

## Teaching Grammar in Context

### I. A Parable

*Once upon a time a young man moved into town and needed to build a house for himself. In this town there were three building supply stores. Since the young man had heard that the building supply stores were very well stocked with everything he needed for building a house, he eagerly set out on a shopping trip.*

*He arrived at the first large center and shyly walked in to be met by a very pleasant salesperson. He very carefully expressed that he needed the materials and tools to build a small one-story two-bedroom house. The salesperson assured him that they had everything he needed. He brought out a large book with a wonderful inventory of all the wood, nails and screws and bolts, and tools they had in stock. He gave the young man the book and an order form. The young man eagerly began looking through the pages but was soon overwhelmed by the sheer volume of items to choose from. So he very politely thanked the salesperson and said that he would take the order form and return on another day.*

*The young man exited the store and slowly walked to the second building supply store to take a look. He timidly pushed the door open, entered and approached the first sales person. He explained that he needed the materials and tools to build a small one-story, two- bedroom house. With great enthusiasm, the salesperson led the young man down aisle after aisle of wood, nails, screws, bolts, glue paint, hammers, drills, and brushes. At the same time, the salesperson eagerly explained to him that certain kinds of wood needed certain sized nails, that certain tools worked best with certain kinds of wood and nails, and that the best paint and greatest variety of colours could be found in this store. After reviewing with him all the possible combinations of wood, nails, paint and tools, he asked him if he would like to place his order at the front desk. The young man admired the beautiful inventory and spent considerable time taking notes about it all. He was so thankful for the information about what worked best with what, but he became confused as to what would work best for building his small one story two-bedroom house. So with some embarrassment, he thanked the very pleasant and knowledgeable salesperson and said that he would think about it all and return on another day to order what he needed.*

*With even slower steps, the young man exited the store and with great reluctance entered the third and last building supply store. A salesperson greeted him and asked if she could help him. He explained that he needed to build a small one-story two-bedroom house immediately. The salesperson invited him into her office and asked more questions about the house he wanted to build. The young man began to explain that he had built houses before but wasn't sure what materials and tools worked best for a house in this town. He thought he needed someone to help him with that. Together the salesperson and the young man discussed the details of his proposed house and drew up a blueprint together. Using the blueprint, the salesperson and the young man then made up a list of the wood, nails, tools and paint that were best suited for building a house for this particular town. Furthermore, the salesperson explained that she was willing to instruct and direct him at each stage of the construction. The young man made out an order for the tools, wood and nails to get started on building his house. He was delighted to successfully build his small one story two-bedroom house so that his new bride could move in.*

**II. An Explanation:**

Language is functional. Learning a language is learning the words and how to put the words together to do something, like building a house = building a text—e.g. read newspaper articles, fill out a forms, discuss the weather and news, interview for a job, ask for directions, listen to a story, follow



instructions. These texts are in particular contexts or situations.

In our metaphor, the young man needs to build a house and needs to acquire the supplies and tools to do that. Our learners need to build a ‘text’ and need to learn the words and structures to do it accurately and appropriately – able for their situation.

1. Learners beg for words – vocabulary. They come to us and they want to learn as many words as possible as quickly as possible. In response, some English classes are similar to the first building supply store\_in that they give



many lists of words and their meanings and descriptions of English forms. So learners learn nouns, verbs, adjectives, adverbs, prepositions, pronouns, and conjunctions but have to figure out for themselves how to put them together into a meaningful structure, the 'text' they need to build

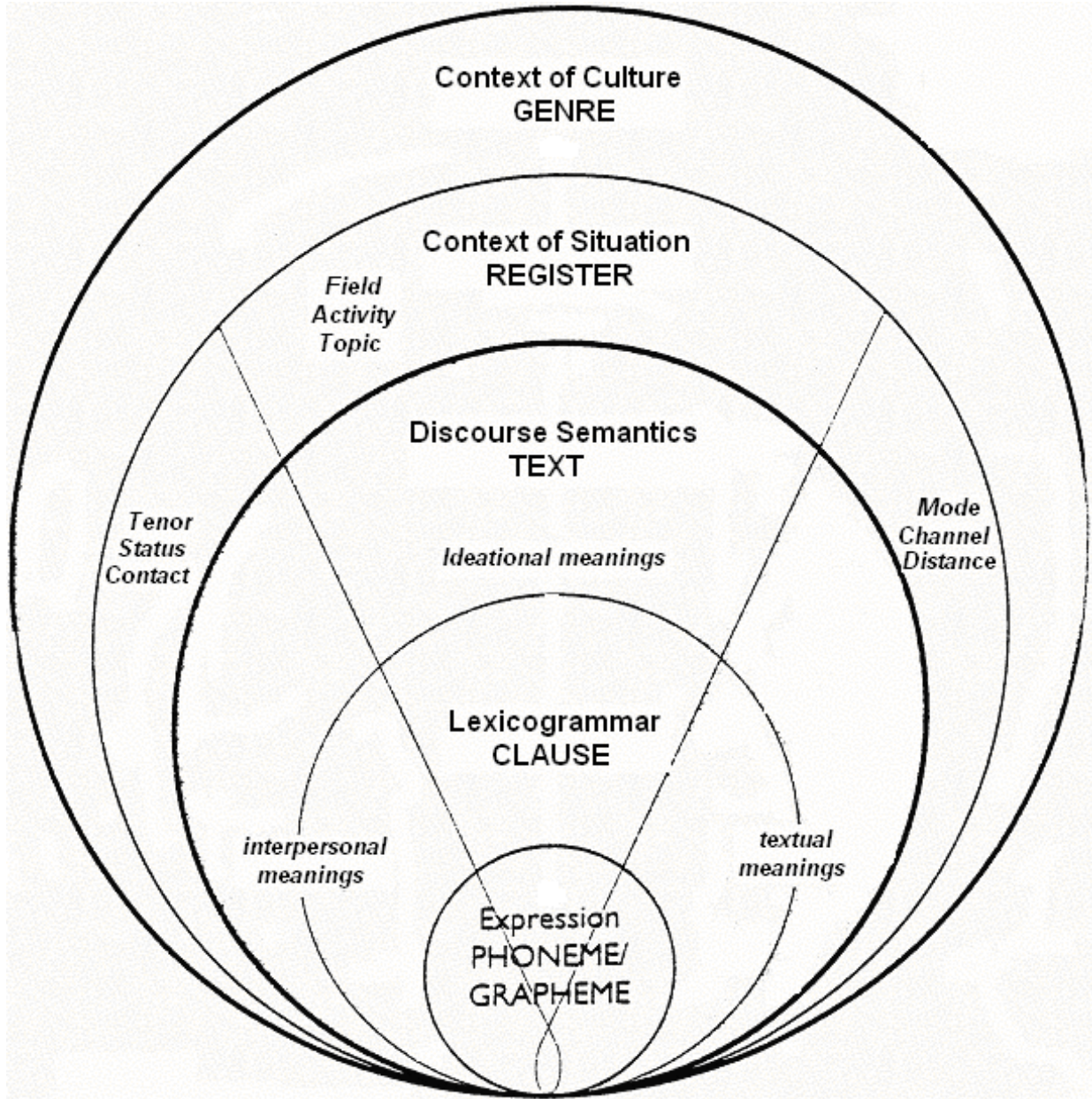
2. Therefore, learners insist on studying grammar too because they know that these words must be constructed in a certain way to convey meaning. (After all, they have learned a language before.) However, some English classes approach supplying language like the second building supply store in that long explanations are given of all the possible grammatical structures possible. So learners become very knowledgeable about constructing the noun phrase, forming the twelve tenses of the verb, producing correct word order for adjectives, using subordinate clauses and distinguishing between adverbs of frequency and adverbs of manner. But, it is often left to the learners to figure out which structures are best suited for what they want to do in English.



3. The third building supply store is a better model for us. Our learners need English for a particular context – particular language tasks in life. So we need to select and teach 'the grammar' that they need to use in their context.



*A Functional View of Language*

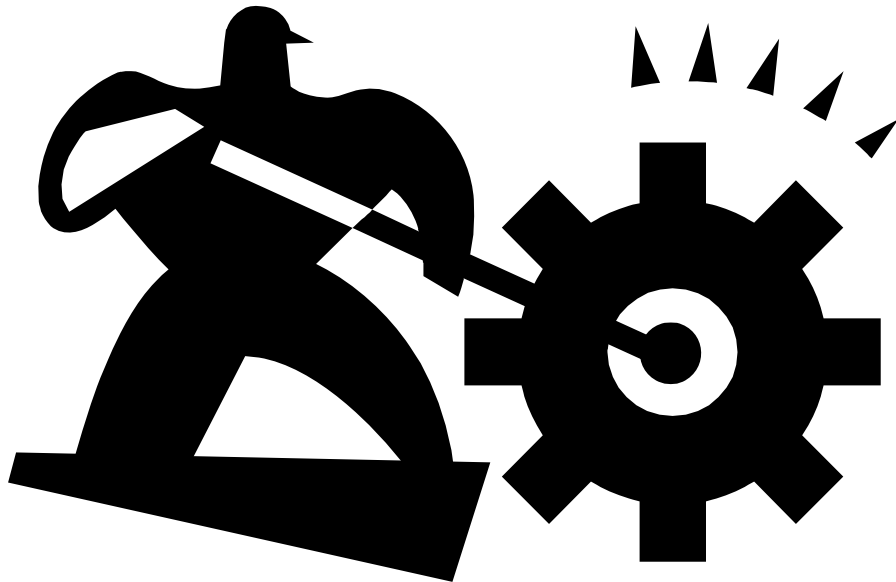


Adapted from Martin and Matthiesson 1991 in Text-based Syllabus Design by Susan Feez 1998.



English as an Additional  
Language Course  
for

# ***Manufacturing***



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Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
<b>1</b> Introductions (pg 1)	(pg 2) <b>Welcome &amp; Meet the Instructor</b> - 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) <b>Getting to Know Each Other</b> - 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) <i>(not Reading)</i> <b>English is Hard</b> - to talk about their perception of the difficulties of English - to understand their common issues - to learn to report on discussions	(pg 14) <i>(not Pronunciation)</i> <b>How to Learn English</b> - 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
<b>2</b> Getting to Know Departments (pg 29)	(pg 30) <b>Naming the Departments</b> - 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) <b>Putting It Together</b> - 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) <b>Describing the Product</b> - to recognize the finished product of each department - to match description of departments and names	(pg 48) <b>Clear and Unclear</b> - to understand stressed and unstressed syllables - to understand and produce the /ə/
<b>3</b> Talking about Safety & Safety Equipment (pg 79)	(pg 80) <b>Discussing Safety Equipment</b> - to discover what the learners already know about safety - to discuss dangers and safety equipment	(pg 82) <b>Using Safety Equipment</b> - to understand the verbs attached to safety equipment - to follow and give instructions - to use prepositions of placement	(pg 84) <b>Labeling Safety Equipment</b> - to match words and symbols for safety equipment - to give and follow instructions	(pg 92) <b>Glue, Wood, and Rust</b> - to hear and pronounce /u <sup>w</sup> /, /ʊ/ and /ʌ / - to learn the spelling principles for these sounds - to use vowels sounds as responses
<b>4</b> Taking Care of Your Eyes (pg 127)	(pg 128) <b>Endangered Body Parts</b> - to review the names of body parts at risk in the workplace - to associate the safety equipment with the appropriate body part	(pg 130) <b>Key Words</b> - to learn the meaning of certain words in a text related to the use of the eye wash station	(pg 134) <b>Protecting Your Eyes</b> - 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) <b>Which Sound?</b> - 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
<p>(pg 16) <b>(not Grammar)</b> <b>Accomplishing Goals</b> - to discuss the need of English for the workplace - to discuss goals and objectives for the course</p>	<p>(pg 18) <b>Look, Cover, Write, Check</b> - to correctly spell new words - to write words</p>	<p>(pg 22) <b>The Fire Evacuation Route</b> - to follow directions - to give directions - to learn the fire evacuation route - to copy out directions - to mark a route on a map</p>	<p>(pg 24) <b>Safety Areas</b> - 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</p>	<p><b>1</b> <b>Introductions</b></p>
<p>(pg 56) <b>Crossroads in the Plant</b> - to review the department names and their placement - to read a map of the plant - to ask questions: <i>where's; where are; what's...</i> - to answer questions of placement - to use placement prepositions: <i>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</i></p>	<p>(pg 60) <b>Following Directions</b> - to ask for and give directions - to follow verbal directions - to become familiar with the department names - to review the placement of the departments</p>	<p>(pg 64) <b>Where Am I?</b> - to talk about various places and safety centres in the plant - to ask questions using <i>Do you...there? Can you...?</i> - to respond in the negative or affirmative to questions</p>	<p>(pg 70) <b>Safety Equipment</b> - 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</p>	<p><b>2</b> <b>Getting to Know Departments</b></p>
<p>(pg 108) <b>How Often?</b> - to understand the meaning and form of the adverbs of frequency - to use verbs and adverbs of frequency appropriately as they relate to safety</p>	<p>(pg 116) <b>Describing Items</b> - to use adjectives of colour and size - to use size before colour adjectives</p>	<p>(pg 120) <b>Lost Safety Equipment</b> - to use safety equipment vocabulary - to describe shape, colour and size - to question and answer</p>	<p>(pg 122) <b>Chemicals &amp; Eye Wash Station</b> - 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</p>	<p><b>3</b> <b>Talking about Safety &amp; Safety Equipment</b></p>
<p>(pg 146) <b>How Should We Do It?</b> - to understand and use adverbs of manner</p>	<p>(pg 152) <b>Following Instructions</b> - to demonstrate understanding of the SWP - to order the commands related to the use of the Eyewash Station</p>	<p>(pg 156) <b>Using the Eyewash Station</b> - 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</p>	<p>(pg 158) <b>Lifting</b> - 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</p>	<p><b>4</b> <b>Taking Care of Your Eyes</b></p>

Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
<b>5</b> Proper Lifting Techniques (pg 163)	(pg 164) <b>What Needs to be Lifted &amp; How?</b> - to discuss the lifting that must be done on the job - to discuss what mechanical aids they have to help	(pg 166) <b>Maintain That Posture</b> - to learn the vocabulary for the parts of the body that are involved in lifting - to learn the verbs related to lifting	(pg 174) <b>Reading about Proper Lifting Techniques</b> - to read and understand the key concepts of the SWP	(pg 190) <b>Don't Lift Too High</b> - to hear and pronounce /ay/ & /I/ - to understand the sound-spelling relationship for the letter 'i' - to hear and produce /θ/ & /ð/
<b>6</b> Tools (pg 257)	(pg 258) <b>Tools That We Use</b> - to activate previous knowledge about tools - to share information - to report to the whole class	(pg 260) <b>Matching Names and Tools</b> - to match pictures and labels of tools - to pronounce the labels - to learn the names of the tools	(pg 264) <b>Where Are My Tools?</b> - 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) <b>Shop or Chop</b> - to hear and produce the /ʃ/ and /tʃ/ sounds
<b>7</b> Safe Work Procedures (pg 309)	(pg 310) <b>My Utility Knife</b> - to discover who uses a utility knife - to discover what it is used for - to review possessive nouns, determiners and pronouns	(pg 312) <b>Use a Knife Safely</b> - to learn key words for understanding the safe work procedures for the utility knife	(pg 318) <b>Safe Use Procedures for Utility Knives</b> - to read and understand the specific safe work procedures for the utility knife	(pg 324) <b>Is it Black or Grey?</b> - to pronounce /æ/ and /e/ - to grasp the spelling relationship of these sounds
<b>8</b> LEAN: Eliminating Waste (pg 385)	(pg 386) <b>What Do We Know about LEAN?</b> - to discover what we already know about LEAN	(pg 398) <b>Learning the Vocabulary of LEAN</b> - to learn the meaning of the 5S words of LEAN	(pg 412) <b>Reading about LEAN</b> - to listen and read to a presentation about the main principles of LEAN	(pg 414) <b>Green and Red</b> - to produce the /iː/ and /ɛ/ sounds

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

Module	Focus 1 Preparation	Focus 2 Vocabulary	Focus 3 Reading	Focus 4 Pronunciation
<b>9</b> <b>Lockout</b> <b>(pg 457)</b>	(pg 458) <b>Lockout and Its Importance</b> - 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) <b>Vocabulary of Lockout</b> - to learn the key words of Lockout - to use the words meaningfully	(pg 470) <b>Reading the SWP for Lockout</b> - to read the SWP for Lockout - to predict the steps for Lockout - to order the text in sequence	(pg 478) <b>Lock and Key</b> - to spell the sound /k/ - to understand the use of the letters 'c', 'ck', 'k' and 'qu' for the /k/ sound
<b>10</b> <b>Numbers, Numbers, Numbers</b> <b>(pg 513)</b>	(pg 514) <b>When and Where Do We Use Numbers?</b> - to list the use of numbers and the appropriate measurement terms for various uses	(pg 520) <b>What Is the Date and Time?</b> - to review special dates and monthly dates on the calendar - to use numbers for months e.g. 09/29/07 - to recognize when people are asking for the time - to give the time - to read the face of the clock and digital clock - to use <i>to</i> and <i>after</i> , <i>quarters</i> , <i>half past</i> - to use the appropriate preposition for time: <i>in</i> , <i>at</i> , <i>for</i> - to express how long – <i>for 5 minutes, 45 minutes, etc., since 5 o'clock etc.</i> - to use terms such as <i>noon, midnight, morning, evening, afternoon, etc</i>	(pg 542) <b>How Big Is It?</b> - to understand the different terms in measuring liquid [ <i>volume</i> ] and solid [ <i>weight</i> ] - to review metric and imperial terms - to convert from metric to imperial and vice versa - to use psi [ <i>pounds per inch</i> ] for measuring pressure - to use fraction terms - to understand abbreviations for measurement - to understand the terms in measuring a window - to ask for the measurement appropriately: <i>how long, how wide, etc.</i>	(pg 550) <b>Counting in English</b> - to review the way the numbers are said from one to hundreds, to thousands, to millions
<b>11</b> <b>Describing the Product</b> <b>(pg609)</b>	(pg 610) <b>Talking about the Product(s)</b> - to discover what the learners already know about the process of making the product(s)	(pg 612) <b>Naming the Parts of the Product</b> - to learn the terms for the parts of a window - to use the appropriate term in talking about windows	(pg 618) <b>Name That Product</b> - to learn the names of the kinds of products produced at the worksite	(pg 628) <b>Pay or Bay</b> - to focus on hearing and producing /p/, /b/, /f/, /v/ and the clusters with /l/ and /r/
<b>12</b> <b>Using Machines Safely</b> <b>(pg659)</b>	(pg 660) <b>What Machines Are Being Used?</b> - to survey the class for machinery usage - to make a bar chart	(pg 666) <b>In Other Words</b> - to learn and use the key action words (verbs) in the Mitre Saw SWP - to learn synonyms for the key words	(pg 678) <b>Name the Machines and their Parts</b> - to learn the names and uses of the saws and their parts	(pg 684) <b>Gold or Bronze</b> - to pronounce the vowels /o <sup>u</sup> / 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) <b>Check the Machine</b> - to understand the various ways to ask for things to be done	(pg 500) <b>I Can't Do It</b> - to learn to accept or refuse a request politely	(pg 504) <b>Do Me a Favour?</b> - to practice requesting people to do things - to use the appropriate form requesting - to practice responding appropriately	(pg 508) <b>Numbers in Use</b> - to show the understanding of the use of numbers in the workplace - to use the language necessary for doing the steps	<b>9</b> <b>Lockout</b> (pg 457)
(pg 556) <b>How Long Have You Been Here?</b> - 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) <b>How Cold Is It?</b> - 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) <b>How Much Does It Cost?</b> - 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) <b>Looking at the Main Product</b> - 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	<b>10</b> <b>Number, Numbers, Numbers</b> (pg 513)
(pg 640) <b>Windows That Open</b> - to use relative [adjective] clauses for description	(pg 648) <b>Standard Features</b> - to connect the features to the kinds of windows - to share information - to read and fill in a chart	(pg 650) <b>You Need This Product</b> - to talk about the features of a window - to persuade	(pg 654) <b>Where Are the Saws (Machines)</b> - to show the understanding of the use of saws in the workplace - to talk to supervisors	<b>11</b> <b>Describing the Product</b> (pg609)
(pg 696) <b>No, Don't!</b> - to use the negative adjective and adverbs appropriately and accurately	(pg 708) <b>Could You Repeat That Please?</b> - to use appropriate strategies for asking for clarification	(pg 718) <b>Tell Me How to Use This Machine</b> - 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) <b>Manufacturing Process</b> - to be aware of the Work Instruction pages at the worksite - to discuss the instruction sheets with their supervisors	<b>12</b> <b>Using Machines Safely</b> (pg659)

<b>Module</b>	<b>Focus 1 Preparation</b>	<b>Focus 2 Vocabulary</b>	<b>Focus 3 Reading</b>	<b>Focus 4 Pronunciation</b>
<b>13</b> <b>Manufacturing Process Work Instruction (pg 733)</b>	(pg 734) <b>Process Work Instructions</b> - to discuss what instructions the learners have at their work site	(pg 736) <b>Process Terms</b> - to learn key vocabulary for work instructions; space relationship terms, key nouns, process verbs	(pg 742) <b>Reading the Steps of a Process</b> - to understand the language of a particular process - to sequence steps	(pg 746) <i>(not Pronunciation)</i> <b>Vowel Sounds with Glazing &amp; Glass</b> - 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
<b>14</b> <b>WHMIS Revisited (pg 789)</b>	(pg 790) <b>What Do You Know about Workplace Hazardous Materials?</b> - to discuss what hazardous materials the learners work with - to list the items	(pg 796) <b>How Can Hazardous Materials Harm Us?</b> - to understand the routes of entry - to understand the protection needed to avoid entry	(pg 820) <b>Symbols</b> - to recognize the symbols - to know what danger is in each product by the symbol	(pg 842) <b>Labels</b> - to understand the importance of labels - to know the difference between a supplier and workplace label - to read labels
<b>15</b> <b>Employee Handbook (pg 881)</b>	(pg 882) <b>Getting Answers</b> - to discuss getting information or answers about various aspects of the workplace - to introduce the topic of the Employee Handbook	(pg 884) <b>Key Words of the Handbook</b> - to understand and use some of the main words in the handbook - to use a dictionary - to use synonyms	(pg 886) <b>The Format of the Employee Handbook</b> - to understand the format of the handbook - to know the categories of information in the handbook	(pg 890) <b>Pay, Repay and Payment</b> - 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
<b>16</b> <b>Finishing the Course (pg 933)</b>	(pg 934) <b>Key Ideas Recalled</b> - to brainstorm about key points remembered about the topics covered			(pg 936) <b>Rhyming Words</b> - 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
<p>(pg 774) <b>Using <i>Should</i> and <i>Must</i></b> - to understand and use the modals <i>should</i> and <i>must</i> and the phrasal modals <i>have to</i>, <i>have got to</i> for necessity</p>	<p>(pg 776) <b>Don't you Mean...?</b> - 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....</p>	<p>(pg 780) <b>How Do You Do That?</b> - to 'role play' various situations - to answer questions about processes</p>	<p>(pg 784) <b>WHMIS</b> - to be aware of the hazardous materials and symbols at the worksite - to discuss the instruction sheets with their supervisors</p>	<p><b>13</b> Manufacturing Process Work Instructions (pg 733)</p>
<p>(pg 852) <b>(not Grammar) Materials Safety Data Sheet</b> - to know about the MSDS book and their placement - to be able to read the data sheets</p>	<p>(pg 860) <b>Workers' Rights</b> - to know their rights as workers</p>	<p>(pg 866) <b>WHMIS Pursuit</b> - to review information about WHMIS - to have an interactive activity for discussing various aspects of WHMIS</p>	<p>(pg 876) <b>Employee Handbook</b> - 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</p>	<p><b>14</b> WHMIS Revisited (pg 789)</p>
<p>(pg 906) <b>The Language of Official Documents</b> - 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</p>	<p>(pg 918) <b>Handbook Jeopardy</b> - to grasp the importance of using the Handbook to find out information - to practice finding answers to questions in the Handbook</p>	<p>(pg 922) <b>Enrollment for Benefits</b> - to understand and fill out the Benefits Calculation Form - to understand and fill out the Industrial Alliance Application Form</p>	<p>(pg 930) <b>Filling out a form</b> - to fill out a form - to discuss the completed form with a supervisor</p>	<p><b>15</b> Employee Handbook (pg 881)</p>
<p>(pg 954) <b>Asking Questions</b> - to review the question words and the expected response - to review the word order for WH-questions</p>	<p>(pg 960) <b>The Star of the Class</b> - to ask and answer questions about topics covered in the course - to work cooperatively</p>	<p>(pg 966) <b>Writing a Thank you Memo</b> - to express appreciation appropriately in writing - to understand the memo format - to use causal terms</p>	<p>(pg 970) <b>Celebrating</b> - to celebrate together the completion of the course - to express verbally appreciation for the training</p>	<p><b>16</b> Finishing the Course (pg 933)</p>

### ***III. Choosing Which Grammar to Teach.***

What the learners refer to as *grammar* is usually how to put a sentence together: the subject, verb, object, articles, adjectives, adverbs, prepositions, clauses, etc. And of course, in one sense, they are right, but we need to guide them to know that is just the tip of the iceberg. They probably already know this somewhat from their experience of many times using a good well-constructed sentence with no 'errors' but not being understood or being misunderstood

To start at the experiential level outside of a context is not the most efficient or most helpful way to help people 'get' a language. All levels must be addressed and in your **planning** begin with the text.

Keep in mind at all times that every form has a particular meaning in a particular situation. If you change any part of the form you change the meaning. So although the learners may learn to make all the possible forms, they need to know what they mean so that they use them appropriately in a given situation. You must know the situation in order to make the right choice of form to make the right meaning. So you are really making it very difficult for your learners if you teach these forms outside of a context.

1. Determine what you want your learners to be able to do at the end of the course – fill out a particular form; read a story; follow instructions; give directions; make requests; write a memo; lead a discussion. These goals come out of your assessment of the **learners' situation** not their language level. Plan modules around each goal - what the learners need to do in English . What is the house/text supposed to look like?

**Victoria Day example: May Holiday coming up. Learners need information about it.**

2. Plan each module by starting with a text- – language beyond one sentence. Every function has a text. Have a written text, either an authentic written text or a transcription of a spoken text. Look at the context – the situation. What is the textual grammar of this text? What level of formality is needed? Who are the participants? Sequencing? Responding? Politeness

strategies? I must plan a focus on the forms that are necessary in this situation.

**Textual-[the completed house]**: at the text level the situation and the participants in the discourse have to be considered. Is it written or spoken? What skill is being developed, listening, speaking, reading, or writing? Is it formal or informal? Is it academic, social, workplace, or community? All these factors and others determine how the words are put together in order to convey the meaning that the speaker or writer wants or to understand or what the speaker or writer means. Only at the textual level can the grammar of pronouns, determiners, modals, adverbs, subordinate clauses, verb tense and aspect, theme & rheme be explained, understood and used.

**Victoria Day example**: May Holiday coming up. Learners need information about it.

- **Information**: textbook, magazine article or internet-factual, impersonal/formal & written.
- **However, this can also be extended to presentation of information verbally.**
- **Skill to develop: reading(scanning & extensive), listening & speaking**

3. Look at the nature of the interpersonal interchange: commanding, narrating, stating, questioning, requesting. What is the appropriate verb form to focus for the right interpersonal relationship within this context.

**Interpersonal- [foundation, kitchen, bedrooms, bathrooms, attic, roof]**: at the interpersonal level the nature of the interchange has to be considered within the 'text'. Are people commanding, requesting, questioning, negating, suggesting, responding, negotiating, joking, or delivering a speech? At this level, the grammar of word order especially the mood block (subject and verb phrase) is key: question formation, negation, passive, ellipsis, tag questions, politeness indicators, and choosing appropriate auxiliaries, including do, does, did, and modals.

Vic Day example: Straight statements of fact; Readers are getting answers to questions they have about this holiday

- Mix of present (habitual) and past form use.
- Importance of information question formation (?word+aux+subject+verb)

asking for information politely/formally- in person or on phone: could you tell me +embedded question (word order)

4. Next, I can see if the context demands work on putting together a noun phrase with determiners, articles and adjectives, using prepositional phrases or forming appropriate adverb clauses etc. Choose those forms that are of primary importance for the text for the function. .

**Experiential,:[ the walls, the door frames, joists, window frames, floors, roof, stairs, electrical system, the plumbing system, the various sections that go together ]**at the experiential level, the basic words are put together into phrases: the noun phrase, the verb phrase, the prepositional phrase, adverb phrases. However, the choice of which of these to focus on is determined by the text and the interpersonal factors.

Vic Day illustration:

- use of present habitual tense for things that are always true, especially 'be'
- questions will be in present habitual
- noun clauses (embedded question)

5. . Examine the text and decide on the key vocabulary that needs to be focused on – this is part of teaching grammar because these are the words you are going to use to teach grammar with. Do plenty of classroom work with your learners to help them grasp the contextual meaning of the words first.

Lexical: these are the lumber, the nails, the glass, the bricks, the roofing tiles, the paint, the pipes, the sinks, Basic vocabulary OHT

VIC Day example: basic vocabulary about the holiday, question words, polite sentence starters (Do you know . . . , I was wondering if you would be able to tell me . . . .

#### IV Planning the Progression of Foci in the Module

Plan out the progression of foci. Always keep the language task that the learners must be able to do in their context and build your module to that goal.

- a. Start with preparation of the learner for the topic: activating their previous knowledge, discovering what they already know

(store flyers, announcements, review of ?words, matching ? & answers)

- b. Introduce the 'text' for them to read or listen to & a basic comprehension activity

(jigsaw reading & 1 comprehension question)

- c. Teach key vocabulary

(group crossword puzzle)

- d. Focus on the basic grammatical structure that you planned on: clear explanation of form and meaning

(review basic ? form with word cards that can be manipulated- be sure to use the vocabulary from the text )

- e. Focus on using the grammatical structure in the context and extended

(whole class pair activity with board and role plays of enquiring in person or phone)

# MAY

Monday before or on 24<sup>th</sup>

## Victoria Day



Task	Title	Page
1	What Do We Know About Victoria Day?	214
2	Reading about Victoria Day	220
3	Can You Tell Me About Victoria Day?	226
4	Getting Information	234

Speaking Assessment Stage 2 page 246

# VICTORIA DAY



## TASK ONE

### **OBJECTIVES:**

- to discover what is already known about the May 24<sup>th</sup> holiday
- to match questions and answers

### **ESSENTIAL SKILLS:**

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

### **TIME:**

30 minutes

### **MATERIALS:**

- Queen Victoria OHT
- Questions OHT
- one set of Question/Answer Cards for the learners
- Question/Response OHT

## 1. What Do We Know About Victoria Day?

### Instructions:

1. Brainstorm about what they know about the day. Use flyers, announcements and such. Display the Queen Victoria OHT.
2. Remind the learners that May 24<sup>th</sup> or Victoria Day is a General (Statutory) holiday every year in Canada.
  - This holiday celebrates the birthday of Queen Victoria the Queen of England and of the British Empire from 1837 to 1901.
  - This national holiday is the first long weekend of the summer season. Canadians mark this special day with picnics, parades and fireworks.
3. Explain to the learners that they are going to do an activity that requires the use of question words.
  - Remind the learners of the question words and the kind of answer that is being looked for by reading the questions on the OHT.
  - *Optional task:* use the matching cards for question words and answers for review.



Queen Victoria OHT

## VICTORIA DAY

1. What is the name of the May 24<sup>th</sup> holiday?
2. Who is Victoria?
3. Which Monday in May do we celebrate Victoria Day?
4. When is the holiday in 2008?
5. Why do employees get paid for Victoria Day?
6. How do Canadians celebrate Victoria Day?
7. Where do Canadians call Victoria Day the May Long?

Questions OHT



Question Word(s)↓	Response Word(s)↓
<b>What</b>	<i>thing or concept</i>
<b>Who</b>	<i>person</i>
<b>When</b>	<i>time</i>
<b>Where</b>	<i>place</i>
<b>Which</b>	<i>choice</i>
<b>Why</b>	<i>reason or explanation</i>
<b>How</b>	<i>manner</i>
<b>How long</b>	<i>measurement of length or time</i>
<b>How many</b>	<i>a number</i>
<b>How much</b>	<i>quantity</i>
<b>How far</b>	<i>measurement of distance</i>

Question/Response OHT

## VICTORIA DAY

4. Hand out the **Victoria Day question** and **answer cards**: one to each learner.
5. Instruct the learners to find the person who has the appropriate answer to their question.
6. Have each learner report:  
I asked . . . and have the person with the answer report: I answered . . .



Question Cards

Answer Cards

1. What is the name of the May 24<sup>th</sup> holiday?

*Victoria Day*

2. Who is Victoria?

*Queen Victoria the Queen of England and the British Empire from 1837 to 1901*

3. Which Monday in May do we celebrate Victoria Day?

*the Monday on or before May 24*

4. When is the holiday in 2008?

*May 19*

5. Why do employees get paid for Victoria Day?

*because it is a General Holiday in Canada*

6. How do Canadians celebrate Victoria Day?

*by picnicking, parading and lighting fireworks*

7. Where do Canadians call Victoria Day the May Long?

*in Manitoba*

Question/Answer Cards

## VICTORIA DAY



### TASK TWO

#### **OBJECTIVES:**

- to read for details
- to write a brief summary note
- to report on reading

#### **ESSENTIAL SKILLS:**

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

#### **TIME:**

35 minutes

#### **MATERIALS:**

- Reading One, Two and Three for each group of learners
- Victoria Day Crossword for each learner

## 2. Reading about Victoria Day

### Instructions:

1. Divide the class into 3 groups- mixed ability.
2. Give each group a reading text. Assign the most proficient reader in the group to read the text aloud to the others.
3. Ask the learners to do the writing task at the end of the reading.
4. Form groups with one person from each of the former groups.
5. Have the person from each group read the written report from the former task.



## Reading One: Victoria Day



Victoria was the first **sovereign** of a confederated Canada.

Victoria Day (French: Fête de la Reine) is a Canadian statutory holiday **celebrated** on the Monday before or on May 24 in honour of both Queen Victoria's birthday and the current reigning Canadian sovereign's birthday.

The **birthday** of the monarch was a day for celebration in Canada long before **confederation**. On May 24, 1854, 5,000 residents of Upper Canada gathered in front of Government House (near present day King and Simcoe Streets, in Toronto) to "give cheers to their queen."



*Queen Elizabeth II in Canada for her **official** birthday, Victoria Day 2005, Edmonton, Alberta*

### What is the key focus of celebration on Victoria Day?

## VICTORIA DAY

### Reading Two: Provincially Celebrated



In many parts of Canada (Ontario, Alberta, Saskatchewan, Manitoba, and some other parts of Canada), the Victoria Day long weekend is known as the May Long Weekend.

In Timmins, Ontario, and some other **regional** communities of Northeastern Ontario it is known as May Run or May Two-Four. This phrase has two meanings: the holiday falls on May 24, and a two-four is Canadian **slang** for a case of 24 bottles of beer, the most common packaging of Canadian beer.

As a **federal** holiday, it is still an **official** holiday in Quebec, the Quebec National Assembly has dedicated the same day as a **provincial** holiday: National Patriotes Day (Journée nationale des patriotes), which **commemorates** the English-Canadian and French-Canadian Patriots of the Lower Canada Rebellion of 1837.

**List the other names for Victoria Day that are used and where.**



## Reading Three: Celebration

Victoria Day 2005 fireworks  
display from Ontario Place, Toronto



Several Canadian cities hold a parade in honour of the holiday, with the most famous being in the monarch's namesake city of Victoria, British Columbia.

This holiday is also often celebrated with fireworks shows.

Victoria Day is regarded as the beginning of the unofficial summer season in Canada. This weekend many businesses, parks, etc., that operate during warm weather months, will open.

This long weekend also often signifies the beginning of spring to gardeners in much of the country, as it falls around the time when they can be fairly certain frost will not return until the next autumn or winter.

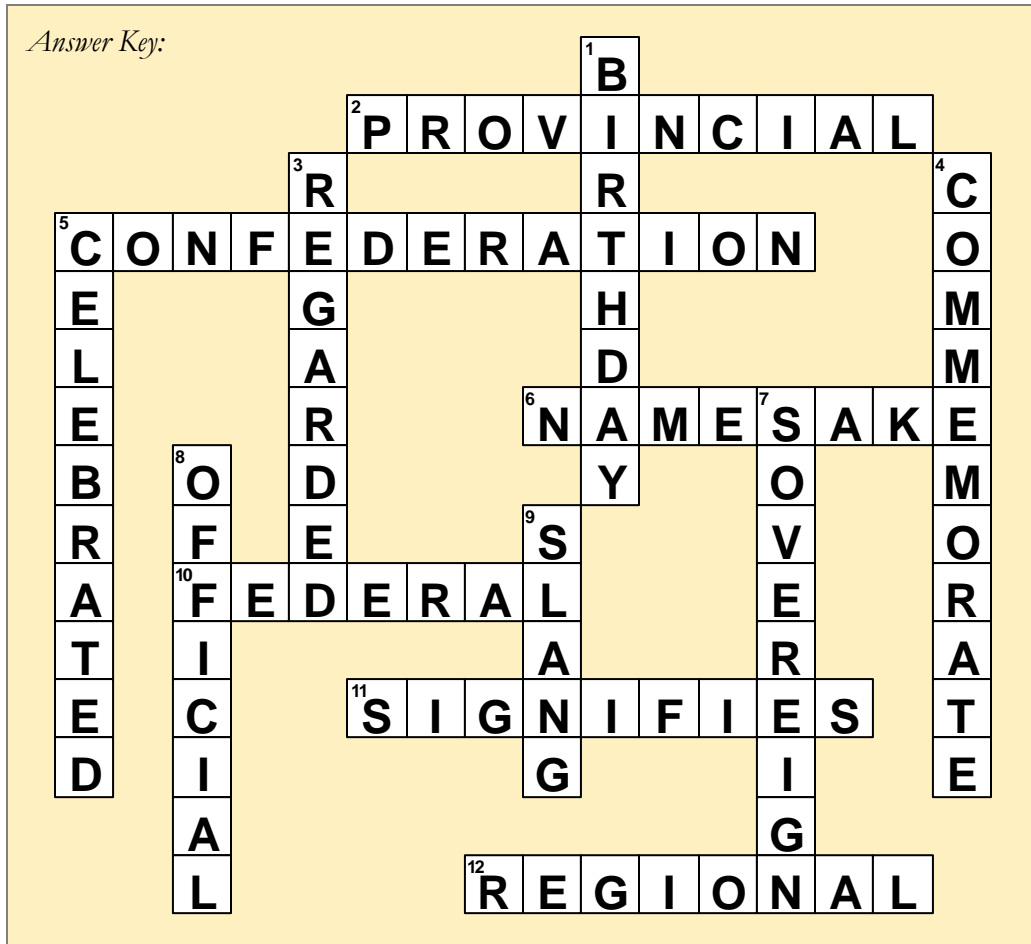
For much the same reason, because colder parts of the country winterize their recreational cabins and turn off water pumps, this weekend can also mark the beginning of the cottage season with cottagers making their first visits to check and clean their properties.

**List 5 activities that are usually done on Victoria Day.**

# VICTORIA DAY

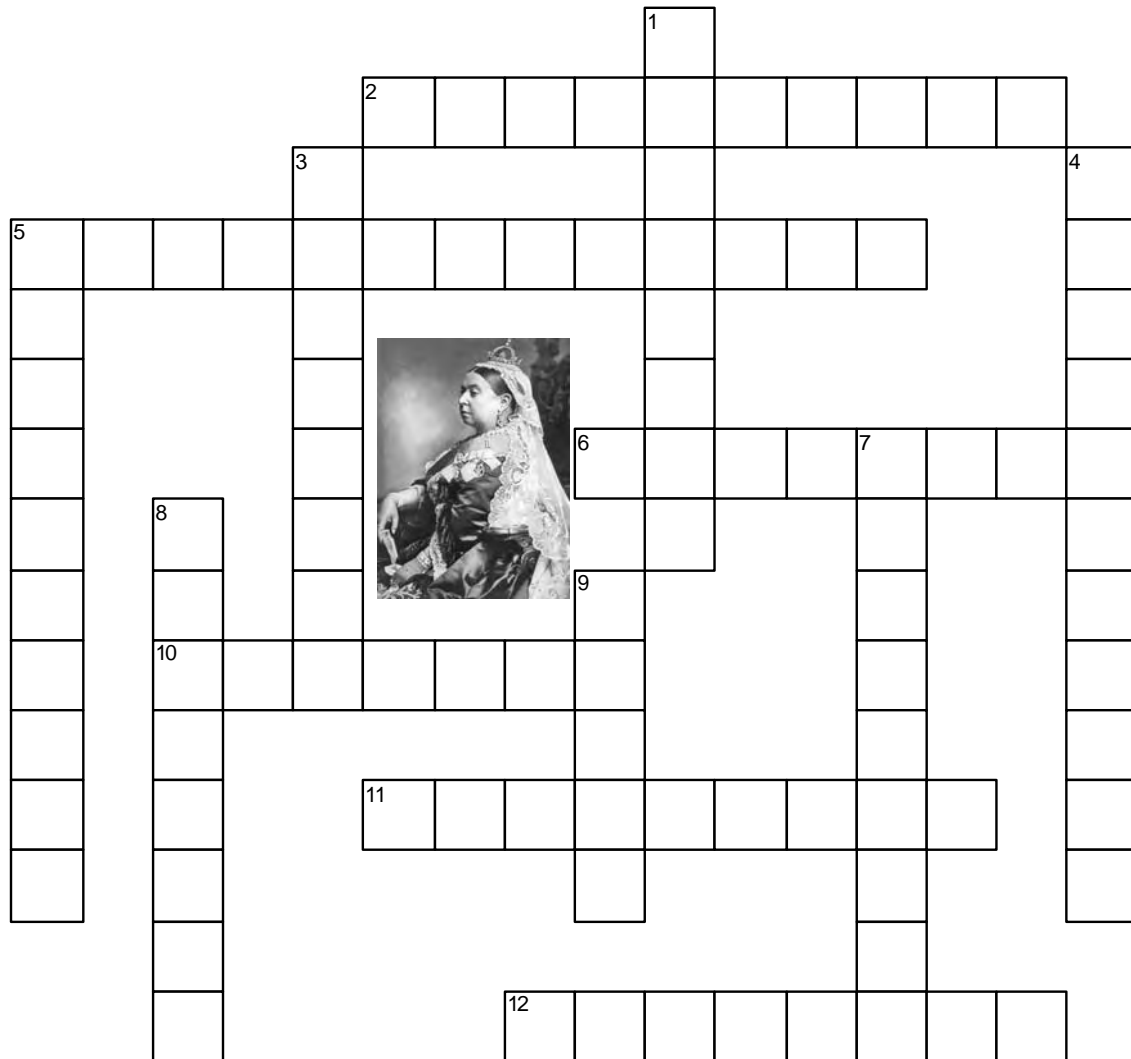
## Part B

1. Hand out the vocabulary crossword puzzle to each new group to work on together.
2. Make note that all the words are from the readings so that they can check for the context of the words.
3. Have the learners report on the answers.





# Victoria Day Crossword



www.CrosswordWeaver.com

ACROSS	DOWN
2 concerning a province	1 the day a person is born
5 a union of provinces	3 looked upon, considered
6 a person having the same name as another	4 celebrate in speech or writing
10 relating to the central government of a union of independent units	5 marked by a special event with festivities
11 indicates	7 a supreme ruler, monarch
12 belonging to a specific area	8 properly authorized; legal
	9 very informal language

Victoria Day Crossword

# VICTORIA DAY



## TASK THREE

### OBJECTIVES:

- to question and answer using “do you know + noun clause”

### ESSENTIAL SKILLS:

- ☑ Reading Text
- ☑ Oral Communication
- ☑ Working with Others
- ☑ Thinking Skills

### TIME:

45 minutes

### MATERIALS:

- Embedded Question OHT
- a set of Grammar Shapes for each pair of learners
- a set of Starter Cards and Conjunction Cards for each pair of learners

## 3. Can You Tell Me About Victoria Day?

### Instructions:

1. Explain that in asking questions we sometimes preface it with ‘do you know’... or ‘can you tell me’ or ‘could you tell me’ followed by an embedded question. This is a more polite way of asking questions.

2. Point out that in this structure the embedded question is not in the question form but statement form - this is a difference in word order. Use the **OHT** to demonstrate.

### Note to Instructor:

The Grammar Shapes would also be helpful to illustrate.

- a) The straight forward information question is

***When is the Victoria Day Holiday?***

- b) Embedding the question with the starter of ‘do you know’ or ‘can/could you tell me’ means that the ‘is’ or ‘are’ or modals are **placed after** the subject not before as it is in the question word order.

***Do you know when the Victoria Day Holiday is?***

- c) The straight forward yes/no question is:

***Is May 19<sup>th</sup> the Victoria Day Holiday?***

- d) If it is a yes/no question embedded question, the conjunction ‘if’ (or *whether*) is used at the head of the noun clause and the *be* verb or auxiliary is placed after the subject (statement word order).

***Can you tell me if May 19<sup>th</sup> is the Victoria Day Holiday?***



When is the Victoria Day  
Holiday?

Do you know when the  
Victoria Day Holiday is?

Is May 19<sup>th</sup> the Victoria Day  
Holiday?

Can you tell me if May 19<sup>th</sup> is  
the Victoria Day Holiday?

## VICTORIA DAY

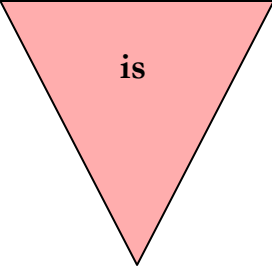

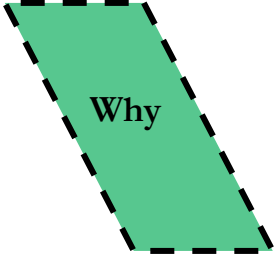
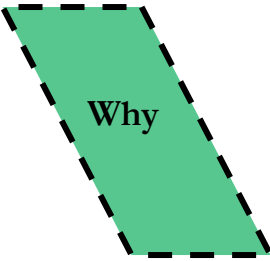
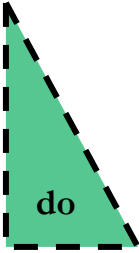

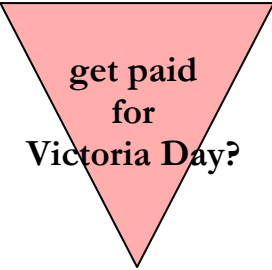
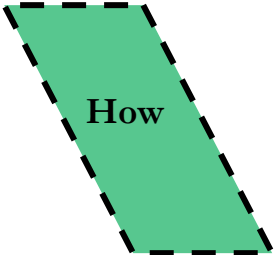
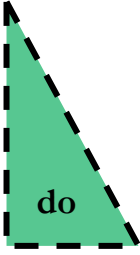
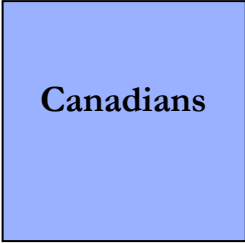
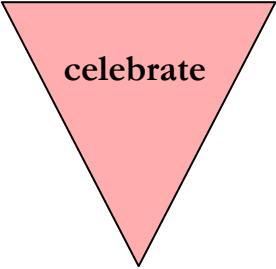

3. Divide the class into pairs. Hand out the sets of cut up sentences for the learners to first make into regular questions. Ask the learners to read the questions that they have formed.
4. Hand out the starter cards and conjunction cards for them to rearrange the cards to make embedded questions. Ask the learners to read the questions.



# VICTORIA DAY

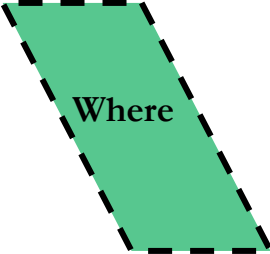
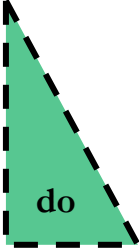

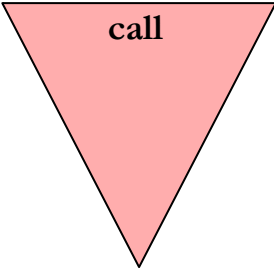
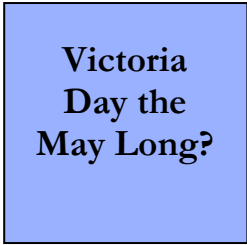


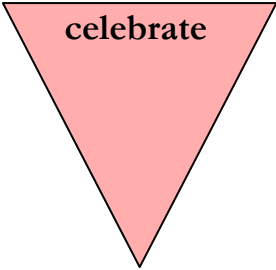

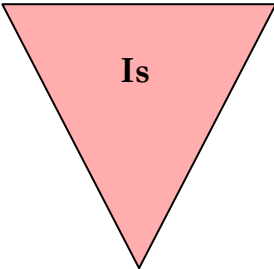

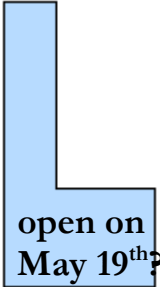
<p>1</p> <p>What</p>	<p>1</p> <p>is</p>	<p>1</p> <p>the name of the May 24<sup>th</sup> holiday?</p>
<p>2</p> <p>Who</p>	<p>2</p> <p>is</p>	<p>2</p> <p>Victoria?</p>
<p>3</p> <p>Which Monday in May</p>	<p>3</p> <p>do</p>	<p>3</p> <p>we</p>
<p>3</p> <p>celebrate</p>	<p>3</p> <p>Victoria Day?</p>	<p>4</p> <p>When</p>

# VICTORIA DAY

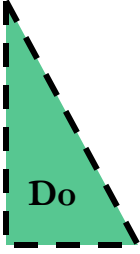

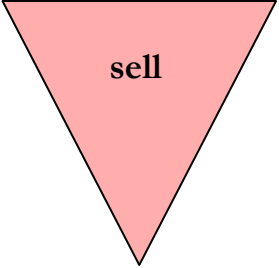

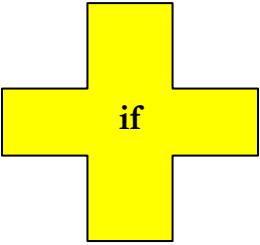
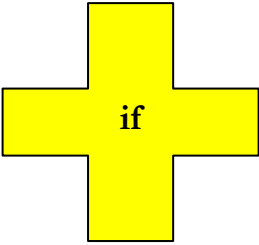
4  <p>is</p>	4  <p>the holiday in 2008?</p>	8  <p>Why</p>
5  <p>Why</p>	5  <p>do</p>	5  <p>employees</p>
5  <p>get paid for Victoria Day?</p>	6  <p>How</p>	6  <p>do</p>
6  <p>Canadians</p>	6  <p>celebrate</p>	6  <p>Victoria Day?</p>



# VICTORIA DAY

7  <p>Where</p>	7  <p>do</p>	7  <p>Canadians</p>
7  <p>call</p>	8  <p>Victoria Day the May Long?</p>	8  <p>Will</p>
8  <p>Queen Elizabeth</p>	8  <p>celebrate</p>	8  <p>her birthday in May?</p>
9  <p>Is</p>	9  <p>Superstore</p>	9  <p>open on May 19<sup>th</sup>?</p>

VICTORIA DAY

<p>10</p>  <p>Do</p>	<p>10</p>  <p>you</p>	<p>10</p>  <p>sell</p>
<p>10</p>  <p>fireworks?</p>	 <p>if</p>	 <p>if</p>
<p><i>Do you know</i></p>	<p><i>Do you know</i></p>	<p><i>Do you know</i></p>
<p><i>Do you know</i></p>	<p><i>Do you know</i></p>	<p><i>Do you know</i></p>



Could you  
tell me

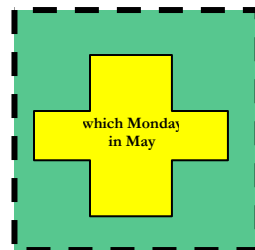
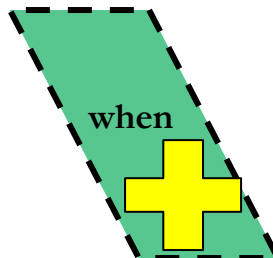
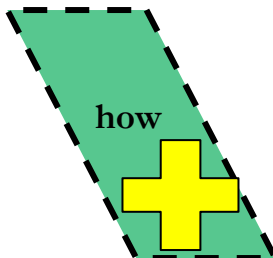
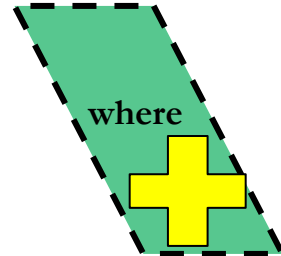
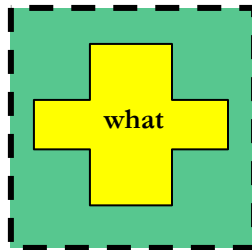
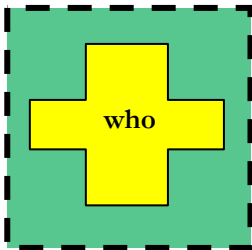
Could you  
tell me

Could you  
tell me

Could you  
tell me

Could you  
tell me

Could you  
tell me



# VICTORIA DAY



## TASK FOUR

### OBJECTIVES:

- to practice asking for information in polite embedded questions

### ESSENTIAL SKILLS:

- ☑ Reading Text
- ☑ Oral Communication
- ☑ Working with Others
- ☑ Thinking Skills

### TIME:

45 minutes

### MATERIALS:

- Game Board, cards, markers and die for each pair of learners  
- Polite Starters OHT  
- Speaking Assessment Stage 2 sheet

**NOTE:** photocopy the cards double sided so that the symbol for each card is on the back of the card. 3 pages will have the phone, the other 3 pages will have the two people talking. Laminate them as well.

## 4. Getting Information

### Instructions:

#### Part A

1. Elicit from the learners what kind of information they may need to get and where they might ask for it. List these on the flip chart. *e.g. directions, store hours, fees etc*
2. Hand out one role play card (from Part B of this task) to each of the learners and ask them to form the basic question. *e.g. What is the cost of renting a car for one day?*
3. Explain again about the politeness factor in using starters and embedded questions. Expand on how useful this is for asking for information in various situations.
4. Ask the learners to pass the card to the person to the right of them and then ask each learner to make a polite question of it. Put up the OHT of the polite starters. (Leave it there for the next activity as well.) *e.g. Could you tell me what the cost of renting a car for one day is?*
5. Point out that they will be doing role plays of asking and responding to questions for information in 'formal' situations when it is very important to be polite.



**Do you know . . .**

**Can you tell me . . .**

**Could you tell me . . .**

**I would like to know. . .**

**Would you be able  
to tell me. . .**

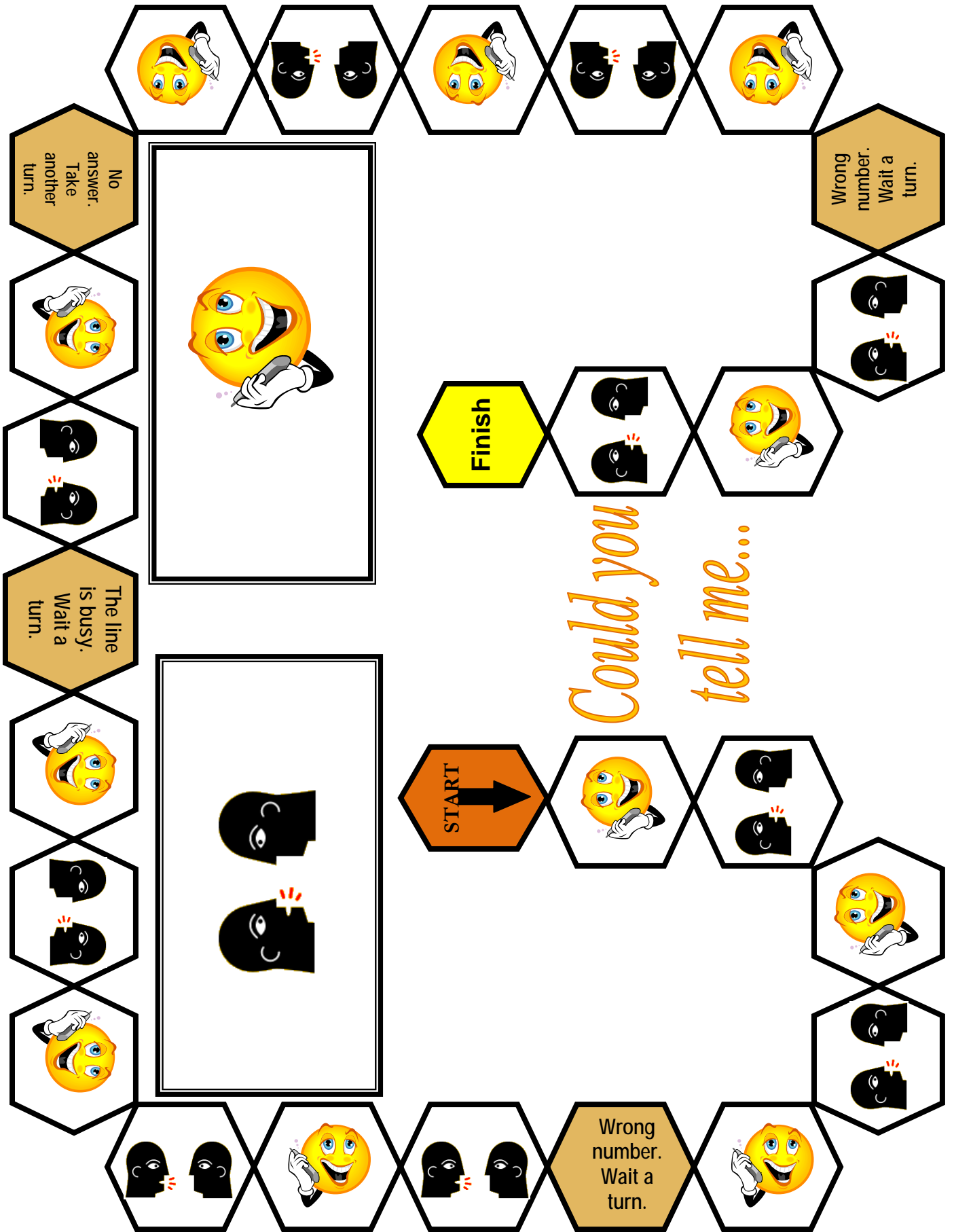
**I was wondering if  
you would be able  
to tell me . . .**

# VICTORIA DAY

## Part B

1. Hand out a board, one playing piece and a die to each pair of learners.
2. The teams take turns playing so that the rest of the class can hear the role play.
3. The teams of two players throw the die and move forward on the board. They take a card from the category indicated on the square on which they land.
4. Keep a low profile as the instructor but be a facilitator and resource person.





## VICTORIA DAY

Phone a music school or teacher. Find out the cost of a 30-minute piano lesson.

Phone a car rental company. Ask the cost of renting a car for one day.

Phone an airline. Find out the price of a plane ticket to Miami, Florida.

Phone a temporary job services company. Find out the pay per hour for a waiter or waitress.

Phone the personnel office of the Royal Canadian Mounted Police. Find out the starting salary for a police officer.

Phone your city hall or town hall. Find out when the next election is.

Phone VIA Rail. Ask how long a trip from Victoria, BC to St. John's, NF takes.

Phone a school. Ask if they have computer classes for adults.

Phone Citizenship and Immigration Canada. Make an appointment with a counselor.

Phone the registrar at the nearest university. Ask when the next TOEFL test is.



## VICTORIA DAY

Phone Environment Canada.  
Ask for the weather forecast.

Phone the police station.  
Complain that your neighbours  
are making noise late at night.

Phone your provincial highways  
department. Find out the  
highway conditions.

Phone Revenue Canada  
Taxation. Ask the person to  
send you an income tax form.

Phone a hospital. Ask how to  
get an HIV test.

Phone your city hall or town  
hall. Find out the name of the  
mayor.

Phone your Member of  
Parliament. Your relative is  
having trouble getting a visa to  
visit Canada. Ask for help.

Phone Social Services. Make an  
appointment to talk about  
money for child care.

Phone the police station. Find  
out the fine for jaywalking.

Phone a hospital. Find out the  
visiting hours.

## VICTORIA DAY

Phone a local movie theatre.  
Find out what movies are  
playing.

Phone your bank. Make an  
appointment to find out about  
RRSPs.

Phone your favourite store. Find  
out the store hours.

Phone a real estate agent. A real  
estate agent helps people to buy  
and sell house. Ask the cost of a  
3-bedroom house in your area.

Phone a local store and ask if  
they have home delivery.

Phone a Dr's office to ask if you  
could see the Dr. right away.

Phone a veterinarian. Make an  
appointment to have your cat  
spayed. (After a cat is spayed,  
she will not have kittens.)

Phone an ambulance company  
(not 911). Ask how much it  
costs to use an ambulance.

Phone the circulation  
department of a local  
newspaper. Ask how much  
money a newspaper carrier  
makes.

Phone a hotel. Find out the  
price of a room for one night.



# VICTORIA DAY



## VICTORIA DAY

<p>You are at Canadian Tire. Ask if you can return a lawn mower.</p>	<p>You are at your local garage. Ask if there is an opening for a check up on your car this week.</p>
<p>Go to a used car dealer. Find out the cost of the cheapest car.</p>	<p>You are at a restaurant. Ask if they have any specials.</p>
<p>You are at the bank. Ask where the bank machine is.</p>	<p>You are at Shoppers' Drug Store. Ask where the aspirin is.</p>
<p>Go to the city hall or town hall. Ask for the price of a bike license.</p>	<p>You are at a pharmacy.. Ask if you can drink alcohol when you are taking antibiotics.</p>
<p>You are at a grocery story. Ask if they deliver groceries.</p>	<p>You are at a photo shop. Ask the cost of reprints.</p>



## VICTORIA DAY

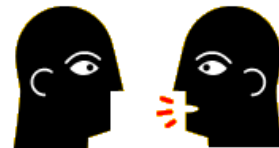
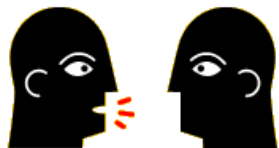
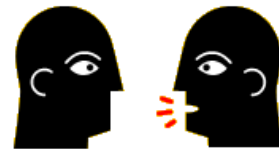
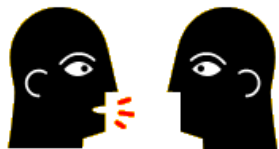
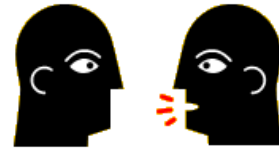
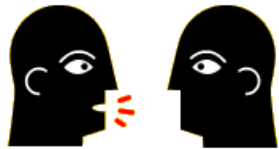
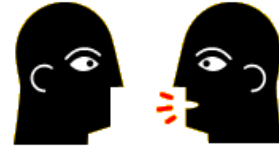
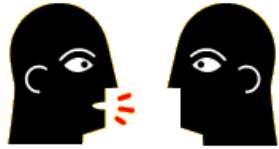
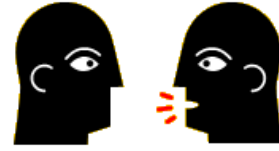
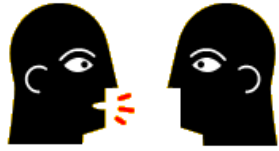
<p>You are at a florist. Ask the florist how much 12 roses cost.</p>	<p>You are at the movie theatre. Find out the price of a movie for seniors on Tuesday.</p>
<p>You are at your local garage. Find out the price of an oil change.</p>	<p>You are at a video store. Ask how many DVD's you can borrow at one time.</p>
<p>Your kitchen sink is plugged. Phone a plumber. Make an appointment to have the sink fixed.</p>	<p>You are at the local bakery. Order a birthday cake.</p>
<p>You are at the public library. Ask if they have videos or cassettes for learning English.</p>	<p>Go to the local hospital. Find out the kinds of volunteers they need.</p>
<p>You are at the public library. Ask if they have books in your first language.</p>	<p>You are at the Unemployment Insurance office. Ask how long a pregnant woman can receive Unemployment Insurance money.</p>

## VICTORIA DAY

<p>Go to city hall or town hall. Find out if you can keep a live chicken in your home.</p>	<p>You are at the swimming pool. Find out the price for an adult and 2 children to swim.</p>
<p>Go to the Post Office. Ask how long it takes a letter to go from Vancouver to Toronto.</p>	<p>Ask your neighbour about when the garbage is picked up on your street.</p>
<p>At the Post Office, find out if there is special rate for mailing postcards in Canada.</p>	<p>You are at the Public Library. Ask the cost of borrowing a video.</p>
<p>Talk to your friend. Make arrangements to go out for coffee.</p>	<p>Talk to your supervisor at work. Ask for time off work to go to the dentist.</p>
<p>Talk to your teacher. Find out when the last class for the course will be.</p>	<p>Talk to your coworker. Ask what the date of the next holiday is.</p>



# VICTORIA DAY



## ***V. Another Example***

CONTEXT- Lockout (Locking up large machines) Every worker in a plant needs to lock up machines. Signs and posters are on the walls and by the machines.

### ***a) Examining the Test***

#### TEXTUAL LEVEL

1. Reading written instructions (format)
2. Understanding verbal instructions especially the sequence
3. Giving instructions appropriately
4. Responding to instructions – positively and negatively and appropriately

#### INTERPERSONAL LEVEL

1. Basic Imperative Form compared with Politeness Forms( Modals, Questions, Fillers)
2. Responding with Yes or No +auxiliary (ellipsis)

#### EXPERIENCIAL LEVEL

1. Modals: present+ past (more polite)
2. Verb + noun phrase

#### LEXICAL LEVEL

1. Key words on poster and safety sheet
2. Sequencing phrases or headings

### ***b) Planning the Progression of Foci***

1. Preparation: pictures of locked machines, posters, safety sheet
2. Reading/Vocabulary: sequencing headings & matching of key phrases with pictures,
3. Pronunciation of /k/, spelling with 'k' and 'c' (*Lock and Key*)
4. Grammar for requesting: *Check the Machine*-Asking people to do things – imperatives, questions, modals, fillers, headers etc. – asking and responding activity
5. Grammar for refusing: *I Can't Do it*: ordering negatives according to strength and practicing asking and refusing
6. Using grammar: *Do Me a Favour*- 'go fish' to request & refuse
7. *Let's Do It*: Role play of someone giving instructions for lockout and others following the instructions

# Lockout



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

**8. Numbers  
in Use:  
Out-of-  
Class Task**

**7. Do Me a Favour?**

**Making Progress:**  
Step by step  
implementation (use) of  
English for tasks on the  
work site

**6. I Can't Do It**

**5. Check the Machine**

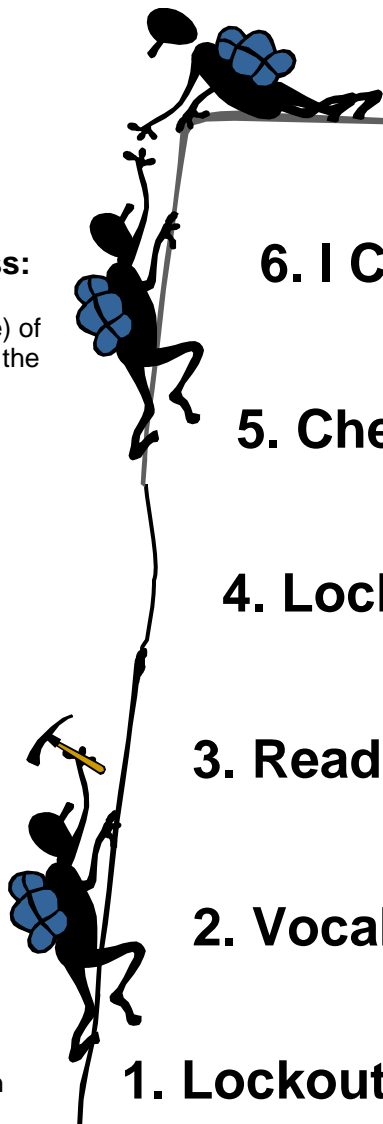
**4. Lock and Key**

**3. Reading the SWP for Lockout**

**2. Vocabulary of Lockout**

**Getting Started:**  
Learning English for  
better communication

**1. Lockout and Its Importance**



**Module Nine**

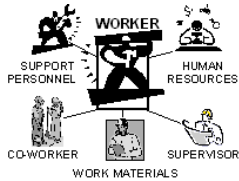


**Focus 5:  
Asking  
Someone to do  
Something**

**Language Objectives**

➤ to understand the various ways to ask for things to be done

**Communication Network Objectives**



**Essential Skills Objectives**

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

**Materials**

- **Card Set** for each group
- **Politeness Order OHT**
- **Requesting Things OHT**

**Time: 20 minutes**

**Check the Machine**



**Instructions**

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 imperative:  
*Check the machine.* [base form of the verb.]
  - use of 'please' as a softener  
*Please check the machine.*
  - using yes/no question 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 ]
  - use of modal auxiliaries 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 past form of modal auxiliaries to indicate distance or politeness:  
*Could you check the machine? Would you check the machine?*  
[*could, would* placed before the subject]
  - giving reasons for the request:  
*I am busy here so could you check the machine please.*
  - apologizing for the request:  
*I am sorry to bother you but would you check the machine?*
  - showing appreciation 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?**

**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?**


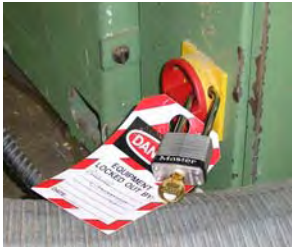











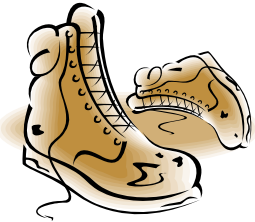


**Thanks for helping me out by checking  
the machine since I am so busy.**

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

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Requesting Things OHT pg 1

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Requesting Things OHT pg 2

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Requesting Things OHT pg 3

**Module Nine**

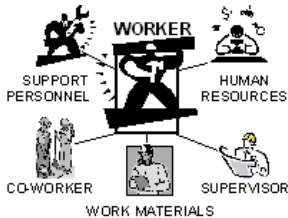


**Focus 6:  
Refusing a  
Request**

**Language Objectives**

- to learn to accept or refuse a request politely

**Communication  
Network Objectives**



**Essential Skills  
Objectives**

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

**Materials**

- Refusals OHT
- People/Refusal Ranking Cards for each group/pair

**Time: 20 minutes**

**I Can't Do It**



**Instructions**

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 situation.
  - The relationship the speakers 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.

<i>Suggested answer key although there is room for discussion.</i>	
<b>boss</b>	<i>I'm sorry. I would like to, but I can't because I'm busy that day.</i>
<b>stranger</b>	<i>I'd like to, but I can't. I'm sorry.</i>
<b>neighbor</b>	<i>Would it be okay if I didn't?</i>
<b>mother or father</b>	<i>Is it okay if I don't?</i>
<b>new friend</b>	<i>I'm sorry, but I can't do it.</i>
<b>old friend</b>	<i>No, I can't.</i>
<b>your child</b>	<i>No.</i>

People Cards ↓	Refusal Cards ↓
<b>boss</b>	<i>I'm sorry. I would like to, but I can't because I'm busy that day.</i>
<b>stranger</b>	<i>I'd like to, but I can't. I'm sorry.</i>
<b>neighbor</b>	<i>Would it be okay if I didn't?</i>
<b>mother or father</b>	<i>Is it okay if I don't?</i>
<b>new friend</b>	<i>I'm sorry, but I can't do it.</i>
<b>old friend</b>	<i>No, I can't.</i>
<b>your child</b>	<i>No.</i>

People/ Refusal Ranking Cards