GLOBAL TALENT UNTAPPED:

English in the Workplace
Lesson Plans

Developed by
Hammond & Associates Inc.

Project managed by
ALBERTA
food processors association

Funded by
Alberta Agriculture & Rural Development
Dedicated to the memory of Dawn Seabrook de Vargas –
mentor, model and inspiration.

The ESL community and workers are richer for your contributions.
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INTRODUCTION

In 2007 the Alberta Food Processors Association, on behalf of its members, partnered with Alberta Employment and Industry to develop and pilot a process to define the occupational English language requirements for Temporary Foreign Workers wishing to apply for the Alberta Immigrant Nominee Program (AINP). This research defined the minimum levels of English language proficiency for workers to work safely and independently, without regular need for translation/interpretation, in a food processing facility, as: Canadian Language Benchmark (CLB) Level 4 for Speaking, Listening and Reading and CLB 2 for Writing.

While employers in the industry welcome a clear definition of the “goal” (the standard that their workers must meet) they are now faced with another challenge. As research has shown that it takes an average of 300-350 hours of instruction to progress one benchmark level in speaking and listening ability, it is essential, therefore, that every hour of instruction pays a solid return on this investment in terms of proficiency gains. This research highlighted the need for teaching resources that are:

- **Tailored to the food processing industry** – built on themes and topics that are: relevant to the workers (their work context, community, living situation).

- **Engaging and interactive** – that will interest and “reach” workers who have worked long hours at often physically demanding jobs, separated from their families and adjusting to a new culture and climate. There is no room for boring lessons or frivolous games that demonstrate no relevance to concrete, worthwhile objectives.

- **Effective for both teachers and learners** – English in the Workplace classes are often multi-level and may be taught by instructors who lack any formal training in teaching ESL. These materials need to be clearly laid out, simple to use, adaptable for a range of levels of English language ability and easy to modify/extend/intersperse with other learning resources.

The Alberta Food Processors Association responded to this need, with funding from Alberta Agriculture and Rural Development, by developing *Global Talent Untapped: English in the Workplace Lesson Plans*. These resources, while developed with Temporary Foreign Workers in mind, would be suitable for any newcomers to Canada who are employed in food processing facilities. An Industry Advisory Committee of employers and key stakeholders in the industry was formed and Karen Hammond of Hammond & Associates Inc. was hired as a consultant with expertise in ESL, the Canadian Language Benchmarks and the food industry, to lead the development of all resources.

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1 Hammond & Associates Inc., *Occupational English Language Requirements for Labourers in Food Processing Plants*, September 2007, Alberta Employment Immigration and Industry

#8: Operating Machinery (Phrasal Verbs)

**PURPOSE/OVERVIEW**

Workers must be able to tell others about their jobs, the equipment they use and how they use it. They need the correct grammar and vocabulary so they can be understood. This lesson introduces learners to phrasal verbs.

**LEARNING OBJECTIVES**

Learners will be able to:
1. Use common phrasal verbs in sentences
2. Use adjectives to identify objects

**KEY CONTENT**

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>• Phrasal verbs: turn on; turn off; get on; get in; get up; get down; put on; put down; take out; take off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Points</td>
<td>• Phrasal verbs</td>
</tr>
<tr>
<td>Canadian Culture</td>
<td>• Phrasal verbs are used often in Canadian English but are not always easy to directly translate or to understand.</td>
</tr>
</tbody>
</table>
| Pronunciation | • Proper stress in phrasal verbs e.g., turn on, turn off  
• Linking the final consonant with the initial vowel in phrasal verbs. E.g., start - up |
| CLB Competencies | • L1: Follow simple instructions and positive and negative commands and requests  
• R2: Follow one- to four-step, one-sentence, common everyday written instructions in a predictable context  
• S3: Give short, one- to two-clause directions relating to movement and position in space  
• S3: Describe briefly a person, object, situation and daily routine  
• W2: Describe personal situation by completing short guided texts or by answering simple questions in writing |
#8: Operating Machinery (Phrasal Verbs)

**INSTRUCTOR PREPARATION**

- Copy pictures of *Falling Box Hazard, Tripping Hazard, Spilled Liquid Hazard, Driving Hazard* onto acetate for use with an overhead projector, or make enough copies for each learner to clearly see each visual.
- Photocopy handouts
- Cut Handout: *Nhan's Work Day* into strips. There should be one or two strips for each learner. Make more sets if necessary. Put each set into an envelope.

**MATERIALS CHECKLIST**

Handouts
- *My Work Routine*, one per learner

Display Materials/Tools & Equipment:
- Overhead projector
- Pictures of *Falling Box Hazard, Tripping Hazard, Spilled Liquid Hazard, Driving Hazard*

**TEACHING/LEARNING ACTIVITIES**

**Warm Up** (Approximately 15 minutes)

Give the following directions orally to the class (or choose selected directions only, depending on the ability of your students). Have learners mime the activities. Modify the directions to suit the class. If the class doesn’t understand, demonstrate the action. Make sure everyone gets up and gets moving:

Get up, sit down, stand up, turn around, sit down, stand up, bend over, stand up, get on your chair, get off your chair, hold out your hand, pick up your book, put down your book, put on your coat, take off your coat, sit down.

After doing this have the class tell you what actions you asked them to do. As they suggest the phrases put them on the board. Ask them if they notice anything about the phrases – they are made of two words, one of the words tells you what to do (verb), the other word tells you where to do it (preposition). Have learners volunteer to come up and circle all of the verbs. Have another volunteer come up and underline all of the prepositions. Read aloud all of the phrases. Have the learners repeat after you and model your intonation and blending.
#8: Operating Machinery (Phrasal Verbs)

**Major Activities (95 minutes)**

1. **Whole Class Vocabulary Building: Phrasal Verbs.** Tell the learners that this class is about some verbs that consist of two words. These phrasal verbs are used often in English.

   Put two columns on the board. One lists verbs and one lists prepositions. Go through each column and review the meanings of each with the learners. (Note: The full list of phrasal verbs here may be too many for your students. If so, use just some of the verbs to demonstrate the teaching point).

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put</td>
<td>On</td>
</tr>
<tr>
<td>Turn</td>
<td>Off</td>
</tr>
<tr>
<td>Get</td>
<td>In</td>
</tr>
<tr>
<td>Stand</td>
<td>Up</td>
</tr>
<tr>
<td>Fill</td>
<td>Down</td>
</tr>
<tr>
<td>Take</td>
<td>Out</td>
</tr>
<tr>
<td></td>
<td>Over</td>
</tr>
</tbody>
</table>

Now have learners volunteer to draw a line on the board between each verb and preposition that goes together. As they do, write the phrasal verb on the board.

<table>
<thead>
<tr>
<th>Put down</th>
<th>Turn on</th>
<th>Get on</th>
<th>Stand up</th>
<th>Fill in</th>
<th>Take off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put in</td>
<td>Turn off</td>
<td>Get off</td>
<td>Stand out</td>
<td>Fill out</td>
<td>Take out</td>
</tr>
<tr>
<td>Put on</td>
<td>Turn up</td>
<td>Get in</td>
<td>Fill up</td>
<td>Take over</td>
<td></td>
</tr>
<tr>
<td>Put up</td>
<td>Turn down</td>
<td>Get up</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put out</td>
<td>Turn out</td>
<td>Get down</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn over</td>
<td>Get out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note that each verb can pair with several prepositions. Review meanings of these phrases with learners. See if they can suggest a sentence for each phrase. Try to have them also use sentences that relate to the workplace. Write the sentences on the board, e.g.:
#8: Operating Machinery (Phrasal Verbs)

I turn on/turn off my machine.

I put on my smock/hair net/gloves.

I take off my coat.

I fill in/fill out a form.

Read the sentences aloud together. Model intonation and blending.

(Approximately 40 minutes)

2. **Whole Class Vocabulary Building: Dangers at work.** Show pictures *Falling Box Hazard, Tripping Hazard, Spilled Liquid Hazard, Driving Hazard* using an overhead. Talk about these hazards at work and bring out the phrasal verbs: boxes that tumble over or fall down, tripping over something, slipping on spilled liquid, driving into something. List any new words on the board. Have learners use the new vocabulary in sentences. (Approximately 20 minutes)

3. **Partners Speaking Practice: Daily work routine.** Distribute Handout: *My Work Routine*. Review meaning of ‘routine’. Look at picture together and discuss what is in it – lockers to hang up their coats, PPE to put on, lockers to put away their purses, a bench to sit on and take off their shoes. Have learners work in pairs to write out five sentences about their work routine using as many phrasal verbs as they can. Provide any vocabulary or spelling that they need. After they have written out their routine they should practise reading it to each other. Then they should each find another partner and read it to their new partner. Choose two or three people to read their routine aloud to the class. As they say a phrasal verb write it on the board. (Approximately 35 minutes)

**Wrap Up** (Approximately 10 minutes)

**Small Group Jigsaw: Daily routine.** Distribute sentence strips from Handout: *Nhan’s Work Day*, one set to each group. (Note: for lower level classes, write and review key vocabulary on the board beforehand). Each learner should have at least one sentence strip, which they should read silently. Then, without showing their sentence strips to anyone in the group, they read their strips aloud to each other and try to arrange themselves physically in the correct chronological order. Review the correct order with the class. (Approximately 10 minutes)

**Evaluation**

Observe learners throughout vocabulary building exercises. Correct pronunciation and intonation as needed.

**EXTENSION ACTIVITIES**

• **At home:** Think of home tasks that use phrasal verbs

• **At work:** Practise using phrasal verbs at work
#8: Operating Machinery (Phrasal Verbs)

1. First, I ___________________________________________
2. Then, I ___________________________________________
3. Next, I ___________________________________________
4. Then, I ___________________________________________
5. Finally, I _________________________________________
#8: Operating Machinery (Phrasal Verbs)

<table>
<thead>
<tr>
<th>NHAN'S WORK DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nhan wakes up.</td>
</tr>
<tr>
<td>She gets on the bus.</td>
</tr>
<tr>
<td>She signs in at work.</td>
</tr>
<tr>
<td>She puts on her smock and hairnet.</td>
</tr>
<tr>
<td>She turns on her machine.</td>
</tr>
<tr>
<td>She fills in her work order form.</td>
</tr>
<tr>
<td>She turns off her machine.</td>
</tr>
<tr>
<td>She cleans up her work station.</td>
</tr>
<tr>
<td>She signs out at work.</td>
</tr>
</tbody>
</table>
#8: Operating Machinery (Phrasal Verbs)
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