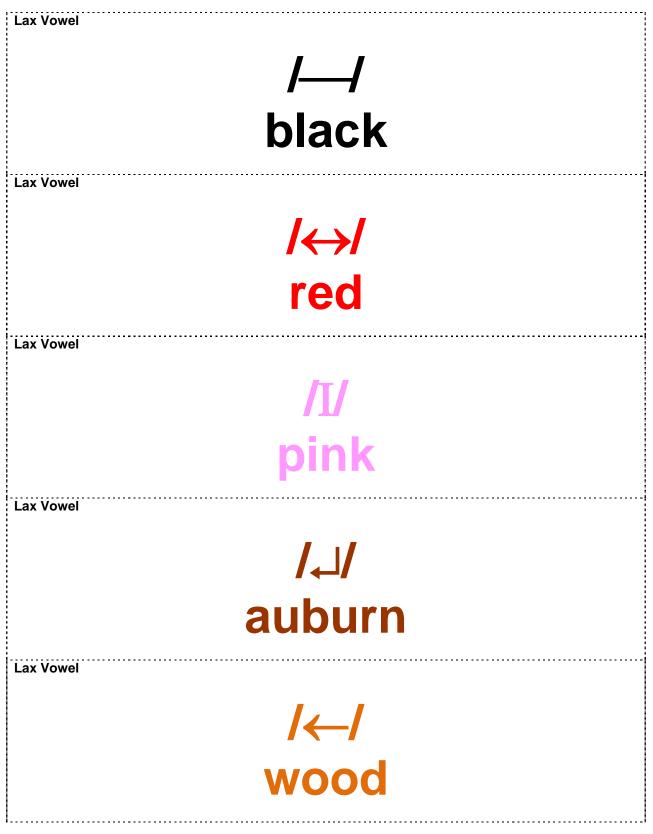


Sound		Formation	Usual Spelling	Example	Other Spellings
/ɛ ^y /	grey	- Contraction of the second se	a_e	m <u>a</u> ke	n <u>ai</u> ler d <u>a</u> y
/1, ^y /	green		e_e	th <u>e</u> se	cl <u>ea</u> n w <u>e</u> gr <u>ee</u> n
ΙαψΙ	white	2 A	i_e	f <u>i</u> ne	dr <u>y</u> t <u>ie</u> t <u>igh</u> t
/o•/	gold	5-5-7	o_e o	h <u>o</u> le g <u>o</u>	yell <u>ow</u> c <u>oa</u> t
/v•/	blue		oo u_e	s <u>oo</u> n t <u>u</u> be	d <u>o</u> y <u>ou</u>
/ແฌ/	brown	L'ENT	ou	s <u>ou</u> nd	br <u>ow</u> n
/οψ/	turquoise	in the second se	oi	c <u>oi</u> n	ann <u>oy</u>
γı	purple	a la	er ur ir or	h <u>er</u> h <u>ur</u> t g <u>ir</u> l w <u>or</u> d	<u>ear</u> th

Long Tense Vowels OHT

Part C: Matching words with Vowel Sound

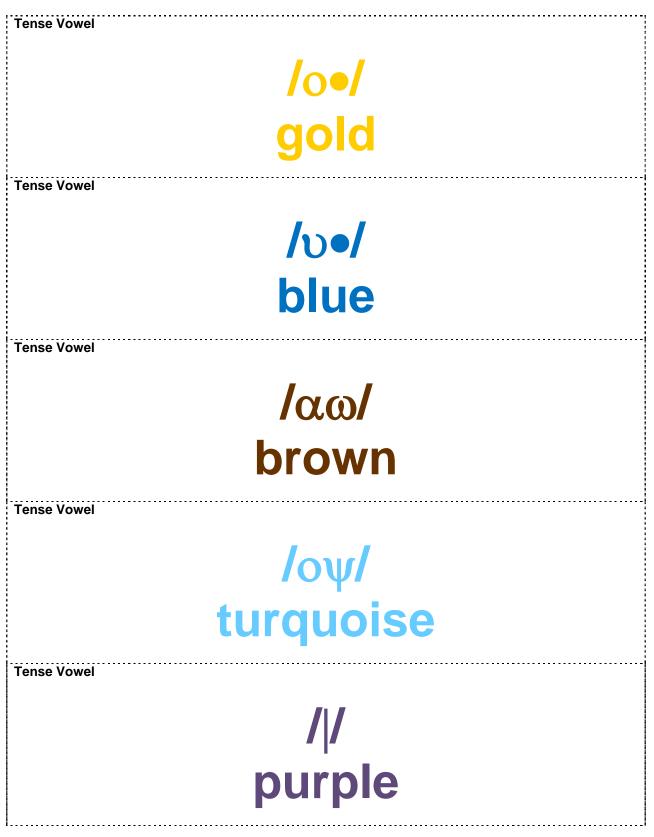
1. Place the **Vowel Sound Cards** of the sound and colour examples up on the wall.



Vowel Sound Cards 1

Lax Vowel		
	6	
	mustard	
Lax Vowel		
	1:./	
	schwa	
Tense Vowel		
	/e ^y /	
	grey	
Tense Vowel		
	/1 ^y /	
	green	
Tense Vowel		
	/ozy/	
	white	

Vowel Sound Cards 2



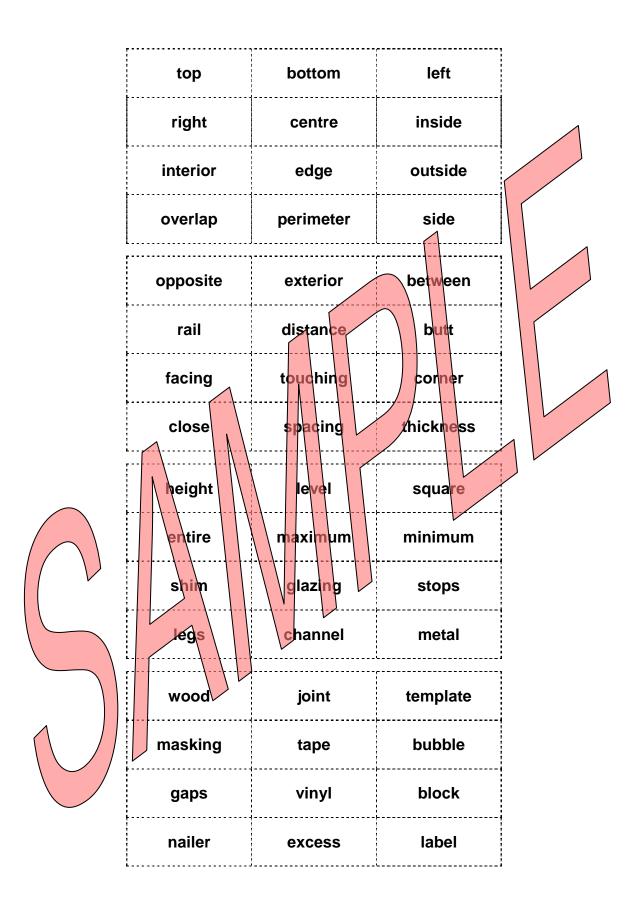
Vowel Sound Cards 3

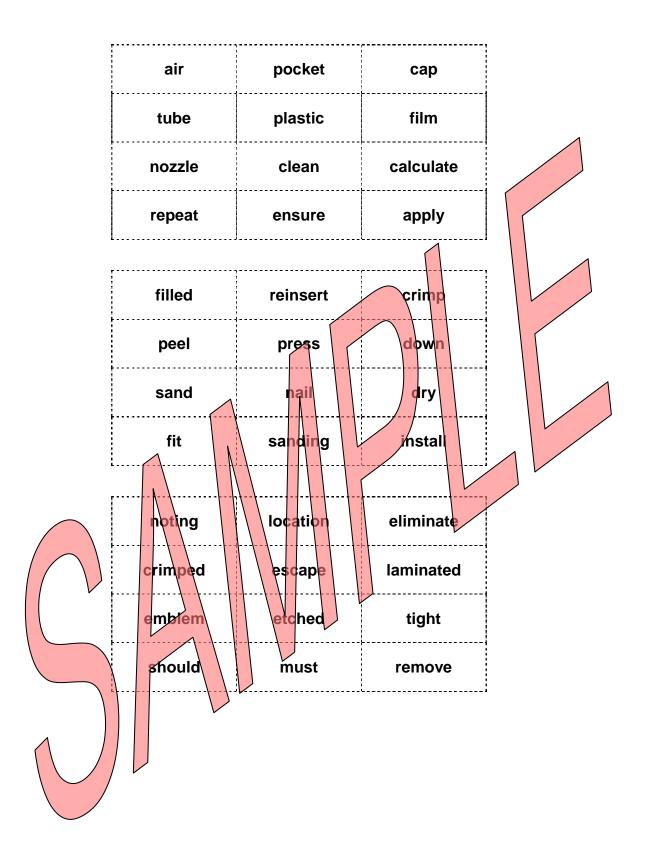
- 2. Hand out 5 or 6 **word cards** to each learner and ask them to place the words on the wall under the card that has the same sound as the stressed syllable as the words they have.
- 3. When the words are placed, read the words and have the learners repeat the words after you.

Note to the Instructor

Use words that your learners need to use in their workplace.

Answer Key:	Answer Key:							
/e ^y /	<i>I</i> /	/t ^y /	/↔/	/αψ/	/1/	↓		
grey	black	green	red	white	pink	auburn		
air escape facing glazing label laminated location nail nailer rail spacing square tape	calculate cap channel gaps masking maximum plastic sand sanding	clean between exterior interior peel repeat	centre edge emblem etched excess left legs level metal press template	apply dry entire heig inside outside right side tight vinyl	crimp crimped distance eliminate fit filled film minimum perimeter shim thickness	block bottom install nozzle opposite pocket stops top		
/o•/ gold	/ʋ●/ blue	/←/ wood	/ ഗ്ര/ mustard	/// purple	/oψ/ turquoise	/αω/ brown		
close corner noting overlap	remove should tube wood		bubble butt must touching	ensure reinsert	joint	down outside		
			1:./					
			schwa					
apply between bottom bubble calculate channel corner crimped	distance eliminate emblem ensure entire escape etched excess	exterior facing filled glazing interior inside install label		laminated location masking maximum metal minimum nailer noting	nozzle opposite outside overlap perimeter plastic pocket	reinsert remove repeat sanding spacing template thickness touching vinyl		





Part B

- 1. To practice these sounds the learners will do an activity called *Finding the Gold*.
- 2. Divide the learners into pairs and hand out the **Finding the Gold Worksheet**. This is a picture of the 'inventory shelves.' Each learner will hide <u>their gold</u> among the piles of lumber. The partners need to guess where the gold is. Whoever finds the gold in their partner's 'inventory shelves' first is the winner.
- 3. Model the sounds at the side of the 'inventory shelves.'

Rules:

- a) Each learner draws a **G** for the *Gold* in a square in the 'Inventory Shelves' making sure that nobody sees where he/she has put it. It may be drawn inside any squares where there is no lumber. It must not cross a line into another square.
- b) The object is to guess where your partner has placed the gold.
 To do this, decide in which square you think the gold might be. Then make a word out of the sounds on the sides of the Inventory Shelves.
 e.g. guess the square where the /oy/ and the /t/ meet, you will say toy.
- c) If the square that is said contains <u>the gold</u>, the other learner must say: The gold is found.
 - If the square is empty, the learner must say: *No gold.*
- Learners who finish quickly can choose another spot to hide their gold. They can also be asked to write the words of each of the blank squares on the Inventory Shelves.

/s/	/h/	/b/	/t/	/p/	/d/	/f/	/w/	
					Í.			/i ^y /
			P					/e ^y /
				P				/o ^w /
								/u ^w /
								لــــــــــــــــــــــــــــــــــــ
			P		P			/er/
								/oy/
								/ay/

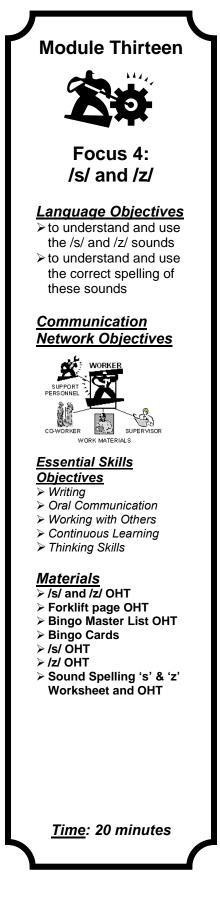
Finding the Gold

Finding the Gold Worksheet

/s/	/h/	/b/	/t/	/p/	/d/	/f/	/w/	
see	he	be	tea	pea	P	fee	we	/i ^y /
say	hay	bay	P	pay	day	fat	way	/e ^y /
sew	hoe	bow	toe	P	dough	foe	woe	/o ^w /
Sue	who	boo	two	роо	do	P	WOO	/u ^w /
saw				paw				/,/
sir	her	burr	P	purr	P	fur	were	/er/
soy	P	boy	toy					/oy/
sigh	high	buy	tie	pie	die	fie	why	/ay/

Finding the Gold

Finding the Gold Answer Key

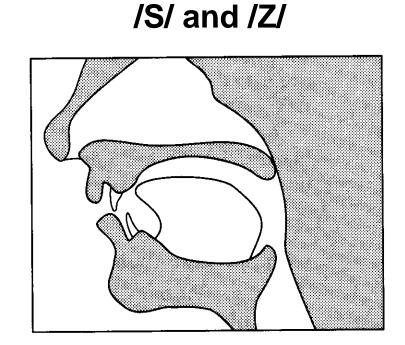


Section II: Glazing and Glass



Part A: Form

- 2. Put up the Sammy pictures of the formation of the /s/ and /z/ sounds. Note that everything is the same in terms of tongue position and air flow but the /s/ is voiceless and the /z/ is voiced.
- Read the words under the pictures to demonstrate that there is a different word when you change the voicing. Often the /s/ sound is for a descriptive or naming word [close friend] and the /z/ sound is used for an action word [close the door].
- 4. Call out the words from the list randomly and ask the learners to raise their left hand if they hear an /s/ and to raise their right hand if they hear a /z/.

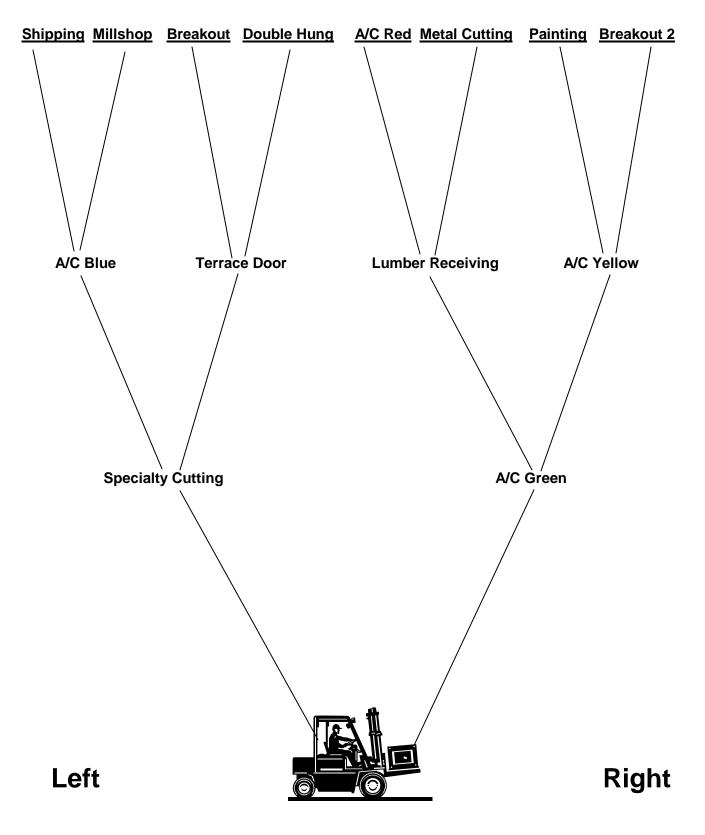


Sue	ZOO
sit	zit
rice	rise
fleece	fleas
race	raise
lice	lies
close (adj)	close (verb)
ice	eyes

/s/ and /z/ OHT

Part B: Listening

1. Hand out the **Forklift Page** and call out words from the list again; this time, the learners should be choosing to go left from the forklift with the /s/ sound and right with the /z/ sound. Have the learners call out where they have arrived after 3 calls.



Forklift Page/OHT

2. Hand out a **BINGO card** to each learner. Call out random words from the **master list** and have them attempt to be the first to have 5 squares marked in a row.

Sue	ZOO	sit
rise	rice	zit
fleece	fleas	race
raise	lice	lies
close (adj)	close	ice
inside	centre	eyes
space	thickness	square
legs	gaps	gabs
nozzle	press	sand
glass	glaze	process
	excess	
	•	Master List

Master List

Sue	ZOO	sit	rise	rice
zit	fleece	fleas	race	raise
lice	lies	FREE	CIOSE (adj)	ice
excess	inside	space	legs	nozzle
glass	process	centre	gaps	glaze

Card 2

glaze	excess	press	gaps	thickness
centre	close (verb)	lice	fleas	rice
ZOO	process	FREE	sand	gabs
square	eyes	ice	lies	race
zit	sit	Sue	rise	fleece

Bingo Cards pg 1

Ca	rd	3

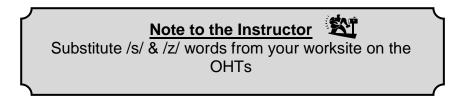
eyes	square	gabs	sand	process
ice	lies	race	zit	sit
gaps	press	FREE	glaze	excess
thickness	centre	close (verb)	lice	fleas
legs	nozzle	glass	ZOO	rice

Card 4

space	inside	close(adj)	raise	fleece
rice	sit	zoo	Sue	rise
zit	fleas	FREE	race	lice
lies	ice	centre	eyes	thickness
square	gaps	gabs	sand	excess

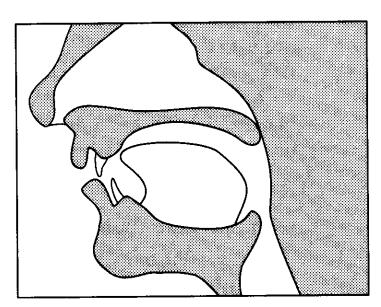
Bingo Cards pg 2

Part C: Sound Spelling Relationship



- 1. Put up the **/s/ OHT** with the sentences containing the /s/ words. Read the sentences having the learners repeat after you.
- 2. Put up the **/z/ OHT** with the sentences containing the /z/ words. Read the sentences having the learners repeat after you.





Install sealed unit into sash.

Inspect glass before installing sealed unit.

Press down on glass.

Clean off excess sealant.

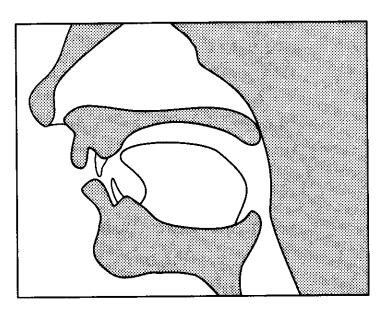
Sand if necessary.

Corners **must** be tight and **square**.

770

/s/ OHT





Clean all dust from all glazing legs.

Apply **glazing** tape to top and bottom **rails**.

See chart for sizes.

Remove excess with a **razor** blade.

- 3. Present the 'rule of thumb' for spelling the /s/ sound. Hand out the **Sound Spelling** /s/ & /z/ worksheet.
 - /s/ usually spelled 's' as in sand spelled with 2 's's after a short vowel as in glass spelled with 'c' before 'e' or 'i' as in cement spelled with 'ce' after a long vowel as in space
 - /z/ usually spelled 'z' as in *glaze* spelled with 2 'z' after short vowel as in *nozzle* spelled 'se' in the middle of a word after a long vowel as in *raise* spelled 's' at the end of the word except after /f/ /t/ /k/ /p/ as in *tables, legs, shims*

Note to the Instructor

Substitute /s/ and /z/ words from your worksite in the worksheet.

Worksheet

Spelling with the letter 's'



the sound Isl is:

- usually spelled 's' as in *sand*
- spelled with 2 's's after a short vowel as in glass
- spelled 'c' before 'e' or 'i' as in *cement*
- spelled 'ce' after long vowel as in space

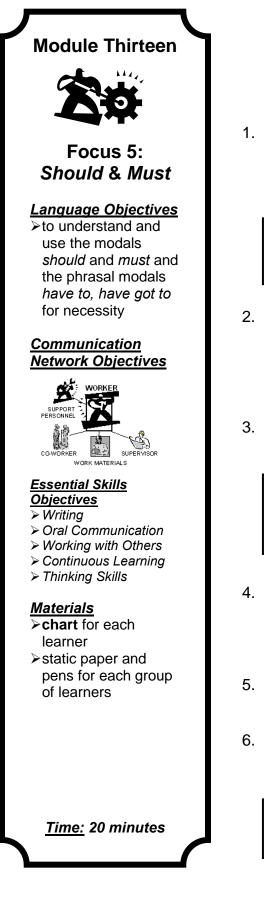
the sound **/z/** is:

- usually spelled 'z' as in glaze
- spelled with 2 'z' after short vowel as in *nozzle*
- spelled 'se' in the middle of a word after a long vowel as in *raise*
- spelled 's' at the end of the word except after /f/ /t/ /k/ /p/ as in *tables, legs, shims*

Choose the correct word and write it in the blank.

- 1. Apply ______ (glasing, glazing, glazzing) tape to the rails.
- 2. Inspect _____ (glass, glas, glaz) before installing sealed unit.
- 3. Remove______ (exces, excez, excess) butyl from the unit, using a ______ (razor, razor, razor) blade.
- 4. Peel the red ______ (plaztic, plastic, plastic) tape off.
- 5. Ensure that sealed unit is ______ (sentered, zentered, centered) between the stiles.
- 6. Both ______ (shimz, shims, shims) should be ______ (plased, placed) 300mm from the corner.
- 7. Cut ______ (nozzle, nossle, nozil) to 11mm width.
- 8. Corners must be tight and _____ (zkwar, square, cquare).

Sound Spelling 's and z' worksheet and OHT



Using Should and Must



 Present the concept of modals (special one word helping verbs) and phrasal modals (special phrases ending in *to*) that add a special meaning – the mindset of the speaker – to the main verb or action.

Note to the Instructor

Use an Instructional document from your worksite that contains *should* and *must*.

- 2. Ask the learners to highlight the phrases that contain *should* or *must* in all the Work Instruction sheets. When they have found them, ask the learners to tell you what the phrases are and write them on the board, flip chart or OHT. *Answer Key: prepare this for yourself ahead of time.*
- 3. Point out that *should* and *must* words are placed right before the base form of the verb.

Note to the Instructor

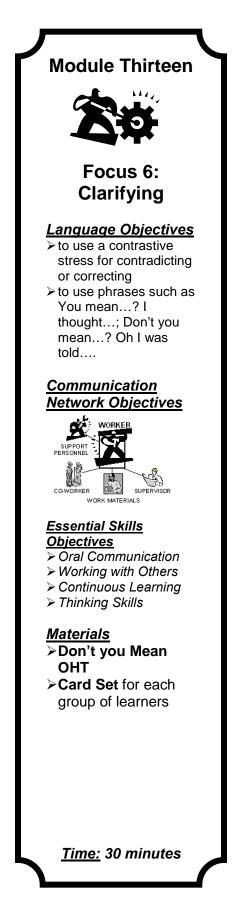
The should and must <u>do not</u> change form to agree with the subject: I should be, you should be; she should be; it should be; we should be etc

- 4. Explain that the **special meaning** that is **given to the verb** is that of **necessity or obligation**. Another form that could be used is *have to be* or *has to be* (the *have* **does** change form to agree with the subject).
- 5. *Must not* adds the meaning that you are prohibited, forbidden or not allowed.
- 6. Hand out a **Chart** to each learner. Read the phrases in each column to the class.

Note to the Instructor Insert information from your worksite in the last column.

- 7. Divide the class into six groups. Assign one of the areas on **the Chart** to each group.
- 8. Give a static paper and pens to each group. Instruct the learners to write 'the rules' using *should, have to* or *must, don't have to* and *must not.*
- 9. Hang on the wall 'the rules' for each area and have the group read them to the rest of the class.

	Safety	5 S - Lean	Lockout
Necessary	wear closed in shoes wear eye protection wear ear protection assess your ability to lift a load life your leg muscles pivot with your feet you abs	keep work area clean eliminate waste establish best practice for every task separate the necessary from the unnecessary	get a lock and key shut down the machine isolate the energy source
Not Necessary	use the eye wash station for all injuries wear gloves all the time	read the whole LEAN manual	ask your supervisor for instructions for every lockout
Prohibited	wear loose clothing and jewelry twist your body at the waist while lifting	waste time waste motion waste materials	fail to use lockout
	utility knife	Saw Usage	Sample: Glazing
Necessary	cut away from yourself use a clamp when cutting small objects keep non-cutting hand out of the path of the cut	get training inspect guard use proper blade unplug saw before making repairs	overlap tape on stile/rail joint ma e the con ers tight and square use the stree calour shims butt the tape up to the rail
Not Necessary	wear full body protection	wear a hard hat	sand ever y stop to ma ke adjustments
Prohibited	use damaged blade press down on the blade place in apron or pocket leave a knife with an open blade lying on any work surface	wear gloves use damaged equipment cut freehand cross your arms while cutting	gaps between the and metal



Don't you Mean...?



 Write on the board the following two sentences and invite learners to correct the mistake or use the **Don't you Mean OHT**:

Read instructions from right to left. Apply glazing glue to the rails.

 Write up the following sentences as possible responses or use the **Don't you Mean OHT**: Read instructions from <u>left</u> to <u>right</u>. Apply glazing <u>tape</u> to the rails.

Read out the pairs of sentences to demonstrate the contrastive stress (the vowel of the word is said louder, longer and at a higher pitched) on <u>left</u>, <u>right</u> and <u>tape</u>.

3. Drill the sentences as mini-dialogues. Using the **Don't you Mean OHT**, provide some more ways of beginning the response, e.g.

Surely you mean...? Don't you mean...? Oh? I was told.... I thought...

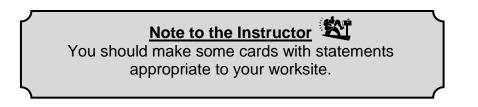
Read instructions from right to left. Apply glazing glue to the rails.

Read instructions from <u>left</u> to <u>right</u>. Apply glazing <u>tape</u> to the rails.

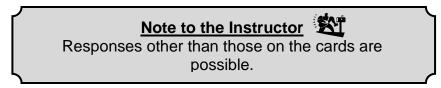
Surely you mean...? Don't you mean...? Oh? I was told.... I thought...

Don't you Mean OHT

4. Divide the class into group of 3 or 4. Hand out a set of cards to each group.



- 5. Present the following 'rules' for this activity.
 - a) The aim of the activity is to win as many cards as possible.
 - b) Place the pact of cards face down on the table.
 - c) Take turns to pick up a card and read the sentence at the top of the card to the learner sitting on your right. (The sentence at the bottom shows the mistake.)
 - d) This learner must reply by correcting the mistake and using contrastive stress. The reply should begin with a phrase such as, You mean...?, I thought...? Don't you mean...?
 - e) The reader should say if the response was correct or not. The other players should also help to decide.
 - f) If the response is correct, the player who gave the response wins the card. Otherwise, the reader keeps the card.
- 6. During the activity move around the class helping to resolve any disputes. (Note that responses other than those on the cards are possible.)



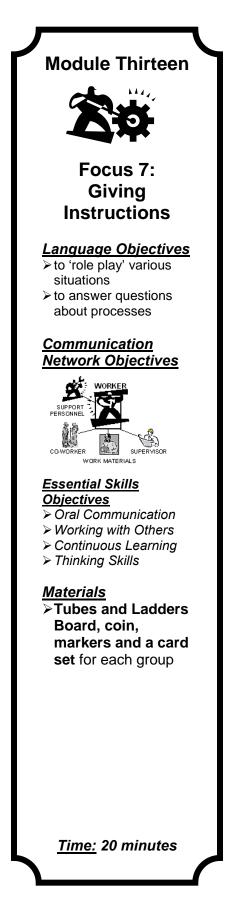
778

7. Learners make up their own statements with mistakes for their classmates to correct.

Apply glue to the tops and bottom rails.	The stiles are on the bottom and the top of the sash.	The tape should not overlap the stile/rail joint.	Peel the green plastic film off tape.
Apply <u>tape</u> to the top and bottom rails.	The <u>rails</u> are on the bottom and the top of the sash <i>or</i> the stiles are <u>on the</u> <u>right and left side</u> of the sash.	The tape <u>should</u> overlap the stile/rail joint.	Peel the <u>red</u> plastic film off tape.
Only German should be used in our class.	The evening shift begins at 3r00a.m.	The sash attaches to the house.	The vertical part of the sash is called the rail
Only <u>English</u> should be used in our class.	The evening shift <mark>ends</mark> at 3:00a.m.	The sash attaches to the <u>frame</u> .	The horizontal part of the sash is called the rail or the vertical part of the sash is called the <u>stile</u> .
Dry fit glazing shims.	Tap down glazing stop comers with a hammer.	Nail glazing stops as far from the corner as possible.	Product work instructions are posted in every department.
Dry fit glazing stops	Tap down glazing stop corners with a <u>vinyl block</u> .	Nail glazing stops <u>as close</u> <u>to</u> the corner as possible.	Process work instructions are posted in every department.

779

Card Set



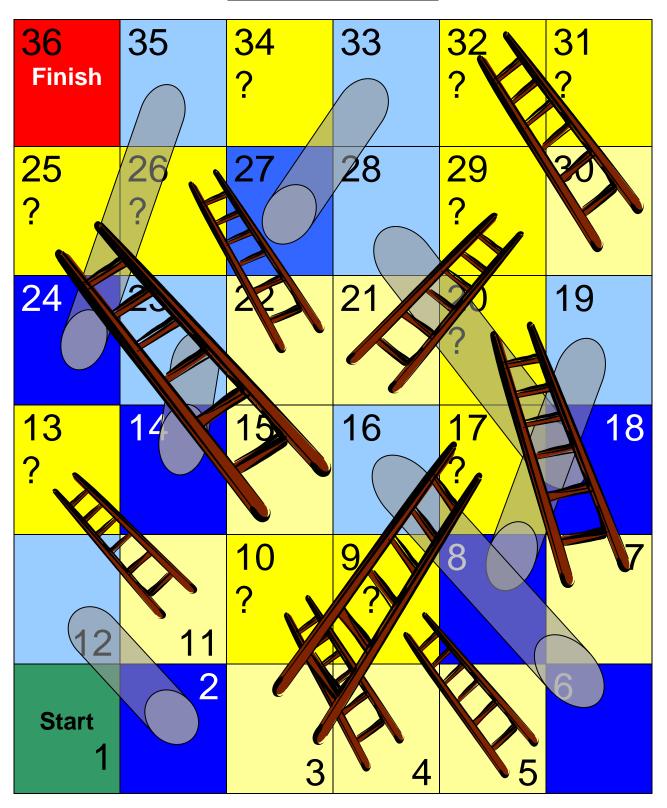
How Do You Do That?



- 1. Divide the learners into unequal ability groups of 3 or 4. Hand out a **Tubes and Ladders Board**, a coin, markers for each learner and set of cards to each group.
- 2. Review the instructions for the process of this activity.
 - The learners are to move up and down the board as the number of the tossed coin indicates: 2 spaces for heads and 1 for tails.
 - They should move clockwise around the group in taking turns.
 - When a learner lands on a ? spot he/she must give a card to the person on their right and ask him/her to read the card (the answer will be on the card so the answerer is not the one to read the card.)
- 3. Circulate to assist the learners in the task.

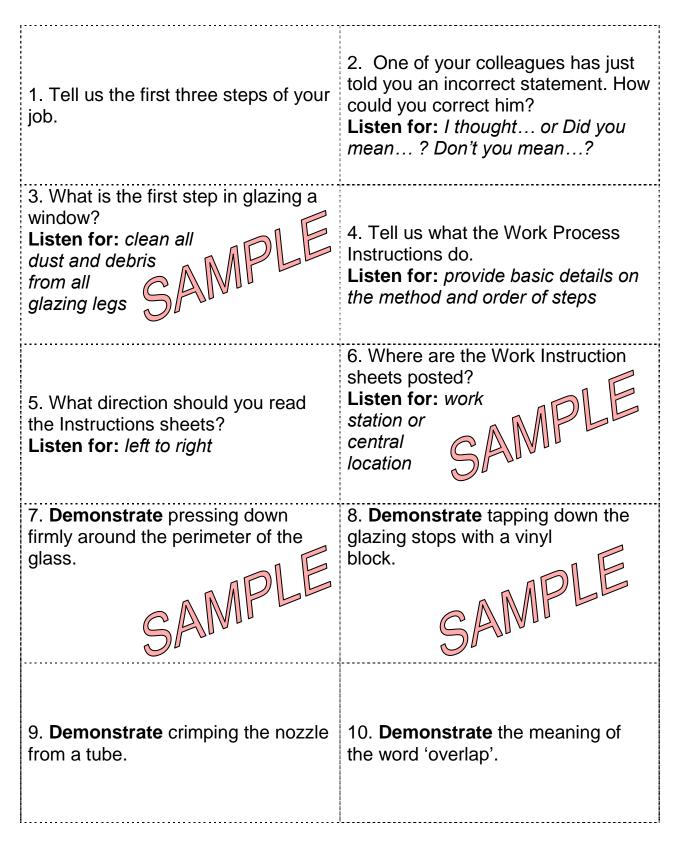


Replace the cards with SAMPLE on them with appropriate questions from your worksite.



Ladders & Tubes Board

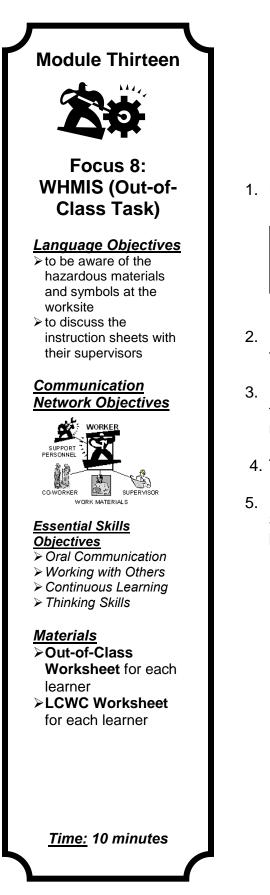
Ladders & Tubes Board



Card Set pg 1

,	·······
11. Demonstrate cleaning off excess sealant from the glass.	12. Say 3 words with short or lax vowel sounds in them. Listen for words with the sound <i>like bl<u>a</u>ck, r<u>e</u>d, p<u>i</u>nk, <u>au</u>burn, w<u>oo</u>d, r<u>u</u>st</i>
13. Say 3 words with the tense or long vowel sounds in them. Listen for words with the sound like gr <u>a</u> y, gr <u>ee</u> n, wh <u>i</u> te, gold, bl <u>ue</u> , br <u>ow</u> n, turqu <u>oi</u> se, p <u>ur</u> ple	14. What should you wear in the plant at all times? Listen for: ear protection, eye protection and closed in shoes
15. Demonstrate how you should lift a heavy load. Watch for bending at knee, straight back, load close to body, pivot with feet, flex abs	16. What is the main idea you should remember about LEAN? Listen for: eliminating waste
17. Explain the main process or steps for Lockout. Listen for: <i>get lock and key; notify</i> <i>all workers, isolate energy, turn</i> <i>machine off; check if off; apply lock</i>	18. Explain the process for spelling practice in this class. Listen for: look, cover, write check, practice every 2 days, test on Mondays
19. Explain the process or steps of the activity we are doing now. Listen for: <i>put markers on start; move</i> <i>clockwise to take turns to toss coin, heads=2,</i> <i>tails=1; move marker; go up ladders, do down</i> <i>tubes; pick up question card if you land on ?</i> <i>mark; person to your right reads the card; the</i> <i>person to reach the top is the winner.</i>	20. Tell us how the corners should be fit. Listen for: tight and square SAMPLE

Card Set pg 2



WHMIS: Out-of-Class Task



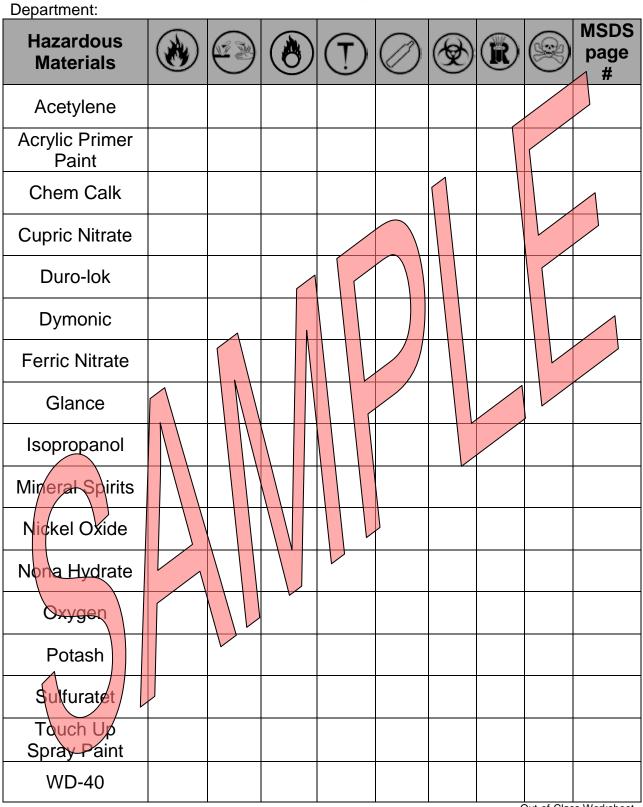
Part A

1. Hand out the Out-of-Class Worksheet to each learner.



Make a chart with the hazardous materials listed from your worksite.

- 2. Instruct the learners to check off the hazardous materials that are in their departments.
- 3. Remind the learners that they need to check the symbols that are on the labels on the containers of these materials.
- 4. Then find the page # in the MSDS for each of the items.
- 5. Remind the learners that they are to have the **Storyboard Sheet** signed by their supervisor after they have discussed the finished task with him/her.



Hazardous Materials and Symbols Worksheet

Out-of-Class Worksheet

Part B

- 1. To facilitate the learners' writing and spelling development, hand out a **Look, Cover, Write, Check** (LCWC) worksheet to each learner.
- 2. Explain how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose **their own** 10 words, assisting when asked.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.

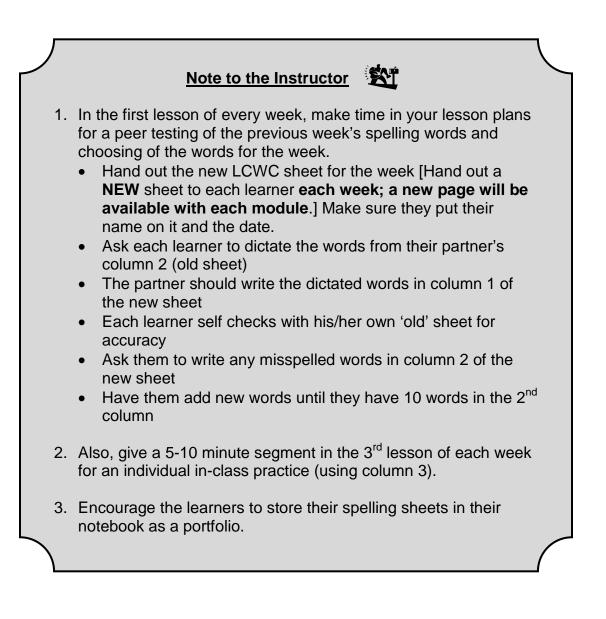
Look, Cover, Write, Check

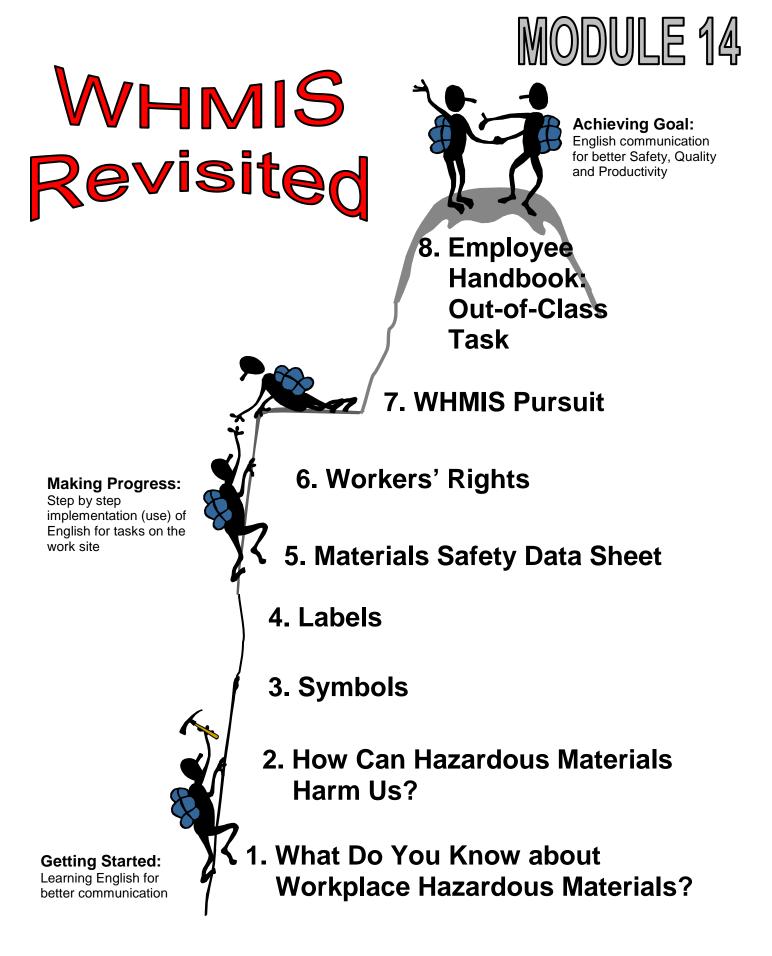
Name _____ Date _____

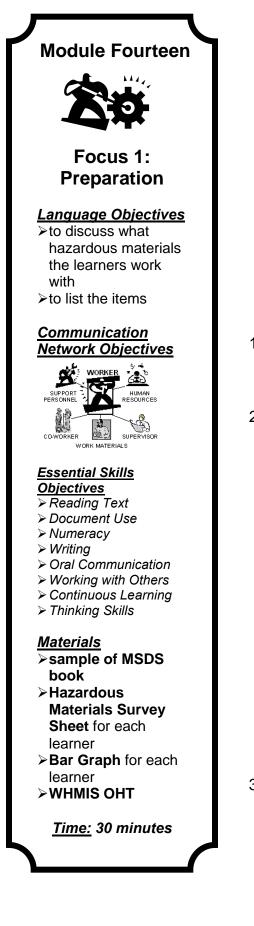
- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2
,			
			Course Write Check Warkshoot

Look, Cover, Write, Check Worksheet







What Do You Know about Workplace Hazardous Materials





Introduce the module to the learners by putting up an OHT of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about Workplace Hazardous Materials Information System.

- Put WHMIS up on the blackboard or use the WHMIS OHT and ask what the learners think the acronym stands for: Workplace Hazardous Materials Information System
- 2. Explain each word using OHT's and authentic objects:

Note to the Instructor

Bring in pictures of Safety Centres, MSDS book, Hazardous material etc.

Workplace: Government (both provincial and federal) has laws for the use of controlled products in places where people work.

Hazardous Materials: also called controlled products – considered dangerous because it can harm you – it is dangerous so it is classified as hazardous.

Information System:

- training
- symbols
- labels
- MSDS (Material Data Safety Sheets)
- 3. Hand out the **Hazardous Materials Survey** and have each learner ask their fellow classmates about which hazardous materials are in their departments. Check under their name.

W orkplace H azardous **aterials** nformation S ystem

WHMIS OHT



Hazardous Material Labels OHT



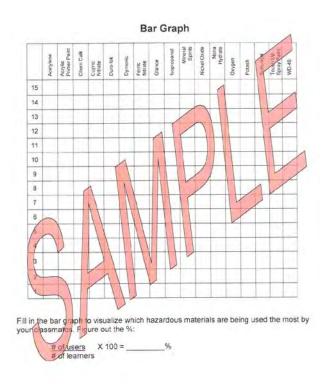
Hazardous Material Symbols OHT

Note to the Instructor Make up a page with the hazardous materials from your worksite listed in the vertical column and the names of the learners in the horizontal row.

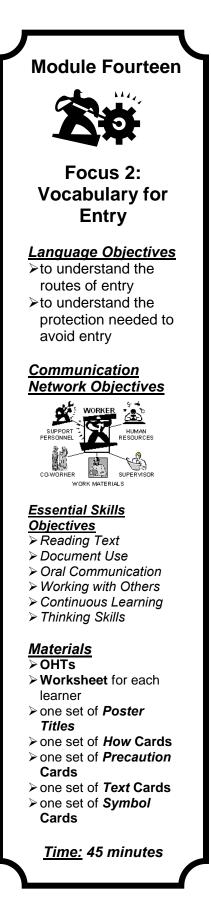
- 4. Hand out the **Bar Graph** page and ask the learners to fill it out. Have a large graph on a flip chart for the learners to fill in too and for comparing charts and encouraging discussion.
- 5. Hand out the complete list of departmental hazardous material use, if you can.



Hazardous Materials Survey Sheet



Bar Graph

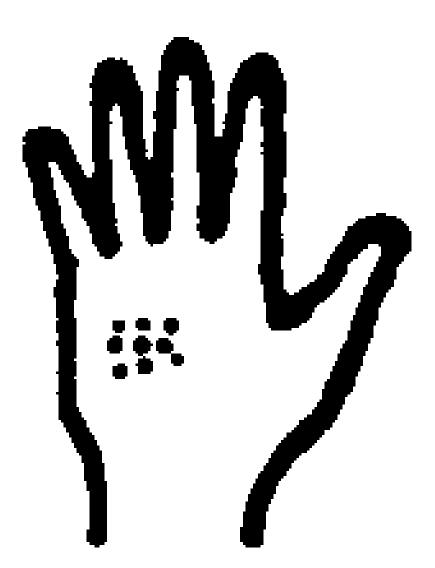


How Can Hazardous Materials Harm Us?



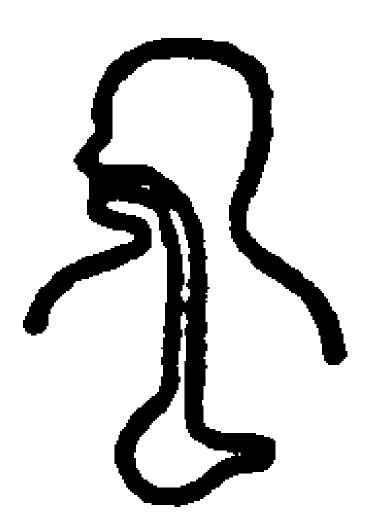
1. Elicit from the learners how they think hazardous materials can enter into our bodies and harm us. (Listen for skin contact, swallowing or ingestion, eye contact and inhaling or breathing). Put up the OHT of each as they are suggested.

1. SKIN CONTACT



Skin Contact OHT





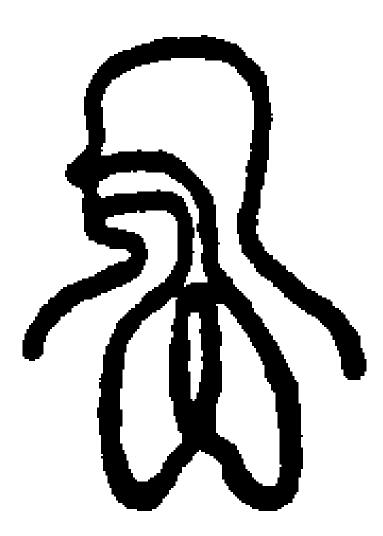
Ingestion OHT

<u>3. EYE CONTACT</u>



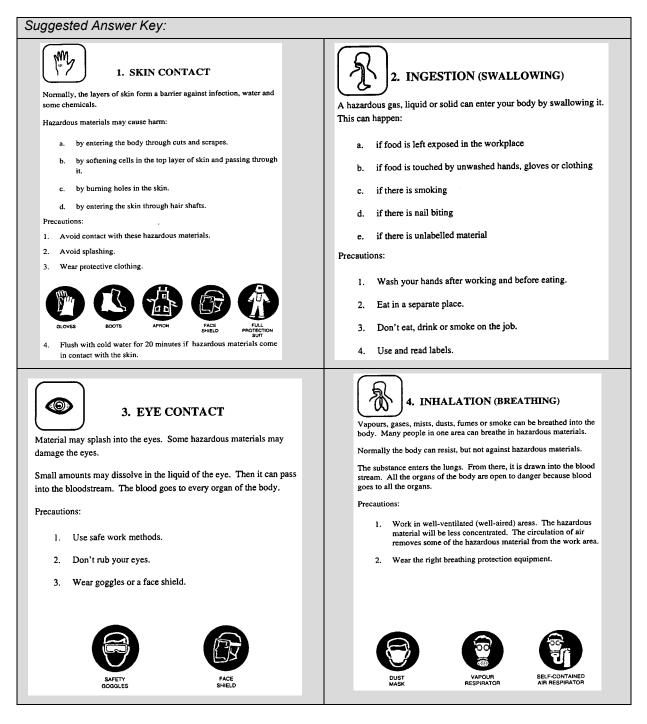
Eye Contact OHT

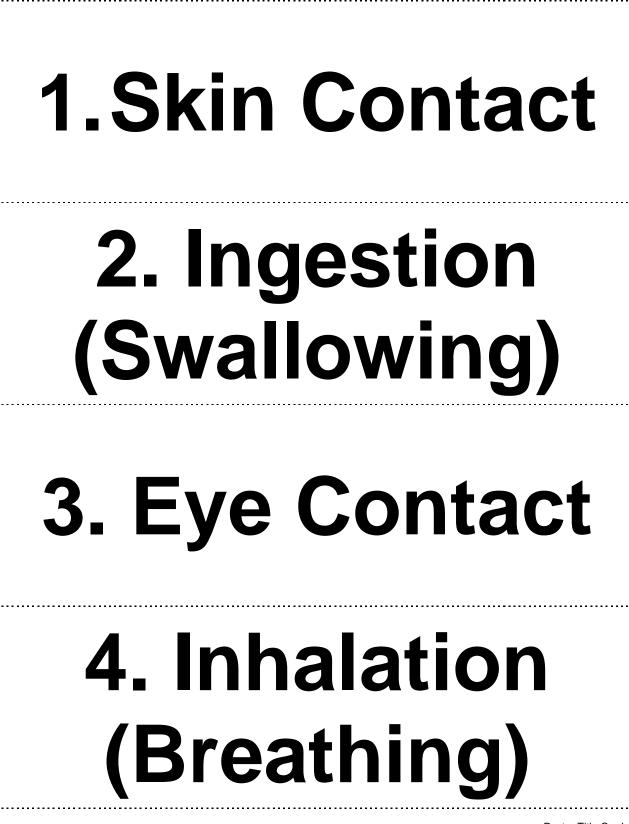




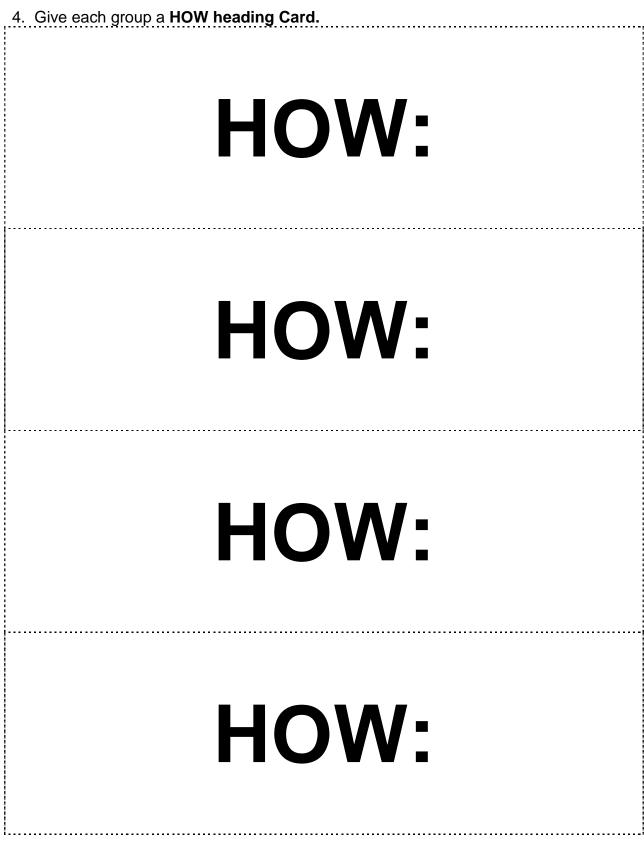
Inhalation OHT

- 2. Form the class into 4 groups. Instruct them that each group is going to make a poster about one of the ways that hazardous materials harm us. (This also can be done on the walls).
- 3. Hand out a blank poster and a title to each group.



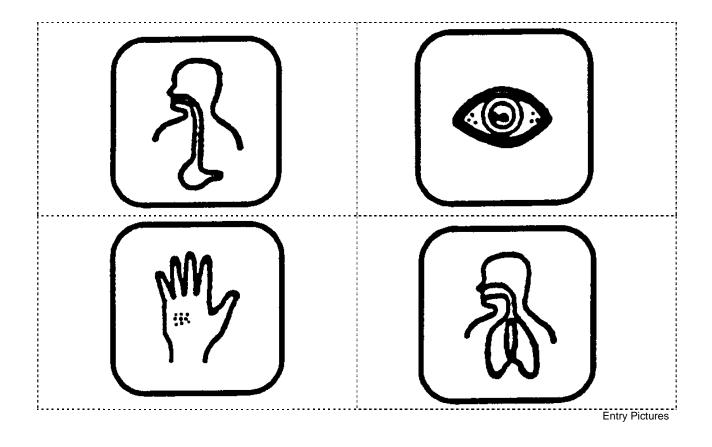


Poster Title Cards



How Cards

5. Put the following cards on a table. Ask the learners to choose the best cards that explain how hazardous materials or chemicals may enter the body that match their title (words and pictures). They may attach them to the poster or wall under the title.



805

Normally, the layers of the skin form a barrier against infection, water and some chemicals.

- a. Hazardous materials may cause harm by entering the body through cuts and scrapes.
- b. Hazardous materials may cause harm by softening cells in the top layer of skin and passing through it.
- c. Hazardous materials may cause harm by burning holes in the skin.
- d. Hazardous materials may cause harm by entering the skin through hair shafts.

Hazardous Text Cards pg 1

A hazardous gas, liquid or solid can enter your body by swallowing it.

- a. You may swallow hazardous gas, liquid or solid if food is left exposed in the workplace
- b. You may swallow hazardous gas, liquid or solid if food is touched by unwashed hands, gloves or clothing
- c. You may swallow hazardous gas, liquid or solid if there is smoking
- d. You may swallow hazardous gas, liquid or solid if there is nail biting

e. You may swallow hazardous gas, liquid or solid if there is unlabelled material

Hazardous Text Cards pg 2

Material may splash into the eyes and some hazardous materials may damage the eyes.

a. Small amounts of a hazardous material may dissolve in the liquid of the eye.

b. The dissolved material can then pass into the bloodstream.

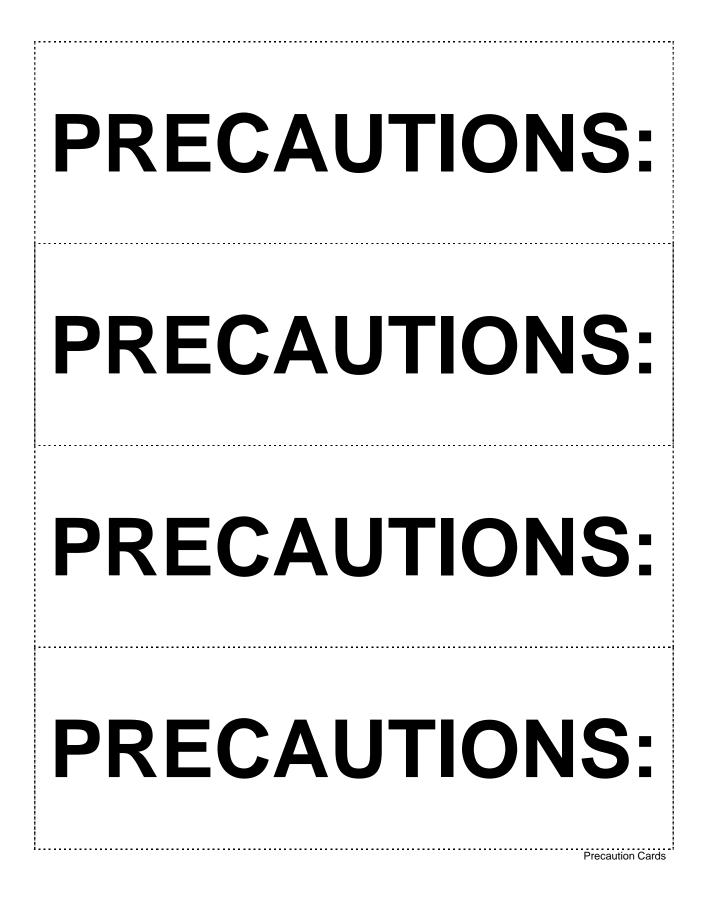
c. The blood goes to every organ of the body

Hazardous Text Cards pg 3

Vapours, gases, mists, dusts, fumes or smoke can be breathed into the body. Normally the body can resist, but not against hazardous materials. Many people in one area can breathe in hazardous materials
 b. From the lungs, it is drawn into the blood stream.
c. All the organs of the body are open to danger because blood goes to all the organs.

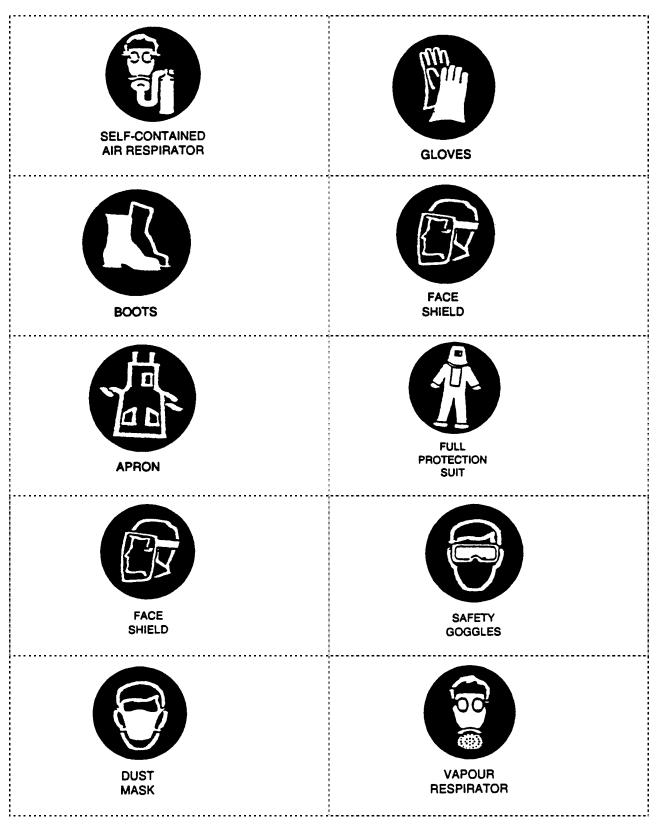
6. Hand out a **precaution card** to each group to put on their poster. Discuss what the word means.

810



811

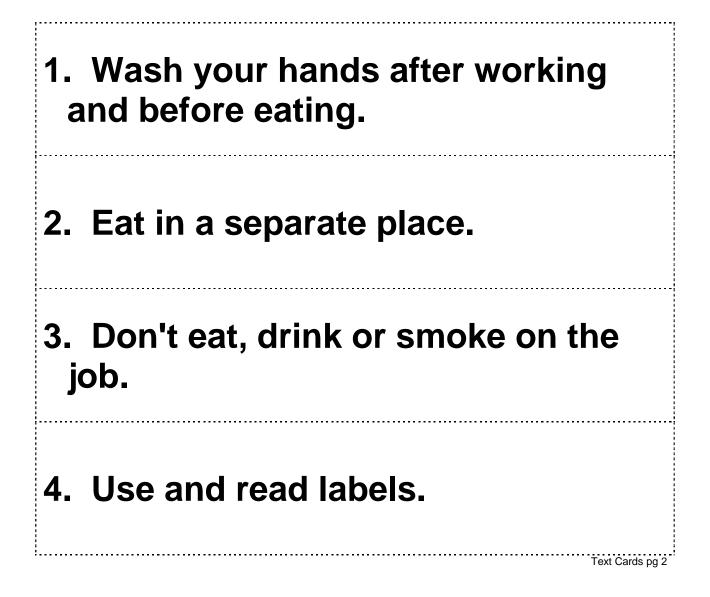
7. Put the **Symbol Cards** on the table and ask each group to select the appropriate pictures for precautionary measures against the possible entry of hazardous materials into the body displayed on their poster.



Symbol Cards

8. Put the following **Text Cards** for the learners to select for their precautionary section.

 Avoid contact with these hazardous materials. 	
2. Avoid splashing.	
3. Wear protective clothing.	
4. Flush with cold water for 20 minutes if hazardous materials come in contact with the skin.	



1. Use safe work methods. 2. Don't rub your eyes. 3. Wear goggles or a face shield. 1. Work in well-ventilated (well-aired) areas. The hazardous material will be less concentrated. The circulation of air removes some of the hazardous material from the work area. 2. Wear the right breathing protection equipment. Text Cards pg 3

- 9. Put the posters up on the wall and have each group present the ideas on their posters to the rest of the class.
- 10. Administer the 'test'. Discuss the answers.

Worksheet Answer Key:			
How Hazardous Materials Enter the Body			
Select the best possible answer(s). Note: Each question may have more than one answer.			
 1. Hazardous materials commonly enter the body through: a) inhalation or breathing c) ingestion or swallowing 			
 2. Workers may protect themselves from airborne hazardous materials by: a) making sure there is adequate ventilation b) wearing appropriate protection equipment such as ventilators 			
 3. Hazardous materials may enter the body through ingestion of: a) food and drink left exposed to contamination by vapours and mists b) swallowing saliva exposed to contaminated dust particles c) biting fingernails 			
 True or False (T or F): T1. To be harmful, hazardous materials must first enter the body. T2. Food and drink are most frequently contaminated by unwashed hands. F 3. Eye splashes and eye contamination by workplace chemicals is common. 			

818

How Hazardous Materials Enter the Body

Select the best possible answer(s). Note: Each question may have more than one answer.

1. Hazardous materials commonly enter the body through:

- a) inhalation or breathing
- b) absorption through fingernails
- c) ingestion or swallowing
- d) ear canals

2. Workers may protect themselves from airborne hazardous materials by:

- a) making sure there is adequate ventilation
- b) wearing appropriate protection equipment such as ventilators
- c) biting fingernails
- d) food prepared at home and stored in a safe environment in the workplace

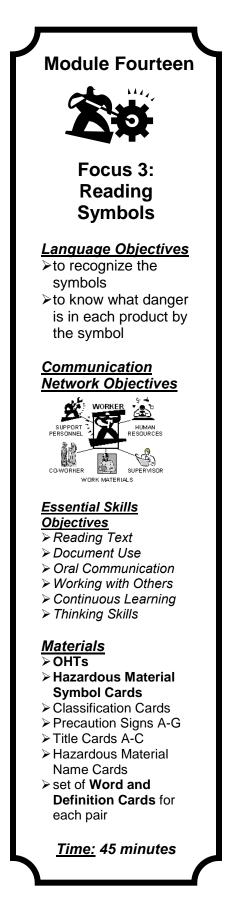
3. Hazardous materials may enter the body through ingestion of:

- a) food and drink left exposed to contamination by vapours and mists
- b) swallowing saliva exposed to contaminated dust particles
- c) biting fingernails
- d) food prepared at home and stored in a safe environment in the workplace

True or False (T or F):

- _____1. To be harmful, hazardous materials must first enter the body.
- 2. Food and drink are most frequently contaminated by unwashed hands.
- 3. Eye splashes and eye contamination by workplace chemicals is common.

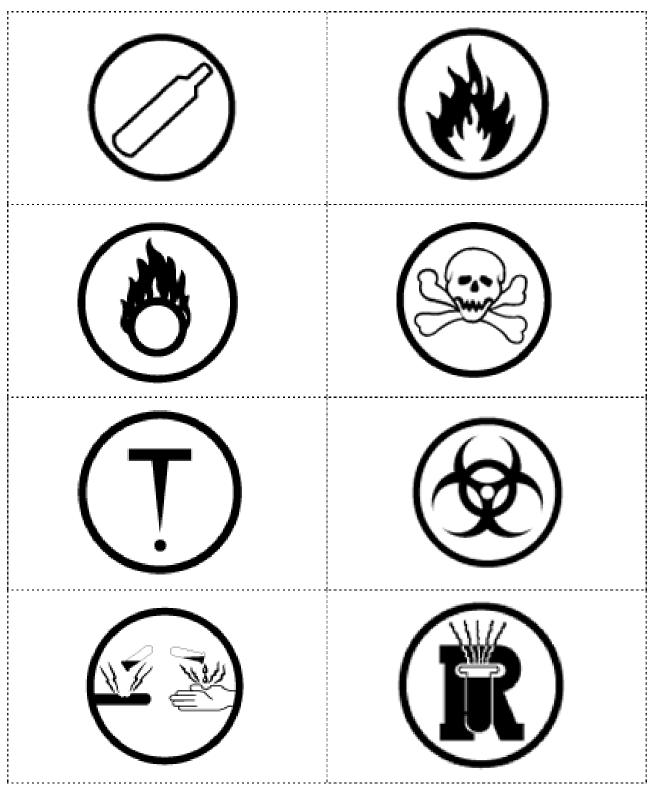
Worksheet



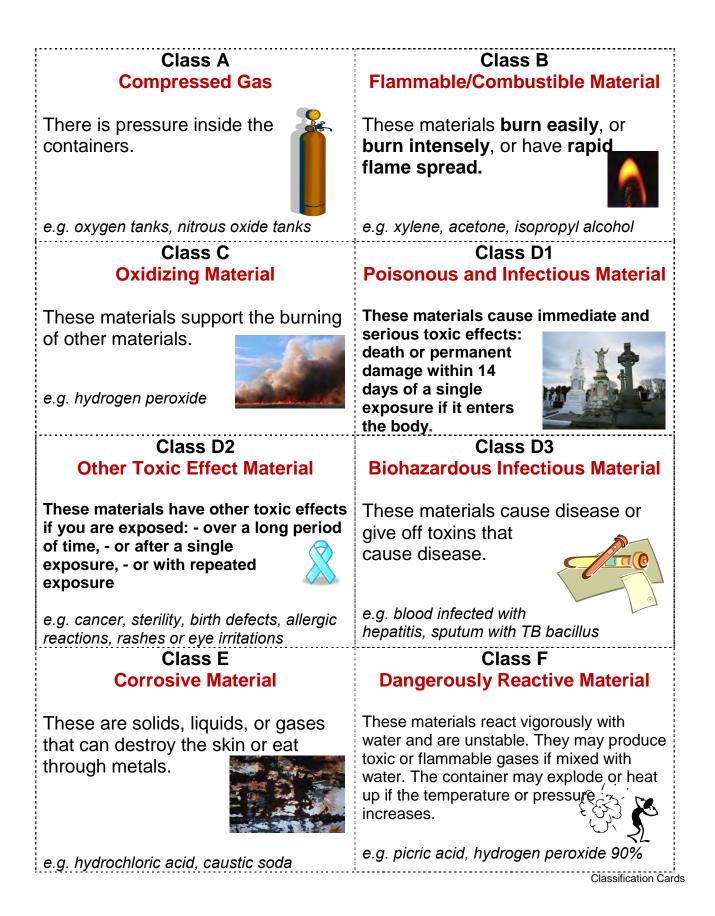
Symbols



- 1. Find out what the learners already know about the symbols and their meaning by giving them a matching task: matching the **symbol** and **classification word**.
- 2. Show the OHT for the learners to check their matching. Ask each learner to read the name and description as they show the symbol.



Symbol Cards

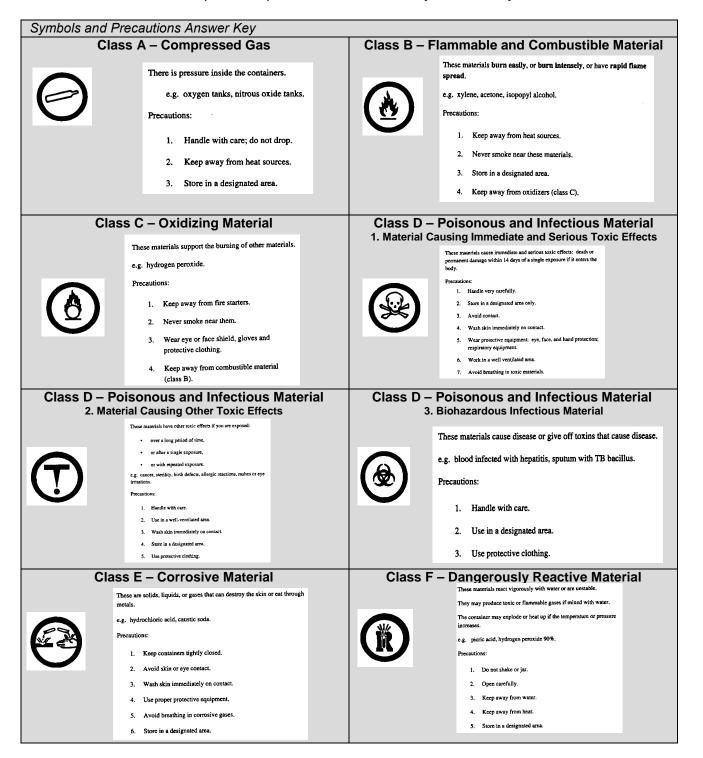


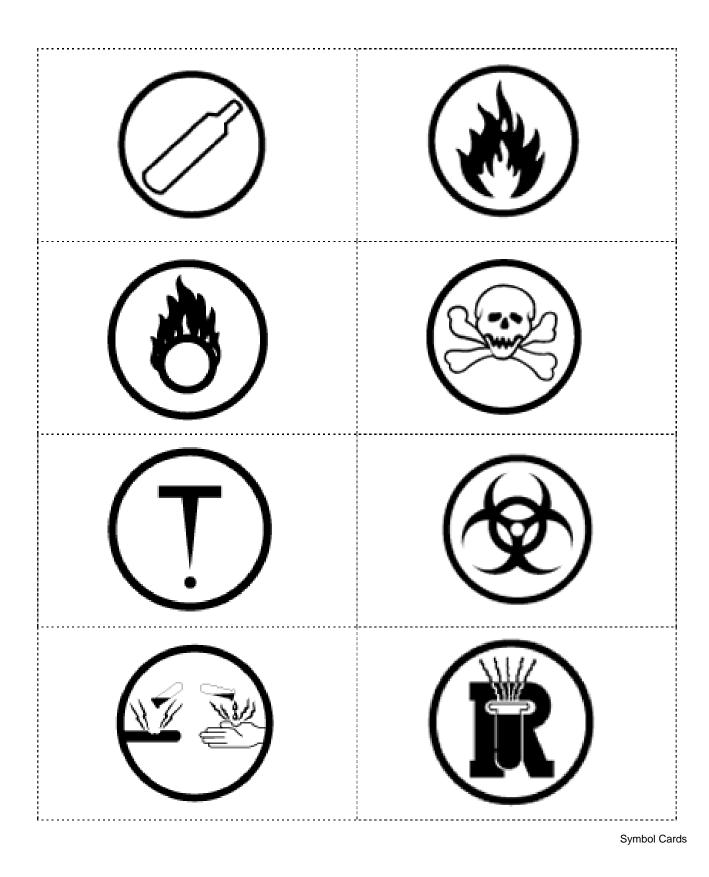
822

Class A Compressed Gas	
There is pressure inside the containers.	
e.g. avggen tankis, nitraus avside tanks)
Class B Flammable/Combustible Material	(
These materials burn easily, or burn	
intensely, or have rapid flame spread.	
e.g. sogleae, azetone, insprzysi akohol	
Class C Oxidizing Material	
These materials support the burning of	
other materials.	
ng, bydregen penoxide	
Class D1 Poisonous and Infectious Material	
These materials cause immediate and serious toxic effects:	C.
death or permanent damage within 14 days	
of a single exposure if it enters the body.	\smile
Class D2 Other Toxic Effect Material	
These materials have other toxic effects if	(\mathbf{T})
you are exposed: - over a long period of time, - or after a single exposure, - or with repeated exposure	
e.g. cancer, sterility, birth defects, allergic reactions, raibes	
er ge initaties)
Biohazardous Infectious Material	
These materials cause disease or give off toxins that cause disease,	
as block into not ben suit-	
e, g. hlood infected with inpatitis, spatem with TB bucilles	\mathbf{i}
Class E Corrosive Material	\frown
These are solids, liquids, or gases that can destroy the skin or eat through metals.	
e.g. hydrochlaric aad, caustic soda	\bigcirc
Class F Dangerously Reactive Material	
These materials react vigorously with water and are unstable. They may produce toxic or	
flammable gases if mixed with water. The container may explode or heat up if the	
temperature or pressure increases.	
314	

Matching OHT Answer Key

- 3. Put the symbols up on the wall in class order. Two sets if your class is large. Hand out the **Title Cards** and **Precaution Cards** to each group and ask them to place them under each symbol.
- 4. Ask the learners to repeat the precautions for each symbol after you.





825

Compressed Gas

Flammable and Combustible Material

Oxidizing Material

Poisonous and Infectious Material

826

Title Cards pg 1

Other Toxic Effect Material

Biohazardous Infectious Material

Corrosive Material

Dangerously Reactive Material

Title Cards pg 2



1. Handle with care; do not drop.



2. Keep away from heat sources.



3. Store in a designated area.



Precautions A



1. Keep away from heat sources.



2. Never smoke near these materials.



3. Store in a designated area.

4. Keep away from oxidizers (class C).

Precautions B



- 1. Keep away from fire starters.
- 2. Never smoke near them.



- 3. Wear eye or face shield, gloves and protective clothing.
- 4. Keep away from combustible material (class B).

Precautions C



- 1. Handle very carefully.
- 2. Store in a designated area only.
- 3. Avoid contact.
- 4. Wash skin immediately on contact.



- 5. Wear protective equipment: eye, face, and hand protection; respiratory equipment
- 6. Work in well ventilated area.



7. Avoid breathing in toxic materials.

Precautions D



1. Handle with care.



2. Use in a wellventilated area.



- 3. Wash skin immediately on contact.
- 4. Store in a designated area.

832

5. Use protective clothing.



Precautions E



1. Handle with care.



2. Use in a designated area.

3. Use protective clothing.



Precautions F



1. Keep containers tightly closed.



- 2. Avoid skin or eye contact.
- 3. Wash skin immediately on contact.



- 4. Use proper protective equipment.
- 5. Avoid breathing in corrosive gases.
- 6. Store in a designated area.



Precautions F



- 2. Open carefully.
- 3. Keep away from wat
- 4. Keep away from heat.

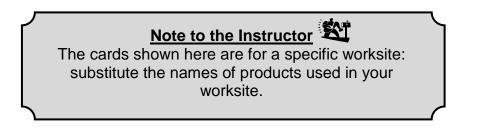


5. Store in a designated area.



Precautions G

5. Hand out the **Hazardous Materials Name Cards** of the hazardous materials that are used at your worksite and have the learners place them under the appropriate symbol.





Hazardous Material Name Cards

6. Hand out a set of **word and definition cards** to each pair of learners. Ask them to match the words and definitions.

Answer Key:	
Words	Definitions
Biohazardous	cause disease
compressed gas	pressure inside the containers
corrosive	destroy skin or eat through metal
dangerously	unstable when mixed with water or
reactive	heated
first aid	help given to an injured person until medical help comes
flammable	burns easily or intensely or rapid flame spread
immediately	without delay
ingestion	swallowing
inhalation	breathing
oxidizing	supports the burning
poisonous	cause death or permanent damage
toxic	poisonous

compressed gas	3	poisonous
flammable	3	corrosive
oxidizing	3	inhalation V
dangerously reactive	8	ingestion V
toxic	8	first aid
Biohazardous	3	immediately V

English at Work in Manitoba: Manufacturing

Word Cards

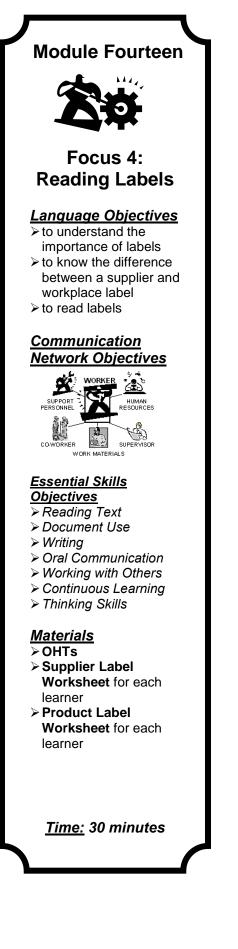
pressure inside the containers	د	unstable when mixed with water or heated	۵
burns easily or intensely or rapid flame spread	۵	destroy skin or eat through metal	D
supports the burning	C	without delay	D
cause death or permanent damage	D	help given to an injured person until medical help comes	D
(Holiconous Contraction Contra	د	breathing	۵
cause disease	۵	swallowing	۵

3. Symbols

English at Work in Manitoba: Manufacturing

Definition Cards

- 7. Put two pairs together so that you have groups of 4. Hand out a set of **mixed words** and **definitions**.
- 8. Instruct the groups to deal out 5 cards to each person. The remaining cards are place face down in a pile in the middle of the table.
- 9. The object of the activity is to be the first out of cards by making pairs of words and definitions.
- 10. Each learner must ask another player either for the word or definition of a card to match one that is in his/her hand. If the person has the match, he/she gives it to the other player and the player can put the match down on the table and take another turn. If the person asked does not have the card, he/she tells the person to 'go fish' and must pick up a card from the middle pile.



Labels Instructions

Part A: Supplier's Label

- 1. Explain that all controlled products [products that have been classified as dangerous or hazardous by the government] must have a label before they are sold to the workplace. Use some of the OHT pictures of controlled products to illustrate.
- 2. The employer must make sure that all products are labeled on the work site.
- 3. Explain that there are two kinds of labels: **supplier and workplace.**
- 4. The supplier must have a label on the product when it is sold to the workplace. The supplier label must
 - be written in English and French
 - have a border of broken lines in contrasting colours,
 - be legible
 - have clear symbols.



Controlled Substances OHT

- 5. A supplier label has 7 parts. Put up the **Supplier Label Parts OHT**. Read the list: product name; risk phrases (these explain the dangers); precautionary measures for safe handling and use; hazard symbols; Material Safety Data Sheet statement; and name and address of supplier.
- 6. Hand out the **Supplier Label Worksheet** to each learner and ask them to write in the terms and then number the arrows.
- 7. Fill in the blanks on the OHT for them to correct their answers.

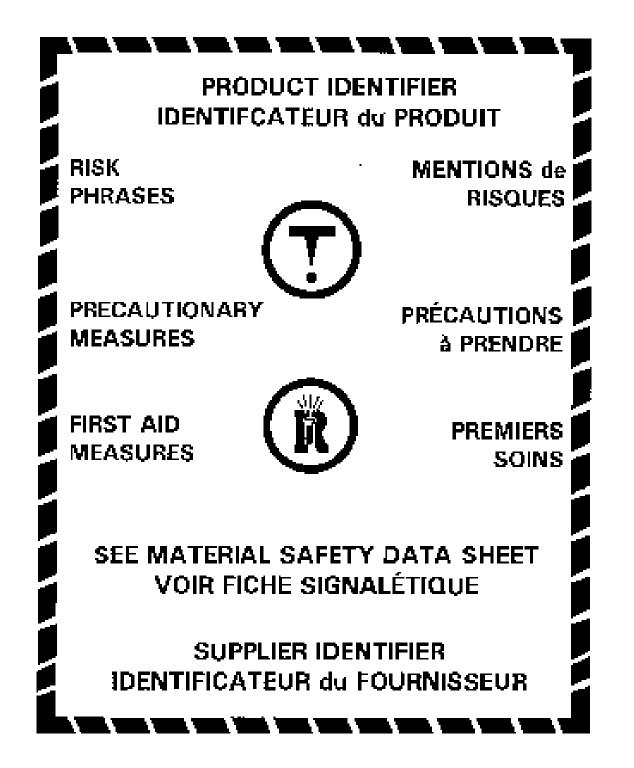
A	Inswer Key:
1	. Product Name
2	2. Risk Phrases
Э	3. Precautionary Measures
2	I. Hazard Symbols
5	5. First Aid Measures
6	Material Safety Data Sheet

7. Supplier Identifier

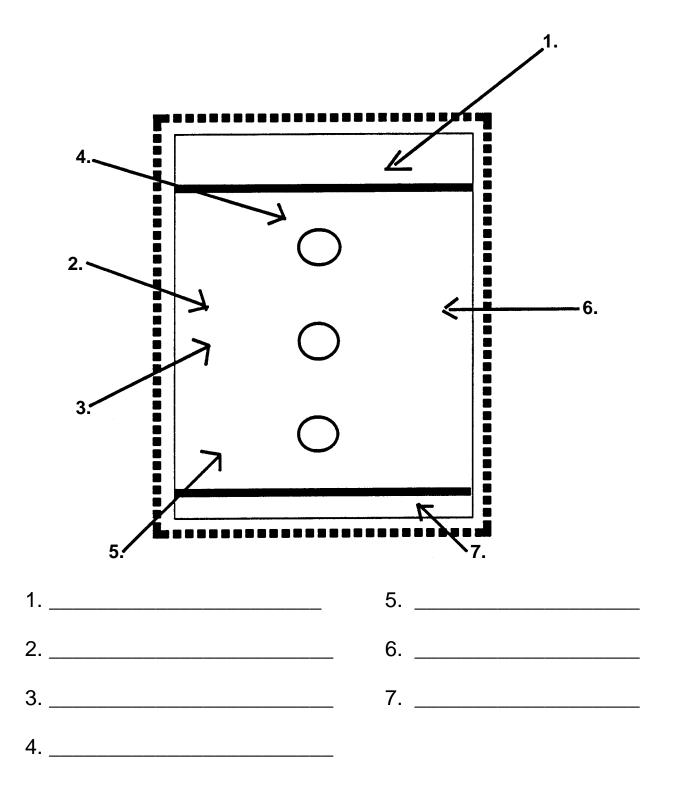
Supplier Label 7 Parts:

- 1. Product name
- 2. Risk phrases: these explain the dangers
- 3. Precautionary measures for safe handling and use
- 4. Hazard symbols
- 5. First aid measures
- 6. Material Safety Data Sheet statement
- 7. Name and address of supplier

Supplier Label Parts OHT



Supplier Safety Labels Answer Key OHT

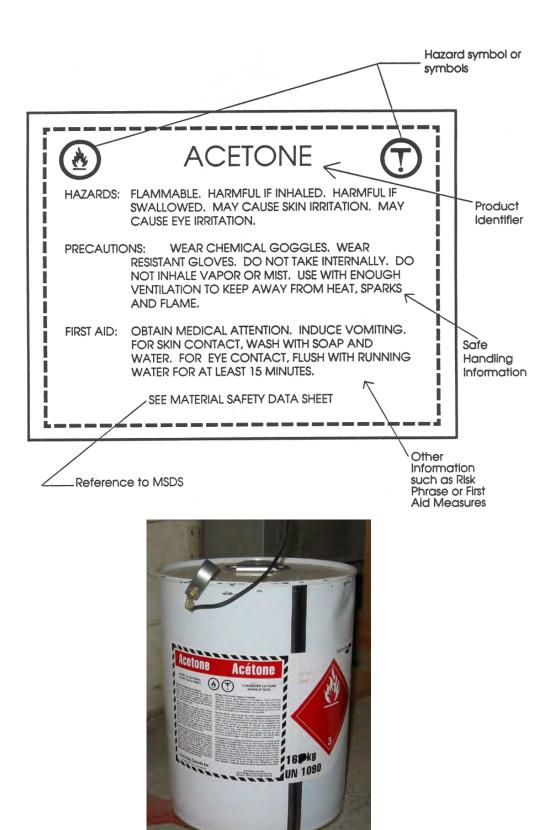


Fill in the required components of the Supplier Label.

Supplier Label Worksheet & OHT

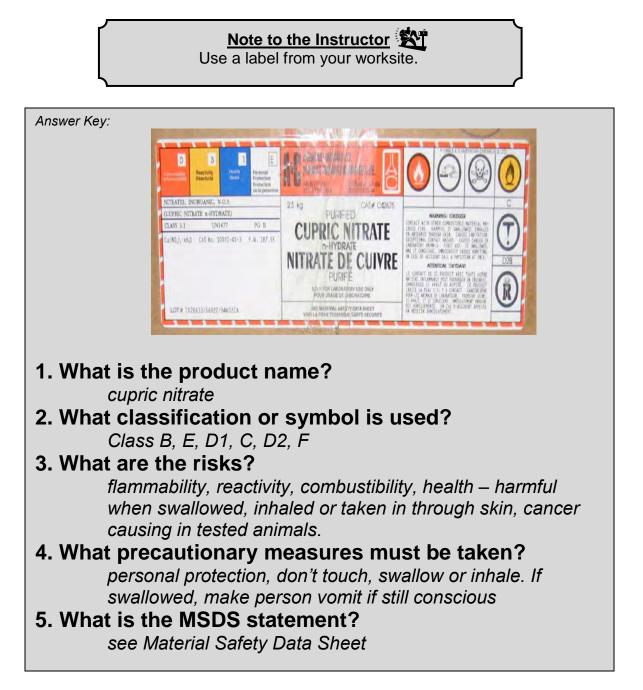
Part B: Workplace Label

- 1. Elicit from the learners as to why there might be the need for a **workplace label**. Listen for: *material is made at the workplace; material is put into another container; or the supplier label is lost or illegible [unreadable]*.
- 2. Show the **Acetone Label OHT**. Point out that it must have 3 parts: product name; precautionary measures; and MSDS statement.



Acetone Label OHT

3. Hand out the **Product Label Worksheet**. Have the learners find the information to answer the questions.

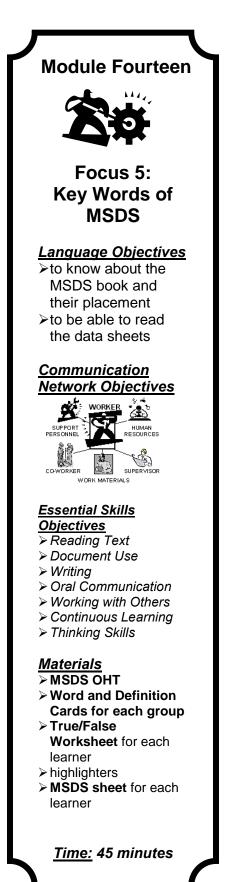


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Product Label Worksheet

- 1. What is the product name? _____
- 2. What classification or symbol is used? _____
- 3. What are the risks? _____
- 4. What precautionary measures must be taken?

5. What is the MSDS statement? _____



Materials Safety Data Sheet



1. Show OHT pictures of MSDS centres. Explain that these are books with all the data sheets for each controlled product.

Note to the Instructor

If possible bring a MSDS book to show the learners.

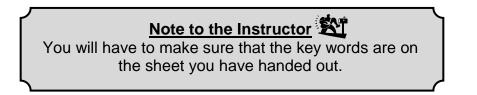
852



853

MSDS Centre Picture OHT

- 2. Hand out a **sample data MSDS sheet** for one of the hazardous materials used at your worksite and highlighters.
- 3. Hand out the **key word cards**.



4. Have the learners highlight these on the sample data sheet. Point out to the learners that the words are in the headings and they come in order.

y identification	-	protection	~	\$
emergency	7	N physical	œ	3
potential	R	Chemical	6	3
procedures	4	ecological	10	3
properties	ß	disposal	7	3
extinguishing	9	V transportation	12	8

Word Cards

- 4. Hand out the **definition cards** and ask them to match the appropriate word beside the **descriptive phrase**. Point out that they can learn the meaning by looking for ideas in the subsection.
- 5. Divide the class into groups of 3 or 4 and hand out a **mixed set of words and definitions**. Have each person take 5 cards and put the rest in the middle of the table.
- 6. The object of the task is to match words and definitions by asking if the other players have either the word or definition of one of the cards in his/her hand. When there is a match they are to be place face down on the table. The first person to be out of cards is the winner.

Answer Key:	
Words	Definitions
chemical	related to the elements
disposal	getting rid of or destroying
ecological	related to interaction to other physical things
emergency	sudden state of danger
extinguishing	putting out a fire
identification	naming
physical	concerning the body or material world
potential	possible
procedures	way of doing something
properties	characteristics or qualities
protection	safe keeping or guarding
transportation	taking or carrying

related to the elements	۵	concerning the body or material world	۵
getting rid or destroying	۵	possible	D
related to interaction to other physical things	۵	way of doing something	D
sudden state of danger	۵	characteristi cs or qualities	۵
putting out a fire	۵	safe keeping or guarding	۵
naming (ם	taking or carrying	۵

Definition Cards

Part C: Checking

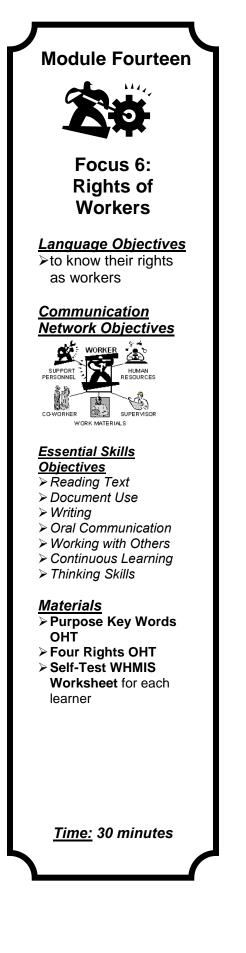
- 1. Hand out the **T or F sheet** to each learner.
- 2. Have the learners compare with a partner.
- 3. Discuss the correct answers. Have the learners state the F statements as true statements by inserting or removing the adverb *not*.
- 4. Remind the learners that each controlled product has a data sheet and that each department has a centre that has a book of Data Sheets.

Answer Key: 1. Every controlled product must have a data sheet. T 2. The hazardous ingredients and concentration and risks are listed. F 3. The data sheets are on the product. The data sheets are **not** on the product. T 4. The data sheets must be up to date. F 5. Only the supervisors have access to the MSDS. Not only the supervisors have access to the MSDS. 6. The data sheets must be available to all the workers. Т F 7. The data sheets are stored in the front office. The data sheets are **not** stored in the front office. T 8. The data sheets give preventive measures and first aid measures. F 9. You don't have to know how to read these sheets. You **do** have to know how to read these sheets. T 10. You can ask about or read about any product that you need to use in the workplace.

True or False

- <u>T</u> F 1. Every controlled product must have a data sheet.
- <u>T</u> <u>F</u> 2. The hazardous ingredients and concentration and risks are listed.
- <u>T</u> F 3. The data sheets are on the product.
- <u>T</u> F 4. The data sheets must be up to date.
- <u>T</u> F 5. Only the supervisors have access to the MSDS.
- <u>T</u> F 6. The data sheets must be available to all the workers.
- <u>T</u> F 7. The data sheets are stored in the front office.
- <u>T</u> F 8. The data sheets give preventive measures and first aid measures.
- <u>T</u> F 9. You don't have to know how to read these sheets.
- <u>T</u> <u>F</u> 10.You can ask about or read about any product that you need to use in the workplace.

T or F Worksheet



Workers' Rights



- 1. Lecture the learners about the fact that <u>Knowledge is</u> <u>Power</u>.
- 2. Expand on the following point about the **purpose of WHMIS** training:
 - to protect the employees
 - by teaching them to recognize or know about hazards
 - by raising awareness of the **cautions** and **protection** needed
 - when dealing with hazardous chemicals

protect recognize know about cautions protection hazardous chemicals

Purpose Key Words OHT

- 3. Present the point that employees have 4 fundamental rights. As you present the rights, elicit how each right is protected.
 - The right to be informed (Possible suggestions: training, MSDS, health and safety, questions)
 - The right to participate (Possible suggestions training, MSDS binders, concerns to Supervisor)
 - The right **to refuse** (Possible suggestions if concerned about performing a task due to a health and safety issue e.g. asthma and paint booth)
 - The right to protection from discrimination (Possible suggestions if you refuse your career is not affected)

Four Fundamental Rights of Workers

- 1. The right to be informed
- 2. The right to participate
- 3. The right to refuse
- 4. The right to protection from discrimination

Four Rights OHT

4. Hand out the **Self-Test on WHMIS Worksheet** to each learner and have them choose the correct answers.

Answer Key:

- 1. Fundamental rights of workers in relations to WHMIS include:
 - c) the right to know
 - d) the right to participate
- 2. The abbreviation 'MSDS' stands for:
 - c) Material Safety Data Sheets
- 3. The three basic elements that make up WHMIS are:
 - a) labels
 - c) MSDS
 - d) worker education
- 4. Hazard information can protect you only if YOU:
 - a) read labels and material safety data sheets
 - b) know where to find information about the substances you use
 - c) follow warnings and instructions
 - d) use the correct protective clothing and equipment when handling hazardous substances
 - e) learn emergency procedures
 - f) practice sensible safe work habits
- 5. Discuss the answers as a class.

SELF-TEST ON WHMIS

Select the correct answer(s). There may be more than one answer to some questions.

1. Fundamental rights of workers in relations to WHMIS include:

- a) the right to refuse to participate
- b) the right to order hazardous products for use in the work place
- c) the right to know
- d) the right to participate

2. The abbreviation 'MSDS' stands for:

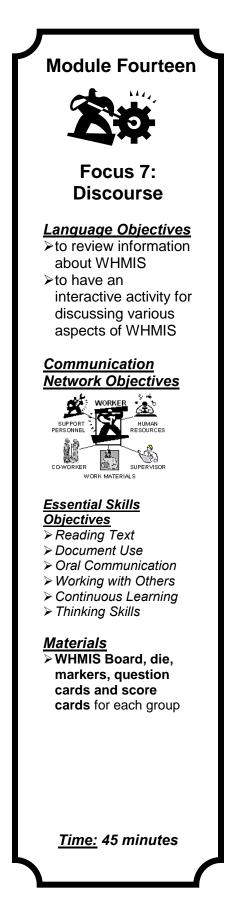
- a) Medical Systems Distribution Service
- b) Manufacturer Safe and/or Dangerous Symbols
- c) Material Safety Data Sheets
- d) Manitoba Safety Data Statistics

3. The three basic elements that make up WHMIS are:

- a) labels
- b) right to know
- c) MSDS
- d) worker education
- e) hazardous product act

4. Hazard information can protect you only if YOU:

- a) read labels and material safety data sheets
- b) know where to find information about the substances you use
- c) follow warnings and instructions
- d) use the correct protective clothing and equipment when handling hazardous substances
- e) learn emergency procedures
- f) practice sensible safe work habits



WHMIS Pursuit



1. Hand out a **WHMIS Board**, markers, die, a set of question cards, a colour coded key card and a score card to each group.



Print the Question Card pages back to back with the Answer Card Pages on card stock. Laminate the Board and the cards to make them more durable.

- 2. Instruct them of the rules of the task:
 - a) All the learners are to put their markers in the middle of the board on *WHMIS.*
 - b) They number themselves from 1 to 4 for marking the score card.
 - c) The learners are to take turns moving clockwise around the learner circle.

 - e) When the learner lands on a picture, one of the other learners should pick the top card and read the question associated with the picture that the learner landed on.
 - f) If the learner gets the right answer, he should mark the appropriate box on his score card and then take another move.
 - g) If the learner does not answer correctly, the person to his/her left is next.
 - h) The purpose of the activity is to be the first to get a check for each category, and arrive back at WHMIS.

WHMIS Activity Board

867

1	QUESTIONS	2	QUESTIONS
z	What four ways can materials enter your body?	R	How can you avoid skin contact with hazardous materials?
R	Is this symbol for: a) oxidizer b) compressed gas c) Biohazardous	Ŵ	Is this symbol for: (a) corrosive b)poisonous and infectious c) flammable
	What are 2 kinds of labels used on controlled products?	e ante appende • appende • appende	When is a workplace label necessary?
	What is MSDS?		What is a controlled product?
9	What does it mean to have the right to refuse?	6	What does it mean to have the right to participate?
3	QUESTIONS	4	QUESTIONS
3 &	QUESTIONS What should you do if hazardous materials come in contact with the skin?	4 &	QUESTIONS How can hazardous materials cause harm through the skin [4 ways]?
	What should you do if hazardous materials come in contact with the		How can hazardous materials cause
	What should you do if hazardous materials come in contact with the skin? Is this symbol for: a) Biohazardous b) oxidizer		How can hazardous materials cause harm through the skin [4 ways]? Is this symbol for: @ a) reactive b) compressed gas
	What should you do if hazardous materials come in contact with the skin? Is this symbol for: a) Biohazardous b) oxidizer c) toxic What information must be included		How can hazardous materials cause harm through the skin [4 ways]? Is this symbol for: a) reactive b) compressed gas c) poisonous and infection When should you read the labels on

2	ANSWERS	1	ANSWERS
æ	wear protective clothing. avoid splashing; don't touch	R	skin contact; ingestion (swallowing); eye contact; inhalation (breathing)
¥	c) flammable	S.	b) compressed gas
	when the material is produced in the workplace for use in the workplace or if the material is placed into another container in the workplace or the original supplier label is unreadable or missing	A THE REAL	Supplier label and Workplace label
	hazardous or dangerous material used in the workplace and regulated by the government		Material Safety Data Sheet – a document that give information on controlled products
6	you must be part of the safety program	6	you can refuse to work where you think there is danger
4	ANSWERS	3	ANSWERS
4 &	ANSWERS enter through cuts and scrapes; soften cells in the top layer of skin and pass through it; burn holes in the skin; enter the skin through the hair shaft	3 &	ANSWERS flush with cold water for 20 minutes
	enter through cuts and scrapes; soften cells in the top layer of skin and pass through it; burn holes		
	enter through cuts and scrapes; soften cells in the top layer of skin and pass through it; burn holes in the skin; enter the skin through the hair shaft		flush with cold water for 20 minutes
	enter through cuts and scrapes; soften cells in the top layer of skin and pass through it; burn holes in the skin; enter the skin through the hair shaft c) poisonous and infection It's always important to stop and read the		flush with cold water for 20 minutes b) oxidizer name of product, precautionary measures,

5	QUESTIONS	6	QUESTIONS
R	How can hazardous gas, liquid or solid enter your body by swallowing it?	ß	What precautions should be taken to avoid ingestion or swallowing of hazardous materials?
X	Is this symbol for: ① a) toxic b) oxidizer c) flammable	¥	Is this symbol for: a) corrosive b) Biohazardous c) flammable
	Name one quality of a good WHMIS label?	9 1000 1 10000 1 10000 1 10000 1 10000 1 1000 1 10000 1 10000 1 100000 1 100000	What does a supplier label look like?
	What are First Aid Measures?		What are Preventive Measures?
	Will your career be affected if you refuse to do a task for safety reasons?	9	What are the 4 fundamental rights of the workers?
7	QUESTIONS	8	QUESTIONS
7 &	QUESTIONS What may happen if you splash some hazardous materials into your eyes?	8	QUESTIONS What precautions should be taken to avoid eye contact with hazardous materials?
	What may happen if you splash some hazardous materials into your		What precautions should be taken to avoid eye contact with hazardous
	What may happen if you splash some hazardous materials into your eyes? Is this symbol for: (2) a) reactive b) corrosive c)		What precautions should be taken to avoid eye contact with hazardous materials? Is this symbol for: () a) compressed gas b) corrosive
	What may happen if you splash some hazardous materials into your eyes? Is this symbol for: a) reactive b) corrosive c) poisonous and infectious What is on the supplier label to		What precautions should be taken to avoid eye contact with hazardous materials? Is this symbol for: () a) compressed gas b) corrosive c) reactive What 7 pieces of information

6	ANSWERS	5	ANSWERS
R	wash your hands after working and before eating; eat in a separate place; don't eat, drink or smoke on the job; use and read labels	R	food left exposed; food touched by unwashed hands, gloves or clothing; smoking; nail biting; unlabelled material
×	b) Biohazardous	Ŷ	a) toxic
	it has a WHMIS border, written in French and English, easy to read	- Hilling -	Legible (readable), in good condition, usable, recognizable as a label
	information about how to be protected from hazardous materials		<i>information about what should be done if</i> <i>a worker has come in contact with a</i> <i>controlled product</i>
6	1. the right to know or be informed 2. the right to participate and be trained 3. the right to refuse 4. the right to be accepted or protected from discrimination	6	No
8	ANSWERS	7	ANSWERS
8 &	ANSWERS use safe work methods; don't rub your eyes; wear goggles or a face shield	7 &	ANSWERS small amounts may dissolve in the liquid of the eye and then pass into the bloodstream; the blood goes to every organ of the body
	use safe work methods; don't rub your		small amounts may dissolve in the liquid of the eye and then pass into the bloodstream; the blood
	use safe work methods; don't rub your eyes; wear goggles or a face shield		small amounts may dissolve in the liquid of the eye and then pass into the bloodstream; the blood goes to every organ of the body
	use safe work methods; don't rub your eyes; wear goggles or a face shield c) reactive name of product, hazard symbol, risk phrase, precautionary measures, first aid measures,		small amounts may dissolve in the liquid of the eye and then pass into the bloodstream; the blood goes to every organ of the body b) corrosive

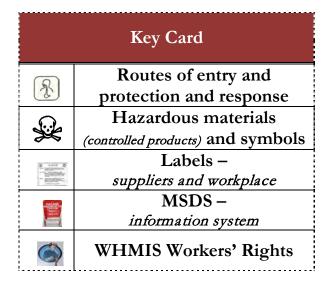
9	QUESTIONS	10	QUESTIONS
Z	What happens when you breathe hazardous vapours, gases, dusts, fumes or smoke?	R	What precautions should you take to avoid inhalation or breathing of hazardous materials?
Ŷ	What precautions should be taken when you are using compressed gas \emptyset , flammable $\textcircled{0}$, or oxidizing material $\textcircled{0}$?	Ŕ	What precautions should be taken for using corrosive material (?)?
a ter a Thinks - Thinks - Thinks	What products need to be properly labeled?		When should the labels be put on the product?
	Do you know where the MSDS binder is in your department?		Why are the MSDS binders available to everyone?
	Who should have training?	\$	Who is responsible if someone fails to obey the WHMIS laws?

10	ANSWERS	9	ANSWERS
R	work in a well-aired area; wear the right breathing protection equipment	R	the substance enters the lungs and then is drawn into the blood stream which goes to all the organs of the body
R	keep containers tightly closed; avoid skin or eye contact; use proper protective equipment, avoid breathing corrosive gases; store in a designated area	Ŵ	keep away from heat sources, store in a designated area, handle with care; wear protective clothing
- 1000 - 1000 - 1000 - 1000	the label should already be on the product when the product is received from the suppler	- Hilling - January - Langer	all controlled products
	it is your right to know about controlled products so that you can protect yourself and use the products wisely		Tell us where it is!
9	anyone who fails to obey the WHMIS laws can be charged, from an employee to the president of the company	6	anyone who is working with or exposed to hazardous chemicals

Key Card					
	Routes of entry and				
35	protection and response				
$\mathbf{\Omega}$	Hazardous materials				
3K	(controlled products) and symbols				
8 100 B	Labels –				
- SUSAC	suppliers and workplace				
	MSDS –				
	information system				
	WHMIS Workers' Rights				

Key Card					
	Routes of entry and				
25	protection and response				
$\mathbf{\Omega}$	Hazardous materials				
X	(controlled products) and symbols				
8 enri 0	Labels –				
- SUSPEC	suppliers and workplace				
A DECEMBER OF	MSDS –				
	information system				
	WHMIS Workers' Rights				





	Score Card					Score Card				
	1	2	3	4			1	2	3	4
æ						R				
Ŷ					L	S.				
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	Score Card				Score Card					
	1	2	3	4			1	2	3	4
R						R				
<u>S</u>						<u>S</u>				
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9						(





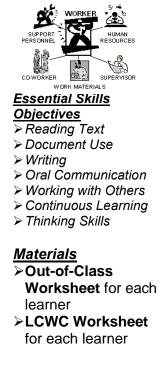


Focus 8: Employee Handbook (Outof-Class Task)

Language Objectives

- to be able to find the appropriate numbers in the Content pages
- to write the numbers into the puzzle
- to discuss the completed worksheet with their supervisor

<u>Communication</u> <u>Network Objectives</u>



<u>Time:</u> 10 minutes

Employee Handbook: Out-of-Class Task



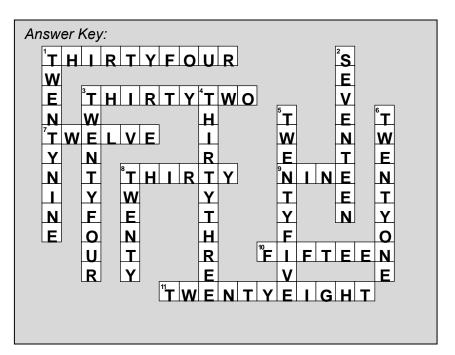
Part A

1. Hand out the Out-of-Class Worksheet to each learner.

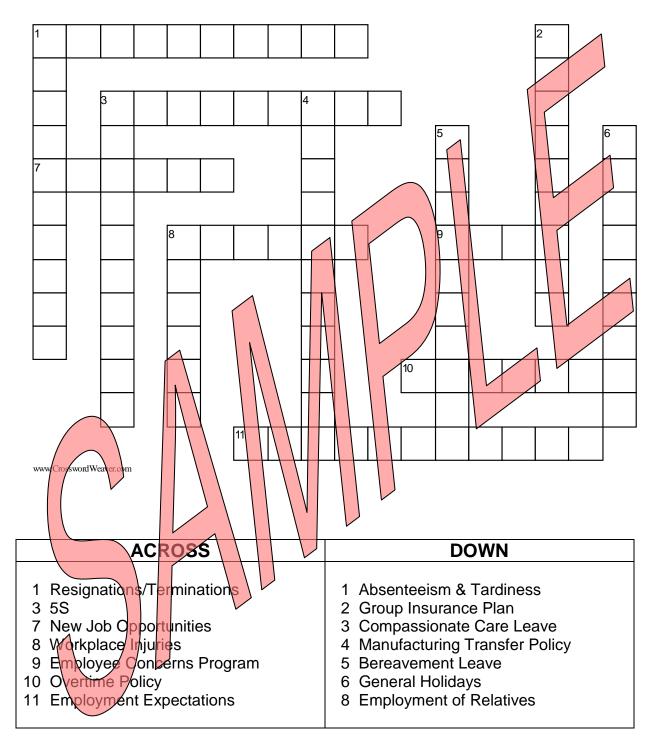


Make a crossword with headings in the Contents section in the employee handbook from your worksite.

- 2. Instruct the learners to write in the page numbers for the clues that are given from the Employee Handbook.
- 3. Remind the learners that they are to have the **Storyboard Sheet** signed by their supervisor after they have discussed the finished task with him/her.



Turn to the Table of Contents in your Employee Handbook. Write the page number for the clues into the puzzle.



Part B

- 1. To facilitate the learners' writing and spelling development, hand out a **Look, Cover, Write, Check** (LCWC) worksheet to each learner.
- 2. Explain how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose **their own** 10 words, assisting when asked.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.

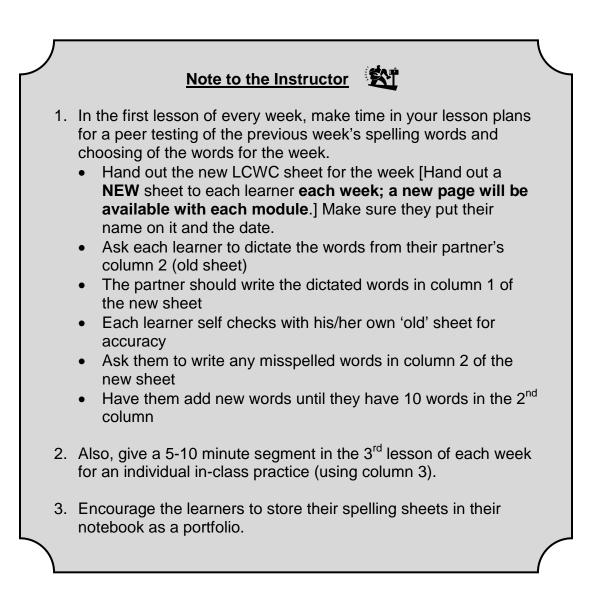
Look, Cover, Write, Check

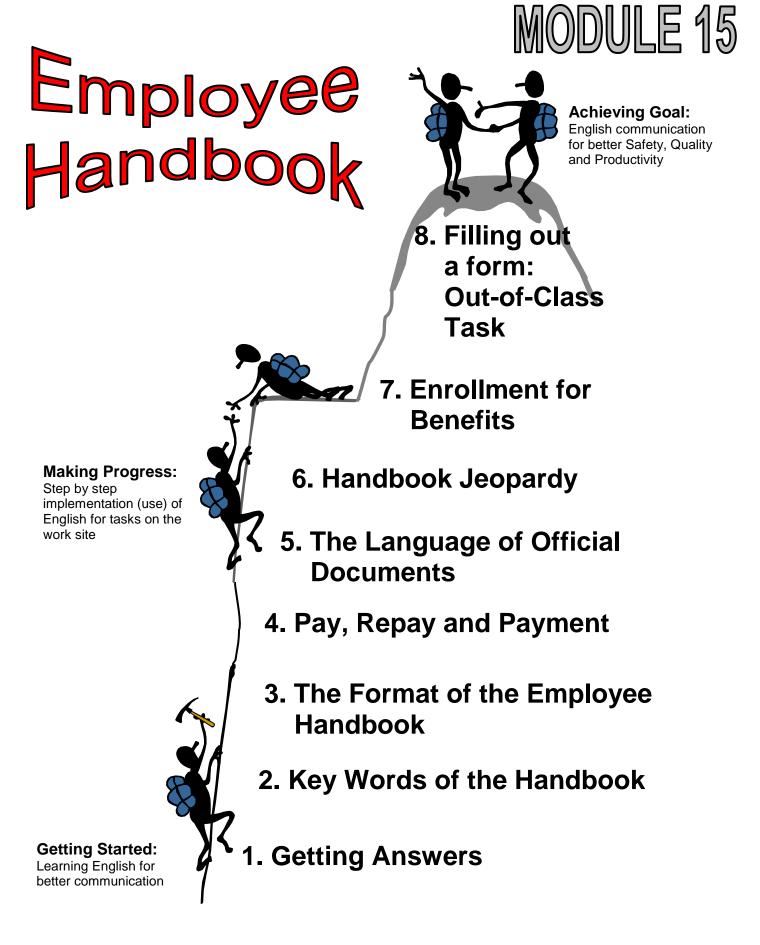
Name ______ Date _____

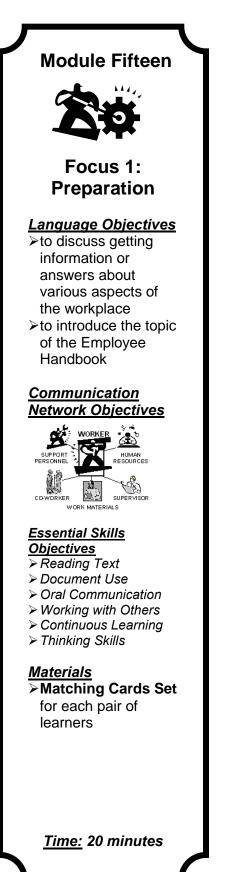
- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2
			Cover Write Check Worksheet

Look, Cover, Write, Check Worksheet







Getting Answers



Note to the Instructor

Introduce the module to the learners by putting up an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about the **Employee Handbook**.

- 1. Elicit from the learners about where they get information about things related to the workplace. List their answers on the flipchart or board.
- 2. Hand out a **Matching Card Set** to each pair of learners. Instruct them to match the 'enquiry' to the 'Information supplier.'

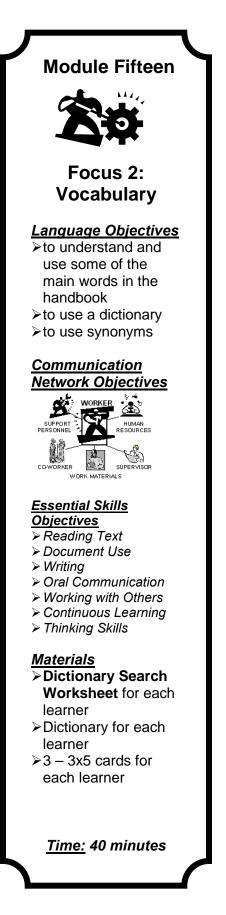
Note to the Instructor

Some of these cards will need to be adapted to be suitable for your worksite.

3. Have each repair report on one of the enquiries and discuss as needed.

English Instructor	You have a question about whether it is correct to say: <i>Would you help to me?</i> Whom would you ask?
Human Resource Department	You would like to know how much vacation time you have this year. Whom would you ask?
Supervisor	You want to discuss your Out-of- Class task and have the Storyboard signed? Whom do you ask?
Lead Hand	Your machine is gummed up and you need some assistance. Whom would you ask?
Work Process Instructions	You are learning a new job and are unsure about which part of the task should be done next? Where will you look for instructions?
Safe Work Procedures	You want to know the safe steps for using a chop saw. What instructions do you look for?
Fellow workers	Your department is getting together for supper and you are in charge of telling everyone. Whom do you tell?
Employee Handbook	You want to know the Guiding Principles of your workplace? Where would you find that information?

Matching Cards



Key Words of the Handbook



- 1. Hand out copies of the Employee Handbook or ask the learners to bring their own copy.
- 2. Hand out the Dictionary Search Worksheet.
- 3. Ask each learner to choose 3 key words from the Handbook that they would like to learn the meaning of and to write the words in the first column and the sentence from the Handbook with the word in it in the second column.



You can adjust the number of words to be looked up to the level of your learner, more for more proficient and less for less proficient.

4. Give each learner a dictionary and ask them to look up the words. They need to be sure to find the best meaning and write the synonym or equivalent in the 3rd column.

Note to the Instructor

You need to circulate to assist where necessary: how to use a dictionary, how to choose the best synonyms etc.

- 5. Instruct the learners to rewrite the sentence using the synonym or equivalent words in the 4th column.
- 6. Have the learners make 3x5 cards of each of the words and their meanings.
- 7. Form groups of 3 or 4 learners and have them mix their cards and then match them.

Note to the Instructor

An optional activity is to do this as a memory task – turning over cards to find a match.

	3				
Dictionary Search	2				
Dicti	1				
		Word	Sentence From Handbook	Best Meaning from Dictionary	Rewritten Sentence

2. Key Words of the Handbook

Dictionary Search Worksheet

Module Fifteen



Focus 3: Reading a Table of Contents

Language Objectives

 to understand the format of the handbook
 to know the categories of information in the handbook

<u>Communication</u> Network Objectives



<u>Essential Skills</u> Objectives

- ➢ Reading Text
- Document Use
- > Documer
- ➤ Writing
- > Oral Communication
- > Working with Others
- Continuous Learning
- Thinking Skills

Materials

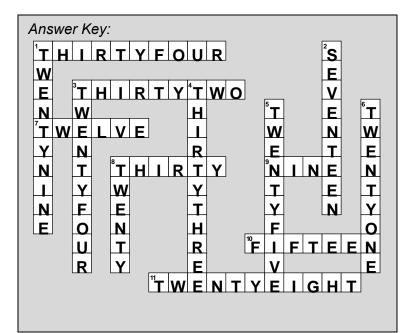
>Outline Worksheet for each learner

<u>Time:</u> 20 minutes

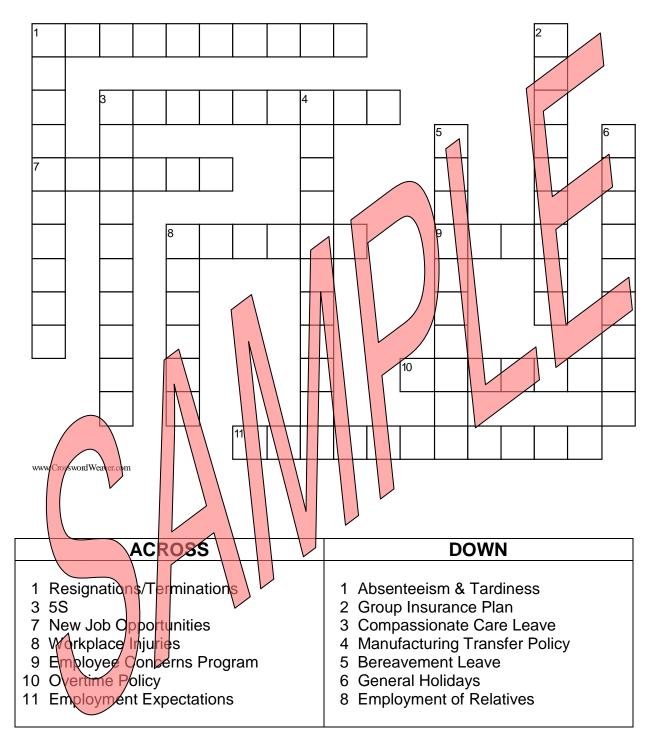
The Format of the Employee Handbook



1. Discuss the answers to the **Out-of-Class Task** with the class filling in the **Out-of-Class OHT** as learners give the numbers; use this occasion to also work on the pronunciation of the numbers.



Turn to the Table of Contents in your Employee Handbook. Write the page number for the clues into the puzzle.



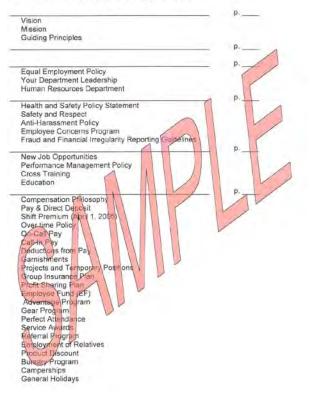
- 2. Hand out the **Outline Worksheet**. Ask the learners to write in the main headings and page numbers using their handbook as a reference.
- 3. Check that everyone has the correct answers.
- 4. Compare their findings with the Table of Contents and/or index.

Note to the Instructor

This focus will have to be adjusted to reflect the organization of the Employee Handbook of your worksite.

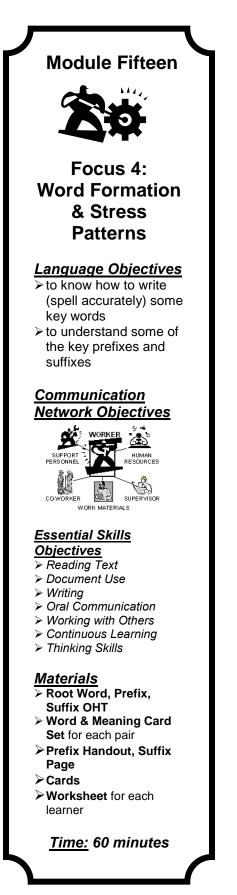
Sample Answer Key: Corporate Vision, Mission & Guiding Principles Foreword Your Work Environment Your Conduct On The Job	р.3 р.4 р.5 р.7
	•
Your Professional Development	p.12
Your Pay, Benefits & Corporate Services Your Work Policies	p.14

Fill in the Main Headings and page number.





English at Work in Manitoba: Manufacturing



Pay, Repay and Payment



Part A: Basic Word Formation

- 1. Point out to the learners that English is a language that makes new words by adding a syllable to the beginning of a root word (*prefix*) and/or adding a syllable to the end of a root word (*suffix*).
- 2. Demonstrate the root word, prefix and suffix with the illustrations on the **Root Word, Prefix, Suffix OHT**.

pay repay payment

employ reemploy employment

Root Word, Prefix, Suffix OHT

3. If your learners are interested you can explain the word expansion in English through the use of **Latinate roots and prefixes**. 14,000 English words can be made by mixing and matching these 14 Latin root words and 14 prefixes.

892

Words	Prefix	Common meaning	Root	Common meaning
1. precept	pre-	(before)	capere	(take, seize)
2. detain	de-	(away, down)	tenere	(hold, have)
3. intermittent	inter-	(between, among)	mittere	(send)
4. offer	ob-	(against)	ferre (Lat.)	(bear, carry)
5. insist	in-	(into)	stare	(stand)
6. monograph	mono-	(alone, one)	graphein	(write)
7. epilogue	epi-	(upon)	legein	(say, study of)
8. aspect	ad-	(to, toward)	specere	(see)
9. uncomplicated	un- com-	(not) (together, with)	plicare	(fold)
10. nonextended	non- ex-	(not) (out, beyond)	tendere	(stretch)
11. reproduction	re- pro-	(back, again) (forward, for)	ducere	(lead)
12. indisposed	in- dis-	(not) (apart, not)	ponere (pos)	(put, place)
13. oversufficient	over- sub-	(above) (under)	facere	(make, do)
14. mistranscribe	mis- trans-	(wrong) (across, beyond)	scribere	(write)

*Nation, ISP Teaching and Learning Vocabulary, Heinle & Heinle, 1990, p171.

- 4. Adding a *prefix* to a root word *changes the meaning of the word*.
 - e.g. to add 're' to an action word (verb) adds the meaning 'once again'; 'repay' means 'pay once again'
 - Call on a few learners to make new action words by adding '**re**': *apply, write, make, turn* (Write the responses on the whiteboard so that the other learners can see the process.)
 - There are many prefixes that are used in English, most of them taken from Latin.

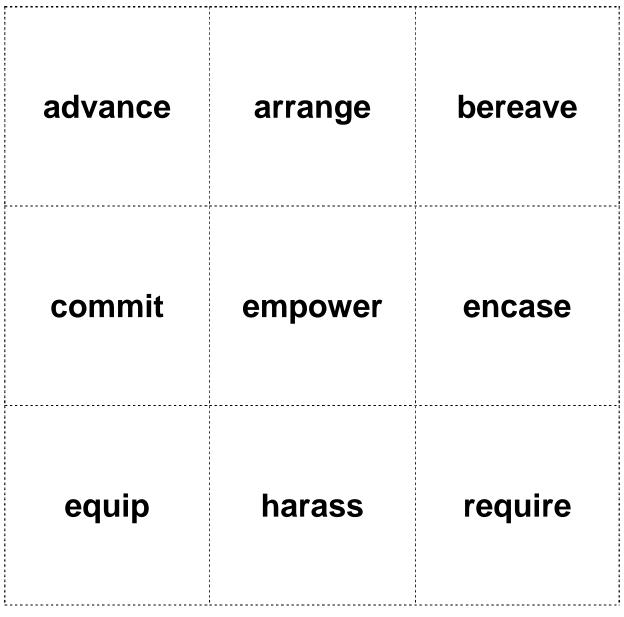


If your class could manage a complete list of prefixes to use as a resource, hand out the Prefix Handout.

	1. Prefixes: thes	se carry spe	cial meaning
a-	= not, without (amoral, atheist)	inter-	= between (interview, interrupt)
a-	= up, out (arise, awake)	litter	between (miter to ", miter up)
ab-	= from, away from (absent, abstain)	kilo-	= thousand (kilowatt, kilogram)
ıd-	= to, forward (admit, advance)	-	
umbi-	= both (ambiguous, ambidextrous)	macro-	= large (macrocosm, macrography)
inte-	= before (anteroom, antecedent)	magni-	= great, large (magnify, magnificent)
inti-	= against, opposed (anticlimax, antidote)	mal-	= bad (malpractice, maladjustment)
urch-	= first, head (archetype, archenemy)	man-	= hand (manuscript, manual)
istro-	= self (automatic, automobile)	matri-	= mother (matrimony, matricide)
		medii-	= middle (medium, mediate)
be-	= around, completely (besprinkle, bedeck)	micro-	= small (microscope, microphone)
bene-	= good (benefit, benevolent)	mini-	= smallest (minimum, minimal)
Di-	= two (bicycle, bilingual)	mis-	= wrong (mistake, misinform)
oiblio-	= book (bibliography, Bible)	mono-	= single (monotone, monologue)
Dio-	= life (biology, biography)	multi-	= many (multitude, multiply)
	(8),8r))		
centi-	= hundred (centimetre, century)	non-	= not (nonprofit, nonentity)
circum-	= around (circumference, circumvent)		× 1 / · · · · · · · · · · · · · · · · · ·
20-	= with (co-operation, co-owner)	ob-	= against (obstruct, obstacle)
col-	= with (collaborate, collate)	octo-	= sight (October, octogenarian)
com-	= together, with (combine, compact)	ortho-	= straight (orthopedic, orthodontist)
con-	= with (concur, concoct)	out-	= beyond (outdo, outcasts)
contra-	= against (contradict, contrast)	over-	= too much (overwork, overeat)
counter-	= opposite (counteract, counterbalance)		
	opp com (community community)	pan-	= whole (Panorama, panoply)
de-	= from, down (detrain, descend)	para-	= beside (paramedic, parallel)
leci-	= one tenth (decimal, decimate)	patri-	= father (patriotic, patriarch)
dia-	= through, across (diameter, dialogue)	ped-	= foot (pedal, pedestrian)
dif-	= away from (different, diffuse)	peri-	= around (periscope, perimeter)
dis-	= away from (disperse, dispel)	phon-	= voice (phonograph, phonics)
dis-	= not (disagree, disappear)	poly-	= many (polyglot, polygamy)
dyna	= power (dynamo, dynamite)	post-	= after (postmortem, postscript)
	F • · · · · (a) - · · · · · · · · · · · · · · · · · ·	pre-	= before (precede, predict)
e-	= out of (egress, eject)	pro-	= forward (proceed, progress)
em-	= in (embrace, embryo)	psycho-	= mind (psychology, psychopath)
en-	= in, on (endorse, endow)	popeno	initia (popenotos); popenopulity
epi-	= upon (epidermis, epilepsy)	qua-	= four (quadrangle, quadriplegic)
equi-	= equal (equivalent, equilibrium)	quu	Tour (duarangee, duariprogrey)
eu-	= good, well (eulogy, euphoria)	re-	= again, back (repaint, return)
ex-	= out, from (exalt, exit)	retro-	= backward (retroactive, retrospect)
extra-	= beyond (extra-sensory, extraordinary)	10110	Such and (red out of, red obpool)
		semi-	= half (semitrailer, semicolon)
fore-	= in front of (forehead, foremost)	sub-	= under (subway, submarine)
	In none of (forenead, foreinoor)	sup-	= under (support, suppress)
gen-	= origin (genetic, genesis)	super-	= above (supervisor, superior)
geo-	= earth (geology, geography)	super sus-	= under (suspend, sustain)
	cartar (Scorogy, Scography)	sym-	= together (symbol, sympathy)
nemo-	= blood (hemophilia, hemorrhage)	syn-	= together (synnon, synagogue)
netero-	= different (heterosexual, heterogeneous)	Syli	content (opposition, oppagoede)
nomo-	= same (homogeneous, homonym)	tele-	= far (television, telepathy)
nyper -	= too much (hyperactive, hypersensitive)	thermo-	= heat (thermometer, thennal)
iypo-	= under, below (hypothermia, hypothermic)	trans-	= across (transfer, translate)
iypo-	under, below (nypothernina, nypothernine)	tri-	= three (tricycle, tricolour)
1-	= not (illegal, illiterate)	(11-	unce (incycle, incolour)
	= not (inegai, interate) = not (impolite, imperfect)	un-	= not (unkind unfair)
m-	= not (impolite, imperfect) = not (indecent, incomplete)	under-	= not (unkind, unfair) = beneath (underfact underpaid)
n-			= beneath (underfoot, underpaid)
ntra-	= within (intravenous, intramuscular)	uni-	= one (universe, uniform)
ntro-	= into, within (introduce, introvert)		- amony (with drawn with h al 1)
r-	= not (irregular, irresponsible) = in (intern, intrude)	with-	= away (withdraw, withhold)

Prefix Handout

- 5. Continue to explain that words can be changed into a different form with the same meaning by the addition of a syllable at the end of the word *(suffix)*.
- 6. For example, an action word (verb) may be made into a naming word by the addition of a suffix ment
 - The suffix '-ment' makes a word expressing the *means or result of the action of a verb*; 'management' means the 'act of manage.'
 - Have learners make new words. Hand out the **Word Cards**, one per learner: commit, encase, advance, empower, equip, arrange, harass, require, bereave Ask them to make a new word by adding 'ment'.
 - Write the responses on the whiteboard or OHT so that the other learners can see the process and so you have a list for drilling.
 - Make the learners aware of the stress on the syllable before the 'ment.'
 - Drill through the words on the whiteboard: commitment, encasement, advancement, empowerment, arrangement, harassment, requirement, bereavement



897

Word Cards

- 7. Another very common suffix is 'tion' or 'ation' or 'ition'.
 - This *suffix* changes an action word (verb) into a word that *names the action or condition of the action*.
 - For example, 'information' means 'what was informed.'
 - Hand out one card per learner and ask them to make words by adding *'tion'*: converse, compete, protect, associate, organize, terminate, contribute, expect, regulate, identify, add.
 - Write the responses on the whiteboard or an OHT so that the other learners can see the process and so you have a list to drill with.
 - Point out that with the addition of the 'tion' suffix, the stress is said on the syllable right before the 'tion'.
 - Drill the words on the board: conversation, completion, protection, association, organization, termination, contribution, expectation, regulation, identification, addition

add	associate	compete
contribute	converse	expect
identify	organize	protect
regulate	terminate	

Action Cards

8. Hand out the **verb cards** and the **meaning cards** to each pair of learners to match. Check on accuracy by asking them to report on the matches.

Answer Key:		
Verb Cards	Meaning Cards	
apply	1. make request 2. put on	
combine	join together	
compensate	make amends (pay wages)	
develop	make or become bigger	
educate	give instruction	
employ	hire for pay	
evaluate	assess	
inform	tell	
рау	give what is due for services	
register	record in writing	
state	express clearly in speech or writing	
treat	act or behave towards someone in a certain way	

Verb Cards	Meaning Cards
apply	1. make request 2. put on
combine	join together
compensate	make amends (pay wages)
develop	make or become bigger
educate	give instruction
employ	hire for pay

Verb Cards	Meaning Cards
evaluate	assess
inform	tell
рау	give what is due for services
register	record in writing
state	express clearly in speech or writing
treat	act or behave towards someone in a certain way
	Verb & Meaning Cards pg 2

9. Hand out the **Worksheet** for the learners to make new words.

Key Action	Meaning	Once Again	Result of	Condition
Word (Verb)		(re-)	Action (-ment)	(-tion)
1. apply	1. make request 2. put on	reapply		application
2. combine	join together	recombine		combination
3. compensate	make amends (pay wages)	recompensate		compensation
4. develop	make or become bigger	redevelop	development	
5. educate	give instruction	reeducate		education
6. employ	hire for pay	reemploy	employment	
7. evaluate	assess	reevaluate		evaluation
8. inform	tell	reinform		information
9. pay	give what is due for services	repay	payment	
10. register	record in writing	reregister		registration
11. treat	act or behave towards someone in a certain way	retreat	treatment	

Choose the appropriate word from the above chart to insert in the following sentences.

- 1. Contact your department leadership for *information* and help on the job at any time.
- 2. The **Staffing and Employee Relations** team will answer any question about any aspect of your <u>employment</u>.
- 3. You may file a claim for Workers' <u>Compensation</u> or Short Term Disability.
- 4. **The compensation program** relies on a solid *combination* of benefits, profit sharing and other reward and recognition plans, in addition to wage and salary.
- 5. Regular performance *evaluation*s will be conducted as per the schedule outlined on your offer of employment.
- 6. The Company encourages you to develop your skills through continued <u>education</u> as you further your career.
- 7. The education subsidy program covers <u>registration</u> and tuition fees.
- 8. <u>Application</u> forms can be picked up from the Human Resources Department.
- 9. **Payment** of overtime earnings or time off instead of overtime pay must be provided within three months of the time that the overtime was worked.
- 10. YOUR PROFESSIONAL <u>**DEVELOPMENT</u>**: The Company encourages you to participate in cross training in your department and in other departments to become multi-skilled.</u>
- 11. Personal harassment issues include co-worker threatening or leering at you and unfair <u>treatment</u> from a co-worker or superior.

10. Hand out the **Suffix Page** if your learners are interested in a more extensive list.

903

Key Action Word (Verb)	Meaning	Do Once Again (re-)	Result of Action (-ment)	Condition (-tion)
1.	1. make request 2. put on			
2.	join together			
3.	make amends (pay wages)			
4.	make or become bigger			
5.	give instruction			
6.	hire for pay			
7.	assess			
8.	tell			
9.	give what is due for services			
10.	record in writing			
11.	act or behave towards someone in a certain way			

Fill in the words and any possible new words.

Choose the appropriate word from the above chart to insert in the following sentences.

- 1. Contact your department leadership for ______ and help on the job at any time.
- 2. The Staffing and Employee Relations team will answer any question about any aspect of vour ____
- You may file a claim for Workers' ______ or Short Term Disability.
 The compensation program relies on a solid ______ of benefits, profit sharing and other reward and recognition plans, in addition to wage and salary.
- 5. Regular performance ______s will be conducted as per the schedule outlined on your offer of employment.
- 6. The Company encourages you to develop your skills through continued as you further your career.
- The education subsidy program covers ______ and tuition fees.
- 8. ______ forms can be picked up from the Human Resources Department.
 9. ______ of overtime earnings or time off instead of overtime pay must
- be provided within three months of the time that the overtime was worked.
- 10. YOUR PROFESSIONAL _____: The Company encourages you to participate in cross training in your department and in other departments to become multiskilled.

904

11. Personal harassment issues include co-worker threatening or leering at you and unfair from a co-worker or superior.

Worksheet

2. Suffixes: often change the part of speech				
NOUN-FORMING SUFFIXES	ADJECTIVE-FORMING SUFFIXES			
 -acy = state of (celibacy, democracy) -an = person who does (pedestrian, politician) -ance = state of (resistance, severance) -ancy = state of (buoyancy, hesitancy) -ant = person who does (complainant, occupant) -ar = person who does (scholar, liar) -ation = state of (relation, abomination) -aido = killipa (suicido postigido) 	 -able = showing qualities of (fashionable, comfortable) -able = capable of being (drinkable, wearable) -ac = characteristic of (demoniac) -ac = relating to (cardiac, celiac) -al = like (comical, hysterical) -ant = like (defiant, radiant) -ar = like (regular, singular) -ary = like (stationary, auxiliary) -at = being (delisate, pageiopate) 			
 -cide = killing (suicide, pesticide) -dom = condition (kingdom, freedom) -eer = person who does (engineer, racketeer) -ence = state of (diligence, subsistence) -iency = state of (emergency, efficiency) -ent = agency of (superintendent, solvent) -er = person who does (baker, painter) -hood = state of (boyhood, manhood) -ice = act, quality of (cowardice, malice) -ier = person who does (clothier, fancier) -ism = state of (communism, journalism) -ist = person who does (columnist, feminist) -ition = state of (recognition, ignition) -le = thing used for doing something special (handle, treadle) -ment = state of being (government, armament) 	 -ate = being (delicate, passionate) -ed = characterized by (bearded, tufted) -er = comparative degree (later, greater) -escent = starting to be (adolescent, obsolescent) -esque = in the style of (picturesque, grotesque) -ful = full of (joyful, painful) -ible = able to (edible, legible) -ic = having to do with (volcanic, Germanic) -ic = like (angelic, classic) -ic = produced by (symphonic, photographic) -ine = like (divine, marine) -ish = like (girlish, devilish) -ite = being (finite, partite) -ive = like (native, creative) -le = having a tendency toward (brittle, fickle) 			
 -ness = state of (kindness, fondness) -or = person who does (realtor, sailor) -or/-our = state of (honour, humor) -ship = state of (readership, fellowship) -tion = action or condition (suction, relation) -tude = state of (altitude, servitude) -ty = state of (security, modesty) -y = state of (allergy, jealousy) 	 -less = without (brainless, painless) -like = characteristic of (dog like, homelike) -ly = characteristic of (manly, motherly) -ory = like (respiratory, mandatory) -ous = characterized by (pious, marvellous) -proof = impervious to (waterproof, foolproof) -some = having (lonesome, cumbersome) -y = like (rainy, sunny) 			
VERB-FORMING SUFFIXES-ate= to make (manipulate, marinate)-en= to make (hasten, fasten)-er= repeatedly (flicker, patter)-fy= to make (qualify, satisfy)-ize= to make (harmonize, legalize-le= continuing motion (babble, prattle)-mit= to send (transmit, emit)	ADVERB-FORMING SUFFIX -ly = in the manner of (harshly, hourly)			

Suffix Page





Focus 5: Meaning, Form and Use of Passive

Language Objectives

- to understand the formation of the passive voice
- to understand the use of passives for focus on subject
- to understand the use of passives for lack of stated actor

<u>Communication</u> <u>Network Objectives</u>



Essential Skills Objectives

- > Reading Text
- > Document Use
- ➤ Writing
- Oral Communication
- > Working with Others
- > Continuous Learning
- Thinking Skills

<u>Materials</u>

- Passive Form /'be' Form OHTs
- Worksheet 1, 2 and Chart for each pair
- ➢ Irregular Verb Chart

<u>Time:</u> 45 minutes

The Language of Official Documents



Part A: Meaning

1. Look around the room and make comments about things: Posters were put up on the wall; chairs were moved; baskets were put on the table; an agenda was written; lights are turned on; books were taken from the cupboard etc.

Point out that you talked about what happened to these items without saying **who** had done the action.

- 2. Explain to the learners that often in official documents, the actor (the one doing the action) does not want to be known or is not important or is already understood. The main focus of the statement is what is being acted upon.
- 3. Give the learners **Worksheet 1** with a sample section from an Employee Handbook.

Note to the Instructor

It would be best for you to use a page from the Employee Handbook of your worksite.

4. Read it aloud and discuss anything the learners don't understand in a general way.

PROFESSIONAL DEVELOPMENT

New Job Opportunities

To provide opportunities for you and for us to excel in our business, we need to enable you to fulfill your potential.

New job opportunities are posted¹ on bulletin boards throughout the plant and in the East and West entrance areas, as well as on Portal. <u>You are encouraged</u>² to apply for posted job opportunities that interest you. You are eligible to apply for a job at any time, regardless of the length of your employment. Contact the Human Resources Department if you have questions about a job posting. <u>Your leader's evaluation</u> of your current work performance and attendance <u>will be taken</u>³ into consideration when you apply for a different position.

Performance Management Policy

Our performance management policy is designed⁴ to ensure you receive that feedback in a timely and positive manner.

At time of hire, entry-level manufacturing and administrative <u>employees</u> <u>are</u>typically <u>placed</u>⁵ on a two-year review program. <u>Regular performance</u> <u>evaluations will be conducted</u>⁶ as per the schedule outlined on your offer of employment.

If **you are hired**⁷ to fill a posted position, you will find your review program documented on the offer letter provided to you at time of hire.

While part of the review program, **you will be awarded**⁸ wage increases provided your performance meets the required ratings defined on the review forms. **Increases** up to the job rate **will be issued**⁹ in accordance with the compensation policy and **must be approved**¹⁰ by departmental leaders and Human Resources.

Worksheet 1

Part B: Form

- 1. Ask the learners to notice the underlined and bold phrases in the Worksheet 1. Ask them to fill out the **Chart**. Check their accuracy by using an OHT to fill in as learners report their answers.
- 2. Point out that each of these phrases had a form of the verb 'be' and the 'ed' or 'en' form of the action word (past participle). Read each of the phrases again and have the learners repeat after you for pronunciation practice.

Ans	Answer Key:				
	Торіс	Action		Actor	
		<i>'be'</i> form <i>'ed'</i> or <i>'en'</i> form			
1	New job opportunities	are	posted		
2	You	are	encouraged		
3	Your leader's evaluation	will be	taken		
4	Our performance management policy	is	designed		
5	Employees	are	placed		
6	Regular performance evaluations	will be	conducted		
7	You	are	hired		
8	You	will be	awarded		
9	Increases up to the job rate	will be	issued		
10	Increases up to the job rate	must be	approved	by departmental leaders and Human Resources	

	Торіс	Action		Actor
		ʻbe' form	'ed' or <i>'en'</i> form	
1	New job opportunities	are	posted	
2				
3				
4				
5				
6				
7				
8				
9				
10				

- 3. Use the **Passive Form OHT** to describe the passive form.
 - Explain that the use of the <u>'be' verb</u> in any time form and the <u>'en' and 'ed' form</u> of the verb
 - This form focuses on the person or thing or topic **<u>NOT</u>** the actor.
 - If an actor is to be mentioned a 'by' phrase is used such as in #10 by departmental leaders and Human Resources.
- 4. Explain that this form is often used in official documents and other official reports such as police reports and newspaper articles.

910

Passive Forms

Focus or name	'be' (any time)	+ 'ed'/'en' action word	(+ 'by' phrase)
The lights	were	turned on.	
New job opportunities	are	posted.	
Increases	must be	approved	by departmental leaders and Human Resources
Windows	will be	made	

Passive Form OHT

- 5. You may have to review the forms of the verb 'be' using the 'be' Forms OHT.
- 6. Also review the principle of adding 'ed' or 'en' for the past participle.
- 7. Hand out the Irregular Verb Chart for the irregular forms of the past participle.
- 8. Note and discuss a few of the more common verb forms.

<u>'be' Forms</u>

Present	Past	Future	Modal
lam	l was	I will be	I should be
you are	you were	you will be	you must be
he/she/it	he/she/it	he/she/it/	he/she/it
is	was	will be	could be
we are	we were	we will be	we could
			be
they are	they	they will	they
	were	be	cannot be

Be Forms OHT

IRREGULAR VERBS					
SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
be	was/were	been	leave	left	left
beat	beat	beaten/beat	let	let	let
become	became	become	lose	lost	lost
begin	began	begun	pay	paid	paid
bend	bent	bent	quit	quit	quit
bet	bet	bet	read	read	read
bite	bit	bitten	ring	rang	rung
bring	brought	brought	run	ran	run
build	built	built	say	said	said
catch	caught	caught	seek	sought	sought
choose	chose	chosen	shake	shook	shaken
come	came	come	show	showed	shown/showed
cost	cost	cost	sing	sang	sung
cut	cut	cut	speak	spoke	spoken
do	did	done	spend	spent	spent
eat	ate	eaten	spread	spread	spread
feed	fed	fed	stand	stood	stood
feel	felt	felt	steal	stole	stolen
fight	fought	fought	stick	stuck	stuck
find	found	found	swear	swore	sworn
forget	forgot	forgotten	swim	swam	swum
forgive	forgave	forgiven	swing	swung	swung
get	got	got/gotten	take	took	taken
give	gave	given	tear	tore	torn
go	went	gone	think	thought	thought
have	had	had	throw	threw	thrown
hear	heard	heard	understand	understood	understood
hit	hit	hit	wear	wore	worn
know	knew	known	wind	wound	wound
lay	laid	laid	write	wrote	written

IRREGULAR VERBS

Irregular Verb Chart

- 9. Ask the learners to fill in the action words in the sentences on **Worksheet 2**.
- 10. Use the **Worksheet 2 OHT** to check for accuracy and have them repeat the sentences for pronunciation.

Answer Key:

- 1. Pay stubs <u>are handed out</u> (hand out) every second Thursday at 4:30p.m. for the evening shift.
- 2. Overtime pay *is calculated* or *will be calculated* (calculate) using your regular rate.
- 3. Your pay <u>will be deposited or is deposited</u> (deposit) into your designated account.
- 4. You <u>will not be charged or are not charged</u> (not charge) for this service.
- 5. Perfect attendance *is calculated* or *will be calculated* (calculate) on a full calendar year.
- 6. Awards <u>are distributed or will be distributed</u> (distribute) annually for every five consecutive years of employment.
- 7. Employees *are asked* (ask) to submit an application form.
- 8. Holidays <u>are paid or will be paid (pay)</u> if they all on a regular scheduled work day.
- 9. You <u>were required</u> (require) to complete a form and submit it when you were hired.
- 10. Inspiration services <u>are held</u> (hold) every Tuesday at 8:30 a.m. and 4:30 p.m. and Saturday at 4:30 p.m. in the Loewen Pavilion. You <u>will</u> <u>be paid or are paid</u> (pay) for this time if you choose to attend.

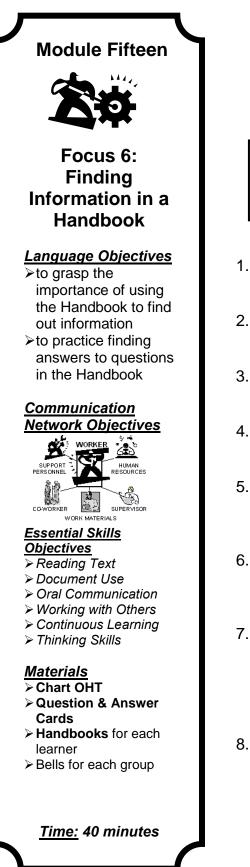
- 1. Pay stubs <u>are handed out</u> (hand out) every second Thursday at 4:30p.m. for the evening shift.
- 2. Overtime pay ______ (calculate) using your regular rate.
- 3. Your pay _____ (deposit) into your designated account.
- 4. You _____ (not charge) for this service.
- 5. Perfect attendance _____ (calculate) on a full calendar year.
- 6. Awards ______ (distribute) annually for every five consecutive years of employment.
- 7. Employees _____ (ask) to submit an application form.
- 8. Holidays _____ (pay) if they all on a regular scheduled work day.
- 9. You _____ (require) to complete a form and submit it when you were hired.
- 10. Inspiration services ______ (hold) every Tuesday at 8:30 a.m. and 4:30 p.m. and Saturday at 4:30 p.m. in the Loewen Pavilion. You ______ (pay) for this time if you choose to attend.

916

Worksheet 2/OHT

Part C: Use

- 1. Ask 1/2 of the class to shut their eyes or go out of the room for 2 minutes.
- 2. While they are out, ask the other members to make some changes around the room.
- 3. When the learners come in, ask them to make statements about what they have noticed that is different. e.g. *two chairs were tipped over* or *books were piled up etc.*



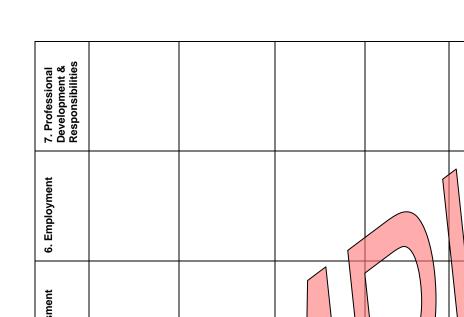
Handbook Jeopardy



Note to the Instructor

A chart and cards need to be made that reflect the organization and information in the Employee Handbook of your workplace.

- 1. Divide the class into groups of 3 or 4 learners. Ask the learners to number off as #1, #2, #3, #4.
- 2. Put up the **Chart OHT** and lay the **Question Cards** across your desk according to the categories.
- 3. Call on #1 of the 1st group to choose a category and number *e.g. Benefits C.*
- 4. Read the **Question Card**. All the group members may consult together.
- 5. All the groups should try to find the answer and then ring the bell when they have found it. The #1 from the group who rang the bell must read the section of the handbook.
- 6. Reveal the number of points that was earned by the correct answer and put it under the name of the group. If an incorrect answer is given, the other group may try.
- 7. Ask #2 of 2nd group to choose the second question and proceed until all learners have chosen a question. In every case the # that chose the question must be the numbered person who reads the section so not only the 'fast' ones get to do the reading.
- 8. The group that has the most points at the end of the question period is declared the winner.



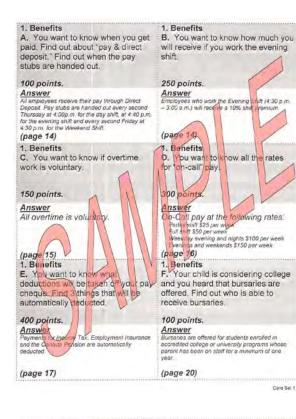


Question Cards

ift (4:30 p.m.

Card Sel 1

neun

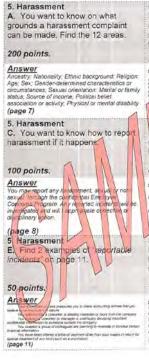


3. Work Policy A. You want to know about what kind of shoes you can wear to work.	3. Work Policy B. You heard about "casual Friday" but you aren't sure what that means. Find out what it means.	
50 points.	150 points.	
Answer Soro points. Answer Appropriate business casual footwaar must be soro Mondry-Turasday. Whe acceptable hinding bods, fig-flop sandals, athink's sandahr, naming bods, fig-flop sandals, athink's sandahr, naming (page 31) 3. Work Policy 200 points. Answer Smoking sand allowed in performation pulwings or autograwhang program. (page 32) 3. Work Policy E. Yob want to buy some products. Check the Employee Pulchatat Policy to Find aut when you can make the pulchases 300 ppints. Answer To are based on take your personal purchases of produch down bybase or after hours.	Answer Answer	
(page 35)	(page 28)	
h nanna an an ann	Card Set 1	



4. Vision/Goals & Work	4. Vision/Goals & Work	
Environment	Environment	
A. Your supervisor asks you about	B. You have to tell your supervisor	
the Vision of the company. Find it in	tomorrow about the Guiding	
the handbook.	Principles. Find the information	
400 points. Answer To be the world's leading supplier of harary windows and door. (page 3)	100 points. <u>Many</u> Many of the promotes, "Passan in customer, quark many distribution, insort is annahis to see the bas and constanting and the entry free customers in the constraints and the entry free customers in the customers in the customers in the entry free customers (page 3)	
 Vision/Goals & Work Environment You want to know more about the goals of the compensation program. So points. Amazt and water the base refuge - prove an environment and any services and the provention of the point and devicement, area the subset. Previor and environment and devicement, area the subset. Previor in the point and devicement, area the subset. Previor in the point and devicement, area the subset. Previor in the point and devicement and the subset. (page 14) 	4 Vision/Goals & Work Environment D. You want to know about the areas of service in the fundium resource department. Find the six areas. 350 points. Answer Institute & Employee Routens: Time and Anenchine? Customeristics: Switchicoard Anenchine? Companyation & Banating: Employee Development, Health & Safety (page 5)	
4. Vision/Goals 5. Work	Vision/Goals & Work	
Environment	Environment	
E. You want to knew about where to	F. You want to know the Mission of	
park.	the company.	
50 points.	100 points.	
Answer	Answer	
You will a provide a pertinencing at the start of your	We create altimitive invitations and dover of exceptional	
employee and the employees will be assored	oparity. We are a dynamic table hocused on creating a	
parking that seeming shift and weekend shift staff	unique customer superiors. We are guided by our	
beginning at 2:30p.m diky.	understanding of Christian principles.	
(page 26)	(page 3)	

Question Cards





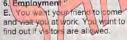
100 points.

Answer Driv fred and proven incidents will be assighted. The resolution may needed an applogy, saming (verbal or mitten, suspersion or drainsiant Mediation or human dights fraining may be suggested. The company may arrange for counseing for the victim and/or the alfander (page 8) Answer At the end of this three-month period, you are considered to be a permanent employed if your pedormance meals the requirements of the job (page 28) 6. Employment C. You want to know the minimum hours a part-time employee has to work in order to receive benefits. 400 points. Answer They most benk a microum of 15 hours we were to show on the most permeasure to show on the microum of 15 hours we were to show on the microum of 15 hours we were to show on the microum of 15 hours we were to show on the microum of 15 hours we were to show on the microum of 15 hours we were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were the microum of the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show on the microum of 15 hours were to show o

A. You recently started working and want to know when you will be considered a permanent employee. Look for the "qualifying period" to find this information.

6. Employment

250 points.



300 points.

Answer Visible are not allowed in the plant or office unacceded. Visitor badge musi identify all visitors. Indivisions under the age of 16 are permitted in the plant. (page 38) services. Find out when they are held. 100 points. Answer Employee organized inspirational services are held saturday at 300 m and stoppin and Saturday at 300 m and stoppin and Saturday at 300 m in the Packet (object 27) 5. Employment D. You are setting tockets for an event that is not related to work. You are your sure of you can settime the tockets 50 points. Answer Company for head weing tokets, decease tax, etc.



6. Employment

6. Employment

B. You heard about chapel

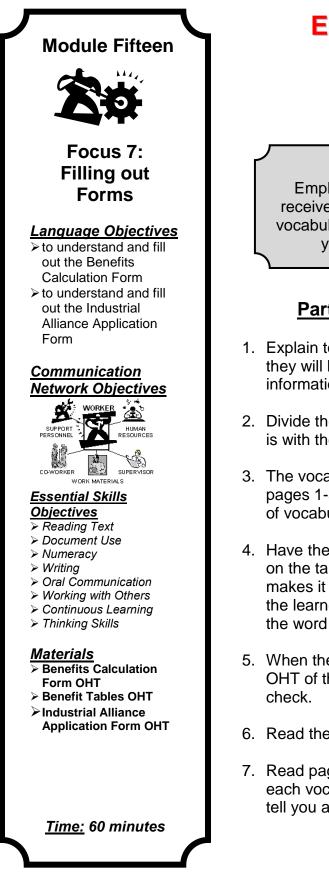
F. You want to know if you can use the internet at work.

100 points.

Answer Applied to the second of the company and to catorings employees to the overell of the company and to catorings who browsing to available to subtractive employees the businets parposes. Use of the internet convections and e-min for personal reasons a unacceptable and will not be towned. (page 37)

Card Set 6

7. Professional Development & Responsibilities A. You want to know how to find out about new job opportunities.	7. Professional Development & Responsibilities B. You are interested in taking a course or attending a seminar. You want to find out if any subsidies for education are provided.
500 points.	300 points.
Answer New job ooportunities are posted on bulletin boards tirroughout the plant and in the East and West entrance areas, as well as on Portal (page 12)	Answer Answer Sector and Answer Mark Answ
7. Professional Development & Responsibilities C. You heard some of your fellow co- workres talking about the Employue Fund (EF). You aren't sure what it is no you check the handbook aren work. 100 points. Answer Protein means of amena a communicate with the strong protein in means of a mean and the strong of the protein means of a mean a communicate with the strong protein an experiment of the strong of the protein strong of the strong of the strong of the protein strong of the strong of the strong of the protein strong of the strong of the strong of the protein strong of the strong of the strong of the protein strong of the strong o	7. Professional Development & Responsibilities Dur you wondern you will be paid aff you have to do uury Duty 1000 points. Mage Be protected of the sol of pay while you take or the jury provided you have worked for 12 can see the months. (junge 34) 7. Professional Development & Responsibilities F. You want to know how much notice to give if you resign.
250 points. An end of the second sec	150 points. <u>Answer</u> 1 ween i you have been employed for less than 1 year 2 weeks if you have been employed for 1 year or more. (page 34)
. Walks ***201	Card Set ?



Enrollment for Benefits



Note to the Instructor

Employees often have to fill out various forms to receive benefits. You can assist them by working on vocabulary etc. with them. Work with a real form from your workplace. This is a sample lesson.

Part A: Group Insurance Vocabulary

- 1. Explain to the learners that the vocabulary words that they will be working with are directly from the package of information they have received.
- 2. Divide the learners into pairs ensuring that a good reader is with the low proficiency readers.
- 3. The vocabulary words are divided into two sets. Set 1 for pages 1-3, and Set 2 for pages 4, 12, 13. Hand out Set 1 of vocabulary word and meaning cards to the learners.
- 4. Have the learners place the words in alphabetical order on the table, then place the meaning cards beside. (This makes it easier for checking the definitions.) Encourage the learners to take one definition card at a time and find the word that best matches the definition.
- 5. When the majority have finished matching, put up the OHT of the words and meanings for the learners to check.
- 6. Read the words and meanings together.

922

7. Read pages 1-3 as the learners follow along. Stop at each vocabulary word as you read it and have someone tell you another way of reading it.



- 8. Hand out Set 2 of vocabulary word and meaning cards, having the learners repeat the same procedure as the first time.
- 9. Read the words and meanings together.
- 10. Read pages 4, 12, 13 as the learners follow along.



925

- 12. Hand out a **Glossary Page** to each learner as a resource page for them.
- 13. Have the learners add any words that they would like to know the meaning of. Point out the alphabetical arrangement of the glossary. Have dictionaries available for checking meanings.

	GLOSSARY OF TERMS				
•	GLOSSANTO				
A accidental death	unexpected happening causing loss of life	H HSA	Health Spending Account		
account	a record of debits and credits				
application	request				
assistance	support	1			
attachments	pages connected together	Industrial Alliance	name of a health insurance company		
authorization	giving power to another				
В		L	payment of a specific amount		
basic	the starting point	life insurance	to a specific person when the insured person dies		
beneficiary	a person named to receive assistance	LifeWorks	company name logo		
benefits	financial help given by an insur <mark>anc</mark> e company	o ptional	freedom to choose		
С			working a minimum of 15 hours		
calculations	a mathematical process	part-time	a week		
consent	to agree	permanent	for a long time		
coverage	what an insurance plan will pay for	plan	a way of doing something		
critical illness	very serious medical proplem	profit	the financial gain from a business		
		program	a plan of procedures		
		pipgiam	a plan of procedures		
D					
default	basic plan of insurance benefits				
dependents	someone who relies on another for	S	a part of anything owned in		
	support e.g. spouse, children	share	common with others		
disability	being uhable to work	spending	to pay out		
dismemberment	cut off a limb e.g. arm or leg	summary	short statement giving the important information		
F		т			
EAP	Employee Assistance Program	tables	a list of information		
eligible	qualified to be chosen	labics			
eligibility	qualifications				
enroll	to register	v			
\land		voluntary	one's own choice		
enrollment	register				
F		W			
full-time	working 40 hours a week	waiting period	a specific length of time (3 months)		
form	document with blank spaces to be				
	filled in				
		I			

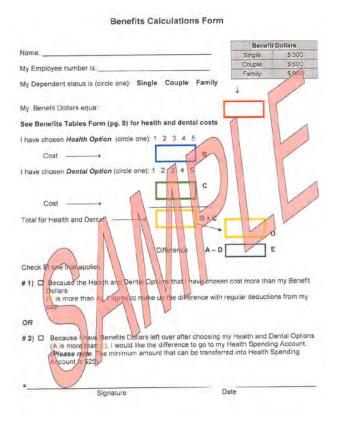
Glossary Page

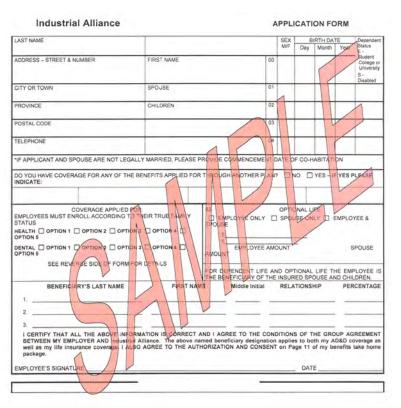
Part B: Filling in Details

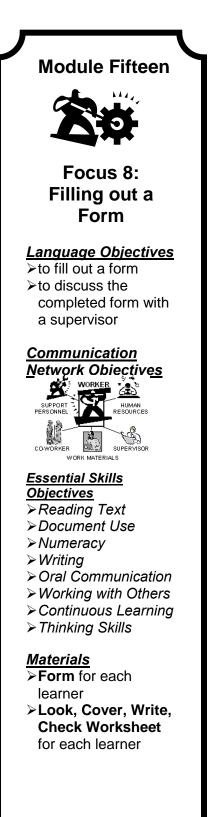
- 1. Explain to the learners that to qualify for Health and Dental Benefits, they need to fill out the proper forms included in their Insurance Package. This includes the information on Pages 5-11.
- 2. Put up the Benefits Calculation Form OHT. Fill in the form by going through the steps on the Enrollment Instructions for Benefits page (page 5 & 6).
- 3. Put up the Benefits Tables OHT from the Take Home Information Package. As the learners look at their copy, assist them in choosing which option is best for them. *Examples:*

For families: Health Option 3 or Option 4 Dental Option 3 or Option 4 For Couples: Health Option 2 Dental Option 2 or Option 3 For Singles: Health Option 1 Dental Option 2

- 4. Depending on the Options that the learners choose, fill in the appropriate boxes on the Benefits Calculation Form OHT.
- 5. Ensure that the learners understand how to do the calculations. Confirm with the class the figure that will be deducted from every pay cheque.
- 6. Put up the Industrial Alliance Application Form OHT. Fill out the information required, giving an additional page for those who have more than 3 children.
- 7. Once the two forms are completed, ensure that the learners sign (in ink) and date the papers. They must then return the forms to Human Resources.
- 8. If the forms are NOT received in time, employees will receive the DEFAULT OPTION Health Option 2, Dental Option 3.
- 9. If further information is required, have a person from Human Resources assist in explaining the Benefits Options.







Filling out a Form: Out-of-Class Task



Part A

Ask the learners to discuss their completed application with their supervisor (Focus 7).

Part B

- 1. To facilitate the learners' writing and spelling development, hand out a Look, Cover, Write, Check (LCWC) worksheet to each learner.
- 2. Explain how the method works by reading the instructions on the page.
- 3. Give time for the learners to choose their own 10 words, assisting when asked.
- 4. Be sure to check each learners' words to be sure that they have written the word that they intended to write by asking them to read the list aloud to you.

\int	Note to the Instructor
1.	 In the first lesson of every week, make time in your lesson plans for a peer testing of the previous week's spelling words and choosing of the words for the week. Hand out the new LCWC sheet for the week [Hand out a NEW sheet to each learner each week; a new page will be available with each module.] Make sure they put their name on it and the date. Ask each learner to dictate the words from their partner's column 2 (old sheet) The partner should write the dictated words in column 1 of the new sheet Each learner self checks with his/her own 'old' sheet for accuracy Ask them to write any misspelled words in column 2 of the new sheet Have them add new words until they have 10 words in the 2nd column
2.	Also, give a 5-10 minute segment in the 3 rd lesson of each week for an individual in-class practice (using column 3).
3.	Encourage the learners to store their spelling sheets in their notebook as a portfolio.

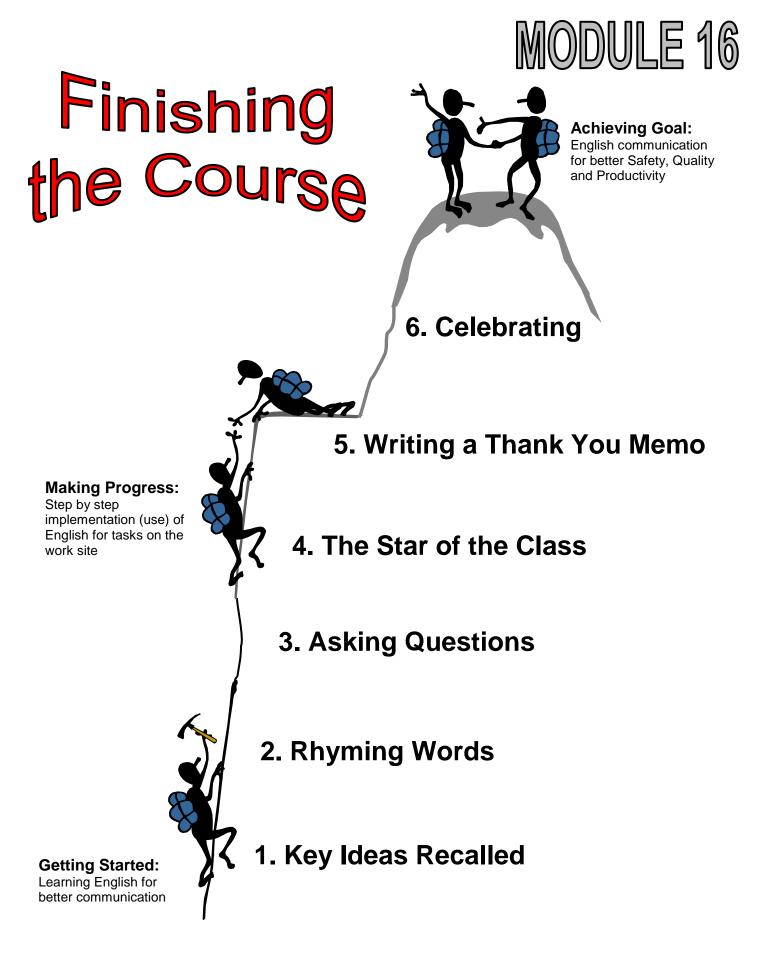
Look, Cover, Write, Check

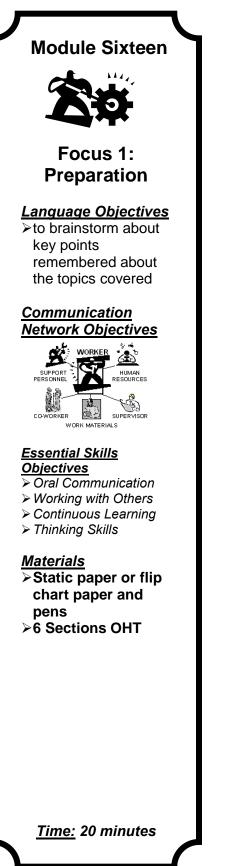
Name _____ Date _____

- 1. Write 10 words you want to learn to spell in column 2: New Words.
- 2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
- 3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
- 4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

column 1	column 2	column 3	column 4
TEST : Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2

Look, Cover, Write, Check Worksheet





Key Ideas Recalled



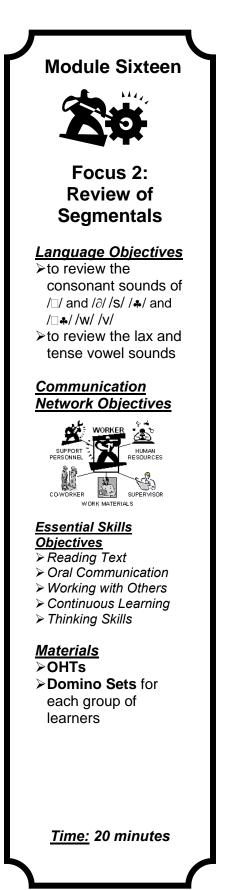
Note to the Instructor

Introduce the module to the learners by putting up an **OHT** of the title page and explain the progression of tasks you will be doing together in order to achieve the goal of talking about the **entire course**.

- 1. Show the **6 Sections OHT** with the list of topics; read the phrases with the learners repeating for pronunciation.
- 2. Hand out the static sheets or flip chart paper, divided into 6 sections, to groups of 3 learners (mixed ability).
- 3. Have the learners label each section with the topic headings.
- 4. Have the learners draw pictures or write some of the key ideas for each of the areas.
- 5. Have each group report to the class.

Six Sections 2. Safe Work Safety & WHMIS **Procedures** 3. 4. **Tools and Saws** Making Windows 5. 6. LEAN Handbook & **Forms**

6 Sections OHT



Rhyming Words



Part A

Use the **OHTs** to review the consonant sounds that have been focused on.

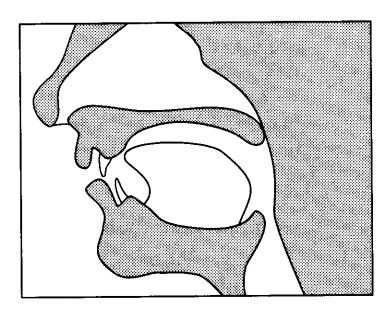
1. *I*□*I* and *I*∂*I* Review the formation and listening discrimination activities.

	Isi izi	tt dd
think	sink	tink
thank	sank	tank
rather	razor	radar
with	wisp	wit
thin	sin	tin
then	Zen	den
than	zan	Dan
they	say	day

937

contrasting OHT

2. **/s/ and /***/ Review the formation, some listening discrimination activities and some drilling of the words.



Install sealed unit into sash.

Inspect glass before installing sealed unit.

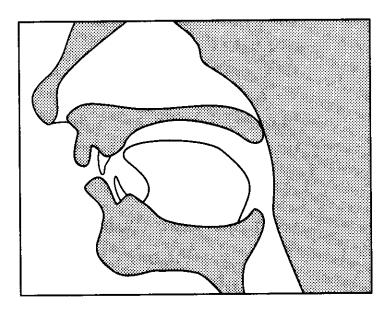
Press down on glass.

Clean off excess sealant.

Sand if necessary.

Corners **must** be tight and **square**.





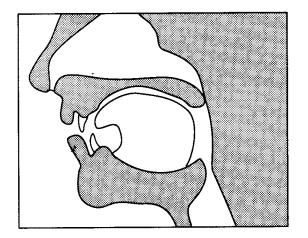
Clean all dust from all glazing legs.

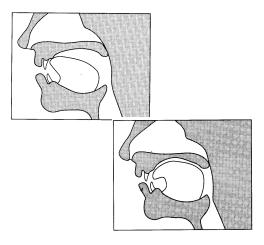
Apply **glazing** tape to top and bottom **rails**.

See chart for sizes.

Remove excess with a **razor** blade.

/z/ OHT





LEFT/_{*}/ /□♣/ shop share ship mash dish wish wash cash crush marsh

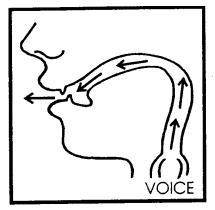
RIGHT

chop chair chip match ditch ditch witch watch catch crutch march - adapted from *Teaching American English Pronunciation*, Paul Avery and Susan Elrich. Oxford University Press, 1994. /*/ and /□*/ OHT

942

3. /w/ /v/ /f/ Review the formation, and some drilling of the words.

/w/ as in wash



2 lips (whistle shape) liquid air flow voiced

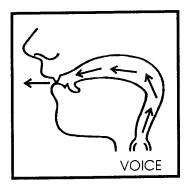
We all work hard.

There is an **eyewash** station in each department.

Water must spray for 15 minutes.

/w/ OHT

/v/ as in verify



top teeth on bottom lip rough flow voiced

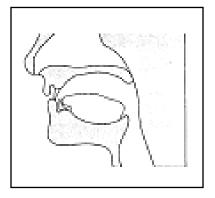
944

Verify what must be done.

Put your head **over** the station.

/v/ OHT

/f/ as in first



top teeth on bottom lip rough flow unvoiced

Check **before** you use it.

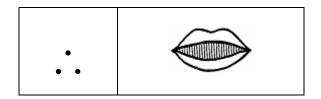
Ask maintenance to **refill** the water container.

First, tell a co-worker to call a first aider.

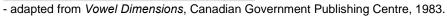
/f/ OHT

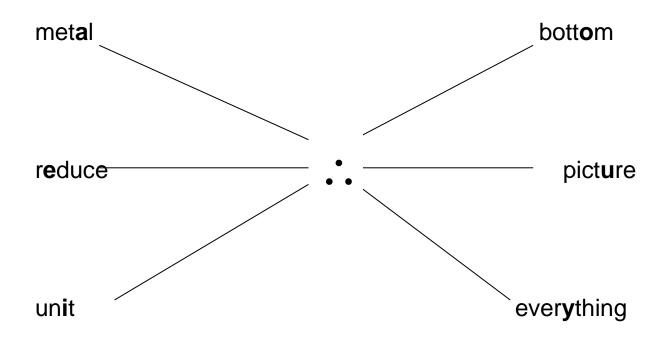
Part B

Use the **OHTs** to review the vowel sounds and corresponding spelling. Say the sounds and words and have the learners repeat after you.



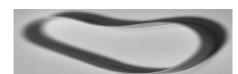






Unstressed Vowel OHT

Short/Lax Vowels



Sound		Formation	Usual Spelling	Example	Other Spellings
I—I	bl <u>a</u> ck	in the second se	а	<u>ga</u> p	h <u>a</u> v <u>e</u>
↔	r <u>e</u> d		e	l <u>eg</u>	
ΓIJ	p <u>i</u> nk	the state of the s	i	sh <u>i</u> m	c <u>v</u> cle
ب	<u>au</u> burn		ο	bl <u>o</u> ck	f <u>a</u> ll c <u>au</u> se
_Ø	r <u>u</u> st	L' J	u	b <u>u</u> tt <u>u</u> p	s <u>o</u> me y <u>ou</u> ng
/←/	s <u>oo</u> t		u	p <u>u</u> t	w <u>oo</u> d sh <u>ou</u> ld
		j H			

Short/Lax Vowels OHT

Long/Tense Vowels



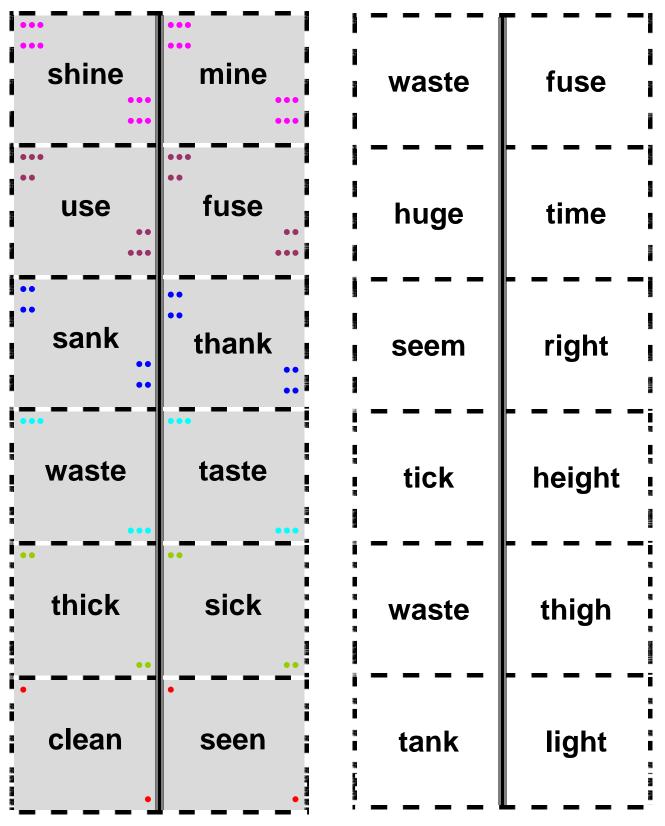
Sound		Formation	Usual Spelling	Example	Other Spellings
/ɛ ^y /	grey	2 C	a_e	m <u>a</u> ke	n <u>ai</u> ler d <u>a</u> y
/1 ^y /	green	2 C	e_e	th <u>e</u> se	cl <u>ea</u> n w <u>e</u> gr <u>ee</u> n
/αψ/	white	2 Contraction	i_e	f <u>i</u> ne	dr <u>y</u> t <u>ie</u> t <u>igh</u> t
/ 0● /	gold	557	o_e o	h <u>o</u> le go	yell <u>ow</u> c <u>oa</u> t
/ ∪•/	blue		oo u_e	s <u>oo</u> n t <u>u</u> be	d <u>o</u> y <u>ou</u>
/αω/	brown		ou	s <u>ou</u> nd	br <u>ow</u> n
/οψ/	turquoise	in	oi	c <u>oi</u> n	ann <u>oy</u>
/ /	purple		er	h <u>er</u>	<u>ear</u> th

ur	h <u>ur</u> t	
ir	<u>gir</u> l	
or	w <u>or</u> d	

Long Tense Vowels OHT

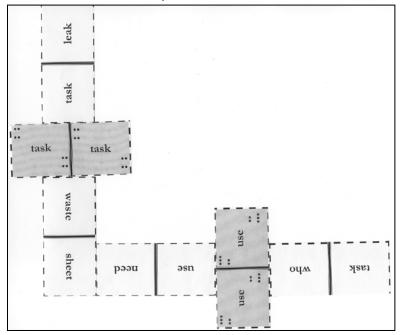
Part C

- 1. Introduce the Domino task.
- 2. Put up the **Domino Double OHT** of the Cards. Read the words and have the class repeat after you.
- 3. Hand out the *double* **Domino Cards** (shaded cards) one per learner.
- 4. Have each learner say the words on their *double* **Domino Card** to the whole class. Then ask them to spell the word.
- 5. Collect the doubles and put them back in their sets.



Domino Doubles and OHT

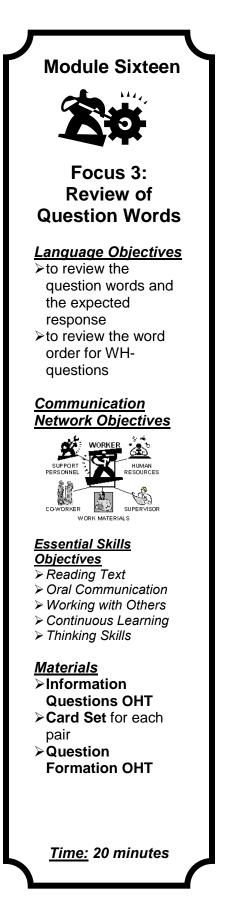
- 6. Divide the learners into groups of three or four. Give each group a set of **Dominos**. One learner should **deal five dominos** to each player. Place the rest upside down on the table. The player with the highest double [the most dots] places it in the centre to start the track. The track can **only** be made in **two directions** from the double.
- 7. Go over the Domino rules with the learners.
 - a. Each learner takes a turn placing a domino on the table to build a track.
 - b. They must place one of their dominos so that it touches one of the ends of dominos in the track. Each word must have the **same vowel sound** as the one it matches.
 - c. A player who is unable to place a domino when it is his turn, takes a domino from the upside down pile.
 - d. A player who places a domino incorrectly must take the domino back and miss a turn.
 - e. The first player to place all his dominos in the track is the winner.
- 8. During the activity, move around the class, helping learners to resolve any disputes. Look at the domino track to check that the matching words are correct.



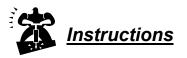
Sample Domino Track:

raced	sheet	enthuse	fit
task	leak	time	lift
abuse	need	task	rid i
I – – – – I I – fine	lean	haste	sit I
I – – – – I I chip I	complete	read	place i
 lean 	bench	line	daily

Domino Cards



Asking Questions



 Review the concept of asking *Information Questions* by reading the questions on the *Information Questions* OHT. Ask the learners to repeat them after you. You could elicit possible answers to them too.

Who takes WHMIS training? What do you make? Where do you work? Why should we eliminate waste? When do you work? Which holiday is next? **How** should you turn your body? **How many** steps does it take? How much do you need?

2. Hand out a **Card Set** to each pair of learners. Instruct them to match the question word with the kind of answer it is expecting.

Response Word(s)↓		
thing or concept		
person		
time		
place		
choice		
reason or explanation		
manner		
measurement of length or time		
a number		
quantity		
measurement of distance		

Card Set and Answer Key

3. Review that *WH-questions* have the question word first then the helping verb before the subject and main verb.

Emphasize the order

WH- + auxiliary + subject + main verb

(Illustrate with the questions on the **Information Question OHT**.)

4. Review the formation of yes/no questions (use the Question Formation OHT.)

In yes/no questions,

the first auxiliary verb is placed before the subject. Examples:

- <u>Are</u> you flexing your abs?
- Have you asked for help?
- <u>Can</u> you lift that by yourself?

If the verb phrase has no auxiliary, a form of 'do' is used.

Examples:

- **Do** you keep your back straight?
- . Does the load stay close to your body?
 - . <u>Did</u> they read the SWP form?

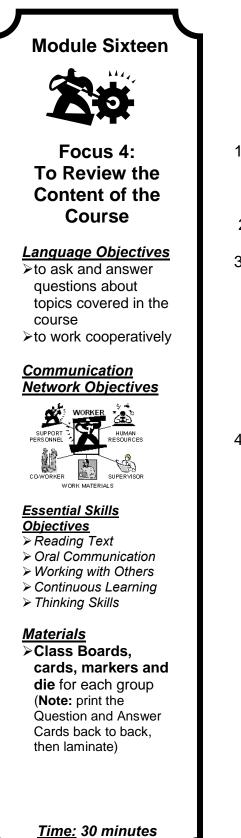
When 'be' is a main verb,

it does not need an auxiliary verb.

Examples:

- Is the forklift here?
- <u>Are your abs contracted?</u>
- . <u>Were the boxes too heavy?</u>

Question Formation OHT



The Star of the Class



- 1. Explain to the learners that we are going to review some of the key ideas of the topics that we covered through the course.
- 2. Divide the class into groups of 3 or 4 of mixed ability.
- 3. Hand out a **Star of the Class Board**, **markers**, a **die**, a **set of question cards**, a colour code key card and a score card to each group.

Note to the Instructor

Print the Question and Answer pages back to back, so that the cards have the question on one side and the answer on the other side

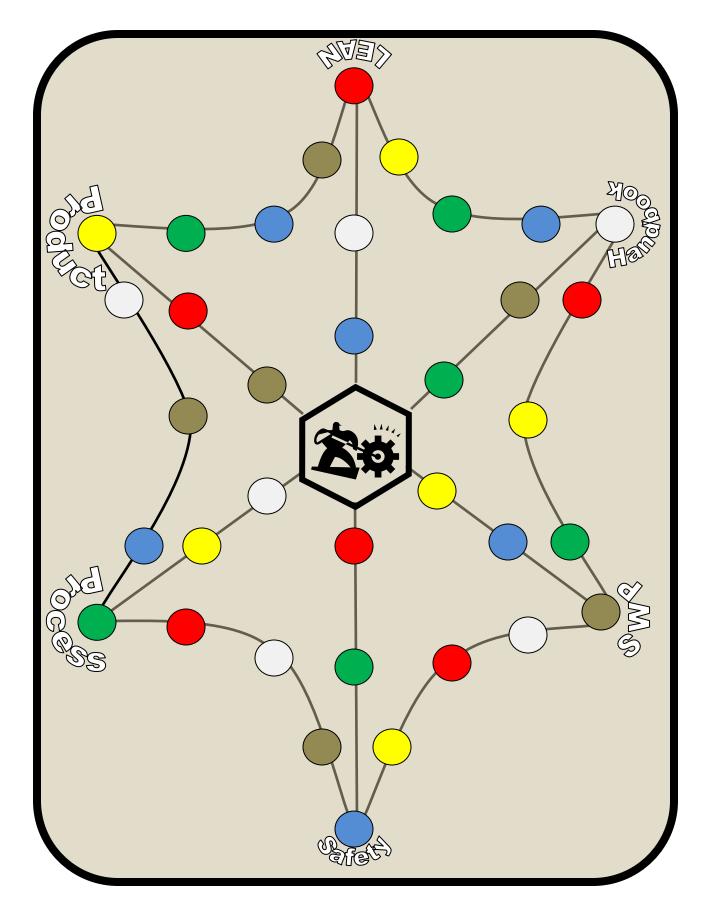
- 4. Instruct the learners of the rules of the activity:
 - a) All the learners are to put their markers in the middle of the board. They number themselves from 1 to 4.
 - b) The learners are to take turns moving clockwise around the learner circle.
 - c) The first learner throws the die moving his/her marker the number on the die in any direction along the dots.
 - d) When the learner lands on a dot, one of the other learners should pick the top card and read the question of the colour of the dot that the learner landed on.
 - e) If the learner gets the right answer, another roll of the die is allowed.
 - f) If the learner answers a question correctly after landing on one of the points of the star, he/she marks the score card with a check. *e.g.*



g) The purpose of the activity is to be the first to get all 6 checks, and arrive back at the middle of the board.

Note to the Instructor

The Board and Questions will have to be adjusted to the content related to your workplace.



1	QUESTIONS	2	QUESTIONS
	Who must wear safety equipment?		What protective equipment must workers use?
\bigcirc	Who (which supply department) supplies glass for the assembly departments?		What are 3 kinds of products that are produced?
	Who must read the Work Process Instruction Sheets?		What are Work Process Instruction Sheets?
	Who needs to read the Safe Work Procedure pages?		What does SWP mean?
\bigcirc	Who are given 8 paid General Holidays a year?	\bigcirc	What are the 8 paid General Holidays?
	Who benefits from LEAN (eliminating waste) in the workplace?		What are the 5 Ss in Lean?
3	QUESTIONS	4	QUESTIONS
\bigcirc	Where is the eye wash station?		When is safety important?
\bigcirc	Where is the rail on a window?		When are windows glazed?
	Where are the Work Process Instruction Sheets?		When should you read the Work Process Instruction sheets?
	Where are the Safe Work Procedures sheets posted?		When must you read the Safe Work Procedure Sheets?
\bigcirc	Where can you learn about the policies concerning the holidays?	\bigcirc	When do you not get paid for a general holiday?
	Where can there be waste of materials or time in manufacturing? Name 2 of the 7 areas.		When is cleaning (Shine) done?
5	QUESTIONS	6	QUESTIONS
	Why must ear plugs be worn?		How can hazardous materials enter your body?
\bigcirc	Why are access windows called 'access'?	\bigcirc	How would you describe a window? How is it put together?
	Why are the Work Process Instruction Sheets helpful?		How should you read the Process Work Instructions?
	Why is it important to read the SWP sheets?		How is the SWP page organized?
\bigcirc	Why is the second Monday in October a Holiday in Canada?		How long has Louis Riel Day been a General Holiday?
	Why should waste be eliminated?		How can we eliminate waste? Name 3 ways.

2	ANSWERS	1	ANSWERS
	eye protection, ear protection, gloves, closed-toe shoes	0	everyone in the plant: workers, supervisors, visitors
\bigcirc	awning; casement; double hung; picture; access; single hung; specialty		Sealed Units
\bigcirc	instructions or steps for doing tasks		everyone who is to do the task
	Safe Work Procedures		all employees
\bigcirc	New Year Day, Louis Riel Day, Good Friday, Victoria Day, Civic Holiday, Labour Day, Thanksgiving, Christmas Day	\bigcirc	all employees in Manitoba
	sort, simplify, standardize, shine, sustain		everyone: customer, company, workers
4	ANSWERS	3	ANSWERS
	all the time		in every department
\bigcirc	when the glass is put into the sash		horizontal part of sash
	before you do a task and while you are doing a task		posted where the work is done
	before you use the machine or do the task		all over the plant near the appropriate work areas
\bigcirc	if you are absent from work: without permission, the working day before the holiday or after the holiday	\bigcirc	Employee Handbook
	every day – daily housekeeping and visual sweeping		1) overproduction, 2) waiting, 3)transportation, 4)inappropriate processing, 5)inventory, 6)unnecessary motion, 7)correction of defects
6	ANSWERS	5	ANSWERS
	skin contact, breathing(inhalation), swallowing(ingestion), eye contact	\bigcirc	loud noise damages ears so that there is loss of hearing
\bigcirc	frame, sash; sealed unit (glass sandwich) sash; stile and rails; frame; jamb		they are easily accessible for cleaning
	from left to right; from top to bottom		there are step by step instructions; have pictures; posted near the job
	Before ; Procedures; After		to be safe, to work safe, to do your work well
\bigcirc	since 2008		Thanksgiving
	keep the workplace clean, organize the workplace, keep the workers safe		to have more efficient production of the product; keep the workers safe

	Colour Code Key Card		Colour Code Key Card
$\left(\right)$	Safety		Safety
$\left(\right)$	Product	\bigcirc	Product
	Process		Process
	SWP		SWP
\bigcirc	Handbook	\bigcirc	Handbook
	LEAN		LEAN

	Colour Code Key Card		Colour Code Key Card
	Safety	\bigcirc	Safety
$\left(\right)$	Product	\bigcirc	Product
	Process		Process
	SWP		SWP
\bigcirc	Handbook	$\left(\right)$	Handbook
	LEAN		LEAN

Sc	ore	Car	ſď		Sco	ore	Car	d	
Game	1	2	3	4	Game	1	2	3	4
Safety					Safety				
Product					Product				
Process					Process				
SWP					SWP				
Handbook					Handbook				
LEAN					LEAN				

Sc	ore	Car	ď		Score Card				
Game	1	2	3	4	Game	1	2	3	4
Safety					Safety				
Product					Product				
Process					Process				
SWP					SWP				
Handbook					Handbook				
LEAN					LEAN				

Module Sixteen



Focus 5: Expressing Appreciation

Language Objectives

- to express appreciation appropriately in writing
 to understand the memo format
- ≻to use causal terms

<u>Communication</u> <u>Network Objectives</u>



> Thinking Skills

Materials

- Memo Page for each learner
- ➢ Format OHT
- ≻Starters OHT

Time: 30 minutes

Writing a Thank You Memo



Part A

- 1. Brainstorm a list of reasons why they appreciate the English training course; list them on the flip chart.
- 2. Elicit to whom they should be thankful to for the course; list them on the board.
- 3. Show the list of starters for saying that you are thankful using the **Starters OHT**; illustrate how to join them with causal phrases: *because, since*.

Thanks. Thanks a lot. Thank you. Thank you very much. Thank you so much. Thank you for _____-ing.... I appreciate your thoughtfulness/generosity/kindness. I am thankful for your help. I thank you for We give thanks for We want to thank you for....

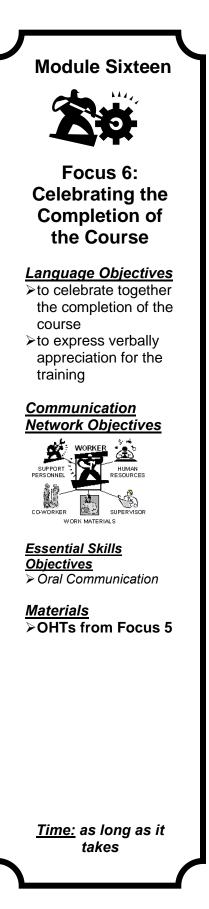
Responses: You're welcome (You are welcome). No problem.

Part B

- 1. Use the **Format OHT** to describe the memo template.
- 2. Explain how important it is to say thank you and how good it is to receive it in writing. We will each write a memo thanking people for the training course.
- 3. Hand out the **Memo Page** and ask the learners to fill in the Date, To (whom they would like to thank), From, Subject boxes.
- 4. Ask them to construct 2 or 3 sentences on the memo.

Date: To: From:		MEMO	
From:			
From:	То:		
Subject:	From:		
	Subject:		
			_

Memo Page and Format OHT



Celebrating



- 1. Review the terms for starters of sentences (Focus 5); drill them.
- 2. Review the phrases that give the points of gratefulness; drill them.
- 3. Practice putting them together.
- 4. Have each learner practice saying something that will then be said when the supervisors are there.
- 5. Give a certificate to each learner and ask them to respond using the sentence(s) they prepared.
- 6. Eat cake and drink drinks and enjoy!

