

## Lesson 20- Inclusivity at workplace


Duration: 30 mins

### Learning Outcomes:

1. Student is able to express views and opinions about a topic.
2. Student is able to speak using modals ( can/could/should)

### Flipped Learning:

Read:



**Modal Verbs - Should**

**Advice**

- You **should** eat more fruits and vegetables.
- I think we **should** wait for her now.
- You **should** take a break and get some rest.

**Obligation**

- You **should** to walk to work.
- You **should** save some money.
- You **should** do more exercise.

**Probability / Expectation**

- A ticket to Paris **should** cost a lot.
- I smell break baking. There **should** be a bakery nearby.
- This **shouldn't** be Mark's house.

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**\*\*Sometimes, we use *should have, could have, might have* instead of *would have***


**Example:**

- If you had bought a lottery ticket, you **might** have won.

**Inversion: Use 'Had' instead of if clause**

**Examples:**

- Had she studied, she would have passed the exam.
- Had I not eaten so much, I wouldn't have felt sick. NO contracted forms



**Modals – CAN, COULD**

CAN	COULD
<b>Ability</b>	<b>Ability</b>
<ul style="list-style-type: none"> <li>I <b>can</b> speak three languages</li> <li>She <b>can</b> play the piano.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>could</b> play a guitar when I was a child</li> <li>I <b>could</b> smell something burning.</li> </ul>
<b>Offer</b>	<b>Suggestion</b>
<ul style="list-style-type: none"> <li><b>Can</b> I help you?</li> <li>I <b>can</b> send this letter for you.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>could</b> help you with Spanish.</li> <li>They <b>could</b> go to the movies if you are interested.</li> </ul>
<b>Possibility</b>	<b>Possibility</b>
<ul style="list-style-type: none"> <li>Smoking <b>can</b> cause cancer.</li> <li>It <b>can</b> get very hot there these days.</li> </ul>	<ul style="list-style-type: none"> <li>A lot of crime <b>could</b> be prevented.</li> <li>You <b>could</b> have called first.</li> </ul>
<b>Request</b>	<b>Request</b>
<ul style="list-style-type: none"> <li><b>Can</b> you hand me the pencil?</li> <li><b>Can</b> I go to the park?</li> </ul>	<ul style="list-style-type: none"> <li><b>Could</b> you hand me the pencil?</li> <li><b>Could</b> I go to the park?</li> </ul>
<b>Permission</b>	<b>Permission</b>
<ul style="list-style-type: none"> <li><b>Can</b> I borrow your notebook?</li> <li><b>Can</b> I speak to Mary?</li> </ul>	<ul style="list-style-type: none"> <li><b>Could</b> I borrow your notebook?</li> <li><b>Could</b> I speak to Mary?</li> </ul>

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Would, should and could are three auxiliary verbs that can be defined as past tenses of will, shall, and can

Watch/Listen:

- 1) <https://www.youtube.com/watch?v=O-wmulY5Z4o>
- 2) [https://www.youtube.com/watch?v=ZujSX\\_nLYMA](https://www.youtube.com/watch?v=ZujSX_nLYMA)

Watch the videos and make notes.

Think:

1. Are all career options available to everyone?
2. When was the last time you felt excluded from something?
3. What are some reasons why someone might feel excluded.

**In class Resources: (Worksheets)**

<https://www.english-grammar.at/worksheets/modal-verbs/m006-modal-verbs.pdf>

<https://www.englishforeveryone.org/PDFs/Modal%20Auxiliary%20verbs%20-%20Shall%20and%20Should.pdf>

### Lesson Plan

Activity	Instructions for Facilitator	Time
Preparation	<ul style="list-style-type: none"> <li>Go through both flipped learning videos and note down key phrases</li> </ul>	
Introduction	<p>Greet the student. Ask the student what they would like to do as a career. Ask them to elaborate on where they would like to work and what the job would entail.</p> <p>Now ask them if they have every felt excluded from something, it could even be from a social activity. Ask them to think and speak about why they were excluded.</p> <p>Now tell them that today they will be expressing their views and opinions related to inclusivity at work/workplace.</p>	5 mins
Activity 1	<p>Ask students if they know anything about modal verbs. Tell them that today we will have a look at modal verbs. Tell them that it is a verb (such as can, could, shall, should, ought to, will, or would) that is usually used with another verb to express ideas such as possibility, necessity, and permission.</p> <p>Ask them to share something they can do and something they cannot do.</p> <p>Tell them that can is a modal verb of ability.</p> <p>Now ask them to think of a typical job and think of some thinks which men can and cannot do at the workplace.</p> <p>Next ask them to think of some things which women can and cannot do in the workplace.</p>	8 mins

	<p>Next ask them to think careers which were not open to women but now they are. Tell the student that we use “could” and “couldn’t” to express past ability. For example, Women could not join the military. Women could only be teachers.</p> <p>Elicit more statements about what women could and could not do. Then probe the same questions for what men could and could not do.</p>	
Activity 2	<p>Now ask the student to think of the different ways in which someone might be excluded in the workplace. Probe them to think beyond gender to socio-economic status, learning disabilities, other disabilities, etc. Suggest that they respond in the format: _____ cannot _____ because _____. For example, <u>Girls from conservative homes cannot participate in some sports because of the uniform requirements.</u></p> <p>Elicit 4-5 such statements.</p> <p>Now ask the student what should change to make this a more inclusive society and workplace? Tell them that expectations or obligations are expressed using “should” or “must”. For example, the BCCI should change the uniform code for cricket.</p> <p>Ask the student to suggest more such measures to make different kinds of workplaces more inclusive. Elicit at least 5-8 such sentences from them.</p>	10 mins
Activity 3	<p>Tell students that you will now play a rapid fire game. Tell them to choose the right answers using the Modals- should, could, would</p> <ol style="list-style-type: none"> <li>1. I think you_____ mind your own business and stop gossiping.</li> <li>2. Mariam has not turned up yet: she _____ be here any minute.</li> <li>3. When he was in his teens, Billy _____ stay up all night playing computer games.</li> <li>4. Teacher._____ you please explain to me the use of the present perfect continuous?</li> <li>5. Norman promised he_____ never behave in that horrible way again.</li> <li>6. _____ the boss arrive before me, tell him I have had an accident.</li> </ol>	7 mins

	<p>7. It is absolutely necessary that this translation_____ be done today.</p> <p>8. My sister was a genius at 4, she_____ already speak four foreign languages.</p> <p>9. What _____ you like to do tonight?</p> <p>10. What _____ you do if you were offered an important position in Greenland?</p>	
Advanced Learner Activity (Optional)	<p>Ask the students to suggest 10 ways to improve diversity and inclusion in the workplace.</p> <p>Probe the student to think of inclusion for:</p> <ol style="list-style-type: none"> <li>1. Gender</li> <li>2. Age</li> <li>3. Socio-Economic Status</li> <li>4. Religion</li> <li>5. Disabilities</li> </ol>	5 mins
5. Homework	Ask the students to give a few tips for creating a more inclusive workplace.	2 mins

#### Extended Learning:

1. <https://www.youtube.com/watch?v=uHYuDDHvU64>
2. <https://www.youtube.com/watch?v=pBBirIVxVsg>

Ask them to watch these videos to understand the issues of inclusivity better.