



AROUND THE WORKPLACE

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Names and locations of common safety items

Language/Culture Point: Using 'should' for advice

Objective: Students will be able to identify common safety items around the workplace, how to ask for their location, and know why they are important.

Materials: 1) Student pages, 2) Workplace Safety Equipment Picture Cards, 3) Signal Cards (one set per student)

Preparation: Lesson eleven requires the instructor to tell a story about a time they used several of the workplace safety items. A few examples are included in step two.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of common workplace safety items	- Using pictures

TEACHING ACTIVITY

1. Direct students to the pictures of common safety items in the book. Say, "Tell me about this picture."
2. Elicit as much information as you can from the students about what the items are and what they are used for..
3. Ask students with safety items they use frequently at their workplace. Create a list of the safety items and their uses on the board. Have the students write the list in the student pages in their books. You will need at least six in total for the activity later in the lesson. Common safety items that students might use: goggles, safety glasses, smoke alarms, fire alarms, fire extinguishers, hard hats, safety gloves, first aid kits, ear plugs, harnesses, and face shields.



AROUND THE WORKPLACE

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Workplace safety equipment picture cards	- Using pictures

TEACHING ACTIVITY

1. Using the pictures of workplace safety equipment, tell a story about a time or times when you had to use the safety equipment mentioned in the previous step. For example, you could use earplugs at a loud concert, you could use a first aid kit when you get a scratch or burn, and/or you could use a fire extinguisher when something catches on fire at home. The importance of this step is to familiarize your students with the vocabulary they will need to use later.
2. Repeat the story as necessary.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Signal cards	- Signal cards

TEACHING ACTIVITY

1. Make true/false statements about the cards you introduced. Students will use signal cards to indicate true/false/don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Question asking and answering, dialogs

TEACHING ACTIVITY

1. Tell students that we are going to learn about common safety items in our workplace, where they are located and why they are important.



AROUND THE WORKPLACE

2. Direct students to the section in the student pages with the Workplace Safety Items dialogs.
3. Take the first safety item from the list the class created, and complete the sample questions and sample dialog, Thinking Aloud about the safety item and the answers to the questions on the left side of the page. First complete the questions on the left side of the page, and then complete the dialog on the right. In the first A, name the safety item you need and why you need it. In B, you can either give the location of the item or write that you don't know and they should ask a manager. Have the class follow along and write your answers in their books as you come up with them.
4. Once you have finished answering the questions and creating the dialog, practice the dialog with a student. (Note: practice the dialog two times, once where you know the answer and can tell them where the item is and once where you don't know and suggest that they ask a manager.)
5. Show the class how the answer changes depending on whether you know where the item is. As a class, write the two kinds of answers in the "Answers" box in the student pages.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Question asking and answering, dialogs

TEACHING ACTIVITY

1. Choose an advanced student and have them choose another item listed on the board.
2. Have them complete the same process for the "Student Sample". Encourage classmates to help if the student is having trouble completing the boxes. Have the class follow along and write the answers in the student pages.
3. When the "Student Sample" is completed, have students pair up and practice the dialog, being sure that they try both kinds of answers from the answer box.



AROUND THE WORKPLACE

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	-	- Question asking and answering, dialogs

TEACHING ACTIVITY

1. Have the pairs of students complete the remaining four boxes in the Workplace Safety Items Activity using four of the remaining safety items listed on the board. Note that if there are more than four remaining safety items listed, you should be sure that different groups should write about different safety items so that each safety item is included in the activity.
2. The pairs should practice the dialogs they have created once they have completed the boxes.
3. After each pair has completed the boxes and practiced the dialogs, have students get into new pairs and practice the dialogs with another student.
4. Go back through the list of safety items and have a different pair of students read their dialog for each safety item listed on the board.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Brainstorming

TEACHING ACTIVITY

1. Write the phrase, “I don’t know, you should ask a manager” on the board.
2. Underline “should” and ask students if they know the meaning. Tell them that should is often used when you want to give someone advice.
3. Write a couple more example sentences on the board.
4. As a class, come up with several more sentences that use should to give advice. Have the students write the sentences in the How English Works section of their student pages.



AROUND THE WORKPLACE

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Think-Pair-Share

TEACHING ACTIVITY

1. Have students think about which safety item is most important to them for their job and why it is so important.
2. Then, students will share with a partner.
3. Then, have students share with the class

EXTENSION ACTIVITY

Time Frame	Materials	Teaching Strategies
Varies	-	-

TEACHING ACTIVITY

1. Challenge your students to ask about the locations of different safety items at their workplace the next time they work.
2. To review in the next class, ask your students about the safety items at their workplace and where they are located.