

INJURIES

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Vocabulary related to common on-the-job injuries

Language/Culture Point: Why do we report injuries?

Objective: Students will be able to talk about on-the-job injuries and how to report them.

Materials: 1) Student pages (incident report), 2) Pictures of common on-the-job injuries (one set)

Preparation: Lesson three requires you to tell a story about a time you went to the doctor for an injury and saw many other injuries there. Include the different injuries you saw and be prepared to act them out for the class. This lesson also requires you to create additional injury cards using the template provided with the other cards, if needed, in order to add injuries that are specific to the business.

This lesson includes a lot of material and may be difficult for a low-level class. Instructor should use discretion as to which area(s) to focus on. If the class is very low-level, focus more on injuries and talking about them, and briefly touch on incident reports. If the class is higher-level and understands the injury section easily, focus on completing incident reports.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages, pictures	- Brainstorming

TEACHING ACTIVITY

1. Direct students to the pictures of common on-the-job injuries in their books.
2. Say, "Tell me about these pictures."
3. Ask students if they have ever had an injury at work. Have students tell what happened.
4. As students describe the pictures and tell their stories, write key vocabulary on the board.



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5. Direct students to take notes in their book.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	-	- TPR

TEACHING ACTIVITY

1. Tell the students a story about a time you went to the doctor for an injury and saw many people with many different injuries.
2. Describe the people and the different injuries they had. Act out the injuries as you describe them.
3. Tell your story again and have the students act it out with you.
4. Then, have the students act out the injury as you tell the story. This time, don't act it out with the students.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	-	- TPR

TEACHING ACTIVITY

1. Have the students pair up and work together to retell the story to each other, being sure to act out the injuries as they discuss the story.
2. Then, have the class retell the story and act it out. You can either have one student retell the story and the rest of the class act it out, or you can have each pair be responsible for telling the class about one injury.



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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Injury card, incident report	- Cards, role play, authentic materials

TEACHING ACTIVITY

1. Tell students that today we are going to practice talking about on-the-job injuries and how to report it to our boss.
2. Draw an injury card from the pile and show it to the students. Pretend as if this accident happened to you and you need to tell your boss and fill out an accident report.
3. First, think aloud about what happened. Act it out as you tell the story.
4. Next, model filling out the incident report.
5. Then, demonstrate telling your boss about what happened. Have an advanced student pretend to be your boss. Say, "Boss, I had an injury at work!" and then prompt them to ask you, "What happened?"
6. Tell your "boss" about the injury.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Injury card, incident report (in student pages)	- Cards, role play, authentic materials

TEACHING ACTIVITY

1. Have an advanced student draw an injury card. Approach them and say, "You look hurt. What happened?"
2. Have the student tell you what happened and act it out.
3. Pretending you are their boss, say, "I'm sorry this happened. I need you to fill out an incident report."



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4. Then, as a class, fill out a sample incident report on the board.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Injury cards, incident report (in student pages)	- Role play, authentic materials, cards

TEACHING ACTIVITY

1. Pass out one injury card to each student.
2. Have students fill out their incident report in their book.
3. Then, students should find a partner. One student will act as the boss and one as the worker. Workers will tell their “boss” about their injury.
4. Students will check their partners’ incident report and then switch roles.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages	- Graphic organizer

TEACHING ACTIVITY

1. Create two columns on the board, one for “Regular” and one for “Irregular.”
2. Ask one of the students to repeat their story about their accident. As they do, write all of the past tense words they use on the board in the correct column.
3. Remind students that when we talk about something that happened in the past, the verb changes (just as it likely does in their language).
4. Point to the column of regular verbs and ask students how the verb changes to become past tense. When students identify ‘-ed’, underline this in each word.



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5. Then look at the “Irregular” column and ask students if they can identify the change in the verbs. Some irregular verbs do not change (cut, cut) and some change in the middle (fall, fell).
6. Have students look at their accident report and underline each past tense verb. Then, have students circle the part of the word that makes it past tense (for example, burneded’ or ‘broke’).

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Injury cards	- Games

TEACHING ACTIVITY

1. Have one student come to the front of the room and give them an injury card.
2. The student will act out the injury and the other students will guess what happened.
3. The first student to guess correctly will be the next to act out the next injury.
4. Continue as time allows.