



LINC

Classroom Activities



Language
Instruction
for Newcomers
to Canada

Based on Canadian Language Benchmarks

 Accompanied by online activities

Developed by: **ALGONQUIN**
COLLEGE

Funded by:  Citizenship and
Immigration Canada Citoyenneté et
Immigration Canada



ACKNOWLEDGEMENTS

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The project team would like to thank Sheila McMullin, Nicole Busby and Heather Richmond for their support throughout; Citizenship and Immigration Canada for funding this project; and the following individuals for their generous contribution of time and expertise:

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Published by The Print Shop

Creative design by Design Ink of Algonquin College 2009

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ISBN 978-1-55323-511-8



Notes to Readers

- This book is a miscellany of language learning activities organized by the twelve themes in the LINC 1-5 Curriculum Guidelines. It is intended as a supplementary resource of self-contained and reproducible activities to complement existing LINC programming. The attached CD ROM contains the book in PDF format.
- The choice and development of activities was determined by a wide range of factors, including:
 - ~ the LINC 1-5 Curriculum Guidelines;
 - ~ a survey of needs of LINC instructors in Ontario;
 - ~ the requirement to adhere to the appropriate Canadian Language Benchmarks;
 - ~ the classroom experience of the writers;
 - ~ a mandate to address the specific needs of women, youth (school-leaving age to twenty-nine years old) and seniors, as identified in the Consultations on the Settlement and Language Training Services Needs of Newcomers in Support of the Canada-Ontario Immigration Agreement, 2006.
- Every activity has been assessed by a CLB-trained editor to ensure alignment with the appropriate benchmarks.
- A general methodology is provided for each activity, but it is anticipated that instructors will make modifications based on the needs of their particular classes.
- The book contains a wide range of tasks that can be used as assessment tools. They adhere to the Competency Outcomes outlined in the Canadian Language Benchmarks.
- The activities target the following benchmark levels:

	LINC 1	LINC 2	LINC 3	LINC 4
Speaking	CLB 1	CLB 2	CLB 3,4	CLB 5
Listening	CLB 1	CLB 2	CLB 3,4	CLB 5
Reading	CLB 1	CLB 2	CLB 3	CLB 4
Writing	CLB 1	CLB 2	CLB 3	CLB 4

About the e-Resources

What is the purpose of the e-resources?

The purpose of the e-resources is to both stimulate and challenge learners using web-based multimedia technologies. Good teaching practice necessitates the use of a variety of learning activities, and these resources give teachers another mode of delivery to enhance learning.

Continued on next page.

***Who are the e-resources for?***

These e-resources are appropriate for use by students working independently outside of a LINC class or inside a computer lab facilitated by a classroom instructor. In fact, the e-resources are ideal for use in a computer lab; each learning object has a lead-in page to introduce the background language and any requisite knowledge.

What is the best way to introduce students to an e-activity?

As with any learning activity, the e-activities will be more meaningful and students will have a greater chance of success if they are introduced to the task. The lead-in page for each activity addresses this by providing suggested discussion questions and a link to a related website, which can extend these discussions. These introductory activities are optional; instructors may use their own introduction or they may use the activities in the print version as the lead-in to the e-activities. This lead-in page also has links to the e-activities, and a link to a password-secured answer key. The password is “lincsl”.

Are the online activities the same as the paper-based activities?

While some of these e-activities are very similar to the paper-based activities, many are different. Instructors should check before using both the print- and e-activities.

What is the role of the teacher using these e-activities?

Instructors using this book are encouraged to incorporate the e-activities into their lesson planning using a balanced approach. Generally, with the exception of the communication during the introduction, there is no collaboration in these self-study activities. In addition, because of the limitations of technology in providing feedback on written work, there is little opportunity for students to write, other than completing cloze exercises, correcting errors in texts, and filling in short answer type questions. Instructors should ensure learners have a balanced opportunity to practice all of the language skills, especially writing and speaking.

What is the password for the instructor’s answer key on the introduction pages?

The password is “lincsl”. Do not give learners the password. They do not need the answer key because all of the activities are self-correcting.

Why do I need an answer key if the e-activities are self-correcting?

The purpose of the answer key is to help instructors who are facilitating in a computer lab. The answer key is to assist them make more effective use of their time when they are helping students at work stations.

What are the technical requirements for using these resources?

The e-activities have been tested with the following specifications:

- broadband Internet access
- Windows XP or later; or Mac OS X (v. 10.5)
- Browsers: Windows: Firefox 3.5.5/ Macintosh: Safari 4.0.3
- Screen resolution: 1024 X 768 (or higher)
- QuickTime Player plug-in (version 7 or higher)
- Adobe Flash Player



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 YOUTH
 SENIOR
 ONLINE

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LINC 3

At Home In Our Community and The World

Based on Canadian Language Benchmarks



Activity:

Housing In Canada

INSTRUCTOR NOTES

Learners read about various types of housing in Canada. Short cloze passages reinforce new vocabulary.

Timing: 60 minutes

- WARM-UP**
- Learners brainstorm a list of the various types of housing they are familiar with in Canada, for example, *townhouse, apartment, etc.*
 - Ask what kind of housing learners lived in when they were in their home countries, for example, *In Calcutta, I lived in an apartment. In Ottawa, I live in a townhouse.*
- ACTIVITY**
- Learners read the paragraphs that describe various types of housing in Canada and then complete the cloze exercises.
- FOLLOW-UP**
- *The Perfect House*
- ANSWER KEY**
- 1. townhouse; row
 - 2. detached; single family
 - 3. apartment; rent; landlord; bachelor
 - 4. floors; storeys; storys
 - 5. low-rise; storeys
 - 6. land; pay
 - 7. on top
 - 8. answers will vary
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 160-165.
- VOCABULARY**
- single family home; detached home; apartment (bachelor, high-rise, low-rise); condominium; condo; duplex; townhouse; storey



Activity:

Housing In Canada

Read about different types of housing available in Canada. Then, use the information from the reading to fill in each gap.

1. Townhouse



A townhouse is a house that is attached to several other houses. These houses are joined together in a line or a row, so sometimes a townhouse is called a 'row house.' A townhouse can be bought or rented.

Fill in the missing information.

My friends wanted to live very close to each other. They did not want to live in the same house, so they each bought a _____. Now they all live beside each other in a line or a _____. They are very happy.

2. Single family or detached home



Many Canadians own their homes. These homes are usually called single family homes or detached homes. A detached home is one that is not attached to any other house.

Fill in the missing information.

Mr. and Mrs. Chang's home in Barrhaven is not attached to another house, so it is called a _____ home. Another expression for it is a _____ home.



Activity: Housing In Canada

3. Apartment



An apartment is a unit in a building that has a kitchen, living room, bathroom and one or more bedrooms. A person who lives in an apartment usually pays rent to a landlord to stay there.

A very small apartment is called a bachelor apartment. It is an apartment that has the same room for living and sleeping, and a separate bathroom.

Fill in the missing information.

Heidi just rented a two-bedroom _____. She pays \$700 each month for _____. The rental company that owns her building is called *Sunshine Rentals* and the name of her _____ is Carl Trainor. Her sister also rents a place to live. She only pays \$500 each month because it's a _____ apartment and it is much smaller.

4. High-rise apartment



A tall apartment building is called a high-rise. It is usually more than six storeys, or floors, high. It has an elevator.

Fill in the missing information.

There are 25 _____ in my high-rise apartment.



Activity: Housing In Canada

5. Low-rise apartment

A short apartment building is called a low-rise. It is usually fewer than six storeys high, and it doesn't usually have an elevator.

Fill in the missing information.

Jun doesn't like to ride in elevators, so she rented an apartment in a _____ apartment building. There are four _____ in her building.

6. Condominium / Condo

A condominium looks like an apartment, but there is a big difference. Condominiums are apartments that people own. People who have condominiums do not own the land but they have to pay for many things just like a homeowner, for example, utilities. A short word for condominium is 'condo.'

Fill in the missing information.

Heriberto owns his condominium, but he does not own the _____. He has to _____ for his heat and electricity, just like other people who own their homes.



Activity: Housing In Canada

7. Duplex

A duplex is an apartment in a house. There are two apartments in a duplex, one on top of the other. Duplexes are usually for rent.

Fill in the missing information.

Carmen pays \$800 each month for her duplex. Her friend also lives in the duplex. Carmen lives in the apartment below and her friend lives _____.



Activity: Housing In Canada

8. Talk to your classmates. Find out which kind of housing they live in. Write the information in this chart.

Classmate's Name	Kind of House
1. Jin 2.	1. high-rise apartment 2.



Activity:

The Perfect House

INSTRUCTOR NOTES

Learners complete a cloze exercise to describe a perfect house.

Timing: 40 - 50 minutes

WARM-UP

- *Housing In Canada*

ACTIVITY

- Distribute the handouts and review the vocabulary.
- Learners read about various types of housing in Canada and complete a cloze to describe their perfect house.

FOLLOW-UP

- Small groups describe their perfect homes and practice using the new vocabulary.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 160-165.

VOCABULARY

- single family home; detached home; apartment (high-rise, low-rise); condominium; condo; duplex; townhouse; storey; suburb; games room; sauna; mansion; cabana; oceanfront; lakeside



Activity:
The Perfect House

Do you ever dream about the perfect house? What does it look like? Where is it located? What makes it special? Read about these different types of housing. Is one of them 'perfect' for you?

Types of Housing

condominium (condo)

low-rise apartment

mansion

semi-detached

townhouse

cabana

single family home/detached

high-rise apartment

duplex

- cabana = a beach house
- condominium = an apartment that is owned, not rented
- detached = a single house
- duplex = a house that is divided into two apartments, one on top of the other
- high-rise = an apartment building more than six storeys (levels) high
- low-rise = an apartment building less than six storeys (levels) high
- mansion = a large house
- semi-detached = a single house that is joined to another house by a common wall
- townhouse = a small house that is joined to a row of other small houses





Activity: The Perfect House

EXERCISE

Fill in the blanks to describe your perfect house. Write your own ideas or use words from the boxes on the next page.

My Perfect House

For me, the perfect kind of home is a _____. I just love looking out of my window at the view. I can see _____. I think this is a wonderful view and I never get tired of it. Of course, you can guess that I must live _____.

Now, let's look inside my house. It has _____ rooms. There is a kitchen, a _____. My favorite room in my house is the _____. I love this room because _____.

Some people might choose to live in a _____ or a _____, but I love my _____.

What would I change about my perfect house? Nothing!



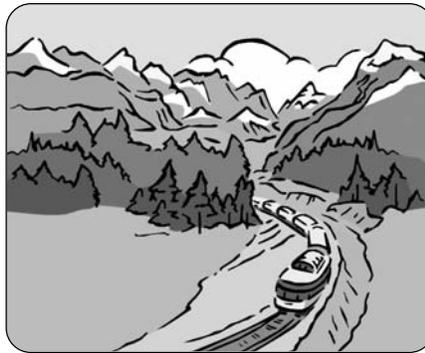
Activity:
The Perfect House

Types of Views

a park
the ocean

the mountains
a farm

a busy street
a quiet street



Locations

in the city
by the ocean

in the country
by a lake

in the suburbs

Rooms

bedroom
den
games room

living room
kitchen
sauna

dining room
bathroom
library



Activity:

Home Sweet Home

INSTRUCTOR NOTES

In a reading and speaking activity, learners find the best accommodations for people looking for an apartment.

Timing: 60 minutes

WARM-UP

- *Housing In Canada*
- *Rental Advertisements*
- *Rental Application Form*
- Explain the term “home sweet home.”

ACTIVITY

- Learners work in pairs.
- Give each pair the instructions and a copy of Home Sweet Home. They read the information listed for each person on the table, and discuss what kind of accommodation is needed in each case.
- When they have finished their discussion, hand out Apartments Available In Oshawa and Rental Vocabulary.
- Pairs read the options listed in Apartments Available In Oshawa and discuss the best rental accommodation for each person.

FOLLOW-UP

- After pairs have completed the activity, they circulate and talk with other partners about the accommodation matches they have made.
- *The Noise Factor*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 160-165.

VOCABULARY • refer to the Rental Vocabulary list



Activity:
Home Sweet Home

People Looking for Apartments In Oshawa

1. With a partner, read the table “*Home Sweet Home*”. The table gives information about people who are looking for apartments to rent in Oshawa.
2. Read the advertisements in the *Apartments Available In Oshawa* chart. Use *Rental Vocabulary* to find the meanings of any words in the advertisements that you do not know.
3. Choose the best apartment for each person. Write your choice in the *Apartment Chosen* column in “*Home Sweet Home*”.

Follow-up

4. After you have filled in all the information, walk around the class and talk to other partners about which places they have chosen. Do you agree? Disagree?



Activity: Home Sweet Home

Home Sweet Home

Name	Profession	Personal Information	Apartment Chosen
Suna	dental assistant	single	#1 – Two Bedroom
Matt	computer engineer	married, one child	
Jake	student	single	
Zakari	teacher	married, three children	
Daniel	retired	married, no children	
Ruth	stay-at-home mother	married, two children	
Jani	doctor	married, no children	
Rona	nurse	single	
Pieter	store manager	married, one child	
Zhara	student	married, no children	



Activity: Home Sweet Home

Apartments Available In Oshawa

<p>TWO BEDROOM spacious, 2nd flr, den, hdwd, balcony, 2 appls, storage, \$800/mo</p> <p>#1</p>		<p>TOWNHOUSE 3 br, 1 1/2 bath, 6 appl, c/v, a/c, patio, bsmt, n/s, \$1350 + utilities</p> <p>#2</p>		<p>DUPLEX lrg 2 br, f/s, w/d, full bsmt, prkg, \$950</p> <p>#3</p>
	<p>CONDO 2 bdrm + den, indr prkg, newly reno, all incl \$1250 /mo</p> <p>#4</p>		<p>DUPLEX 3 bdrm, 1,000 sq ft, n/s, n/p, \$1195 + util</p> <p>#5</p>	
<p>TWO BEDROOM liv, din, kit, fireplace, \$675</p> <p>#6</p>		<p>BACHELOR quiet low-rise, spacious, a/c, hdwd, laundry, parking, \$695</p> <p>#7</p>		<p>DUPLEX 2 br + den, 5 appl, no pets, \$1250 + util</p> <p>#8</p>
	<p>CONDO 2 bdrm, 2 bth, a/c, 5 appls, security, indoor prkg, \$1250 + util</p> <p>#9</p>		<p>CONDO 2 bdrm, balc, reno'd, parking, walk to work, \$1200</p> <p>#10</p>	



Activity: Home Sweet Home

Rental Vocabulary

TWO BEDROOM #1

- 2nd flr - apartment is on the second floor of the building
 appls - appliances
 hdwd - hardwood floor
 mo - month

TOWNHOUSE #2

- 1 ½ bath - one full bathroom with tub or shower, toilet and sink; one bathroom with toilet and sink
 a/c - air conditioned
 appl - appliance
 br - bedroom
 bsmt - basement
 c/v - central vac (central vacuuming system)
 n/s - no smoking

DUPLEX #3

- br - bedroom
 bsmt - basement
 f/s - fridge, stove
 lrg - large
 prkg - parking
 w/d - washer, dryer

CONDO #4

- all incl - all inclusive (all utilities are included in the rental price)
 bdrm - bedroom
 den - informal room in a house (for reading, relaxing)
 indr - indoor
 newly - recently
 prkg - parking
 reno - renovated





Activity: Home Sweet Home

DUPLEX #5

- bdrm - bedroom
- n/p - no parking available
- n/s - no smoking
- sq ft - square feet
- util - utilities (heat, electricity)

TWO BEDROOM #6

- din - dining room
- kit - kitchen
- liv - living room

BACHELOR #7

- a/c - air conditioned
- hdwd - hardwood floors
- spacious - lots of space, large

DUPLEX #8

- appl - appliance
- br - bedroom
- den - informal room in a house (for reading, relaxing)
- util - utilities (heat, electricity)

CONDO #9

- a/c - air conditioned
- appls - appliances
- bdrm - bedroom
- bth - bathroom
- prkg - parking
- security - building has a security guard, doorman, or security doors
- util - utilities (heat, electricity)

CONDO #10

- balc - balcony
- bdrm - bedroom
- reno'd - renovated
- walk to work - central location; close enough to walk to many places



Activity:

Rental Advertisements

INSTRUCTOR NOTES

Learners ask and answer questions about a variety of accommodations found in classified advertisements in the newspaper or on-line.

Timing: 50–60 minutes

- WARM-UP**
- Make a list on the board of various types of rental accommodations.
 - Vocabulary introduction/review: *den; appliances; central vac; storage; cable; yard; patio; balcony; fireplace; renovated; deck*
- ACTIVITY**
- Give each pair of learners a 3-page list of rental advertisements, a rental vocabulary master list and an envelope containing the rental advertisements that have been cut into strips.
 - Learners follow the instructions for the game rules.
 - Laminate materials for easy use and reuse.
- FOLLOW-UP**
- *Rental Application Form*
 - *Home Sweet Home*
 - “Rental Vocabulary Master List” can be used to read authentic classified advertisements.
- VARIATION**
- Some rental advertisements in this activity are easier than others. Teachers can select the ones they deem most appropriate for their classes.
- CROSS-REFERENCE**
- This is an excellent companion activity to Housing, LINC 3 Reading and Writing, pp. 51 – 63 found in *LINC 3 Classroom Activities*, CLB/LINC Projects Office, Edmonton, Alberta.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 160-165.
- VOCABULARY**
- classified; classifieds; storey(s); decline
 - See Rental Vocabulary Master List for full vocabulary list.



Activity:

Rental Advertisements

Playing Rules

Have you ever looked on-line or in the classified advertisements section of your local newspaper for rental accommodations? The advertisements may be difficult to read. Sometimes the words look like they have not been written in English! You are going to practice reading some advertisements with a partner. Read these rules carefully to begin.

1. Player 1 has an envelope of *Rental Advertisements*. On each slip of paper is information about a place available for rent.
2. Player 2 has the 3-page list of *Rental Advertisements* and the *Rental Vocabulary Master List*.
3. Player 1 picks one *Rental Advertisement* from the envelope and reads what is written on it, for example:

Rental Advertisement
Bachelor Apartment in the Applegate area

Player 1 says:

"I read your advertisement in the Classified Advertisements section of the newspaper (or on-line). I'm looking for a Bachelor Apartment in the Applegate area. Can you tell me about it, please?"

4. a. Player 2 checks the 3-page list of *Rental Advertisements* to find that apartment, and describes it. He/She looks at the *Rental Vocabulary Master List* for any new words.
b. Player 1 listens and then asks for an appointment to view it, or declines politely. For example:

"Thank you. Can I come and see it tomorrow afternoon?"

"Thank you, but I think it is too expensive."

5. Halfway through the game, change roles.



Rental Advertisement

Bachelor Apartment in the Applegate area



Rental Advertisement

Bachelor Apartment in the Billings Bridge area



Rental Advertisement

Bachelor Apartment in the Blue Bell development



Rental Advertisement

Bachelor Apartment in Don Mills Park



Rental Advertisement

Duplex in Forest Hills



Rental Advertisement

Duplex in Jackson Creek



Rental Advertisement

Duplex in Knights Ridge development



Rental Advertisement

Duplex in the Long Beach area



Rental Advertisement

Duplex in the Murray Street area



Rental Advertisement

Two Bedroom in Beaver Creek





Rental Advertisement

Two Bedroom in the Fraser Valley area



Rental Advertisement

Two Bedroom in the Grant Road area



Rental Advertisement

Two Bedroom in Long River development



Rental Advertisement

Two Bedroom in Manor Park



Rental Advertisement

Townhouse in the Albert Street area



Rental Advertisement

Townhouse in Black Forest development



Rental Advertisement

Townhouse in High Park Private



Rental Advertisement

Townhouse in the New Gate area



Rental Advertisement

Townhouse in Peterborough Private



Rental Advertisement

Townhouse in the Salt Spring area



Rental Advertisement

Townhouse in the Taylor Street area





Rental Advertisement

Bachelor Apartment in the Applegate area
low-rise, heated, laundry

Rental Advertisement

Bachelor Apartment in the Billings Bridge area
quiet low-rise, spacious, a/c, hdwd, laundry, parking

Rental Advertisement

Bachelor Apartment in the Blue Bell development
quiet, clean, hdwd, balcony, \$705 inc. util

Rental Advertisement

Bachelor Apartment in Don Mills Park
ground floor, incl. util, cable, phone, prkg, gas fp, hi-sp internet,
kitchen w. refrig + stove, storage room, \$800

Rental Advertisement

Duplex in Forest Hills
3 bdrm, upper duplex, 2 appls, no pets/smokers, \$980 + utils

Rental Advertisement

Duplex in Jackson Creek
1st flr., 3 bdrms, 2 prkg, large deck, \$1300 incl heat

Rental Advertisement

Duplex in Knights Ridge development
2 bdrm, 1,000 sq ft, n/s, n/p, \$1195 + util



Rental Advertisement

Duplex in the Long Beach area

2 br + den, 5 appl, no pets, \$1250 + util

Rental Advertisement

Duplex in the Murray Street area

lrg 2 br, f/s, w/d, full bsmt, prkg, \$950

Rental Advertisement

Two Bedroom in Beaver Creek

low-rise, heated, laundry

Rental Advertisement

Two Bedroom in the Fraser Valley area

liv, din, kit, fireplace \$675

Rental Advertisement

Two Bedroom in the Grant Road area

hdwd, spacious, heated, ldry, prkg \$900

Rental Advertisement

Two Bedroom in Long River development

spacious, 2nd flr, den, hdwd, balcony, 2 appls, storage

Rental Advertisement

Two Bedroom in Manor Park

walk-up, f/p, laundry, garage, yard, \$920



Rental Advertisement

Townhouse in the Albert Street area

2 bdrms, 5 appls, a/c, c/v, renovated, \$1250/mo, no pets, no smoking

Rental Advertisement

Townhouse in Black Forest development

3 br, dbl. gar, reno'd, \$1200 + util

Rental Advertisement

Townhouse in High Park Private

2 bdrm, 2 baths, 6 appls, 2 prkg stalls, \$1500 + util

Rental Advertisement

Townhouse in the New Gate area

2 br, 5 appls, balc, prkg, small pets, \$950

Rental Advertisement

Townhouse in Peterborough Private

2 bath, sgle car gar, \$1450/mo

Rental Advertisement

Townhouse in the Salt Spring area

3 br, 1 ½ bath, 6 appl, c/v, a/c, patio, bsmt, n/s, \$1350 + utilities

Rental Advertisement

Townhouse in the Taylor Street area

1 ½ bath, all appls, new, ns, np, garage, \$1350



Activity:

Rental Vocabulary Master List

1 ½ bath	–	one full bathroom with tub or shower, toilet and sink; and one bathroom with toilet and sink only
a/c	–	air conditioned
appls, appl	–	appliances
balc, balcony	–	the apartment has a balcony
bdrm, bdrms, br	–	bedroom
bsmt	–	basement
c/v	–	central vac (central vacuuming system)
dbl gar	–	double garage (space for parking two cars)
din	–	dining room
f/p, fp	–	fireplace
f/s	–	fridge, stove
flr	–	floor
full bsmt	–	basement as large as the area of the duplex
ground floor	–	first floor
hdwd	–	hardwood floor
heated	–	the cost of the rental includes heat
hi-sp internet	–	high speed internet
inc, incl	–	includes
kit	–	kitchen
laundry, ldry	–	washer and dryer (laundry facilities) are in the building
liv	–	living room
low-rise	–	an apartment building that is less than 6 storeys high
lrg	–	large
mo	–	each month
n/p	–	no pets allowed
n/s, ns	–	no smoking allowed
no pets/smokers	–	no pets allowed, no smoking allowed
np	–	no pets allowed
parking, prkg	–	space for parking a car
prkg stalls	–	parking stalls (places for parking cars)
refrig	–	refrigerator
reno'd	–	renovated
sgle car gar	–	single car garage (space for parking one car)
small pets	–	small pets are allowed in the building
spacious	–	lots of space, large, lots of room
upper duplex	–	apartment is on the top floor
util, utils	–	utilities (heat, electricity)
w.	–	with
w/d	–	washer, dryer
walk-up	–	must climb stairs to get to the apartment



Activity:

Rental Application Form

INSTRUCTOR NOTES

Learners read and fill out a rental application form.

Timing: 60 minutes

WARM-UP

- *Rental Advertisements*
- Make a list on the board of some types of application forms, and ask learners what kinds of application forms they have filled out, e.g.
 - ~ application for university
 - ~ application for part-time or full-time employment
 - ~ application to use a facility (gym, community centre)

ACTIVITY

- Learners read the rental application form and fill out each section with personal or hypothetical information.

FOLLOW-UP

- Bring an authentic application form to class for learners to fill out. Forms can be found in the community or on-line at Google: *application form templates*.

VARIATION

- Learners can work in pairs to add a listening and speaking component to the activity.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 160-165.

VOCABULARY

- property; income; references; supervisor; occupant



Activity:
Rental Application Form

Sunshine Rentals

Date of Application: Monday, September 3, 20 --

Application to rent:

Address of rental property: 23 Marshall Street
 City: Barrie Province: ON Postal Code: M4W 0X0

Personal Information:

Name: _____
 Present Address: _____
 City: _____ Province: _____ Postal Code: _____
 Telephone: (h) _____ Telephone: (w) _____
 Email: _____

Present Rental Information:

Landlord: _____ Tel: _____
 Length of time at this location: _____ Monthly Rent: _____
 Reason for leaving: _____

Employment Information:

Present Employer: _____
 Address of Employer: _____
 Telephone: _____ Name of Supervisor: _____
 Length of Employment: _____ Monthly Income: _____



Activity: Rental Application Form

Banking Information:

Name of Bank: _____

Address: _____ Tel.: _____

Personal References:

Name _____ Tel.: _____

Name _____ Tel.: _____

Names of all other occupants of this rental property:

Name _____ Relationship.: _____

Name _____ Relationship.: _____

(list other names on the back of this form if necessary).

I/We state that all the information given in this application is true and

I/We authorize a credit check.

Signature of Appliant(s):

_____ Date: _____

_____ Date: _____



Sunshine Rentals ©



Activity:
The Noise Factor

INSTRUCTOR NOTES

In a listening activity, two friends read newspaper rental advertisements and discuss considerations that are important to them.

Timing: 45 minutes

WARM-UP

- *Housing In Canada*
- *Home Sweet Home*
- Ask how many learners rent their present home and find out if anyone has had to move because of a problem with a rental unit or other tenants.
- Distribute Exercise 1. Go through it with the class. Learners work individually or in pairs.

ACTIVITY

- Play the audio (Track 1). Learners listen for the gist.
- Distribute Exercise 2.
- Learners work individually to answer the questions.
- Instructors collect Exercise 2 for assessment.
- Distribute Exercise 3. Allow learners time to write their answers. Pair students to discuss their responses.

ASSESSMENT

- Instructors correct individual learner responses for listening and reading assessment.
- CLB Performance Indicators:
 - listener gets the gist, key words and expressions as required
 - gets factual details and inferred meanings as required
 - predicts, guesses new words in familiar context

ANSWER KEY

2. a. 1. d 2. c 3. e 4. b 5. a
 2. b. 1. noise factor 2. common wall 3. split 4. clunking around 5. upper

**FURTHER
 REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 160-165.

VOCABULARY

- factor; townhouse; split; common wall; duplex; noisy; night shift; upper (unit); grab; clunking; appreciate; tip; end unit; *deal with*; inexpensive; canoe



Activity:
The Noise Factor

LISTENING TRANSCRIPT

Suna, a dental assistant, and Rona, a nurse, are two good friends having coffee and looking at newspaper ads for places to rent. Listen to their conversation.

Suna: *Hey, this one sure sounds good to me. Listen! Here's a three-bedroom townhouse for \$1,350, plus utilities. My sister and I can split the rent and, best of all, it's an end unit, so I would only have one common wall connecting me with any neighbours.*

Rona: *Oh, is that good?*

Suna: *To be honest, I haven't had the greatest experiences in dealing with noisy neighbours and, being in an end unit, I'd only have to worry about one neighbour being noisy instead of two.*

Rona: *Oh, you're right, you know. I guess I'll have to consider the noise factor too, before I rent a place. In a couple of months I'm starting to work the night shift at the hospital again.*

Suna: *Well, aren't you seriously interested in this duplex for \$950 a month? Is it the upper that's available?*

Rona: *Yes, why?*

Suna: *Good, then grab it while you can because if you need to sleep during the day, you don't want to listen to someone clunking around upstairs while you're trying to sleep.*

Rona: *Thanks! I appreciate the tip.*



Activity: The Noise Factor

Exercise I

These people want to rent a place to live. They must all think about different things before they choose a place to rent. Which factors might be important for each person? Write your own ideas, or use some words from the box to help you.

clean
close to the college
close to the doctor
inexpensive
large backyard
near a bus route or subway line
near a grocery store
near a park or playground
quiet
safe

a. Bob is a college student.

inexpensive, close to the college

b. David and Diane have 2 babies.

c. The Young family has 3 teenagers.

d. Joseph and Grace are retired.

e. Molly is a grandmother.

f. Susan is a young woman who lives alone.



Activity: The Noise Factor

Exercise 2

- a. Read these words and expressions from the dialogue, and then match them with their meanings.

split
common walls
noise factor
upper
clunking around

- | | |
|-------------------------|--|
| 1. ____ split | a. making a lot of noise with your feet |
| 2. ____ common wall | b. the top apartment of a duplex |
| 3. ____ noise factor | c. a wall that is shared by two apartments |
| 4. ____ upper | d. divided |
| 5. ____ clunking around | e. one thing, or factor, to think about before making a decision |

- b. Now read these sentences and fill in the blank spaces with one of the words or expressions from the box.

1. I like to live in a very quiet area. I have to consider the _____ before I rent an apartment.
2. Townhouses share _____ .
3. The apartment was too expensive for one person, so we decided to _____ the rent.
4. Sylvia works the night shift. When she is sleeping during the day, she doesn't want to hear someone _____ in the apartment upstairs.
5. There is an _____ apartment and a lower apartment in a duplex.



Activity: The Noise Factor

Exercise 3

Suna and Rona don't want to rent an apartment in a building that has noisy neighbours. So, the *noise factor* is important for them.

Harry wants to rent a place to live, but he is thinking about the *space factor*. He has a very big canoe and he wants to rent a place that is large enough to keep it inside in winter.



If *you* wanted to rent an apartment, what factors would you consider? Work with your partner and write some ideas in the boxes.

Most important factors:

Least important factors:



Activity:

E-mail To The Landlord

INSTRUCTOR NOTES

Learners write e-mail messages of complaint to a landlord.

Timing: 20–30 minutes per email

WARM-UP

- Questions for class discussion:
 - ~ How many people live in rental accommodation?
 - ~ Do you have any problems in your apartment? (e.g., noisy neighbours, broken appliances, unsafe features (windows, doors, floors))
- List responses on the board. Explain that learners are going to practice writing messages of complaint.

ACTIVITY

- Distribute the model and the 3 scenarios. Read through the model with the class and go over the instructions. Tell learners how many e-mail messages they should write.

FOLLOW-UP

- *Who's Responsible?*

ASSESSMENT

- Instructors may wish to use the first situation as a practice or instructor-led exercise, and then collect a subsequent message for assessment.
- CLB Performance Indicators:
 - ~ convey the message: reader can follow the text
 - ~ use language and content that are appropriate and relevant to the occasion, intent and social context
 - ~ makes only a few errors in grammar, punctuation and spelling

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 160-165.

VOCABULARY

- faucet; leaking; shovel (n.) (v.); duplex



Activity:
E-mail To The Landlord

Example Situation: broken doorbell

Zakari moved into his apartment two weeks ago. The doorbell didn't work, but the landlord said he would fix it the next day. Zakari reminded him once last week. Now he is sending him an email to remind him again.



Read Zakari's email message to his landlord.

The screenshot shows an email client window titled "Message (HTML)". The interface includes a ribbon with tabs for "Message", "Add-Ins", and "Adobe PDF". The ribbon contains several groups of icons for actions like "Respond", "Actions", "Junk E-mail", "Options", "Find", and "OneNote". Below the ribbon, the email header shows "From:", "To:", "Cc:", and "Subject: Broken doorbell". The "Sent" date and time are "Mon 04/05/2009 3:42 PM". The main body of the email contains the following text:

Dear Mr. Roberts,

I'm really happy with my new apartment. The reason I am writing to you is to remind you that my doorbell doesn't work. Will you please send me an email or call me to tell me when you can come to fix it?

Thank you,
Zakari Martin



Activity: Email To The Landlord

Instructions

Read each situation and write a three- to five-sentence e-mail message to the landlord.

Your message should explain --

- a. what the problem is
- b. what you want the landlord to do

Situation #1: leaky faucet

You have a friendly relationship with your landlord, Mr. Harper. You told him three days ago that the faucet in your bathroom sink is leaking. Write an e-mail to the landlord to remind him to fix the faucet.



Dear Mr. Harper,



Activity: E-mail To The Landlord

Situation #2: shoveling snow

Your landlord, Mr. Spencer, shovels snow from the driveway at your apartment. However, he doesn't do it early enough. You need to drive to work in the morning, so you often have to shovel the snow yourself. Write an e-mail to the landlord and ask him to come earlier.



Dear Mr. Spencer,



Activity: E-mail To The Landlord

Situation #3: loud music

Your live in a duplex, and your landlord’s daughter lives above you. She is nice, but she is very noisy. Her friends come over and they often play their music loudly very late at night. You talked to her once about it and she said she was sorry. However, it has happened again several times. Write an e-mail to the landlord, Mr. Lewis, and ask him to tell his daughter to stop playing her music loudly at night.



Dear Mr. Lewis, _____



Activity:

Who's Responsible?

INSTRUCTOR NOTES

Learners learn about landlord-tenant responsibilities in a listening dialogue.

Timing: 45 minutes

WARM-UP

- *E-mail To The Landlord*
- Ask the class if they have experienced problems with maintenance or repairs in a rental home and if they clarified who was responsible for these issues prior to renting.
- Cite a few common things landlords might be responsible for: e.g. maintaining smoke detectors; snow removal; plumbing repairs; indoor or outdoor painting.
- Vocabulary introduction/review: *sliding; steps; slippery; wooden; stairs*

ACTIVITY

- Play the audio (Track 2). Learners listen for the gist.
- Distribute the Who's Responsible? worksheet and have learners work in pairs to answer the comprehension questions in Exercise 1 and fill in the blanks in Exercise 2.
- In Exercise 3, partners create a phone dialogue about tenant-landlord responsibilities.

FOLLOW-UP

- Pairs present their role plays in class.

ANSWER KEY

- Exercise 1:
 1. He doesn't want Suni to fall on the slippery steps.
 2. He is going to install indoor-outdoor carpet in the front hallway.
 3. Landlords must ask their tenants' permission before coming into a rental apartment.
- Exercise 2
 1. from
 2. stepped
 3. wooden
 4. are
 5. freezing
 6. for
 7. winter.
 8. by
 9. stairs
 10. your
 11. Thursday
 12. morning
- Exercise 3:: Answers will vary

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 160-165.

VOCABULARY

- maintenance; responsible; landlord; slide; slip; slippery; indoor-outdoor; install



Activity:

Who's Responsible?

LISTENING TRANSCRIPT

Suni is phoning the landlord of the townhouse she is renting because she has some questions about who is responsible for maintenance. Listen to their discussion.

Suni: *Hello, Mr. Holden. This is Suni Abdi from Unit 9 calling. I'm calling because yesterday morning I stepped outside my door and really went sliding on the wooden steps. Winter's coming soon, and I know the steps are going to get a lot more slippery when more freezing weather comes. Can you please tell me who's responsible for maintaining the outside steps in winter?*

Mr. Holden: *That would be me, and I should be getting to it by Thursday this week. Usually, I put outdoor carpeting on the stairs and then install a special indoor-outdoor carpet in your front hallway also. Will someone be there on Thursday morning to let me in?*

Suni: *How early on Thursday morning?*

Mr. Holden: *About 9:30.*

Suni: *Yes, my sister should be here. Her class doesn't start till eleven. Will it take long to do?*

Mr. Holden: *No, about 10-15 minutes.*

Suni: *I'll tell her you'll be coming.*

Mr. Holden: *All right, this Thursday you should have your steps carpeted because I don't want to hear that you've slipped and fallen.*

Suni: *Thanks, Mr. Holden. I just want to say, I love living here because you're so helpful.*

Mr. Holden: *Hey, that's my job. Anything else?*

Suni: *Yes, who is responsible for removing snow from the townhouse?*

Mr. Holden: *You are.*

Suni: *Too bad. I was afraid of that!*



Activity:
Who's Responsible?

Exercise 1

Discuss these questions with your partner.

1. Why is it important for Mr. Holden to put outdoor carpeting on the stairs before winter comes?
2. What else is Mr. Holden going to do at Suni's apartment on Thursday?
3. Why do you think Mr. Holden asks if someone will be at the townhouse to let him in on Thursday? Why doesn't he use his landlord's key to go into Suni's townhouse?

Exercise 2

Fill in all the blank spaces using words from the word list.

are by for freezing ~~from~~ morning stairs
stepped Thursday wooden winter your

Suni: *Hello, Mr. Holden. This is Suni Abdi (1) from Unit 9 calling. I'm calling because yesterday morning I (2) _____ outside my door and really went sliding on the (3) _____ steps. Winter's coming soon, and I know the steps (4) _____ going to get a lot more slippery when more (5) _____ weather comes. Can you please tell me who's responsible (6) _____ maintaining the outside steps in (7) _____?*

Mr. Holden: *That would be me, and I should be getting to it (8) _____ Thursday this week. Usually, I put outdoor carpeting on the (9) _____ and then install a special indoor-outdoor carpet in (10) _____ front hallway also. Will someone be there on (11) _____ morning to let me in?*

Suni: *How early on Thursday (12) _____?*

Mr. Holden: *About 9:30.*



Activity: **Who's Responsible?**

Exercise 3

Telephone Dialogue

Landlord: Hello.

Vanessa: Hello, Mr. Harris. This is Vanessa White calling. I spoke with you yesterday about your townhouse for rent.

Landlord: Yes, Vanessa. How can I help you?

Vanessa: Well, I just want to ask a question. Who's responsible for cleaning the windows?

Landlord: I am responsible for cleaning the outside of the windows, but you are responsible for cleaning the inside.

Vanessa: Thank you.

Work with a partner to create a telephone dialogue between Vanessa, who is interested in renting a townhouse, and Mr. Harris, the landlord for the townhouse. Before Vanessa signs the rental agreement, she wants to find out who is responsible for doing these jobs:

1. ~~cleaning the windows~~
2. shovelling the sidewalk in winter
3. mowing the lawn in summer
4. repainting the indoor walls



Choose one job. Use the phone dialogue above as a model.

When you have finished your dialogue, practice it with your partner and be prepared to present it to your class.



Activity:

Neighbourhood Invitations

INSTRUCTOR NOTES

Learners read and respond to invitations from neighbours and co-workers in this 3-skills activity.

Timing: 60 minutes

WARM-UP

- Explain the terms *community* and *community event*.
- Ask the class what community events they have participated in and/or have seen advertised in Canada.

ACTIVITY

- Learners read the invitations and answer the questions that follow.
- Exercises 1-3 are done individually; pairs will complete Exercises 4-6.

FOLLOW-UP

- Learners find out what kinds of events are held in their communities by checking on-line or reading community newsletters.
- Assign a city in another province to each learner and have them research one event which is held in that place and report to the class. This information can be accessed on-line by a Google search.

ANSWER KEY

- Exercise 1:
1. a. 2 b. 5 c. 4 d. 1 e. 3 2. a. F b. T c. F
- Exercise 2:
hello; cups; bottles; beautiful; sweet

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 160-165.

VOCABULARY

- come one, come all; gathering (n.); forecast (n.); grill (v.) (n.); sleigh; in touch; theme



Activity:

Neighbourhood Invitations

Exercise 1

The people in the neighbourhood of Sunnymede are planning a party. Read the letter from the community newspaper to learn about it. Then, answer the questions.

Dear Neighbours,

COME ONE, COME ALL!!

On Monday, September 1, 20— we will hold our 6th annual neighbourhood party. This year we will have our party at the Sunnymede Community Centre.

*Everyone from ages 1 to 100 is invited, but children under 8 must come with an adult. BBQs will be available if you want to bring meat. Also, please bring a large salad to share. Drinks and ice cream will be provided. The weather forecast says **SUN, SUN, SUN**, so we hope to see everyone there. This will be our last neighborhood gathering before our kids return to school!*

Thank you,

The Neighbourhood Organizing Committee



Activity: Neighbourhood Invitations

1. Match the word with the correct meaning.

- | | | | |
|---------|--------------------|----|---|
| a. ____ | come one, come all | 1. | map or chart that tells what the weather will be like |
| b. ____ | gathering (n.) | 2. | everyone is invited |
| c. ____ | annual | 3. | a group of people who work together |
| d. ____ | weather forecast | 4. | yearly, happens every year |
| e. ____ | committee | 5. | an event or party |

2. Read each sentence. Then find the information in the “Come One, Come All!” neighbourhood invitation. Write **T** if the sentence is true, and **F** if it is false.

- a. ____ Grandparents are not allowed to attend.
- b. ____ A child who is younger than 6 should come with his parents.
- c. ____ The neighbours already had 10 neighbourhood parties.





Activity: Neighbourhood Invitations

Exercise 2

The people in the Brooke Street neighbourhood are having a spring clean-up day. Read the information from the neighbourhood newsletter. Choose the correct word from the list to fill in the blank spaces.

bottles beautiful sweet hello cups

HAPPY SPRING!

Hello Neighbours!

We just said “goodbye” to winter and now we are going to say “_____” to spring. On Saturday, March 21st why not come and join your neighbours to help clean up our part of the Brooke River?

Everything looks better when it is clean, doesn't it? So, let's get together and put all those coffee _____, pizza boxes, water _____, and other junk into garbage bags provided by the organizers. I know we can make our part of the river look _____.

We will meet at 1 pm at the Brooke Street Community Centre. As usual, there will be tea, coffee, juice and something _____ to eat at the Community Centre at 3 pm.





Activity: Neighbourhood Invitations

Exercise 3

Now read the memo from Mia, who is organizing a community fund-raising party. Some information is missing. Fill in the blanks with the information that Mia's neighbours need. Use your own ideas; there are many correct answers.

The screenshot shows an email client window with a ribbon menu at the top. The ribbon includes 'Message', 'Add-Ins', and 'Adobe PDF'. Below the ribbon are several groups of icons for actions like 'Respond', 'Actions', 'Junk E-mail', 'Options', 'Find', and 'OneNote'. The email header shows 'From:', 'To:', 'Cc:', and 'Subject: Community fund-raising'. The email body contains the following text:

Hi everyone!

Well, it's almost time for our fund-raising party. Thanks to everyone who offered to help me organize it.

Suna, can you check to see if the Events Room is free on _____? Mari, can you talk to Raj and think of some ideas for a theme? Last year we organized an Italian Night and had a wonderful meal. The Italian theme was a lot of fun. The best part was that we collected all the money that people paid for the meal and gave it to the Gilmour Children's Home.

Maybe this year the theme for our party could be _____ and we could give money to _____.

You all have wonderful ideas, so I know the event will be a big success.

I will send more information soon.

Mia



Activity: Neighbourhood Invitations

Exercise 4

The people in the Gibson Park neighbourhood are going to have a Christmas sleigh ride. Read the information that the organizing committee has put in the neighbours' mailboxes.

SLEIGH RIDE!

Can you believe that it is almost Christmas again! The Gibson Park neighbourhood committee has organized a sleigh ride for everyone. It will be held the evening of Saturday, December 20th. You can get on the sleigh at the soccer field at 5 p.m. or join us on the way at First Street, Clark Avenue, Royal Court or Summer Street. As usual, the neighbourhood helpers will provide hot chocolate and cookies for everyone. Let's celebrate the holidays together and remember "the more, the merrier."

Merry Christmas Everyone

What do you think "the more, the merrier" means? Talk with a partner and write your idea here.





Activity: Neighbourhood Invitations

Exercise 5

Work with a partner. Make a list of some things that a group of neighbours could do together to help each other, to have fun, or to help other people.

- a. - have a BBQ to celebrate the beginning of the new school year

- b. - have a sleigh ride to celebrate the holidays

- c. - have a fund-raising party to make money to help children who need it

- d. - have a spring clean-up day to keep a river beautiful

- e. _____
- f. _____
- g. _____
- h. _____

Exercise 6

Choose one idea from your list and write a community invitation. Begin with “Hello Everyone!” or something similar. Your invitation should be 3-5 sentences and should include this information:

- ✓ what the event is
- ✓ when it will happen
- ✓ where it will happen
- ✓ why you are doing it

LINC 3

Banking,
Customer Service
and Telephone

Based on Canadian Language Benchmarks



Activity:

Using The Telephone – Business Messages

INSTRUCTOR NOTES

This four-skills unit enhances learners' ability to use the telephone for business communication.

Timing: 40 minutes

- WARM-UP**
- Ask class members to recount their experiences using the telephone to complete business transactions in English. Inform them they are going to complete some activities that will help them use the telephone with more confidence.
- ACTIVITY**
- Learners match the expressions to the definitions on the Vocabulary Worksheet, and complete their charts. This can be done individually or in pairs.
 - The Sequencing Exercise must be prepared in advance. Cut the sheet into seven strips, shuffle them, and place them in an envelope. Prepare one envelope for each learner (although the exercise can be done in pairs if it is not intended for assessment).
 - Write the title “My Phone Call” on the blackboard and give each learner/pair an envelope. Instruct them to read the slips and arrange them in the correct order on their desks.
 - Learners complete the More Vocabulary exercises in pairs.
 - The final cloze Listening Activity is done individually. The instructor reads the listening transcript slowly and clearly. Learners should hear the messages once for global comprehension before the instructor distributes the Listening Activity worksheet and repeats the messages.
- FOLLOW-UP**
- *Did You Get the Message?*
 - *Alpha Bravo Charlie*
- VARIATION**
- Divide the class into groups of seven. Hand each group member one slip from the Sequencing Exercise, and instruct the students to form a conga line in the appropriate order.
- CROSS-REFERENCE**
- Education - *Did You Get The Message?*



Activity:

Using The Telephone – Business Messages

- ANSWER KEY**
- Vocabulary Worksheet
 - dial; hang up; reach; hold/hold the line; pick up; call back; phone line; voice mail; mailbox; extension
 - Telephone Noises, Signals And Sounds
 - dial tone; busy signal; ring tone; beep/tone; vibrate
 - Listening Activity 1:
 - reached, message, tone
 - Listening Activity 2:
 - 5748, dial
 - Listening Activity 3:
 - extension, hold, pound key

- ASSESSMENT**
- If the reading sequencing activity is intended for assessment, learners call the instructor to check their work when they have finished. The strips should be checked immediately and then removed. Alternatively, instruct learners to copy the contents of the strips (in order) onto another sheet of paper for both reading and writing assessment.
 - The final listening activity can also be used for assessment.
 - CLB Performance Indicators:
 - ~ Reading
 - identifies links between sentences and the narrative sequence
 - ~ Writing
 - interprets sequence ... signals in text
 - (copies ... sentences, including capitalization, lower case, punctuation.)
 - ~ Listening
 - identifies specific factual details and inferred meanings in a listening text as required

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 192-197.

- VOCABULARY**
- pound key; star key; beep/tone; busy signal; dial tone; ring tone; vibrate; direct (v); popcorn; signal; shake; brief; currently; operator; switchboard; see also the Vocabulary Worksheet.



Activity: Using The Telephone – Business Messages

LISTENING TRANSCRIPT (To Be Read By Instructor)**One**

Hello, you have reached the voice mail of Lynne Ross. I'm not at my desk right now, but if you would like to leave a message, I'll return your call as soon as I can. Please leave your name and telephone number after the tone.

Two

Hello, you have reached extension number 5748. Please leave a brief message for John Lee, or dial "O" for the switchboard operator.

Three

Hello, you have reached the desk of John Hua at extension 27. The line is currently busy. Please hold or, if you would like to leave a message in my voice mail, press the pound key.



Activity:

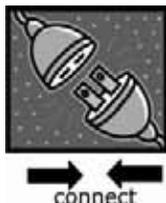
Using The Telephone – Business Messages

VOCABULARY WORKSHEET

Match the expressions to their meanings, and copy them into the chart:

**call back - dial - extension - hang up - hold/hold the line - mailbox
phone line - pick up - reach - switchboard - voice mail**

EXPRESSION	MEANING
	press (push) the numbers on a telephone to call somebody
	end a telephone conversation and put the phone down
	connect and communicate
	wait
	lift the phone and start to use it; opposite of hang up
	call again
	connection to a telephone system
	electronic telephone answering system
	part of a voice mail system where caller can leave a voice message
	two or more telephones that have the same phone number and are connected to a switchboard, usually in a large company or office [Example: ext. 2767]





Activity: Using The Telephone – Business Messages

SEQUENCING EXERCISE**My Phone Call**

Yesterday I bought a new microwave oven. I had a question about it, so I decided to call the company that made the oven. I found their phone number, picked up my phone, and dialed.

The company operator answered. I told her my problem, and she gave me the name and extension number of the person who could answer my question. His name was Mr. Smith.

Mr. Smith was busy with another call, so the operator asked me to hold. I waited for 10 minutes.

After 10 minutes, I still hadn't reached him. I was tired of waiting, so I hung up.

Next, I called the company back and spoke to the operator again. This time she connected me to Mr. Smith's voice mail.

I left a message in Mr. Smith's mailbox asking him to phone me back.

Mr Smith called back an hour later and answered my question. Now I'm ready to microwave some popcorn.



Activity: Using The Telephone – Business Messages

MORE VOCABULARY

A. Answer these questions with a partner:



1. Where is the pound key?
2. Where is the star key?
3. When do you use these keys?

B. Telephone Noises, Signals And Sounds

Name the sound:

beep/tone -- busy signal -- dial tone -- ring tone -- vibrate

_____ You hear this when you pick up your phone to begin to call someone.

_____ You hear this repeating tone when you cannot reach the person you are trying to call because they are already using their phone line.

_____ You hear this when someone is calling you. It might be part of a song.

_____ This is the short sound given one or more times to tell you to begin recording your message on an answering machine or voice mail system.

_____ This isn't a sound. It's the setting you use on your cell phone when you don't want it to ring. Instead, it will shake to signal that someone is calling you.



Activity: Using The Telephone – Business Messages

LISTENING ACTIVITY

Listen to these messages and fill in the missing words or information.

One

Hello, you have _____ the voice mail of Lynne Ross. I'm not at my desk right now, but if you would like to leave a _____, I'll return your call as soon as I can. Please leave your name and telephone number after the _____.

Two

Hello, you have reached extension number _____. Please leave a brief message for John Lee, or _____ "O" for the switchboard operator.

Three

Hello, you have reached the desk of John Hua at _____ 27. The line is currently busy. Please _____ or, if you would like to leave a message in my voice mail, press the _____.





Activity:

Alpha Bravo Charlie

INSTRUCTOR NOTES

Learners practice a strategy to clarify spelling when they must provide information over the phone.

Timing: 25 minutes

- WARM-UP**
- Some classes may need to review how to pronounce the names of the letters of the alphabet, particularly the vowels.
- ACTIVITY**
- Read through “Giving Information Over The Phone” with the class, and ensure that everyone understands the strategy. Draw learners’ attention to the fact that “like” and “as in” are used interchangeably in the example.
 - Collect the page and hand out the Practice Sheet.
 - When the learners are ready, divide them into groups of four for Practice Two.
- FOLLOW-UP**
- Assign a telephoning task that requires learners to provide their names and postal codes.
- ASSESSMENT**
- Instructors circulate to assess whether learners are communicating the essential information with sufficient clarity.
 - CLB Performance Indicators:
 - ~ handles basic phone situations
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 192-197.



Activity:

Alpha Bravo Charlie

GIVING INFORMATION OVER THE PHONE

Sometimes we have to spell our names or give our postal code over the telephone, and we don't always feel sure that the person on the other end is hearing or understanding us clearly. Here is a way to improve our communication:

“My postal code is M4K 2A6. That’s ‘M’ like ‘mother’, 4, ‘K’ as in ‘king’, 2, ‘A’ as in ‘apple’, 6.”

Pilots, police forces and other groups that use radio communications have official systems for using words to help with the communication of letters. Here are two official systems:

NATO Phonetic Alphabet

Letter	Phonetic letter	Letter	Phonetic letter
A	Alpha	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliet	W	Whiskey
K	Kilo	X	X-ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu

Western Union Phonetic Alphabet

Letter	Phonetic letter	Letter	Phonetic letter
A	Adams	N	New York
B	Boston	O	Ocean
C	Chicago	P	Peter
D	Denver	Q	Queen
E	Easy	R	Roger
F	Frank	S	Sugar
G	George	T	Thomas
H	Henry	U	Union
I	Ida	V	Victor
J	John	W	William
K	King	X	X-ray
L	Lincoln	Y	Young
M	Mary	Z	Zero

However, you don't need to use an official system when you are trying to make your spelling clear – just use a simple English word that can't be easily confused with another word.

Activity: **Alpha Bravo Charlie****PRACTICE SHEET****Practice 1**

Write the letters of your full name in a column, and then think of words you could use to help a listener understand and spell your name correctly. Do the same for your postal code.

Example for a woman named Eve:

<u>My name</u>	<u>How to help someone on the phone</u>
<u>E</u>	<i>“E” like elephant (or, “E” as in elephant)</i>
<u>V</u>	<i>“V” like volume</i>
<u>E</u>	<i>“E” like elephant</i>

Practice 2

Work in a group of four. One person spells aloud his or her name and postal code. The others listen and write. At the end, they show the speaker their papers. If the name and postal code are spelled correctly, the speaker will know he or she did an excellent job of communicating the information clearly.



Activity:

Did You Get The Message?

INSTRUCTOR NOTES

Learners listen to business telephone messages, answer comprehension questions and role play leaving a message.

Timing: 20 minutes

- WARM-UP** • *Using the Telephone – Business Messages*
- ACTIVITY** • Hand out *Did You Get The Message?* Read Exercise 1 with the class, clarify instructions if necessary, and then play the audio once (Track 3).
• Allow time for the class to read Exercise 2, and then replay the audio once or twice.
- FOLLOW-UP** • Distribute a copy of the Listening Transcript to each pair of learners. Together, they write and rehearse possible messages that could be left in the voice mail system of any two of the four businesses.
- CROSS-REFERENCE** • Education – *Taking Telephone Messages*
- ANSWER KEY** • Exercise 1:
3 - Hiring Number One
2 - Dr. Lawton & Associates Family Dentistry
4 - Wildlife Parks Reservations
1 - Dr. Vingh's Office
• Exercise 2:
1. Yes 2. No 3. Yes 4. Yes
- ASSESSMENT** • Instructors collect the answer sheets for listening assessment.
• CLB Performance Indicators:
~ gets the gist, factual details, keywords and expressions in a listening text
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 192-197.
- VOCABULARY** • flu shot; hiring; employment agency; recruiter; pound key; receptionist; wildlife parks reservations; rotary phone; agent; book (v)



Activity:

Did You Get The Message?

LISTENING TRANSCRIPT

Message 1

Hello. This is Paulette from Dr. Vingh's office calling. Dr. Vingh wants his patients to know that he will be giving flu shots on Monday, October the 20th from 10 a.m. to 5 p.m. If you want to receive your free flu shot this year, call our office this week and book a time for your shot on Monday. Thank you.

Message 2

Hello. Thank you for calling Dr. Lawton & Associates Family Dentistry. I'm sorry we can't come to the phone. We are either on the other line or presently assisting a patient. At the sound of the tone, please leave us a detailed message regarding your call, or call back later. Again, thank you for calling, and have a great day.

Message 3

Hello. Bonjour. You've called Hiring Number One, the best employment agency in town. If you know the extension of the person you want to reach, please enter it now. To listen for jobs available this week, press 200. To leave a message for our president, Mr. Sylvain Lauzon, press 222. To speak with our recruiter, Ms. Samantha Lazare, press 230. If you want to use the company directory, please press the pound key. To speak with someone immediately, press 0 and wait for the receptionist to pick up. Goodbye. Au revoir.

Message 4

Thank you for calling Wildlife Parks Reservations. For service in English, press 1. For service in French, press 2. If you are calling from a rotary phone, please stay on the line. You can reserve online with the Wildlife Parks Online Reservation System at www.wildlifeparks.com or call 24 hours a day and leave a message. Thank you for holding. We appreciate your patience. The next available agent will be with you shortly.



Activity:

Did You Get The Message?

Exercise 1

You are going to hear four telephone messages from the four different businesses listed below. While you listen, write the message number beside the business name.

Message Number

Business Name

Hiring Number One

Dr. Lawton & Associates Family Dentistry

Wildlife Parks Reservations

Dr. Vingh's Office

Exercise 2

Listen to the messages again. Circle YES or NO after each sentence.

1. Dr. Vingh is going to give free flu shots on Monday, October 20.

YES NO

2. The message from Dr. Lawton & Associates Family Dentistry asks patients to leave their name and phone number.

YES NO

3. The message from Hiring Number One includes some telephone extension numbers.

YES NO

4. The message from Wildlife Parks Reservation includes an internet address.

YES NO



Activity:

Using The Telephone For Friendly Conversation

INSTRUCTOR NOTES

Learners practice standard ways to call and answer a home phone.

Timing: 40 minutes +

WARM-UP

- Ask class members to recount their experiences using the telephone to converse with friends in English. Inform them they are going to complete some activities that will help them use the phone with more confidence.

ACTIVITY

- Play the four short telephone conversations to the class once for general understanding (Track 4).
- Ask the learners where the speakers are. Ask if the conversations seem formal and businesslike or casual and friendly.
- Hand out the Listening Worksheet and play the conversations again several times until learners have filled in as much as they can. They will correct their answers later.
- Distribute “Four Telephone Conversations” as well as “Words To Use On The Telephone”, and assist learners in completing the four activities.
- Learners perform their role plays for the entire class or for a small group.

FOLLOW-UP

- *Missed Signals* and *I’m Busy! I Don’t Want To Talk To You Now!* teach learners how to extract themselves from casual telephone conversations.
- *Can I Take a Message?* provides practice in writing phone messages.

ANSWER KEY

- Ways of identifying yourself:
 - It’s (*name*)
 - This is (*name*) speaking
- Ways of asking to speak to somebody:
 - Is (*name*) in?
 - Can I talk to (*name*)?
 - May I please speak to (*name*)?
 - I’m wondering if (*name*) is around.
- Ways of asking who is speaking:
 - Can I tell him/her who’s calling?
- Ways of telling a caller they cannot speak to the person they want:
 - I’m sorry. S/he can’t come to the phone right now.
 - No, I’m sorry, s/he’s out right now.



Activity:

Using The Telephone For Friendly Conversation

INSTRUCTOR NOTES CONTINUED

ANSWER KEY • Ways of taking a message:

- Would you like to leave a message?
- [Do you want him/her to call you back?]

ASSESSMENT • The role plays can be observed for speaking assessment.

• CLB Performance Indicators:

- ~ handles basic phone situations and standard replies
- ~ opens, develops and closes short small-talk conversation, as appropriate to the situation

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 192-197.

VOCABULARY • hang on; call back; hold on; right in the middle of something; cell; imaginary; anyways (slang)



Activity: Using The Telephone For Friendly Conversation

LISTENING TRANSCRIPT

Telephone Conversation 1

Man: Hello?
 Teenager: Hi. Is Taylor in?
 Man: Yes. Just hang on a minute.

Telephone Conversation 2

Man: Hello?
 Madison: Hi. Can I talk to Hannah?
 Man: I'm sorry. She can't come to the phone right now. Do you want her to call you back?
 Madison: Yeah, sure. Ask her to call Madison.
 Man: OK.
 Madison: Thanks. Bye.

Telephone Conversation 3

Woman: Hello?
 Michelle: Hello. May I please speak to Suzanne?
 Woman: Just hold on. Can I tell her who's calling?
 Michelle: It's Michelle.
 Woman: OK Michelle. Just hold on a second. I'll get her.
 [Pause]
 Suzanne: Hello?
 Michelle: Hi Suzanne. It's Michelle. Are you busy?
 Suzanne: Well, actually, I'm right in the middle of my favourite TV show. "Rock Star" is on.. I'm surprised you're not watching it.
 Michelle: I used to love it, but not any more. Anyways, I won't keep you. Just one quick question. Do you have Andre's number?
 Suzanne: Sorry, I don't. He got a new cell and I don't know his new number. Amina might know.
 Michelle: OK. I'll let you get back to your show.
 Suzanne: OK. Bye.
 Michelle: See you.

Telephone Conversation 4

Man: Hello?
 Jason: Hello, this is Jason speaking. How are you?
 Man: Oh, I'm fine. How are you?
 Jason: Pretty good, thanks. I'm wondering if Michael is around.
 Man: No, I'm sorry Jason, he's out right now. He'll be home around 11. Would you like to leave a message?
 Jason: Yeah. Could you ask him to call me when he gets home?
 Man: Sure. What's the latest you want him to call you?
 Jason: Oh, maybe around 11:30.
 Man: OK, I'll tell him.
 Jason: Thanks.
 Man: No problem. Bye.



Activity:

Using The Telephone For Friendly Conversation

LISTENING WORKSHEET

You will hear the same four conversations again. This time, listen carefully to the exact words the speakers use, and copy what they say onto the lines below.

The words the caller uses to ask to speak to somebody:

Is Taylor in? (Conversation 1)

_____ (Conversation 2)

_____ (Conversation 3)

_____ (Conversation 4)

The words the caller uses to identify himself or herself:

It's Michelle. (Conversation 3)

_____ (Conversation 4)





Activity: Using The Telephone For Friendly Conversation

FOUR TELEPHONE CONVERSATIONS

Read the conversations aloud with a partner twice. The second time, change roles.

Conversation 1

Man: Hello?
 Teenager: Hi. Is Taylor in?
 Man: Yes. Just hang on a minute.

Conversation 2

Man: Hello?
 Madison: Hi. Can I talk to Hannah?
 Man: I'm sorry. She can't come to the phone right now. Do you want her to call you back?
 Madison: Yeah, sure. Ask her to call Madison.
 Man: OK.
 Madison: Thanks. Bye.

Conversation 3

Woman: Hello?
 Michelle: Hello. May I please speak to Suzanne?
 Woman: Just hold on. Can I tell her who's calling?
 Michelle: It's Michelle.
 Woman: OK Michelle. Just hold on a second. I'll get her.
 [Pause]
 Suzanne: Hello?
 Michelle: Hi Suzanne. It's Michelle. Are you busy?
 Suzanne: Well, actually, I'm right in the middle of my favourite TV show. "Rock Star" is on. I'm surprised you're not watching it.
 Michelle: I used to love it, but not any more. Anyways, I won't keep you. Just one quick question. Do you have Andre's number?
 Suzanne: Sorry, I don't. He got a new cell and I don't know his new number. Amina might know.
 Michelle: OK. I'll let you get back to your show.
 Suzanne: OK. Bye.
 Michelle: See you.





Activity: Using The Telephone For Friendly Conversation

Conversation 4

Man: Hello?
Jason: Hello, this is Jason speaking. How are you?
Man: Oh, I'm fine. How are you?
Jason: Pretty good, thanks. I'm wondering if Michael is around.
Man: No, I'm sorry Jason, he's out right now. He'll be home around 11. Would you like to leave a message?
Jason: Yeah. Could you ask him to call me when he gets home?
Man: Sure. What's the latest you want him to call you?
Jason: Oh, maybe around 11:30.
Man: OK, I'll tell him.
Jason: Thanks.
Man: No problem. Bye.



Activities

1. Study the conversations and underline expressions speakers use to:
 - identify themselves
 - ask to speak to somebody
 - ask who is speaking
 - tell the caller they cannot speak to the person they want
 - take a message
2. Copy the expressions onto the page “Words To Use On The Telephone”.
3. Check and correct your answers on the Listening Worksheet.
4. In a group of three, write a friendly telephone conversation. Talk about one of these things:
 - one of your classmates has won the lottery
 - one of your classmates has found a job
 - your teacher is going to have a baby
 - your teacher is going to quit teaching because ...
 - one of your classmates decided to learn to ski and ...

Use some of the “Words To Use On The Telephone” in your conversation. Practice your conversation a few times to prepare to perform it for some of your classmates.



Activity: Using The Telephone For Friendly Conversation

Words To Use On The Telephone:



To identify yourself:



To ask to speak to somebody:



To ask who is speaking:



To tell a caller they cannot speak to the person they want:



To take a message:



Activity:

Can I Take A Message?

INSTRUCTOR NOTES

Learners listen to three personal phone messages and write guided notes.

Timing: 20 minutes+

- WARM-UP** • Optional – *Using The Telephone For Friendly Communication*
- ACTIVITY** • Distribute “Can I Take a Message?” and play the audio (Track 5).
 • Allow learners to complete each message before continuing with the next one.
 • It will be necessary to replay the messages in order for the learners to record the information accurately.
- FOLLOW-UP** • For advanced classes, learners compose their own short imaginary phone message and read it slowly to a small group of listeners. The listeners take notes and at the end they repeat back the information to confirm accuracy.
- VARIATION** • For advanced classes, do not hand out the “Can I Take a Message?” forms before playing the messages. Instruct learners to take their own notes. Afterwards, they transfer the information from their notes onto the guided message forms.
- ANSWER KEY** • Message 1:
 Bill called. He wants you to call [him] back before 10:30. His number is 555-6548.
 • Message 2:
 Message for Mike. Jenna called at 2:30. She can't come tonight because she's too busy/she has too much homework.
 • Message 3:
 Hannah called. We're going to meet tomorrow at 7:00 at John's house on 23 Queen Street.
- ASSESSMENT** • Message 1 may be utilized for teaching and practice before using Messages Two and Three for formal evaluation.
 • CLB Performance Indicators:
 ~ conveys the message: reader can follow the text
 ~ describes times and locations with precision
 ~ makes only a few errors in grammar, punctuation and spelling
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 192-197.
- VOCABULARY** • call back



Activity:

Can I Take A Message?

LISTENING TRANSCRIPT

Message 1

Senior Male: *Hello, it's Bill calling. Can you please call me back tonight before 10:30? Thanks.*

Message 2

Young Woman: *Hey there Mike, it's Jenna calling at 2:30. I'm phoning because I won't be able to come tonight. I'm sorry, but I'm just too busy. We just got another assignment today and it's due tomorrow. Sorry. Bye.*

Message 3

Adult Woman: *Hi, it's Hannah. I hope everything is going well. I'm calling to tell you that we're going to meet tomorrow at John's house. His address is 23 Queen Street. We're meeting tomorrow night at 7:00. See you then. Bye.*



Activity:
Can I Take A Message?

Message 1

_____ called. He wants you to
_____ before _____.
His number is _____.

Message 2

Message for _____:
Jenna called at _____. She
can't _____ because _____

_____.

Message 3

Hannah called. We're going to meet _____
at _____ at _____
_____.



Activity:

I'm Busy! I Don't Want To Talk To You Now!

INSTRUCTOR NOTES

Learners practice extracting themselves from casual telephone conversations.

Timing: 15 minutes

- ACTIVITY**
- Together, the class reads the introduction and the dialogue. Point out that the gerund is used (... *in the middle of doing something*).
 - Divide the class into pairs and give each group a copy of Drill 1. Have two volunteers model the drill with Picture 1 (*I'm actually right in the middle of fixing my computer*).
 - Learners complete the first drill. The second one is similar, and should be self-explanatory.
- FOLLOW-UP**
- *Missed Signals*
- VARIATION**
- Go over the vocabulary required for each picture before the pairs practice the drills.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 192-197.
- VOCABULARY**
- grooming a dog; just



Activity:
I'm Busy! I Don't Want To Talk To You Now!

Have you ever felt this way? Study this conversation to learn how this idea is communicated politely to friends and family members in English:

Man: *Hello?*

Iris: *Hi there, it's Iris. How are you?*

Man: *Hi Iris, I'm fine, but can I call you back later? I'm actually right in the middle of cooking supper.*

Iris: *Sure, I'll let you go.*

Man: *Thanks. I'll call back soon.*





Activity: I'm Busy! I Don't Want To Talk To You Now!

Drill 1

Work with a partner. Use the pictures to practice the same conversation, taking turns being the caller and the answerer. Use your real names.

1



2



3



4



5



6



7



8



9



10



11



12



13





Activity: I'm Busy! I Don't Want To Talk To You Now!

Drill 2

Woman: *Hello?*

Chelsea: *Hi there, it's Chelsea. How are you?*

Woman: *Hi Chelsea. I'm fine, but can I call you back later? The pizza delivery guy just came to the door.*

Chelsea: *Sure, I'll let you go.*

Woman: *Thanks. I'll call back soon.*

Work with a partner. Use the pictures to practice the same conversation, taking turns being the caller and the answerer. Use your real names.



1: (I'm just getting out of...)



2: (I'm at the train station and my friend just arrived.)



3:



4:



Activity:
Missed Signals

INSTRUCTOR NOTES

Two listening exercises focus on methods of ending telephone conversations.

Timing: 25-30 minutes

- WARM-UP**
- *I'm Busy! I Don't Want To Talk To You Now!*
- ACTIVITY**
- Play Part 1 of the audio (Track 6). Learners listen for the gist. Replay the audio, focusing attention onto the four formulaic expressions:
 - ~ *I'm in the middle of something right now.*
 - ~ *Oh, I'm sorry. I'll let you go now.*
 - ~ *When's a good time to call back?*
 - ~ *I'll call back later when you're not so busy.*
 If necessary, reiterate how these expressions are used.
 - Introduce Part 2 of the audio by telling the class they are going to listen to a phone call. Magda is very excited and wants to talk, but Josie is busy and doesn't want to talk. Play the audio.
 - Hand out Exercise 1. Learners answer the first three questions orally, in pairs. They continue by writing and rehearsing the role play.
- FOLLOW-UP**
- Pairs perform their role play telephone conversations for classmates.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 192-197.
- VOCABULARY**
- in the middle of something; to let someone go; girls' night out; bunch



Activity:
Missed Signals

LISTENING TRANSCRIPT**Part I**

In Canadian telephone conversations, there are expressions that give you clues or signals about what is happening in the life of the person you've just called. For effective phone communication, it's important to recognize and respect these signals in everyday conversations.

For example, when you phone someone and they tell you "I'm in the middle of something right now," this usually means they don't want to talk to you now because they're busy with a task they want to complete.

The person who has made the phone call will nearly always apologize immediately and say, "Oh, I'm sorry. I'll let you go now." This means that the caller recognizes that the person they called is busy, so they politely provide an opportunity for the other person to get off the phone.

But if the call is really important, the caller might ask, "When's a good time to call back?" If it isn't that important, the caller may say, "I'll call back later when you're not so busy."

Listen to this conversation:

Mrs. Ahmed: *Hello?*

Caller: *Hello Mrs. Ahmed. Do you have a minute?*

Mrs. Ahmed: *I'm sorry. I'm in the middle of giving the baby a bath right now.*

Caller: *No problem. I'll let you go then. Can I call you back this afternoon with the results of your blood test?*

Mrs. Ahmed: *Oh yes. This afternoon would be good. Thank you.*



Activity: Missed Signals

LISTENING TRANSCRIPT

Part 2

Josie and Magda are both stay-at-home moms. They live in the same neighbourhood and their sons attend the same school. They have recently gotten to know each other and are beginning to become good friends. Listen to their conversation:

Magda: *Hi Josie. How are you doing? I've got something to tell you.*

Josie: *Hi Magda. To tell you the truth I'm right in the middle of something now. Can I call you a bit later?*

Magda: *Oh, I'm sorry. What are you doing?*

Josie: *Well, I'm in the middle of painting my kitchen and I want to finish before the plumber comes to install my new sink.*

Magda: *Wow! You are busy. Anyway, I just want to tell you about an interesting presentation that the community centre is giving two weeks from now. It's about how to get children to eat more vegetables, and I thought we could get a bunch of mothers from the neighbourhood and make it a night out? What do you think?*

Josie: *Magda, honestly, I'm too busy to talk about it.*

Magda: *We could go out for dessert and coffee after the presentation. You know, a real girls' night out.*

Josie: *Yeah sounds good, but I'm going to have to let you go now.*

Magda: *Well okay, I'll talk to you later. Bye.*

Josie: *Bye.*



Activity:
Missed Signals

Exercise I

1. What is Josie “right in the middle of doing” when Magda phones?
2. What does Magda want to tell Josie?
3. Which of these words describe Josie? Which of these words describe Magda?

rude	excited
busy	a good listener
patient	talkative (likes to talk)
a good friend	polite
not a good friend	
4. With a classmate, write an imaginary telephone conversation. The caller is phoning a friend, but the friend is busy and doesn’t want to talk. Use one or two of these expressions:
 - ~ I’m in the middle of something right now.
 - ~ Oh, I’m sorry. I’ll let you go now.
 - ~ When’s a good time to call back?
 - ~ I’ll call back later when you’re not so busy.





Activity:

Returning Faulty Merchandise

INSTRUCTOR NOTES

Learners become familiar with vocabulary to describe faulty merchandise and then role play returning items to the store.

Timing: 45 minutes+

- WARM-UP**
- Explain the meaning of *returning faulty merchandise*. Proceed with the introductory reading and Warm-up activity on the first page.
- ACTIVITY**
- Continue by going over the terms in the Vocabulary Chart. Ensure that learners understand the nuances in differences between words such as *crack*, *scratch*, and *chip* by providing examples unrelated to merchandise (for example, chipped tooth; fingernail or claw scratches on skin; cracks in a wall).
 - Learners work alone on the Vocabulary Practice for about 15 minutes, and then complete their lists by sharing information and ideas in a small group. Correct their responses to ensure that the learners understand the vocabulary.
 - The class continues with Readings 1 and 2, and is then divided into pairs for “Speaking Practice - Role Play”. Copy the vocabulary words (from the Vocabulary Chart) onto separate slips of paper and hand out one slip per pair for the role play prompt. For example, a pair may receive a slip with the word *leak* as their prompt, and then they must devise a role play in which they return something that is leaking.
 - Pairs perform their role plays for small groups or for the entire class.
- FOLLOW-UP**
- Learners repeat the Warm-up speaking activity in different pairs. They recount the same story, but this time they use new words they have learnt in this unit.
- CROSS-REFERENCE**
- Commercial Services & Business – *Refund and Exchange Policies*
 - Commercial Services & Business – *At The Shopping Centre*
- ANSWER KEY**
- Learners’ answers will vary.



Activity:

Returning Faulty Merchandise

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors can use the role play to evaluate speaking.
 - CLB Performance Indicators:
 - ~ responds to openings, routine questions and closings in a service or sales transaction discourse
 - ~ provides required information/description of item
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 192-197.
- VOCABULARY**
- Refer to the chart for new words that are taught in this unit.
 - Other vocabulary: return; merchandise; sales receipt; customer service representative; exchange; sales associate; refund



Activity:

Returning Faulty Merchandise

“Last week I bought some dishes. They were packed in a big box. When I got home, I opened the box and found that one of the plates was broken.”

Most of us have had an experience like this. In Canada, it is usually easy to take faulty merchandise back to the store if you still have the sales receipt. You are going to learn and practice some vocabulary that will help you make returns.

Warm-up

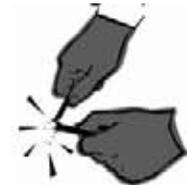
Tell your partner about a time you returned faulty merchandise to a store in Canada or in another country.

VOCABULARY CHART

Words we use to describe faulty merchandise

defective, faulty – it doesn't work the way it should (often because it wasn't made correctly)

damaged, broken – the problem was caused by an accident or action



a broken pencil

missing – absent



a tooth is missing

cracked - broken but not separated into pieces



a cracked mirror



Activity: Returning Faulty Merchandise

Words to describe types of damage

chipped – a small piece has broken off



a chipped cup

scratched - it has a very small cut, not deep



a scratched mirror

dented - changed shape (usually after something is hit)



a dented car

stained - it has a mark that is difficult to remove



a stained rug

torn - pulled apart (noun and verb form – tear)



a torn page

leaking - liquid or gas is escaping



an oil leak



Activity: Returning Faulty Merchandise

VOCABULARY PRACTICE

1. Our toilet is leaking, so there is water on the bathroom floor.

Things that can leak: toilet

2. If you drop a can of food and it dents, you should use it right away.

Things that can dent: cans of food

3. Magda bought new sunglasses last week, but when she put them on at home, she saw that they were scratched.

Things that might get a scratch: sunglasses

4. Alexi tore his pants when he tried to jump over the fence.

Things that can tear: clothing

5. My sister dropped a glass of red wine on the carpet. We tried to clean it, but the carpet still has a large stain.

Things that can have a stain: rugs and carpets



Activity: Returning Faulty Merchandise

VOCABULARY PRACTICE (Continued)

6. Don't drink from that glass! It's chipped, and you might cut your mouth.

Things that can chip: glass

7. Carlos didn't know his new coffee mug was cracked until he saw a brown line inside it while he was drinking.

Things that can crack: dishes

Reading I

With a partner, read this conversation between two people in a store. Talk about the meaning of the **bold** words.

Customer Service Representative (CSR): Can I help you?

Woman: Yes, I'd like to bring back this can opener. It's defective. When I turned it on, it didn't work.

CSR: Sure. Do you have your **receipt**?

Woman: Yes. Here.

CSR: Thanks. Would you like to get your money back, or would you like to **exchange** it for one that works?

Woman: I want to exchange it.

CSR: Yes, Ma'am. Just get another one and come back here, and I'll do the exchange for you.



Activity: Returning Faulty Merchandise

Reading 2

With a partner, read this conversation between two people in a store. Talk about the meaning of the **bold** word.

Sales Associate (SA): How can I help you?

Man: I want to return this shirt. It's missing a button.

SA: Okay. Do you have your receipt?

Man: Yes.

SA: Thanks. Do you want a **refund** or an exchange?

Man: I'll take the refund. I already bought another shirt at another store.

SA: Okay. Can you just sign here, please, sir, and I'll give you your money back.

SPEAKING PRACTICE – Role Play

Work with a partner. One of you will be a customer service representative and the other will be a customer who wants to return faulty merchandise.

To start, your instructor will give you a paper with a word on it (eg, *torn*), and then you will decide what the merchandise is. Next, follow the examples in Reading One and Reading Two to write your own role play. You will practice it and then perform the role play for your classmates.

LINC 3

Canada

Based on Canadian Language Benchmarks



Activity:

Second Chance, Second Cup

INSTRUCTOR NOTES

A reading about the extraordinary life of Canadian Frank O'Dea is followed by vocabulary and writing activities.

Timing: 45 minutes

WARM-UP

- Show the photograph of Frank O'Dea (also available online at www.frankodea.com) and invite learners to speculate about what kind of man he is, his occupation, and his position in society.

ACTIVITY

- Some of the vocabulary in this reading is challenging, so encourage students to read the article for main ideas first.
- Learners continue with the vocabulary and writing activities, following the instructions on the worksheets. It may be necessary to remind some learners not to start a new line for every new sentence in Exercise 3.

FOLLOW-UP

- *Second Chance, Second Cup II*
- *Using Numbers*
- Show the photograph of Frank O'Dea a second time and point out his lapel pin. It is the badge of the Order of Canada, awarded by the Governor General for lifetime achievement.

ANSWER KEY • Exercise 1:

First Paragraph:

ordinary, normal - not special, usual

alcoholic - someone who must drink alcohol frequently

beggar - someone who asks others for money, usually in public areas

Second Paragraph:

motivate, encourage - make people enthusiastic, energetic and confident about doing something

charity - organizations or groups that help needy people

honoured - respected



Activity:

Second Chance, Second Cup

INSTRUCTOR NOTES CONTINUED

ANSWER KEY • Exercises 2 &3:

The sentences, in correct order, are:

- ~ Frank O'Dea left home when he was a young man, and lived on the streets of Toronto.
- ~ One day, he realized that he would die if he continued his lifestyle.
- ~ The next day, he entered a program to get help with his alcoholism.
- ~ After some time, he opened a coffee shop with a friend in Scarborough Town Centre.
- ~ Their business was very successful, and he grew rich enough to retire and spend his time helping others.
- ~ The Canadian Landmine Foundation is one of his charities.
- ~ Now he says that all things are possible if you have hope.

ASSESSMENT • Instructors correct Exercise 3 for reading and writing assessment.

• CLB Performance Indicators:

- ~ interprets sequence and location signals in text
- ~ copies words, numbers, letters, sentences, including capitalization, lower case, punctuation
- ~ has legible handwriting or printing. Makes no major omissions and few mistakes. There is only slight uncertainty in decoding

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 224-229.

VOCABULARY • ordinary; normal; extraordinary; alcoholic; beggar; drunk; liquor; motivate; encourage; charity; landmine; honour



Activity: Second Chance, Second Cup





Activity:

Second Chance, Second Cup

When you look at a picture of Frank O'Dea, he seems like a very ordinary man, but he has had an extraordinary life. He was born in Montreal in 1945, and he grew up in an ordinary family. His father was a businessman. In his early teens, though, Frank lost his way in life. He became an alcoholic and left home to live on the streets. He lived in Toronto as a beggar. How long did he live like this? He was always so drunk that he's not sure. One day he suddenly saw that he must either change his life or die, and on the same day he entered a program to get help for his alcoholism. Several months later he was able to start a small job. He worked and saved enough money until he had enough to open a coffee shop with a business partner. The shop was in Scarborough Town Centre, a shopping mall near Toronto.





Activity: **Second Chance, Second Cup:**

The name of the shop was *Second Cup*. Have you heard of it? There are now over 360 *Second Cup* shops in Canada and more in other countries. Frank sold his share of the coffee business many years ago, and now he is now a rich man. He is extraordinarily busy. He does public speaking to encourage and motivate people to improve their lives, and he wrote a book called *When All You Have Is Hope*. He also volunteers his time and gives money to help others. He has started many charities, including the Canadian Landmine* Foundation. The man who once slept on the streets of Toronto as a beggar is now honoured wherever he goes. This is his message to people everywhere:

With hope ... all things become possible.



*landmine – a bomb in the ground; it explodes when someone walks or drives on it. The foundation helps people injured by landmines in war areas.

Activity: **Second Chance, Second Cup****Exercise I****VOCABULARY**

Re-read the first paragraph to find and then write a word that means:

- _____ *extraordinary* _____ unusual, special
- _____ not special, usual
- _____ someone who must drink alcohol frequently
- _____ someone who asks others for money, usually in public areas

Re-read the second paragraph to find and then write a word that means:

- _____, _____ make people enthusiastic, energetic and confident about doing something
- _____ organizations or groups that help needy people
- _____ respected



Activity: Second Chance, Second Cup

Exercise 2

Match the beginnings and endings of these seven sentences.

Now he says that

The next day,

Frank O'Dea left home when
he was a young man,

After some time, he opened a
coffee shop

The Canadian Landmine
Foundation

One day, he saw
that he would die

Their business was very
successful

he entered a program to get
help for his alcoholism.

with a friend in Scarborough
Town Centre.

and he grew rich enough to
retire and spend his time
helping others.

is one of his charities.

all things are possible if you
have hope.

and lived on the streets of
Toronto.

if he continued his lifestyle.

Activity: **Second Chance, Second Cup****Exercise 3**

Read the seven sentences again, and put them in the correct order. Then, copy them onto these lines to create a paragraph about the life of Frank O'Dea. Give your paragraph a title.



Activity:

Second Chance, Second Cup II

INSTRUCTOR NOTES

Three speaking activities follow the Second Chance, Second Cup reading.

Timing: 30 minutes +

- ACTIVITY**
- The first and second speaking activities are for group conversation.
 - Learners will need to work on their motivational speeches individually before presenting them to the class. All the speeches can be given on the same day, or they can be spread out over a longer time frame.
- VARIATION**
- The second and third activities can be used as writing topics for advanced classes.
- ASSESSMENT**
- Motivational speeches are not part of the CLB-based LINC curriculum for LINC 3, and they may be too challenging for some classes. However, if the instructor selects this activity for an advanced class, the speeches provide a good opportunity for speaking assessment.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 224-229.



Activity:

Second Chance, Second Cup II

DISCUSSION GROUP ACTIVITIES

1. What does “*second chance*” mean? How does the title *Second Chance, Second Cup* describe the life of Frank O’Dea? How do the two pictures in the reading relate to the title and to the life of Frank O’Dea?
2. Describe another extraordinary life.

Do you know someone who has also had an interesting life? Perhaps, like Frank O’Dea, they started out with nothing and then became very rich? Or perhaps they spent their life helping others? Or perhaps they overcame a mental or physical illness, and then went on to find happiness? Talk about an extraordinary person. It could be someone you know, or someone you heard of, or someone famous.

MOTIVATIONAL SPEECHES

Frank O’Dea knew he had to change his life, so he entered a program to get treatment for his alcoholism. After many years of hard work, he retired from a successful career in business. Now he gives public speeches to encourage and motivate people to improve their lives.

You are with a group of people who may need encouragement and motivation to continue studying and learning English! Prepare a short speech (5-7 sentences) to encourage your classmates to keep trying.



Activity:
Using Numbers

INSTRUCTOR NOTES

This generic exercise on using and spelling cardinal and ordinal numbers can be used independently or in conjunction with Second Cup, Second Chance.

Timing: 20 minutes

ACTIVITY • Learners follow the instructions on the worksheets. In Exercise Two, remind the class to use the long form for spelling practice (*first* as opposed to *1st*).

ANSWER KEY • Exercise 1

Digit	Cardinal Number	Ordinal Number	Short Form
1	one	first	1 st
2	two	second	2 nd
3	three	third	3 rd
4	four	fourth	4 th
5	five	fifth	5 th
6	six	sixth	6 th
7	seven	seventh	7 th
8	eight	eighth	8 th
9	nine	ninth	9 th
10	ten	tenth	10 th

- Exercise 2
 1. eighth 2. first (First) 3. fourth 4. sixth 5. second 6. third 7. ninth
 8. seventh 9. fifth 10. tenth

ASSESSMENT • Listening to individual learners reading the sentences aloud provides an opportunity to assess pronunciation of the unvoiced *th* sound (θ).

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 224-229.

VOCABULARY • digit, cardinal number, ordinal number, short form



Activity:
Using Numbers

Exercise I

Complete the table.

Digit	Cardinal Number	Ordinal Number	Short Form
1	one	first	1st
		second	2nd
		third	3rd
		fourth	4th
		fifth	5th
		sixth	
		seventh	
		eighth	
		ninth	
		tenth	



Activity: Using Numbers

Exercise 2

Complete these sentences with the correct ordinal number. You will use **all** the ordinal numbers on the table (first-tenth).

1. The Beijing Olympics opened on the _____ of August, 2008, a very lucky day (8/8/8).
2. Canadians celebrate their national holiday on July the _____.
3. Writing is the _____ language skill, after reading, speaking and listening.
4. Sunday is the first day of the week, so Friday is the _____.
5. Ontario is the _____-largest province in Canada. Quebec is bigger.
6. We went to an Italian restaurant for supper. After salad and spaghetti, we ate ice cream for our _____ course.
7. Most babies are born during the _____ month of pregnancy.
8. July is the _____ month of the year.
9. Humans can smell, taste, hear and see. The _____ sense is the sense of touch.
10. The _____ province, Newfoundland, didn't join Canada until 1949.

Exercise 3

Read the sentences aloud to practice the “*th*” sound.



Activity:
Listening To Weather Forecasts

INSTRUCTOR NOTES

Learners listen to four weather forecasts and complete a comprehension exercise.

Timing: 20 Minutes

- WARM-UP**
- Ask the class to describe the current day's weather conditions, and then expand the discussion in order to compile a list on the blackboard of more weather lexicon (for example, *storm, cloudy, freezing rain, showers*).
 - Introduce the terms *humidex* and *wind chill factor*, and explain that they are based on how the weather conditions feel when the temperature is measured in conjunction with relative humidity (*humidex*) or wind speed (*wind chill factor*).
 - Ensure that the learners understand all the vocabulary listed below.
- ACTIVITY**
- Learners follow the instructions on the student worksheet in order to complete the activity. The class should be given time to read each list prior to listening to the forecast (Audio Track 7).
- FOLLOW-UP**
- *Interpreting Canadian Weather Tables*
- ANSWER KEY**
- Forecast 1
 - 33 degrees
 - clear and sunny
 - a humidex of 40 degrees
 - Forecast 2
 - lots of snow
 - 10 centimeters of snow on Thursday
 - night-time lows of minus 7 degrees
 - winds from the west
 - Forecast 3
 - rain starting this afternoon
 - strong winds
 - daytime high of 17 degrees
 - Forecast 4
 - temperature going down
 - wind chill factor of minus 45 degrees
 - winds from the north
 - clear and cold tonight and tomorrow



Activity:

Listening To Weather Forecasts

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- The audio can be played twice.
 - CLB Performance Indicators:
 - ~ identifies factual details and inferred meanings in a listening text as required
 - ~ gets the gist, detail, key words and expressions as required

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 224-229.

- VOCABULARY**
- forecast; degrees; humidity; humidex; mild; flurries; wind chill factor

**Activity: Listening To Weather Forecasts****LISTENING TRANSCRIPT**

You are going to listen to four different weather forecasts. First, read the list. Then, listen and underline what you hear in the forecast. You will need to underline more than one item in each list.

Forecast 1

Get out your bathing suits because it's going to be a hot one!!! The predicted high for today is 33 degrees, clear and sunny all day with 0% chance of rain. With the humidity it will feel like 40. Yes, folks, that's right, today's humidex is 40 degrees, so make sure you wear your sun hat. It's going to be a great day for swimming and a bad day for running out in the sun. Already at ten o'clock this morning it's 28 degrees.

Forecast 2

Here comes winter! The forecast for this week is snow, snow and more snow. We're expecting 5 to 10 centimeters starting this morning, with 5 more tomorrow and then another 10 centimeters on Thursday. Temperatures will be mild all week, with highs of minus one and night-time lows of minus seven, winds from the west and cloudy with snow flurries. Got your winter boots ready? You're going to need them.

Forecast 3

I hope you enjoyed the beautiful weather yesterday because today's forecast is for heavy rain. The rain will start around 2:00 this afternoon and the weatherman says we will get around seven millimeters of it before the night is over. Strong winds from the south at 40 kilometers an hour, and cloudy all night, but the rain should end around 9 pm. High today of 17 degrees and low tonight of 12; the temperature right now is 15 degrees.

Forecast 4

Tonight the temperature is going down, and it's going to stay down for the next two or three days. Expect a low tonight of minus 30, but with the wind chill factor it will feel like minus 45. Yes, you heard me, a wind chill factor of minus 45. Winds are coming from the north, and it will be clear and cold all night tonight and again tomorrow. It's a good night to stay home with your blanket, a good movie, and someone you love to keep you nice and warm.



Activity:

Listening To Weather Forecasts

You are going to listen to four different weather forecasts. First, read the list. Then, listen and underline what you hear in the forecast. You will need to underline more than one item in each list.

Forecast 1

- hot and cloudy
- 33 degrees
- clear and sunny
- a humidex of 40 degrees
- a humidex of 33 degrees
- 10 degrees

Forecast 2

- lots of snow
- 5 to 10 degrees
- 10 centimeters of snow on Thursday
- night-time lows of minus 7 degrees
- winds from the west
- clear with snow flurries

Forecast 3

- beautiful weather
- rain starting this afternoon
- rain ending at 7:00
- rain all night
- strong winds
- a daytime high of 17 degrees

Forecast 4

- temperature going down
- wind chill factor of minus 30 degrees
- wind chill factor of minus 45 degrees
- winds from the north
- clear and cold all night, but warming up again tomorrow
- clear and cold tonight and tomorrow



Activity:

Interpreting Canadian Weather Tables

INSTRUCTOR NOTES

Learners read authentic weather tables, answer comprehension questions, and do map work.

Timing: 30 minutes

WARM-UP

- *Listening to Weather Forecasts*
- Invite learners to speculate about which Canadian cities get more snow or less snow (or, in summer, rain) than the city they are living in.

ACTIVITY

- Provide each learner with a copy of Table 1, Worksheet 1 and an outline map of Canada with the capital and major cities indicated.
- With the class, read through and discuss the answers to Questions 1, 2 and 3.
- Learners complete Worksheet 1 individually or in pairs.
- Take up the answers.
- Distribute Table 2 and Worksheet 2. It may be necessary to clarify *range in temperature*.
- Learners work alone if the activity is intended for assessment; otherwise, pair work adds a listening and speaking component.

FOLLOW-UP

- Learners use both tables to answer these questions:
 - ~ Which Canadian city has the best climate, and why?
 - ~ Which international city has the best climate, and why?
- Learners identify the city on the tables that is closest in climate to the city they lived in prior to immigrating to Canada.

VARIATION

- It is not necessary for learners to refer to a world map, but they may wish to show their previous city to their classmates during the follow-up activity.

ANSWER KEY

- Table 1:
 1. rain and snowfall
 2. important
 3. yearly
 4. Moscow
 5. Cairo
 6. St. John's
 7. St. John's
 8. Whitehorse
 9. Calgary



Activity:

Interpreting Canadian Weather Tables

INSTRUCTOR NOTES CONTINUED

ANSWER KEY • Table 2:
(Continued)

1. July
2. January
3. Yellowknife
4. New Delhi, Cairo, Rio de Janeiro
5. Yellowknife
6. Los Angeles & Rio de Janeiro
7. Yellowknife
8. Toronto
9. Victoria & Vancouver

- ASSESSMENT**
- Reading and interpreting formatted texts is easy for some learners and challenging for others, depending on the individual's educational background.
- The ability to follow the instructions on the worksheet independently is an integral component of the reading assessment.
 - CLB Performance Indicators:
 - ~ follows one- to six-step instructions
 - ~ identifies layout of forms; finds specific information
 - ~ gets key information and specific details from graphics
 - ~ compares facts to make choices

- SOURCE**
- Table 1: Statistics Canada:
- www40.statcan.gc.ca/101/cst01/phys08a.htm
-
- Table 2: Statistics Canada:
- www40.statcan.gc.ca/101/cst01/phys08b.htm

- FURTHER REFERENCE**
- See
- LINC Curriculum Guidelines*
- , pp. 224-229.

- VOCABULARY**
- average; precipitation; annual; major; range; condition



Activity: Interpreting Canadian Weather Tables

TABLE I
Weather Conditions in Capital and Major Cities (Precipitation)

	ANNUAL AVERAGE		
	Snowfall	Total precipitation	Wet days
	cm	mm	number
St. John's, Newfoundland	322.3	1,513.70	215.6
Charlottetown, P. E. Island	311.9	1,173.30	184.2
Halifax, Nova Scotia	230.5	1,452.20	171.2
Fredericton, New Brunswick	276.5	1,143.30	156.6
Québec, Québec	315.9	1,230.30	181.9
Montréal, Québec	217.5	978.9	163.3
Ottawa, Ontario	235.7	943.5	162.6
Toronto, Ontario	115.4	792.7	145.5
Winnipeg, Manitoba	110.6	513.7	123.5
Regina, Saskatchewan	105.9	388.1	114.5
Edmonton, Alberta	121.4	482.7	124.1
Calgary, Alberta	126.7	412.6	113.6
Vancouver, British Columbia	48.2	1,199.00	166.1
Victoria, British Columbia	43.8	883.3	154.2
Whitehorse, Yukon	145	267.4	122.2
Yellowknife, North West Territories	151.8	280.7	118.9
INTERNATIONAL COMPARISONS			
Beijing, China	30	623	66
Cairo, Egypt	...	22	5
Capetown, South Africa	...	652	95
London, England	...	594	107
Los Angeles, U.S.A.	...	373	39
Mexico City, Mexico	...	726	133
Moscow, Russia	161	575	181
New Delhi, India	...	715	47
Paris, France	...	585	164
Rio de Janeiro, Brazil	...	1,093	131
Rome, Italy	...	749	76
Sydney, Australia	...	1,205	152
Tokyo, Japan	20	1,563	104
Washington, D.C.	42	991	112

... : not applicable.

Sources: Environment Canada, 2006, Climate Normals 1971 to 2000 (accessed August 23, 2007);
Environment Canada, Canadian Meteorological Centre, Climate Information Branch, Climate Normals
1951 to 1980 (for international data).

Table 1 was taken from Statistics Canada Website: Canada.gc.ca



Activity: Interpreting Canadian Weather Tables

WORKSHEET I

Use Table I.

1. Does the word “precipitation” mean *rain and snowfall* or *snowfall only*?
Underline the one that is correct.
rain and snowfall snowfall only
2. Is a “major city” an *important city* or a *capital city*? Underline the one that is correct.
important city capital city
3. Does “annual” mean *yearly* or *monthly*? Underline the one that is correct.
yearly monthly
4. Which international city listed on Table One gets as much snow as many Canadian cities?

5. Which international city listed on Table One is probably the sunniest?

Use Table I and the Map of Canada.

On the map (not on the table)

6. Circle the name of the Canadian city that gets the most snowfall.
7. Circle the name of the Canadian city that gets the most total precipitation.
8. Underline the name of the Canadian city that gets the least total precipitation.
9. Underline the name of the Canadian city that has the fewest wet days.



Activity: Interpreting Canadian Weather Tables

TABLE 2
Weather Conditions in Capital and Major Cities (Temperatures)

	Average annual temperature		Coldest month		Warmest month	
	Average high	Average low	Month	Average low	Month	Average high
	Celsius			Celsius		Celsius
St. John's, Newfoundland	8.7	0.6	Feb	-9.3	July	20.3
Charlottetown, P E Island	9.7	0.9	Jan	-12.6	July	23.2
Halifax, Nova Scotia	11	1.6	Jan	-10.7	July	23.6
Fredericton, New Brunswick	11.2	-0.5	Jan	-15.5	July	25.6
Québec, Québec	9	-1	Jan	-17.6	July	25
Montréal, Québec	11.1	1.4	Jan	-14.7	July	26.2
Ottawa, Ontario	10.9	1.1	Jan	-15.3	July	26.5
Toronto, Ontario	12.5	2.5	Jan	-10.5	July	26.8
Winnipeg, Manitoba	8.3	-3.1	Jan	-22.8	July	25.8
Regina, Saskatchewan	9.1	-3.4	Jan	-21.6	July	25.7
Edmonton, Alberta	8.5	-3.8	Jan	-19.1	July	22.2
Calgary, Alberta	10.5	-2.4	Jan	-15.1	July	22.9
Vancouver, British Columbia	13.7	6.5	Jan	0.5	Aug	21.9
Victoria, British Columbia	14.1	5.3	Jan	0.7	Aug	22
Whitehorse, Yukon	4.5	-5.9	Jan	-22	July	20.5
Yellowknife, NW Territories	-0.2	-9	Jan	-30.9	July	21.1

International comparisons

Beijing, China	17	7	Jan	-8	July	30
Cairo, Egypt	27	16	Jan	9	July	34
Capetown, South Africa	21	13	July	8	Feb	25
London, England	14	7	Jan & Feb	2	July	22
Los Angeles, U.S.A.	21	13	Jan	8	Aug	24
Mexico City, Mexico	23	11	Jan	7	May	26
Moscow, Russia	8	1	Jan	-13	July	22
New Delhi, India	31	20	Jan	9	May	38
Paris, France	14	7	Jan	1	July	24
Rio de Janeiro, Brazil	30	20	June	18	Feb	33
Rome, Italy	20	11	Jan	4	July & Aug	28
Sydney, Australia	22	14	July	8	Jan & Feb	26
Tokyo, Japan	19	12	Jan	2	Aug	30
Washington, D.C.	19	9	Jan	-3	July	31

Sources: Environment Canada, 2006, Climate Normals 1971 to 2000 (accessed August 23, 2007); Environment Canada, Canadian Meteorological Centre, Climate Information Branch, Climate Normals 1951 to 1980 (for international data).

Table 2 was taken from Statistics Canada Website: Canada.gc.ca



Activity: Interpreting Canadian Weather Tables

WORKSHEET 2

Use Table 2 and the same Map of Canada.

1. What is the warmest month in most Canadian cities?

2. What is the coldest month in most Canadian cities?

3. Which Canadian city has the greatest range in temperatures? (This means the greatest difference in temperature between the coldest month and the warmest month.)

4. Which three international cities on Table Two are the hottest?

5. What is the coldest city overall on Table Two (Canada and international)?

6. Which two cities on Table Two (Canada and international) have the smallest range of temperatures? (This means the least difference in temperature between the coldest month and the warmest month.)

On the map (not on the table):

7. Draw a around the name of the coldest Canadian city.
8. Draw a around the name of the Canadian city that gets warmest in summer.
9. Draw a dotted line under the names of the two Canadian cities that are warmest overall (considering both summer and winter temperatures).



Activity: Interpreting Canadian Weather Tables



CANADA



Activity:
Canadian Trivia Game

INSTRUCTOR NOTES

This is a class listening and speaking activity that can be used as a follow-up to lessons on Canadian history, geography, government or culture.

Timing: 30 minutes

- ACTIVITY**
- Prepare the questions in advance by cutting them out and placing them in a large envelope. Instructors are encouraged to adapt this activity by selecting questions which are pertinent to their classes and by creating additional ones related to the Canadian content they have already covered in class.
 - Divide the class into 2 groups that will play against each other. For fun, encourage the groups to give themselves a team name. The teams must also appoint a spokesperson who will speak for them all.
 - Teams take turns answering the Canadian trivia questions. The first question is drawn at random, either by the instructor or by a member of the opposing team. The instructor reads the question to the first team. They have a minute to agree on the answer, and then their spokesperson delivers it. If the answer is correct, give the team 2 points. If it is incorrect, subtract 2 points. Continue in this manner, alternating teams. Keep a running total of the scores on the blackboard.
 - Set a time limit or a point target to end the game.
- FOLLOW-UP**
- The game can be re-played with the same questions to reinforce the Canadian content or the learners' listening skills.
- VARIATION**
- To encourage more group interaction and change the competitive dynamics of the game, set a different rule of play: the number of points given or taken away is variable. The team can wager between one and five points on a correct answer. The team must make their wager in advance and communicate it clearly to the instructor (through the spokesperson) before the random question is read.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 224-229.
- VOCABULARY**
- Some unknown vocabulary (e.g., *southernmost*, *hosted*) can be explained at the instructor's discretion, but the learners should not consult dictionaries or any other reference materials.



Activity: Canadian Trivia Game

CANADIAN ACRONYMS

Mr. means *mister*, and BC stands for *British Columbia*. What does “CBC” stand for?

Answer: Canadian Broadcasting Corporation

Mr. means *mister*, and BC stands for *British Columbia*. What does MP stand for?

Answer: Member of Parliament

Mr. means *mister*, and BC stands for *British Columbia*. What does PEI stand for?

Answer: Prince Edward Island

Mr. means *mister*, and BC stands for *British Columbia*. What does NHL stand for?

Answer: National Hockey League

Mr. means *mister*, and BC stands for *British Columbia*. What does RCMP stand for?

Answer: Royal Canadian Mounted Police



Activity: Canadian Trivia Game

CANADIAN GEOGRAPHY



Name Canada's four Atlantic Provinces. These are also called the *Maritime Provinces*.

Answer: Newfoundland[/Labrador], New Brunswick, Prince Edward Island, Nova Scotia



Name Canada's 3 Prairie Provinces.

Answer: Manitoba, Saskatchewan, Alberta



Name Canada's 3 territories.

Answer: Yukon, Nunavut, Northwest Territories



Name the easternmost province of Canada.

Answer: Newfoundland



Name the westernmost province of Canada.

Answer: British Columbia



Activity: Canadian Trivia Game



The southernmost point of mainland Canada is called *Point Pelee*. What province is it in?

Answer: Ontario



Canada is surrounded by 3 oceans. Name them.

Answer: Pacific Ocean, Arctic Ocean, Atlantic Ocean



Two of Canada's provinces are islands. Name them.

Answer: Newfoundland and Prince Edward Island



Which province is the largest?

Answer: Quebec



Which province is the smallest?

Answer: Prince Edward Island



What is the capital of Saskatchewan?

Answer: Regina



Activity: Canadian Trivia Game



What is the capital of Ontario?

Answer: Toronto



Halifax is the capital of which province?

Answer: Nova Scotia



Which province has the largest population?

Answer: Ontario



Name Canada's three largest cities, in order (first, second, third).

Answer: Toronto, Montreal, Vancouver (5.4, 3.7 and 2.2 million respectively in 2006)



Name Canada's longest river.

Answer: MacKenzie River, NWT (4211 kilometers, the longest in North America)



Name Canada's highest mountain.

Answer: Mount Logan, Yukon, (5959 meters)



Activity: Canadian Trivia Game



Which province is famous as the potato-growing province?

Answer: Prince Edward Island



What is produced on a dairy farm?

Answer: milk/milk products



Which province produces the most oil?

Answer: Alberta



Name the world-famous waterfall in southern Ontario.

Answer: Niagara Falls

Activity: **Canadian Trivia Game****POLITICS AND HISTORY**

Which province outside of Québec contains the most people who speak French at home?

Answer: Ontario (about half a million)



Name the two largest political parties in Canada.

Answer: Liberals and Conservatives



Who is prime minister of Canada?

Answer: Stephen Harper (Oct. 2008)



In what year did Canada become a country?

Answer: 1867



There are two governing bodies in Parliament. Name them.

Answer: House of Commons and the Senate



Activity: Canadian Trivia Game



What are the three levels of government in Canada?

Answer: federal, provincial and municipal



What is a *mayor*?

Answer: the leader of a city or municipality



What are Canada's two official languages?

Answer: French and English



Activity: Canadian Trivia Game

CANADIAN CULTURE/TRIVIA

The Queen is on one side of the nickel. What is on the other side?

Answer: beaver



The Queen is on one side of the penny. What is on the other side?

Answer: maple leaves



When does Canada celebrate its national day?

Answer: July 1



If it is 10:00 in Ontario, what time is it in Newfoundland?

Answer: 11:30



What is on the centre of the Canadian flag?

Answer: maple leaf



Activity: Canadian Trivia Game



If the weather forecast is for thunder and lightening, do you bring a. your sunglasses, b. an umbrella, or c. your warmest coat?

Answer: an umbrella



If you go to a baby shower, do you bring an umbrella, your baby or a gift?

Answer: a gift



If the weather is overcast on July 15, do you bring a. sunglasses b. an umbrella, or c. sunblock?

Answer: an umbrella



What is a canoe?

Answer: a boat



Name the three Canadian cities that have hosted the Olympic games.

Answer: Montreal (1976) Calgary (1988) Vancouver (2010)



Somebody gave you a toonie, three quarters, a nickel, two dimes and a penny. How much money did they give you?

Answer: \$3.01



Activity: Canadian Trivia Game



If you go skidooing, do you need a. boots b. skis or c. a bathing suit?

Answer: boots



If you wanted to see a loon, where would you go?

Answer: a lake



What colour are the bears in Nunavut?

Answer: white



If you wanted to see a whale, would you go to British Columbia, Alberta or Saskatchewan?

Answer: British Columbia



What meat do most Canadians eat for Thanksgiving dinner?

Answer: turkey



Activity:
Beautiful Canada

INSTRUCTOR NOTES

Learners review capitalization of place names by writing captions for twelve pictures of Canada. Optional follow-up includes describing the pictures orally and in writing, and watching a PowerPoint presentation.

Timing: 25 minutes+

- WARM-UP** • Review capitalization rules for place names and for beginning a sentence.
- ACTIVITY** • Distribute Exercise 1. Learners match pictures of Canada with the appropriate sentences. As they copy the captions, they capitalize letters where appropriate.
- FOLLOW-UP** • In Exercises 2 and 3, learners write a paragraph describing one of the images and then read their paragraph to classmates.
 • Exercise 4 is a paired listening and speaking activity. One learner describes a picture and the other identifies it.
 • *Four Provinces*
- VARIATION** • PowerPoint Activities:
 ~ The pictures in Exercise 1 (with correctly capitalized captions) are available as a PowerPoint presentation. If the capitalization activity is not intended for formal assessment, then learners correct their own work as they view the slides.
 ~ Project any image from the presentation. Working in pairs, learners list as much vocabulary from the image as they can think of in a 3-minute period, without using dictionaries. For example, from Slide 1 the learners might write a list that contains the words *cloud, yellow, flowers, hat, and field*.
- ANSWER KEY** • Refer to PowerPoint presentation (see online version or CD).
- ASSESSMENT** • Instructors correct individual learner responses.
 • CLB Performance Indicators:
 ~ copies sentences, including capitalization, lower case punctuation
 ~ spells and follows punctuation conventions, with few errors
 ~ describes the situation
 ~ uses adequate vocabulary for topic
 ~ uses simple structures
 ~ spells and follows punctuation conventions, with few errors
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 224-229.
- VOCABULARY** • canola; iceberg; northern lights



Activity:
Beautiful Canada

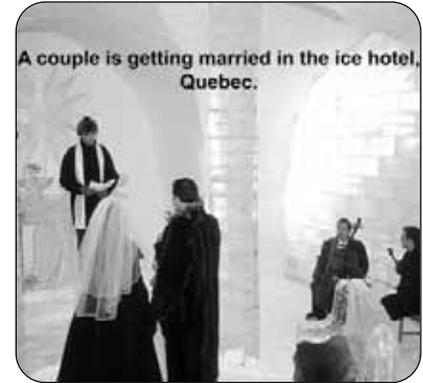
Slide 1



Slide 2



Slide 3



A farmer from Saskatchewan is standing in his canola field.

A couple is getting married in the ice hotel, Quebec.

Slide 4



Slide 5



Slide 6

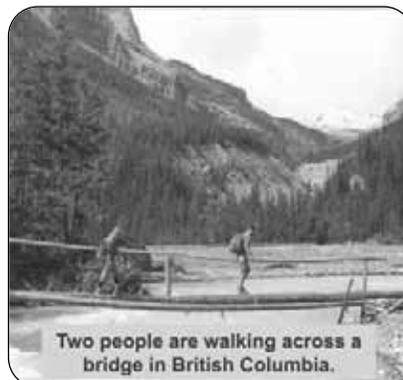


Two rivers meet in Winnipeg, Manitoba. They are the Assiniboine River and the Red River.

The beaches of Prince Edward Island are famous.

Northern lights shine at night in Yellowknife.

Slide 7



Two people are walking across a bridge in British Columbia.



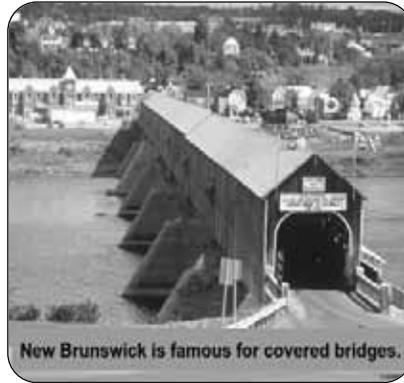
Activity: Beautiful Canada

Slide 8



Ottawa is the capital of
Canada.

Slide 9



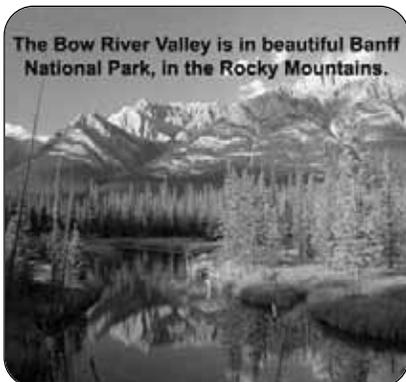
New Brunswick is famous for
covered bridges.

Slide 10



There are many icebergs in the
Atlantic Ocean near Newfoundland.

Slide 11



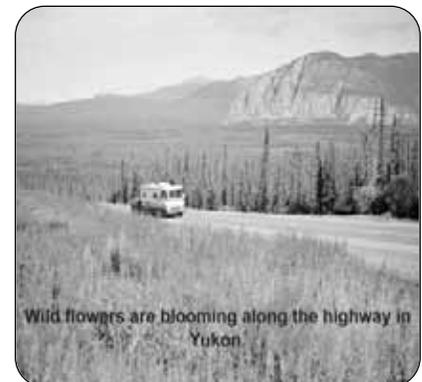
The Bow River Valley is in
beautiful Banff National Park,
in the Rocky Mountains.

Slide 12



This lovely white church is in
Nova Scotia.

Slide 13



Wild flowers are blooming
along the highway in Yukon.

Slide 14



Beautiful Canada.



Activity:
Beautiful Canada

Exercise I

USING CAPITAL LETTERS

There are twelve sentences listed below, and twelve pictures of places in Canada on the next pages.

1. Match each sentence with its picture.
2. Copy the sentence into the lines below the picture. Change the small letters into capital letters where necessary.
 - **two people are walking across a bridge in british columbia.**
 - **a farmer from saskatchewan is standing in his canola field.**
 - **wild flowers are blooming along the highway in yukon.**
 - **new brunswick is famous for covered bridges.**
 - **ottawa is the capital of canada.**
 - **this lovely white church is in nova scotia.**
 - **the beaches of prince edward island are famous.**
 - **a couple is getting married in the ice hotel, quebec.**
 - **two rivers meet in winnipeg, manitoba. they are the assiniboine river and the red river.**
 - **there are many icebergs in the atlantic ocean near newfoundland.**
 - **the bow river valley is in beautiful banff national park, in the rocky mountains.**
 - **northern lights shine at night in yellowknife.**



Courtesy of CTC



#1: _____



Courtesy of CTC



#2: _____



Courtesy of CTC



#3:



Courtesy of CTC



#4:



Courtesy of CTC



#5: _____



Courtesy of CTC



#6: _____



Courtesy of CTC



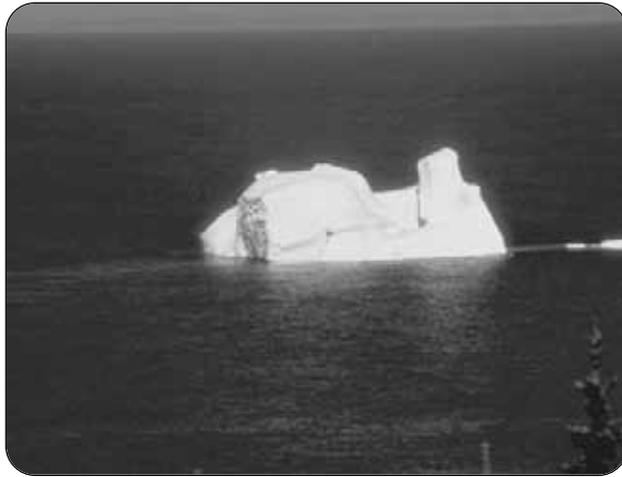
#7:



Courtesy of CTC



#8:



Courtesy of CTC



#9: _____



Courtesy of CTC



#10: _____



#11:



Courtesy of CTC



#12:

Activity: **Beautiful Canada****Exercise 2****Write About It**

Imagine that you are standing in one of the places shown in the pictures. Describe what you see.

Write 5-7 sentences.

Exercise 3**Read Your Writing**

Work in a group of four. Take turns reading your writing aloud to the others. After each person has finished reading, the members of the group must guess which picture their classmate was describing.

Exercise 4**Talk About It**

Find a partner. Sit back-to-back. The first partner describes one of the pictures in three simple sentences. The second person listens, and then guesses which picture their partner described. Take turns.



Activity:
Four Provinces

INSTRUCTOR NOTES

Audio travel and tourism advertisements for four Canadian provinces are preceded by vocabulary activities and followed by comprehension and discussion questions.

Timing: 1 hour +

WARM-UP

- *Beautiful Canada*
- Hand out Exercises 1, 2 and 3.
- If learners experience difficulty labeling the pictures in Exercise 1, suggest that they read the questions in Exercise 2 for context clues and use dictionaries only as a last resort.
- Take up the answers to Exercises 1 and 2 before playing the audio (Track 8).

ACTIVITY

- Hand out Exercise 4 after the class has heard the audio once and the First Listening exercise has been completed.
- It may be necessary to play the audio more than once in order for the learners to complete the chart successfully.

FOLLOW-UP

- There are two sets of group discussion questions for optional follow-up. Exercise 5 elicits a general response to the listening text, while Exercise 6 helps learners practice the new vocabulary.
- The provincial websites provide additional information, videos and images:
 - <http://www.sasktourism.com/>
 - <http://www.travelmanitoba.com/>
 - <http://novascotia.com/en/home/default.aspx>
 - <http://www.newfoundlandlabrador.com/>
- Show the class a video clip of Maritime folk musicians, for example, “Newfoundland Kitchen Party” <http://www.youtube.com/watch?v=fvCvgQ5CwtI&feature=related>

ANSWER KEY

- Exercise 2: 1. sunset 2. folk music 3. festival 4. hiking 5. polar bear
 6. sea coast 7. fishing villages 8. scenic drive 9. whale



Activity:
Four Provinces

INSTRUCTOR NOTES CONTINUED

ANSWER KEY • Exercise Four:

Tourist Attractions	Newfoundland	Manitoba	Saskatchewan	Nova Scotia
Celtic folk music				✓
friendly people	✓		✓	✓
hiking	✓			
northern lights		✓		
polar bears		✓		
restaurants/dining	✓	✓		
scenic roads and drives	✓			✓
shopping		✓		✓
sunsets			✓	
whales	✓	✓		✓
wine-tasting				✓

- ASSESSMENT**
- Instructors correct Exercise 4 for listening assessment. Question 1 of Exercise 5 can be used for alternative listening assessment.
 - CLB Performance Indicator:
 - ~ identifies main intent, main idea, factual details, words and expressions, and inferred meanings in persuasive oral text as required

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp 224-229.

- VOCABULARY**
- tourism; tourist attractions; festival; fishing village; folk music; hiking; polar bear; scenic drive; sea coast; sunset; whale: northern lights; iceberg



Activity: Four Provinces

LISTENING TRANSCRIPT**Four Provinces****Listening 1**

Newfoundland welcomes you to an island that is rich in culture and beauty. Here, you can see nature that has never been touched by a human hand. Come to Newfoundland to find friendly people and beautiful places. Come, and you will find icebergs, whales, birds and wild animals. Hike our hills and forests, attend our folk festivals, or drive along our scenic coastline roads. Visit our fishing villages and dine in our great seafood restaurants. Come to our rocky Atlantic island. You will think you are in another country.

Listening 2

For a wonderful holiday, come visit Manitoba. Begin your trip with an outdoor adventure in northern Manitoba, in the exciting town of Churchill. There, you can go into the ocean with a beluga whale or see polar bears in the wild. At night, just step outside your hotel and look up at the sky to see one of nature's most beautiful gifts: the unforgettable northern lights. After your adventure in Churchill, come eat, shop and enjoy the culture of Winnipeg. This multicultural capital is proud of its festivals, art, music, and fine restaurants. So come to Manitoba for a holiday you will never forget.

Listening 3

There is no other place like Saskatchewan. The land goes on forever, and the sky has no end. Come and see the most beautiful sunsets in the world. Come to Northern Saskatchewan, where there are thousands and thousands of lakes and rivers, all full of fish just waiting to be caught. The air is clean and the people are friendly and welcoming, like no other people on earth. Come to Saskatchewan for a feeling of peace you cannot find in other places, because there is no other place like... Saskatchewan.

Listening 4

This summer, Nova Scotia is calling you. It is calling you to come enjoy its land and ocean, its farms and its friendly people. Take a scenic drive through traditional fishing villages on the coast, or go on a whale-watching trip. You can drive through apple farms, and even stop to taste some wine from our award-winning wineries. There are over 700 festivals in Nova Scotia's cities and towns every year, and of course the capital, Halifax, is full of history, museums, Celtic folk music and the best shopping on the Atlantic coast. Come to Nova Scotia this summer. You'll be glad you did.



Activity:
Four Provinces

You are going to listen to travel and tourism advertisements for four Canadian provinces.

Exercise I

Write the correct word(s) under each picture.

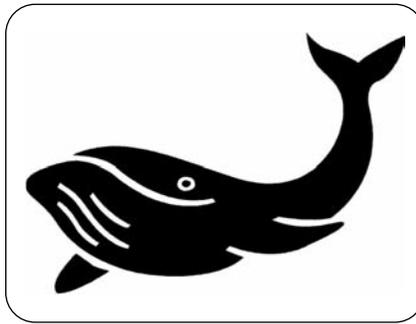
festival
fishing village

folk music
hiking

polar bear
scenic drive

sea coast
sunset

whale





Activity: Four Provinces

Exercise 2

Practice using the nine new expressions in Exercise 1 by completing these sentences.

1. I love to look to the west and watch the changing colours of the sky at _____.
2. Most cultures have some kind of traditional _____.
Many Canadians whose families came from Ireland and Scotland continue to sing old Celtic songs and play old folk instruments.
3. A _____ is an organized celebration or special event. A world-famous _____ is *Mardi Gras* in Brazil, but well-known Canadian ones are the *Montreal Jazz Festival* and the *Toronto Film Festival*.
4. In the autumn, our family likes going _____ in the forest to see the beautiful leaves. We enjoy the scenery and the exercise.
5. A _____ is a big white bear that lives in Northern Canada.
6. The _____ is where the ocean and the land meet. It is often very beautiful. Canada has more _____ than any other country.
7. Very small towns on the sea coast, where many people own boats and work as fishermen, are called _____.
8. Sometimes I like to take a drive outside of the city to enjoy looking at farmland or natural scenery. A famous Canadian _____ is a road called *The Sea-to-Sky Highway* in British Columbia.
9. There are many large fish in the ocean, but the biggest animal that lives in water is a _____.



Activity:
Four Provinces

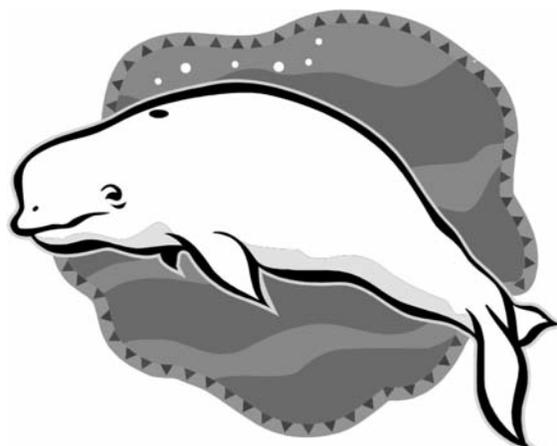
Exercise 3

You are going to listen to tourism advertisements for four Canadian provinces. With a partner, re-read the word list and guess which provinces the advertisements could be about.

_____	_____
_____	_____

First Listening: Listen to the advertisements and name the four provinces.

- 1: _____
- 2: _____
- 3: _____
- 4: _____



Beluga Whale



Activity: Four Provinces

Exercise 4

Listening For Detail

Study this chart. The first column lists some of the things that are described in the advertisements (*Tourist Attractions*). There is an empty column for each of the four provinces.

Listen to the advertisements again. Write a check mark (✓) under the name of the province that advertises each tourist attraction. A few of the attractions are advertised in more than one province, so you will write more than one check mark in some rows.

Tourist Attractions	Newfoundland	Manitoba	Saskatchewan	Nova Scotia
Celtic folk music				
friendly people				
hiking				
northern lights				
polar bears				
restaurants/dining				
scenic roads and drives				
shopping				
sunsets				
whales				
wine-tasting				

Exercise 5

1. You have listened to tourism advertisements for four provinces. Which one would you choose to visit, and why?
2. Is there a different province, city or tourist attraction in Canada that you want to visit? Tell your classmates about it.
3. Have you already taken a trip in Canada? Where did you go, and what did you see?
4. Tell your classmates about a famous tourist attraction in another country that you have visited.

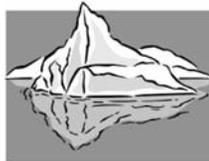


Activity:
Four Provinces

Exercise 6

Practice using new vocabulary while you answer these questions.

1. When you go on holiday, do you like to go to places with beautiful scenery (mountains, lakes, etc) or do you like to visit cities?
2. Have you ever seen a whale in the ocean?
3. Sunsets are beautiful in most parts of the world. Tell your classmates about an evening in your life when you watched the sun go down.
4. Have you ever seen an iceberg?
5. Are restaurants and dining an important part of your vacations?



6. Have you ever visited a fishing village?
7. Talk about the traditional folk music of your culture.
8. Have you ever seen a bear?
9. Describe a beautiful scenic drive you have taken.
10. Which countries have very friendly people who are kind and helpful to tourists?



11. Do you like hiking? Where have you hiked?
12. Is shopping important to you when you go on holiday?
13. Have you ever visited the sea coast for a holiday?
14. Have you ever seen the northern lights?
15. Tell your group about a time you were traveling and you met a very friendly and nice person.

LINC 3

Canadian Culture

Based on Canadian Language Benchmarks

Activity:

Canada In A Suitcase

INSTRUCTOR NOTES

Learners discuss Canadian culture and lifestyles in a series of listening, speaking and writing tasks.

Timing: 45 minutes

- WARM-UP**
- Explain to the class that they are going to become imaginary ambassadors of Canadian culture, and explain the general concept of an ambassador.
 - Play Part One of the audio (Track 9) and then hand out the Listening Comprehension Questions.
- ACTIVITY**
- Hand out “Instructions for Ambassador of Canadian Culture”. Two examples are given in the listening text to help learners get started on their lists, but more examples and suggestions may be required.
 - Individuals will require help with lexicon and spelling as they compile their lists.
 - Once the learners have completed their lists of 10 items, play Part 2, pair learners up, and give each group the Combined List Of Ten Items For Two Ambassadors. When all the pairs have completed their lists, play Part 3 of the audio. Allow time for pairs to reach a decision.
 - Hand out the Writing Assignment. If the activity is going to be assessed, each learner must work individually; otherwise, the writing can be done collaboratively.
- FOLLOW-UP**
- Learners compare notes in small groups about where they are going and what they are bringing.
 - Learners in advanced classes can make a small presentation to their classmates listing the 10 items they chose and explaining their rationale.
- VARIATION**
- Instructors can use these activities to review and reinforce the future tenses (*will & going to*, future with modals).
- ASSESSMENT**
- Instructors can informally assess learners’ mastery of future (*will and going to*) by listening to their conversations.
 - CLB Performance Indicators (writing):
 - ~ conveys a simple message
 - ~ uses adequate vocabulary for topic
 - ~ copies words, sentences, including capitalization, lower case, punctuation
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 256-261.
- VOCABULARY**
- ambassador; hockey puck; miniature



Activity:
Canada In A Suitcase

LISTENING TRANSCRIPT**Part 1**

Congratulations! You have a new job! You must be very excited, because your new job pays very well and you are going to do a lot of travelling. You are going to be an ambassador of Canadian culture.

Let me tell you about your new job. You are going to fly all over the world to speak to small groups of people who are thinking about immigrating to Canada. You are going to teach them about Canadian culture and life in Canada. Let me repeat this. You will be an ambassador of Canadian culture. You are going to fly all over the world to speak to small groups of people, and tell them about Canadian culture and life in Canada.

How will you do this? You are going to teach people about Canada by showing them 10 things – 10 objects – and talking about them. For example, maybe you can bring a hockey puck and tell the groups a bit about hockey and how Canadians love hockey, especially Canadian men.

Now, since you are going to be travelling around, you must be able to pack your 10 objects into a suitcase. You can't take the Parliament Buildings with you, but you could bring a picture of the Parliament Buildings. You can't take a snowball. You can't take a hockey stick, because it's too big. But you could take a small, miniature toy stick that would fit into the suitcase. You can take miniatures.

So, your first job is to decide on 10 items to bring. I'd like you to think for a few minutes and make a list of 10 items that will teach people everywhere about life in Canada and Canadian culture. Think about what Canadians eat, what they do for fun, what they do at work, what Canadians wear, and where they spend their time. It shouldn't be too hard to come up with a list of 10 things.

Part 2

We've decided that you shouldn't work alone, especially since you will be traveling so much and because you are new on the job. We think it will be better if you work with somebody, so we've hired a partner for you. Find your partner and compare your lists. See what you have that is the same, and what is different. You need to agree on 10 things, so you will each have to take away some things from your own lists. Talk about it together, and come up with a combined list of 10 things.

Part 3

Now that you have your list, you should get ready to go. The next question is: "Where are you going to travel to first?" Since it's your first try, we think you and your partner can decide which country you're going to visit first. We want to know why, though. We need to know your reasons. Make your decision about where you will go, why you will go there, and then write a short report. I'll need it in 20 minutes or less.

Activity:
Canada In A Suitcase

LISTENING COMPREHENSION QUESTIONS

1. What is your new job?
 ~ *I am an ambassador of Canadian culture. My new job is to*
 _____.
2. Who are you going to teach?
 ~ *I'm going to teach* _____.
3. Where are you going to go?
 ~ *I'm going to go* _____.
4. What are you going to take with you?
 ~ *I'm going to take* _____.
5. How many things must you take with you?
 ~ *I must take* _____ *things.*
6. Can you take a hockey stick? _____
7. Can you take a hockey puck? _____
8. Can you take a picture of the Parliament Buildings? _____



Activity: Canada In A Suitcase

INSTRUCTIONS FOR AMBASSADOR OF CANADIAN CULTURE

List 10 things that you could show to people to teach them about Canadian culture and life in Canada. Think about-

- what Canadians eat
- what they do for fun
- what they do at work
- what Canadians wear
- where Canadians spend their time

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Activity: Canada In A Suitcase

COMBINED LIST OF TEN ITEMS FOR TWO AMBASSADORS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WRITING ASSIGNMENT

Read this example, and then write a similar report.

Report

December 12, 20--

Cultural Ambassadors Amar Kabbara and Lena Kozlova will travel to Japan. We will go to Japan first because it is a wealthy country and it will be easy to travel there. We will bring these ten things to teach Japanese people about life in Canada:

1. hockey puck
2. ...

~

10. picture of Parliament Buildings

Amar Kabbara
Cultural Ambassador

Lena Kozova
Cultural Ambassador

Activity: Canada In A Suitcase

Report

Cultural Ambassadors _____ will travel _____.

We will go _____ first because _____.

these ten things to teach _____:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Cultural Ambassador

Cultural Ambassador

Activity:

What Is This?

INSTRUCTOR NOTES

Learners identify sixteen objects associated with Canadian culture and then write a descriptive paragraph about one of them.

Timing: 30 minutes

- WARM-UP** • *Canada In A Suitcase (optional)*
- ACTIVITY** • Learners identify and label sixteen artifacts of Canadian culture. This can be done individually or in pairs.
• Continue with the writing assignment.
- FOLLOW-UP** • Learners read their paragraphs to a partner and self-correct as they read (optional).
- VARIATION** • Instead of describing one of the 16 objects on the worksheet, learners choose something on their lists from the *Canada in a Suitcase* activity.
- ASSESSMENT** • Instructors correct the paragraphs for writing assessment.
• Learners may use dictionaries.
• CLB Performance Indicators:
~ describes [the object]
~ uses simple structures
~ uses adequate vocabulary for topic
~ spells and follows punctuation conventions, with few errors
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 256-261.
- VOCABULARY** • identify; hockey puck; ice wine; Mountie; Parliament Buildings; kayak; polar bear; doughnut; maple syrup; maple leaf; inukshuk; loonie; beaver; toboggan; canoe

Activity:
What Is This?

Look at these images of Canadian culture. Write the name of each object in the space. If you need help, use the word list below.



doughnut

skates

loonie

inukshuk

toboggan

maple syrup

Mountie

polar bear

canoe

beaver

maple leaf

ice wine

Parliament

kayak

Niagara Falls

Activity: What Is This?**WRITING ASSIGNMENT**

Choose one of the objects and write a paragraph that describes it. Your paragraph should answer some of these questions:

- What is it?
- What does it look/smell/sound/taste/feel like?
- How do people use it?
- Where do we find it?

Example*A HOCKEY PUCK*

A hockey puck is hard, black and small. It is made of rubber. People use it when they are playing hockey. They use hockey sticks to shoot the puck into a net. When the puck is moving through the air quickly, it is very dangerous. Hockey players wear lots of special clothing to protect themselves.





Activity:

Have You Ever Been To Whitehorse?

INSTRUCTOR NOTES

Learners practice question-formation and use the present perfect and simple past tenses as they discuss their encounters with Canadian culture. A narrative writing assignment follows.

Timing: 1 hour

WARM-UP

- Divide the class into groups of 3-5.
- Each group will need:
 - ~ the pages with 50 prompts cut into strips, shuffled and put into an envelope
 - ~ an answer sheet (with 50 numbered questions).
- Demonstrate how to use the prompts on the slips to formulate a yes/no question.

ACTIVITY

- The first learner draws a slip out of the envelope and **shows it to the other group members**.
Then, s/he formulates the appropriate question.
- The group decides if the question is correct (ie, present perfect tense, correct participle, correct word order). If there is any dispute, they can check on the numbered answer sheets. Group members also clarify the vocabulary in the question by referring to the illustration and by drawing on their own knowledge.
- Each group member takes a turn answering the question. Many will simply answer *no*, but if the answer is *yes*, then the learner should talk about his or her experience. Remind learners to begin with the present perfect, and then switch to the simple past when narrating their experience, for example:
 - ~ Have you ever been to Whitehorse? (present perfect)
 - ~ Yes I have. (present perfect) I went to Whitehorse last year ... (simple past)
- The second learner pulls out a slip and proceeds in the same manner.
- After the group has finished, each learner writes a narrative paragraph to describe one experience that he or she talked about during the discussion.

FOLLOW-UP

- Learners switch groups and read their narratives aloud to one another, self-correcting their compositions as they read.



Activity:

Have You Ever Been To Whitehorse?

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors circulate to listen to learners formulate the questions, checking for word order, participles, and appropriate switching between tenses.
 - Collect the narratives for writing assessment.
 - CLB Performance Indicators:
 - ~ listener can follow the story (speaking)
 - ~ describes the situation (writing)
 - ~ uses simple structures
 - ~ uses adequate vocabulary for the topic
 - ~ spells and follows punctuation conventions, with few errors
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 256-261.
- VOCABULARY**
- moose; poutine; maple syrup; beaver tails; cod tongues; salmon; skiing; skating; ice fishing; canoe; kayak; Mountie; doughnut; Parliament Hill; polar bear swim; skunk; groundhog; stuck; shovel; driveway; street festival; multicultural festival; country dancing; square dancing; Boxing Day; blizzard; blackfly; hike; snowmobile



Activity: Have You Ever Been To Whitehorse?

ANSWER SHEET

1. Have you ever eaten moose meat?
2. Have you ever eaten poutine?
3. Have you ever tasted maple syrup?
4. Have you ever eaten cod tongues?
5. Have you ever eaten a beaver tail?
6. Have you ever eaten salmon?
7. Have you ever tried skiing?
8. Have you ever gone sliding?
9. Have you ever tried skating?
10. Have you ever gone ice fishing?

11. Have you ever been in a canoe?
12. Have you ever been in a kayak?
13. Have you ever met a famous Canadian?
14. Have you ever met a native Canadian?
15. Have you ever met a Canadian hockey player?
16. Have you ever spoken to a Mountie?
17. Have you ever spoken to a Canadian politician?
18. Have you ever spoken to a Canadian police officer?
19. Have you ever seen air pollution in Canada?
20. Have you ever drunk Tim Hortons coffee?

21. Have you ever eaten a Tim Hortons doughnut?
22. Have you ever tried a blueberry muffin?
23. Have you ever eaten a Thanksgiving dinner?
24. Have you ever gone to Parliament Hill on July 1?
25. Have you ever had a polar bear swim?
26. Have you ever seen a skunk?
27. Have you ever seen a groundhog?



Activity: Have You Ever Been To Whitehorse?

ANSWER SHEET (Continued)

28. Have you ever seen a beaver?
29. Have you ever shoveled a driveway?
30. Have you ever got stuck in the snow?

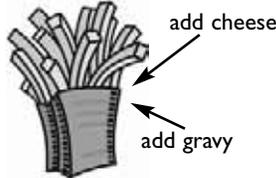
31. Have you ever fallen on the ice or snow?
32. Have you ever been in Whitehorse?
33. Have you ever been in Vancouver?
34. Have you ever been in the Atlantic Provinces?
35. Have you ever been in northern Canada?
36. Have you ever attended a Canadian street festival?
37. Have you ever attended a multicultural festival in Canada?
38. Have you ever tried country dancing or square dancing?
39. Have you ever been inside a hockey arena?
40. Have you ever gone to a Boxing Day sale?

41. Have you ever seen a Canadian movie?
42. Have you ever gone to Niagara Falls?
43. Have you ever gone up the CN Tower?
44. Have you ever visited Ottawa?
45. Have you ever been outside in a blizzard?
46. Have you ever felt so cold you wanted to cry?
47. Have you ever had a blackfly bite?
48. Have you ever taken a hike in the autumn forest?



Activity: Have You Ever Been To Whitehorse?

  1. eat moose meat

  2. eat poutine

  3. taste maple syrup

  4. eat cod tongues

  5. eat a pastry

  6. eat salmon

  7. try skiing

  8. go sliding

  9. try skating

  10. go ice fishing

  11. be in a canoe

  12. be in a kayak



Activity: Have You Ever Been To Whitehorse?



13. meet a famous Canadian



14. meet a native Canadian



15. meet a Canadian hockey player



16. speak to a Mountie



17. speak to a Canadian politician



18. speak to a Canadian police officer



19. see air pollution in Canada



20. drink Tim Hortons coffee



21. eat a Tim Hortons doughnut



22. try a blueberry muffin



23. eat a Thanksgiving dinner



24. go to Parliament Hill on July 1



Activity: Have You Ever Been To Whitehorse?



25. have a polar bear swim



26. see a skunk



27. see a groundhog



28. see a beaver



29. shovel a driveway



30. get stuck in the snow



31. fall on the ice or snow



32. be in Whitehorse, Yukon



33. be in Vancouver



34. be in the Atlantic Provinces



35. be in northern Canada



36. attend a Canadian street festival



Activity: Have You Ever Been To Whitehorse?



37. attend a multicultural festival in Canada



38. try country dancing or square dancing



39. be inside a hockey arena



40. go to a Boxing Day sale



41. see a Canadian movie



42. go to Niagara Falls



43. go up the CN Tower



44. visit Ottawa



45. be outside in a blizzard



46. feel so cold you wanted to cry



47. have a blackfly bite



48. take a hike in the autumn forest



Activity: Have You Ever Been To Whitehorse?

WRITING ASSIGNMENT

Choose one experience from your conversation and write about it in a paragraph of 5-7 sentences. You might want to talk about

- what you did
- where you did it
- why you did it
- who you did it with
- when you did it
- how it felt/what it was like

Remember to give your paragraph a title. Here is an example:

MY FIRST EXPERIENCE WITH A CANOE

Last summer I went to a lake, and my friend and I decided to rent a canoe for an hour. We saw other people in canoes on the lake. It looked fun and relaxing. When I first got into the boat, I nearly fell into the water. The canoe moved every time I moved, and I was sure I would fall out. Someone advised me to sit in the bottom of the canoe, not on the seat, and that was better. In one hour we only paddled about fifty meters, and we went in circles most of the time. My arms were very tired, but I'm happy we didn't fall in.





Activity:

Tim Hortons

INSTRUCTOR NOTES

Learners read about Tim Hortons, learn to use slang to order coffee, do comprehension activities, and write an informal invitation.

Timing: 40 minutes

- ACTIVITY** • Learners read the article and follow the instructions on the worksheets.
- FOLLOW-UP** • Class outing to a local Tim Hortons to order coffee.
- VARIATION** • The invitation can be composed as a traditional note or as an email message; there are two corresponding worksheets.
- ANSWER KEY** • **multiply**
 • **hopes**
 • **different**
 • ___ Tim Horton was a professional hockey player.
 • A “double-double” is a cup of coffee with two creams and two sugars.
 • Canadians sometimes call Tim Hortons “Timmie’s.”
- ASSESSMENT** • Instructors correct individual learner responses.
 • CLB Performance Indicators:
 ~ locates specific information about events and descriptions of people, places, things
 ~ predicts, guesses new words in familiar context
 ~ conveys the message: reader can follow the text
 ~ uses language and content that are appropriate and relevant to the occasion, intent and social context
 ~ describes times and locations with precision
 ~ makes only a few errors in grammar, punctuation and spelling
- SOURCE** • Image by peretzpup; Creative Commons Attribution and Share Alike license
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 256-261.
- VOCABULARY** • line-up; drive-thru; coffee bean; double-double; caffeine; seems; regular; Timmie’s; wherever; whenever; look forward to



Activity:
Tim Hortons

**TIM HORTONS**

I think that Tim Hortons coffee shops have a special place in Canadian culture. Tim Horton was a professional hockey player. In 1964, he opened his first coffee shop. Now there are about 3,000 in the country, and it seems there is one on every street corner.

Wherever you look, you see Canadians carrying cups of Tim Hortons coffee. People bring their coffee to class, to the grocery store, to the bank and to work. There are usually long line-ups inside the shops and in the drive-thrus. They sell “Timmie’s” coffee beans in grocery stores for those who want to make it at home, but most people prefer to buy their drinks at the shop.



Activity: Tim Hortons

ORDERING COFFEE IN A COFFEE SHOP

*How do you like your coffee?
How do you take your coffee?*

black	no cream
regular	1 cream, 1 sugar (= 1 spoon of sugar)
double cream	extra cream
double sugar	2 sugars
double-double	2 creams, 2 sugars
triple-triple	3 creams, 3 sugars
decaf	coffee with no caffeine
For here or to go?	Are you going to drink it here in the coffee shop, or are you going to take it out?

Here's how I like my coffee: _____

Here's how my classmate likes coffee: _____



Activity: Tim Hortons

CHECK YOUR UNDERSTANDING

One:

Cross out the word that means something different from the **bold** word.

Example: **man** person human ~~object~~

double	two times	twice	many
appears	hopes	seems	looks
ordinary	common	different	regular

Two:

Check all the sentences that are true.

Example: A decaff coffee contains no caffeine.

A decaff coffee contains cream.

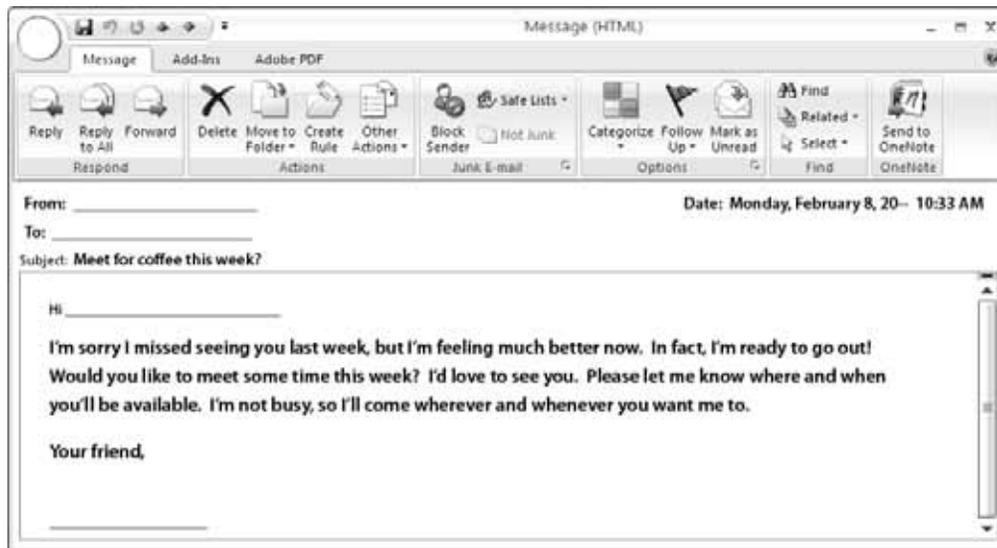
- Tim Horton was a professional hockey player.
- A “double-double” is a cup of coffee with two creams and two sugars.
- There are over 5,000 Tim Horton coffee shops in Canada.
- Canadians sometimes call Tim Hortons “Timmie’s”.
- Black coffee contains no sugar.



Activity: Tim Hortons

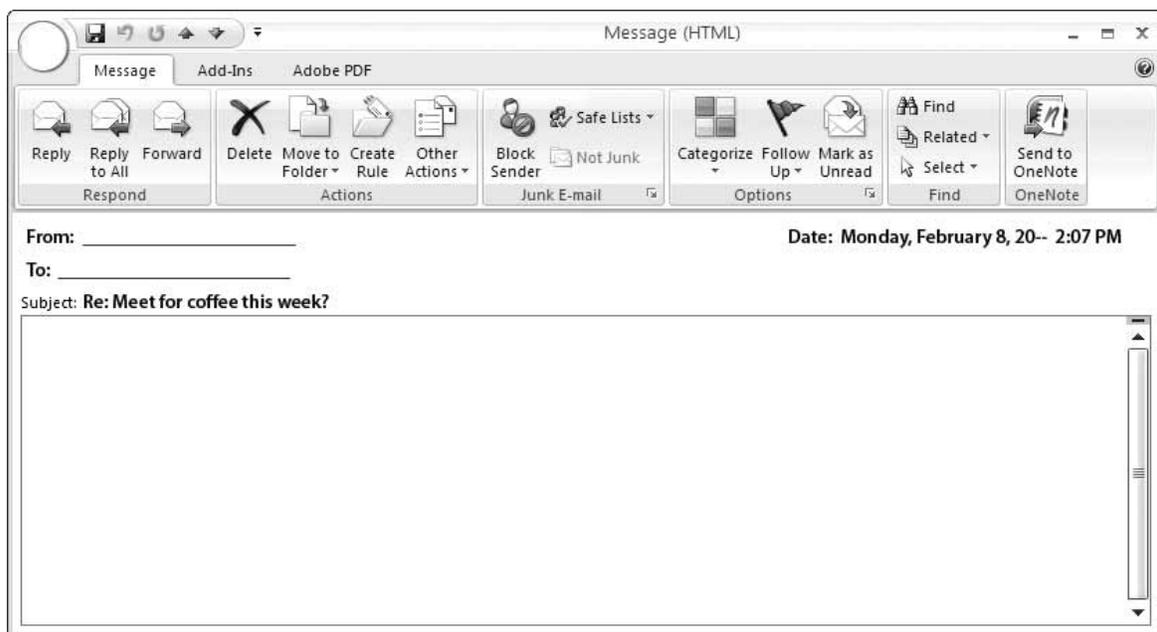
WRITING

Here is an email from your friend:



Reply to your friend.

- Say you are glad your friend is feeling better.
- Suggest a time and place to meet (Tim Hortons??).
- Tell your friend you are looking forward to it.





Activity: Tim Hortons

WRITING

Here is a note from your friend:

<i>Monday, February 8</i>
Dear _____
<i>I'm sorry I missed seeing you last week, but I'm feeling much better</i>
<i>now. In fact, I'm ready to go out! Would you like to meet sometime this</i>
<i>week? I'd love to see you. Please let me know where and when you</i>
<i>can meet me. I'm not busy, so I'll come wherever and whenever you</i>
<i>want me to.</i>
<i>Your friend,</i>

Write back to your friend.

- Say you are glad your friend is feeling better.
- Suggest a time and place to meet (Tim Hortons??).
- Tell your friend you are glad you are going to meet soon.



Activity:

It's Been Ages

INSTRUCTOR NOTES

Learners are introduced to idioms that Canadians commonly use in casual, friendly conversation. A listening passage is followed by comprehension, sequencing and conversation exercises.

Timing: 50 minutes

WARM-UP

- Hand out Exercises 1 and 2. Clarify the six new idioms as necessary.
- Inform the class they are going to listen to a friendly telephone conversation between two friends who haven't been together *for ages*.

ACTIVITY

- Play the audio (Track 10). Learners listen for the gist. Instruct learners to listen again for the six new idioms, and replay the conversation.
- Continue with Exercises 3 and 4. Replay the audio so that pairs can check and correct their sequencing (after Exercise 4).
- Divide the class into small groups for the discussion questions in Exercise 5.

ANSWER KEY • Exercise 3: 1. b 2. a 3. c, e, g 4. b 5. b 6. a

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 256-261.

VOCABULARY • for ages; to catch up; to get together; what's new; same old; got to run; to stay in touch; except



Activity:
It's Been Ages

LISTENING TRANSCRIPT**It's Been Ages**

Betty and Mary used to work for the same company four years ago. They lived in downtown Toronto and often met after work, had dinner and went to the movies. This morning Betty is surprised to get a phone call from Mary. Listen.

Mary: *Hi Betty. It's Mary.*

Betty: *Mary, hello! I haven't heard from you for ages. It's been more than a couple of years, hasn't it? You're still living downtown, aren't you?*

Mary: *Not any more. I got married, had a baby, and moved out to Don Mills.*

Betty: *Boy! I can see we have a lot of catching up to do. We'll have to get together and have lunch sometime.*

Mary: *For sure! What's new with you, Betty?*

Betty: *Nothing much. Same old, same old; except I'm getting my kitchen painted this morning. Oh, Mary, I'm sorry. I've got to run. The painter's at the door and I have to let him in. Hey! Stay in touch and we'll get together, okay?*

Mary: *Sure. I'll talk to you later. Bye.*



Activity:
It's Been Ages

Exercise I

Read the six expressions in **bold** print below. They are all idioms that Canadians use in friendly conversation.

I haven't seen you for ages = I haven't seen you for a long time
catching up = sharing the latest news When my sister came to visit us in Canada, we spent the first day catching up on our families, our jobs, and everything else.
For sure! = Certainly!
Same old, same old = Nothing has changed I'm still busy with housework, our children, and my boring job. Same old, same old.
I've got to run = I need to leave now I'm sorry I can't stay longer. I've got to run because I don't want to be late for class.
stay in touch = continue to communicate I miss my friends from Iran, but we stay in touch by email.



Activity: It's Been Ages

Exercise 2

Use the six idioms in the conversations below.

Joshua: Would you like another cup of coffee?

Michael: I'm sorry, I can't. _____ because I don't want to miss my bus.

Nick: It's expensive to rent an apartment in Toronto or Vancouver.

Misbah: _____!

Samia: What's new with you?

Trevor: Oh, nothing. _____.

Christine: I'm going to miss you when you move away.

Avery: Don't worry. I'm not going to forget my friends. I plan to _____.

Shelia: Did you enjoy your mother's visit from Prince Edward Island?

Paul: We had a great time. We had a lot of _____ to do, so we sat around and talked for a long time.

Iris: Would you like to go to the movies tonight?

Ruth: I'd love to! I haven't seen a movie _____.

Exercise 3

Circle the correct answers.

1. Betty and Mary _____ .

- a. are sisters
- b. used to work together
- c. have always been close friends

2. Four years ago Betty and Mary used to _____.

- a. do things together after work
- b. travel to and from work together
- c. share an apartment in downtown Toronto



Activity: It's Been Ages

Exercise 3 (Continued)

3. The last time Mary and Betty talked was over two years ago. How has Mary's life changed since then? (Circle all the correct answers.)

- a. She moved from Don Mills.
- b. She moved to downtown.
- c. She moved to Don Mills.
- d. She got a divorce.
- e. She got married.
- f. She got a new job.
- g. She had a baby.

4. What does Betty suggest they should do together?

- a. go for a walk
- b. have lunch
- c. go to a movie

5. What does Betty say is new with her?

- a. She is working as a painter.
- b. Someone is going to paint her kitchen.
- c. She is getting old.

6. Why does Betty end the conversation?

- a. She has to answer the door.
- b. She has to go to work.
- c. She needs to phone the painter.

Activity: It's Been Ages

Exercise 4

Betty and Mary's conversation is written below, but it is not in the correct order. Work with a partner. Decide which part comes first, second, third, and so on, and write the number on the line. After you finish, read the conversation together. One partner will be Betty and the other will be Mary.

- _____ Betty: Boy, I can see we have a lot of catching up to do. We'll have to get together and have lunch sometime.
- _____ Betty: Mary, hello. I haven't heard from you for ages. It's been more than a couple of years, hasn't it? You're still living downtown, aren't you?
- _____ Betty: Nothing much. Same old, same old; except I'm getting my kitchen painted this morning. [DOORBELL RINGS]
- _____ Betty: Oh Mary. I'm sorry. I've got to run. The painter's at the door, and I have to let him in. Hey, stay in touch and we'll get together, okay?
- _____ Mary: For sure! What's new with you, Betty?
- _____ Mary: Hello?
- _____ Mary: Not any more. I got married, had a baby, and moved out to Don Mills.
- _____ Mary: Sure. I'll talk to you later. Bye.



Activity: It's Been Ages

Exercise 5

In a small group, practice some of the new idioms while you discuss your answers to these questions:

1. Name three or more things you haven't done **for ages**.
2. How do you **keep in touch** with friends and relatives from your first country? Are there any friends or family members you have **lost touch** with?
3. Do you communicate with former classmates or co-workers? If yes, how do you **keep in touch**? How often do you communicate?
4. Read this traditional English poem together, and discuss whether you agree with it:

*Make new friends,
But keep the old.
One is silver
And the other, gold.*



Activity:
Talk About Me!

INSTRUCTOR NOTES

Learners practice small talk in a four-skills activity.

Timing: 50 minutes

WARM-UP

- Introduce the concept of *small talk*, and ask the class to suggest appropriate small talk topics (eg, weather, food, sports, children). List their suggestions on the blackboard. Introduce the term *make small talk*.
- Tell the class that they are going to listen to a conversation between a husband and wife who are talking about small talk in Canada.

ACTIVITY

- Play the audio (Track 11). Learners listen for the gist.
- Distribute Exercise 1 and allow the class time to read and begin to answer the questions. Replay the audio. Collect the answer sheets for assessment, or else take up the answers in class.
- Hand out “Small Talk” and read through it with the class.
- Divide the class into small groups for Exercise 2. Circulate to assist and guide learners as they compose small talk questions and responses.
- Learners create and rehearse their role plays in pairs (Exercise 3).

FOLLOW-UP

- Learners present their role plays to small groups or the whole class.

ANSWER KEY • 1.A 2.A 3.B 4.B, 5.B

ASSESSMENT

- Instructors correct individual learner worksheets.
- CLB Performance Indicators:
 ~ listener identifies factual details in a listening text as required

**FURTHER
 REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 256-261.

VOCABULARY

- small talk; invitation; embarrass; specialized; offend; touchy; to catch on; reaction; taboo



Activity:
Talk About Me!

LISTENING TRANSCRIPT**Talk About Me!**

Preeti and Amit have recently arrived from India to live in Canada. They are here because Amit got a job in a specialized advertising company in Toronto four months ago. Amit loves his job, and his employers are pleased with his work. Today he got an invitation to a Christmas party at the home of one of the directors. When he comes home, he excitedly tells his wife Preeti about it, but he doesn't expect the reaction he gets from her. Listen.

Preeti: *I'm sorry Amit. You will have to go alone. I don't want to embarrass you. Just tell them that I got sick or something.*

Amit: *Why? How are you going to embarrass me?*

Preeti: *Amit, I was talking to one of the neighbours here, and she mentioned that in Canada there are all sorts of things you are not supposed to talk about in casual conversation. What if I should offend someone by saying something wrong?*

Amit: *Like what, for instance?*

Preeti: *Oh, I don't know. I think she said Canadians are very touchy about the subject of money, so in Canada you never ask people how much money they make or how much they paid for their house.*

Amit: *All right. Since I really want you to come, let's see if I can find some topics that are acceptable for you to talk about. Hey! Talk about me and what a wonderful husband I am! Talk about the baby, food, clothes, and of course, the weather.*

Preeti: *Yes, for sure. I can talk for an hour about this terrible climate. Okay. But just to be safe, I promise I'll avoid any conversation about politics, religion, or sex.*

Amit: *See! You have nothing to be afraid of. You're catching on already.*



Activity:
Talk About Me!

Exercise I

Listen to the conversation again and circle the correct answers.

1. How long have Amit and Preeti been in Canada?
 - A. Four months.
 - B. Fourteen months.

2. Why doesn't Preeti want to come to the party?
 - A. She is afraid she will say something wrong and embarrass her husband.
 - B. She is sick.

3. Canadians don't like to discuss....
 - A. their health.
 - B. their money.

4. Amit tells Preeti she should talk about....
 - A. Amit; food; politics.
 - B. their baby; food; weather.

5. Preeti tells Amit she won't talk about....
 - A. the terrible climate; religion; sex.
 - B. politics; religion; sex.

Activity: **Talk About Me!****SMALL TALK**

When people first meet, they don't want to talk about anything that could cause disagreements. They choose "safe" topics for discussion so the conversation will be fun, friendly and successful.

It can also be embarrassing if the conversation stops, so it is important to try to keep the small talk going. One way to do this is to ask and answer friendly questions.

Unsuccessful small talk:

Canadian: Have you started to learn about hockey?
Newcomer: No.

Successful small talk:

Canadian: Have you started to learn about hockey?
Newcomer: No, I don't know anything about hockey, but I love to watch soccer. Do you like soccer?
Canadian: Soccer is a new sport here in Canada. I never played it, but all the kids in our neighbourhood play ...

Exercise 2

Work in a small group.

- Make a list of small talk topics (four or more), and for each topic, write:
 - ~ a question someone could ask to make small talk
 - ~ a friendly way to answer the question and keep the conversation going
- Discussion question: Are small talk topics the same in Canada as they are in your culture?

Exercise 3

Work with a partner. Pretend you are meeting for the first time at a party.

1. Start by introducing yourselves.
2. Talk a little bit about the weather.
3. Choose one or more small talk topics to ask or talk about.
4. Close the conversation by saying:
"Nice to meet you." or "It was nice talking to you."

Practice your conversation a few times, and then present it to a small group.

Activity:
Birthday Gifts

INSTRUCTOR NOTES

This is an optional pre-activity for Thank-You Notes. Classmates present imaginary gifts to one another.

Timing: 20 minutes

ACTIVITY

- Divide the class into groups of 4, and have the groups sit as far apart as possible.
- Write the name of every class member on small slips of paper. Each learner draws a slip. If anybody draws a slip with the name of somebody in their group, it must be exchanged for a different slip. Group members show their slips to one another.
- Explain to the class that they are going to select an imaginary birthday gift for the person whose name appears on their slip.
- Group members make suggestions and give advice, but the person who has drawn the slip has the final responsibility for deciding on and “presenting” the gift to his/her classmate.
- After reaching a decision, each learner draws a picture of the gift on a piece of paper [or cuts it out of a magazine or catalogue].
- Presentations are done in turn. When a learner presents a gift to a classmate, s/he must explain reasons for choosing that item.
- The receiver must thank the person for the gift, and express satisfaction.

FOLLOW-UP

- *Thank-You Notes I or II.*

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 256-261.

Activity:

Thank-You Notes I

INSTRUCTOR NOTES

Learners follow a template to write a traditional thank-you note.

Timing: 30 minutes

- WARM-UP** • *Birthday Gifts* (optional).
- ACTIVITY** • Learners read and analyze the models. Next, they write their own thank-you note by following the steps outlined in the worksheets.
- VARIATION** • Learners who completed the *Birthday Gifts* speaking pre-activity have already received an imaginary gift, and they can write thank-you notes to one another for their presents in lieu of the final assignment in this unit.
- ASSESSMENT** • Instructors correct the notes for writing assessment.
 • CLB Performance Indicators:
 ~ conveys the message: reader can follow the text
 ~ uses language and content that are appropriate and relevant to the occasion, intent and social context
 ~ makes only a few errors in grammar, punctuation and spelling
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 256-261.
- VOCABULARY** • traditional; compliment



Activity:
Thank-You Notes I

HOW TO WRITE A THANK-YOU NOTE IN ENGLISH

Read this example:

October 26, 20__

Dear _____,

I'm writing to thank you for the lovely shirt. It is very soft and comfortable, and I love wearing it at work.

The whole family is fine. The kids are doing well at school, but Jessica had the flu last week.

Thanks again for the beautiful shirt,

Love,

Here are the steps to write a traditional Canadian thank-you note:

1. Date
2. *Dear _____,*
3. *I'm writing to thank you for -or- I would like to thank you for ...*
4. ... **the gift.** Name it, and use one adjective (*lovely, wonderful, beautiful, nice*).
5. Give the gift a compliment. Explain what you like about it, or why it is nice. (*It is a beautiful colour./It looks very nice in my living room./ It is a very interesting book.*)
6. Talk about how you will use it. (*I have the flowers on my living room table and the whole house smells beautiful ./I'm going to wear the sweater next week when I go to a friend's house./I have bought a DVD with the gift certificate.*)
7. If you want, add a sentence or two of personal news.
8. [*Thanks again,*]
9. Closing, (*Love,/With love from,/Yours truly,*)
10. Your name



Activity: Thank-You Notes I

Read the example below, and label it with the step numbers. Numbers 1, 2 and 3 are already done.

December 29, 20__ 1

Dear _____, 2

3
 I would like to thank you for your beautiful Christmas present. I have always wanted a plant for the living room, and the one you gave me looks lovely beside the window. It makes the whole room look better, especially since there is so much snow outside. I look at it every day and think of you.

We had a very nice holiday, and it was great to see you!

Thanks again,

Love,

Follow the examples to write a thank-you letter for one of these gifts. Make sure you complete all the steps.





Activity:
Thank-You Notes II

INSTRUCTOR NOTES

This activity is a more light-hearted alternative to Thank-You Notes I. Designed specifically for youthful classes, it approaches thank-you notes from the perspective of an unwanted gift.

Timing: 30 minutes

- WARM-UP**
- *Birthday Gifts* (optional).
- ACTIVITY**
- Learners read and analyze the models. Next, they write their own thank-you note by following the steps outlined in the worksheets.
- VARIATION:**
- Learners who completed the *Birthday Gifts* speaking pre-activity have already received an imaginary gift, and they can write thank-you notes to one another for their presents in lieu of the final assignment in this unit.
- ASSESSMENT**
- Instructors correct the notes for writing assessment.
 - CLB Performance Indicators:
 - ~ conveys the message: reader can follow the text
 - ~ uses language and content that are appropriate and relevant to the occasion, intent and social context
 - ~ makes only a few errors in grammar, punctuation and spelling
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 256-261.
- VOCABULARY**
- template; traditional; compliment; entire



Activity:
Thank-You Notes II

TEMPLATE FOR A THANK-YOU NOTE

Read this example:

October 26, 20__

Dear _____,

I'm writing to thank you for the lovely shirt. It is very soft and comfortable, and I love wearing it at work.

The whole family is fine. The kids are doing well at school, but Jessica had the flu last week.

Thanks again for the beautiful shirt,

Love,

Here is a template for a traditional Canadian thank-you note:

1. Date
2. *Dear _____,*
3. *I'm writing to thank you for -or- I would like to thank you for ...*
4. ... **the gift.** Name it, and use one adjective (*lovely, wonderful, beautiful, nice*).
5. Give the gift a compliment. Explain what you like about it, or why it is nice. (*It is a beautiful colour./It looks very nice in my living room./ It is a very interesting book.*)
6. Talk about how you will use it. (*I have the flowers on my living room table and the whole house smells beautiful./I'm going to wear the sweater next week when I go to a friend's house./I have bought a DVD with the gift certificate.*)
7. If you want, add a sentence or two of personal news.
8. [*Thanks again,*]
9. Closing, (*Love,/With love from,/Yours truly,*)
10. Your name



Activity: Thank-You Notes II

Read the example below, and label it with the step numbers. Numbers 1, 2 and 3 are already done.

	December 29, 20__	①
Dear _____,	②	③
<p><i>I would like to thank you for your beautiful Christmas present. I have always wanted a plant for the living room, and the one you gave me looks lovely beside the window. It makes the whole room look better, especially since there is so much snow outside. I look at it every day and think of you.</i></p> <p><i>We had a very nice holiday, and it was great to see you!</i></p> <p><i>Thanks again,</i></p> <p><i>Love,</i></p> <p>_____</p>		

The template also works for gifts that are ugly or unwanted:

	March 20, 20__
Dear Aunt Betty,	
<p><i>I want to thank you for the lovely hat. The colours are very bright and cheerful, and I am sure there is no other hat like it in the entire city. It was nice of you to think of me. I am doing well, but I miss you.</i></p> <p><i>Thanks again from your loving nephew,</i></p> <p>_____</p>	





Activity: Thank-You Notes II

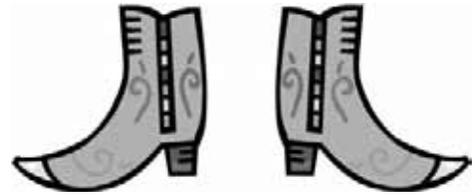
October 5, 20____

Dear Grandma,

I would like to thank you for my new boots. They fit beautifully, and they keep my feet very dry. Every time I see them, I think of you.

I miss you, Grandma, and I think about you every day. When are you going to come for a visit?

Your loving granddaughter,



Follow the template to write a thank-you letter for one of these gifts:



LINC 3

Canadian Law

Based on Canadian Language Benchmarks



Activity:

Don't Be A Victim! – Part I

INSTRUCTOR NOTES

Learners share tips on personal safety during a group discussion that can be followed by listening and sentence completion activities (Don't be a Victim Parts II and III).

Timing: 20 minutes+

WARM-UP

- Clarify the meaning of the words *crime, prevent, victim and attack*.
- Ask learners to name and define different types of common crime (car theft, pick-pocketing, mugging, break and enter, etc). Write their responses on the blackboard.
- Divide the class into discussion groups, preferably with a few different countries of origin represented in each group.
- Give each learner a copy of the Don't Be a Victim! chart, and explain that they are going to share and record tips on personal safety for each of the four topics in the first column. Clarify expectations for what learners should write in the columns 'Good Advice', 'Unusual Advice' and 'The Best Advice'.

ACTIVITY

- Many ESL learners have extensive life experience and a wealth of advice to share about personal safety. Allow the discussion to continue for as long as it seems beneficial.
- Encourage groups to share items from 'The Best Advice' column with their classmates.

FOLLOW-UP

- *Don't Be A Victim! (Parts II & III).*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp 288-293.



Activity:

Don't Be A Victim! – Part I

Don't Be A Victim!

Stay safe! Prevent crime.	Good Advice	The Best Advice	Unusual Advice
Don't be the victim of a thief in a public place.			
Don't be attacked!			
Don't be the victim of a car thief.			
Don't be the victim of a thief in your home.			



Activity:

Don't Be A Victim! – Part II

This is a listening activity about a woman who experiences a potentially dangerous situation when she's out running at night.

Timing: 25-30 minutes

WARM-UP

- *Don't Be A Victim (Part I) (optional)*
- Questions for class discussion:
 - ~ Does anyone go out alone at night?
 - ~ Do you feel safe?
 - ~ What do you do to stay safe?

ACTIVITY

- Play the audio (Track 12). Learners listen for the gist.
- Ask the class “What happened?” and play the audio again. Divide the class into pairs, and distribute Exercise 1. Replay the audio for pairs to check and correct their sequencing.
- Hand out Exercise 2. Pairs read it together and then identify and rank the three best statements.

FOLLOW-UP

- Pairs present their choices in small discussion groups or to the entire class.
- Hold a class discussion on additional changes Mary Ann could make to stay safe while she is running.

ANSWER KEY

- Exercise 1:
 - Mary Ann went for a run at her usual time in a city park.
 - She heard footsteps and worried that someone was following her.
 - Mary Ann stopped to look behind her but it was too dark to see anyone.
 - She couldn't find her phone, so Mary Ann ran as fast as she could to a store.
 - The sound of footsteps continued all the way to the store.
 - When she got to the store, the clerk looked outside but didn't see anyone.
 - When she got home, Shelly said she didn't expect her back so soon.
 - Mary Ann told Shelley that she might stop running.

SOURCES:

- <http://womentodaymagazine.com/family/safety.html> : The Top Ten Things a Woman Should Know About Personal Safety
- www.crimereduction.homeoffice.gov.uk/personalsafety.htm

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 288-293.

VOCABULARY

- route; convenience; screams; to be shaken up; attacked; programmed; to break into



Activity:
Don't Be A Victim! – Part II

LISTENING TRANSCRIPT**Don't Be a Victim**

Shelley and Mary Ann are two roommates who live near a large city park. Shelley knows that Mary Ann absolutely loves to run, so she is surprised when Mary Ann is back in half an hour instead of an hour. Listen to their conversation.

Shelley: *Mary Ann, is that you? Are you finished your run already?*

Mary Ann: *No. I had to stop because someone was following me.*

Shelley: *What? Is he still out there? Wait! I'm going to lock all the doors and make sure all the windows and curtains are closed. OK? Tell me what happened.*

Mary Ann: *Well, I was running in the park where I usually run, on the path beside the river and the trees. Because it was getting dark, I passed only a couple of other runners on the path; so just to be safe, I thought I'd continue running on the main road towards town. As I ran on the road, I heard footsteps behind me. I thought it was another runner, but when I stopped, the footsteps stopped also. I turned around to look, but it was too dark to see anyone. I reached for my cell phone, but I had forgotten to bring it with me.*

Shelley: *So what did you do?*

Mary Ann: *I started to run as fast as I could because I remembered there was a convenience store about three blocks away.*

Shelley: *Did you still hear the steps?*

Mary Ann: *Yes. I crossed over to the other side of the street where the store was, but whoever it was kept coming too.*

Shelley: *Did you say anything?*

Mary Ann: *No. I kept on moving, and soon there were a few houses with lights on. I figured if someone attacked me, I could scream, and someone would come out to help me.*

Shelley: *It doesn't always work that way. But you made it to the store?*

Mary Ann: *Yes. I talked to the clerk, and he went out and checked, but nobody was there. Anyhow, now I'm safe at home. I feel quite shaken up. As much as I love running, I don't know if I want to continue.*



Activity:
Don't Be A Victim! – Part II

Exercise I

These sentences describe what happened, but they are not in the correct order. Decide what happened first, second, third, and so on, and write the number on the line.

- _____ Mary Ann went for a run at her usual time in a city park.
- _____ Mary Ann told Shelley that she might stop running.
- _____ Mary Ann stopped to look behind her, but it was too dark to see anyone.
- _____ She couldn't find her phone, so Mary Ann ran as fast as she could to a store.
- _____ She heard footsteps and worried that someone was following her.
- _____ The sound of footsteps continued all the way to the store.
- _____ When she got home, Shelly said she didn't expect her back so soon.
- _____ When she got to the store, the clerk looked outside but didn't see anyone.

Exercise 2

Mary Ann told Shelley that she might stop running, but in fact she doesn't need to. There are many things she could do to stay safe while she is running. Read these suggestions, and choose the three that you think are most helpful. Then, number them 1, 2, and 3, in order of importance.

- _____ A. Mary Ann should change the route she takes when she runs.
- _____ B. Mary Ann needs to buy a personal attack alarm and carry it in her hand when she's running so she can use it immediately to scare off an attacker.
- _____ C. Mary Ann should carry her cell phone with 9-1-1 programmed into it so she can call quickly in an emergency.
- _____ D. For the next week Mary Ann should be careful about locking doors and keeping windows and curtains closed because the person who followed Mary Ann might try to break into their home.
- _____ E. If Mary Ann thinks someone is following her while she's running, she should cross the street many times to see if the person follows her.
- _____ F. Mary Ann should change the time she runs. She should run right after work, when there is still daylight.



Activity:
Don't Be A Victim! – Part III

INSTRUCTOR NOTES

Learners match the beginnings and endings of conditional sentences about personal safety.

Timing: 15 minutes

- WARM-UP**
- *Don't Be A Victim, Parts I & II (optional)*
- ACTIVITY**
- Learners work in pairs. Each learner has the Don't Be a Victim! worksheet, and each pair has an envelope containing the Sentence Beginnings cut into strips and shuffled.
 - The first learner draws a slip from the envelope, reads it to his partner, and places it on the desk between them. Next, the first learner suggests the appropriate match from the incomplete sentences on the worksheet, and the partner either agrees or makes an alternative suggestion.
 - Once both partners agree, they each copy the contents of the strip onto their worksheets to form a complete sentence.
 - The second learner then draws a slip from the envelope, and the pair continues in the same manner until all eight sentences have been matched and completed.
- FOLLOW-UP**
- After a few hours or days have elapsed, ask learners to compose five of their own sentences about personal safety. Sample prompts:
 - ~ walking alone at night
 - ~ driving alone at night
 - ~ taking a taxi alone at night
 - ~ taking a bus alone at nightLearners' sentences will vary, and they can be used for writing assessment.
- ANSWER KEY**
- 1. If you are riding on an empty bus, sit near the driver.
 - 2. If you are walking alone and you think someone is following you, cross the street to see if he follows.
 - 3. If you are parking your car during the day but will return to it at night, think about what the area will be like after dark.
 - 4. If you are traveling in a taxi, always sit right behind the driver.
 - 5. If you return home and see a broken window or an open front door, don't go in. Call the police from your neighbour's home.



Activity:

Don't Be A Victim! – Part III

INSTRUCTOR NOTES CONTINUED

- ANSWER KEY (Continued)**
6. If you are traveling in a taxi and you don't feel safe (because of the driver), ask him to let you out in an area where there are lots of lights and people.
 7. If somebody grabs your purse, let it go. If you don't, you could get hurt.
 8. If you regularly go running or bike riding, change your route. Don't go the same way every time.

- ASSESSMENT**
- To assess writing, instructors correct the sentences composed for the Follow-up exercise.
 - CLB Performance Indicators (for Follow-up sentences):
 - ~ uses adequate vocabulary for the topic
 - ~ spells and follows punctuation conventions, with few errors

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 288-293.

- VOCABULARY**
- grab; route

Activity: **Don't Be A Victim! – Part III****Sentence Beginnings**

If you are riding on an empty bus,
If you are walking alone and you think someone is following you,
If you are parking your car during the day but will return to it at night,
If you are traveling in a taxi,
If you return home and see a broken window or an open front door,
If you are traveling in a taxi and you don't feel safe (because of the driver),
If somebody grabs your purse,
If you regularly go running or bike riding,

Activity: **Don't Be A Victim! – Part III****Don't Be A Victim!**

1. _____ , sit near the driver.
2. _____ , cross the street to see if he follows.
3. _____ , think about what the area will be like after dark.
4. _____ , always sit right behind the driver.
5. _____ , don't go in. Call the police from your neighbour's home.
6. _____ , ask him to let you out in an area where there are lots of lights and people.
7. _____ , let it go. If you don't, you could get hurt.
8. _____ , change your route. Don't go the same way every time.



Activity:

Canadian Crime Statistics

INSTRUCTOR NOTES

Learners are taught the names of criminal offences. They practice this vocabulary, and then read statistics on reported crime and the crime rate in Canada.

Timing: 90 minutes +

WARM-UP

- Write the word crime on the blackboard. Ask learners to explain what it means and to give examples (eg, theft) without using their dictionaries. List responses on the blackboard.
- Tell the class they are going to learn about crime in Canada, but first they must learn the official names for nine crimes. Hand out “Learn the Names of Nine Crimes”.

ACTIVITY

- Encourage learners to complete Exercises 1 and 2 without using their dictionaries. There are context clues in the paragraphs to help them guess correctly. Learners can work alone or in pairs. The reading in this section is extensive and may be too challenging for some classes. An alternative is to convert the exercise into a listening activity. The instructor reads each paragraph aloud, and together the class members discuss and identify the name of the crime.
- Go over the answers for Exercises 1 and 2. Draw attention to the word *violent* in paragraph one and *property* in the second paragraph, and clarify the meaning of these words before continuing with Exercise 3.
- Encourage learners to change partners or else work in a larger group for Exercise 4.
- Hand out Table 1. Learners may prefer to work in pairs.
- Hand out Graph 1. Learners work alone if the activity is intended for assessment, but otherwise they may prefer to work in pairs. If necessary, clarify the expression *most recent* in question 2.
- The final role play activity (“Officer, I Would Like to Report a Crime”) culminates in a performance of the dialogue to the class. If this is not appropriate for your group, simply cut off the instructions page above the last paragraph before handing it out.

FOLLOW-UP

- After reading Table 1, return to “How Frequent Are These Crimes?” On the same page, learners create a new column that lists the crimes in order (from most common to least common) using the figures in Table 1. They then compare their new list to their original guesses. [Statistics aren’t available for the numbers of impaired drivers.]
- *Officer, I Would Like to Report A Crime*

VARIATION

- These activities can be done incrementally over several days.
- A model for the role play is provided in *Officer, I Would Like to Report A Crime*.



Activity:
Canadian Crime Statistics

CROSS-REFERENCE • Community & Government Services - *Neighbourhood Crime Statistics*

ANSWER KEY • Exercise 1: 2. break and enter (stealing) 3. drugs (cocaine, marijuana, etc)
 4. fraud (cheating/dishonesty) 5. homicide (killing) 6. impaired driving (drunk driving)
 7. motor vehicle theft (stealing cars) 8. prostitution (selling sex)
 9. sexual assault (sexual attack)
 • Exercise 2: 2. break and enter 3. homicide 4. sexual assault 5. prostitution
 6. motor vehicle theft 7. fraud 8. drugs 9. impaired driving
 • Exercise 3:

PROPERTY CRIMES	CRIMES OF VIOLENCE	OTHER CRIMES
1. break and enter	1. assault	1. drugs
2. fraud	2. homicide	2. impaired driving
3. motor vehicle theft	3. sexual assault	3. prostitution

• Table 1: 1. offences 2. property crimes 3. assault, break and enter, motor vehicle theft
 4. 605 5. any one of – prostitution, break and enter, fraud
 • Graph 1: 1. 1981 2. 2006 3. about 9000 4. about 7000
 5. decreased or stayed about the same

ASSESSMENT • Table 1 and Graph 1 can be used for reading assessment.
 • The role play can be used for speaking assessment.
 • CLB Performance Indicators:
 ~ gets key information/main idea from verbal and graphic texts
 ~ identifies important details as required
 ~ predicts, guesses new words in familiar context
 ~ relates the story ... in a coherent narrative (connected discourse)
 ~ listener can follow the story

SOURCE • Statistics Canada www.statcan.gc.ca

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 288-293.

VOCABULARY • Refer to “Learn the Names of Nine Crimes”
 • Other vocabulary – crime; attack; drunk; cheating; violent; property; offences; excludes; officer



Activity: Canadian Crime Statistics

LEARN THE NAMES OF NINE CRIMES

Vocabulary

1. **assault** (attack)
2. **break and enter** (_____)
3. **drugs** (_____)
4. **fraud** (_____)
5. **homicide** (_____)
6. **impaired driving** (_____)
7. **motor vehicle theft** (_____)
8. **prostitution** (_____)
9. **sexual assault** (_____)

Exercise I

Here are some words to help you understand the meaning of the nine names. Match the words in the list below to the crimes in the list above, and copy the words onto the blank lines. The readings in Exercise Two will also help you.

attack
drunk driving
killing
cocaine, marijuana, etc.
selling sex
cheating/dishonesty
sexual attack
stealing
stealing cars



Activity: **Canadian Crime Statistics**

Exercise 2 (Continued)

- 7) Somebody used my friend's credit card number to buy some clothes, DVDs and beer. My friend didn't know about it until her credit card bill arrived in the mail.

- 8) A man who lives at the end of my street was arrested by the police for selling cocaine and marijuana. Now I understand why he had so many expensive cars when he didn't have a job.

- 9) It is unsafe to drive a car if you cannot drive properly. If you have taken alcohol or drugs, if you have a medical condition, or if you are trying to do other things while you are driving, then you might cause an accident that hurts or kills other people.

Exercise 3

Write the list of 9 crimes in this chart.

TYPES OF CRIME

PROPERTY CRIMES	CRIMES OF VIOLENCE	OTHER CRIMES
1.	1.	1.
2.	2.	2.
3.	3.	3.



Activity: Canadian Crime Statistics

Exercise 4

HOW FREQUENT ARE THESE CRIMES?

Work with a partner. Look at the list of nine crimes. Try to guess which crime is most frequent (most common) in Canada and which crime is least frequent (less common). List the nine crimes in order of frequency. Don't worry if you don't know the answer – just make your “best guess”. Talk to other groups if you want to.

MOST COMMON



LEAST COMMON



Activity: Canadian Crime Statistics

Here is a table with information on crimes in Canada. Read Table One and the notes, and then answer the questions.

Table One -- Reported Crimes

	1986	1996	2006
		number	
Total Criminal Code offences¹	2,277,749	2,644,893	2,452,787
Property crimes	1,448,550	1,561,811	1,170,398
Crimes of violence	204,917	296,746	310,307
Other crimes	624,282	786,336	972,082
Selected offences			
Homicide	569	635	605
Assault (levels 1 to 3)	143,492	219,919	239,702
Sexual assault (levels 1 to 3)	20,530	27,026	22,136
Prostitution	7,426	6,397	5,701
Break and enter	365,140	397,057	250,467
Motor vehicle theft	85,585	180,123	158,944
Fraud	130,559	102,052	92,599
Drugs	56,251	65,729	96,164

1. Excludes all *Criminal Code* traffic offences, such as impaired driving.

Source: Statistics Canada, CANSIM table 252-0013.

Notes:

reported crime = crime that was reported to the police

Criminal Code = Canadian law

excludes = does not include

1. Find a word on the table that means “crimes” or “lawbreaking”. The word has eight letters.

— — — — —

2. Were there more crimes of violence or more property crimes in 1986? _____

3. How many homicides were reported to Canadian police in 2006? _____

4. Homicide was the least common (frequent) offence. Name the most common (frequent) offenses in Canada in 2006.

1. _____ 2. _____ 3. _____

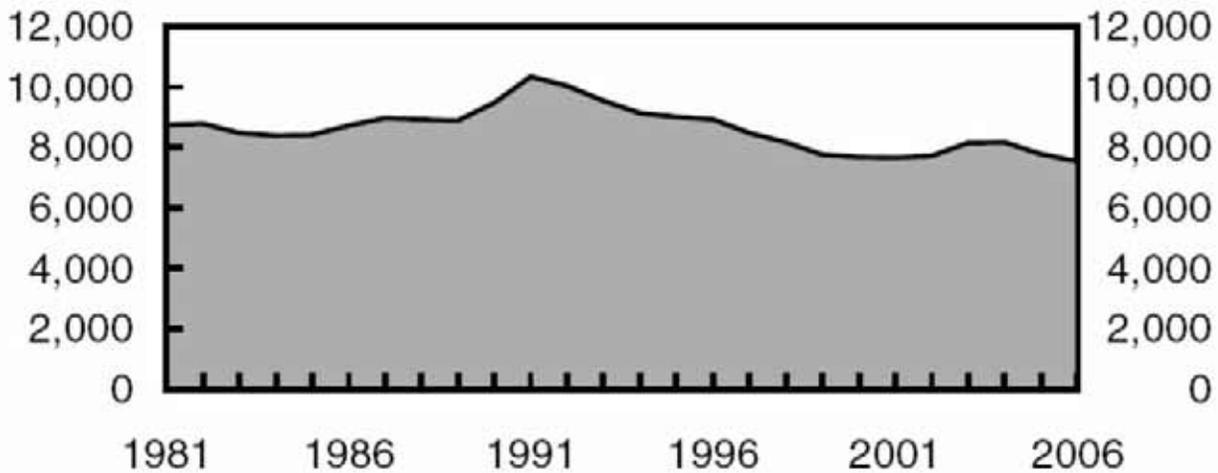
5. Name an offense that was less frequent in 2006 than it was in 1986. _____



Activity: Canadian Crime Statistics

Graph One -- Crime Numbers for Canada

Number of offences for every 100,000 people



Note: All *Criminal Code* offences excluding traffic offences.

Source: Statistics Canada, CANSIM table 252-0013.

1. What is the earliest year on this graph? _____
2. What is the most recent year on this graph? _____
3. (About) how many offences for every 100,000 people were there in 1981? _____
4. (About) how many offences for every 100,000 people were there in 2006? _____
5. Have the crime numbers for Canada increased, decreased or stayed about the same in the past 30 years?

The crime numbers have _____.



Activity: Canadian Crime Statistics

“Officer, I Would Like To Report A Crime”**SPEAKING ACTIVITY (Role Play)**

Work with a partner. One of you will be a police officer, and the other will be a person who has witnessed (seen) a crime. Together, decide what crime you are going to talk about.

Witness

Tell the officer what you saw. Give details. Here is some information you can provide:

- What happened?
- When did it happen?
- Where did it happen?
- Where were you when you witnessed it?
- Did you see the criminal?

Police Officer

Listen carefully to the witness. To make sure you have understood correctly, repeat the information the witness gives you. If something is not clear, ask about it. If you need more information, ask questions.

Practice your role play two times. DO **NOT** NAME THE CRIME DURING YOUR CONVERSATION. When you are ready, you are going to repeat your conversation in front of your classmates. They are going to listen, and when you have finished, they must name the crime that you described in your role play.





Activity:
“Officer, I Would Like To Report A Crime”

INSTRUCTOR NOTES

This activity is designed to be used in conjunction with Canadian Crime Statistics, but it can also be done independently. Learners listen to a dialogue between a police officer and a woman whose car has been stolen.

Timing: 30 minutes

- WARM-UP**
- Guide the class through Exercises 1-3. The sentences in the “Prepare to Listen” exercise are taken or paraphrased from the listening text and help provide a context to enhance listening comprehension.
 - Ensure that everyone understands *parking lot* as well as “*Officer, I would like to report a crime.*”
- ACTIVITY**
- Play the audio once for general comprehension (Track 13).
 - Allow time for learners to read and begin to answer the questions in Exercise Four, and then repeat the audio.
- FOLLOW-UP**
- The dialogue in this activity serves as a model for the final role-play speaking activity in *Canadian Crime Statistics*.
 - Ask “What is the official name of the crime the woman reported?” [motor vehicle theft].
- VARIATION**
- Exercise 5 reinforces the lexicon taught in this unit. It can be used immediately or else after a gap of a few days. After they have completed the exercise, learners share and compare answers in pairs or small groups.

ANSWER KEY • Exercise 1:

WORD	DEFINITION
licence plate	
suspicious	making you feel that something wrong or bad is happening
disappear	go somewhere that people cannot see or find
absolutely	completely, 100%
explosives	

- Exercise 2:
 1. disappear 2. absolutely 3. explosives 4. suspicious 5. licence plate



Activity:

“Officer, I Would Like To Report A Crime”

INSTRUCTOR NOTES CONTINUED

ANSWER KEY (Continued) • Exercise 3:
1. suspicious 2. disappeared 3. explosives 4. absolutely 5. licence plate

• Exercise 4:
1.T 2.F 3.F 4.T 5.F 6.F 7.T 8.T

ASSESSMENT • Exercise 4 can be corrected for listening assessment.
• CLB Performance Indicators:
~ identifies specific factual details and inferred meanings in audio-mediated listening texts as required
~ gets the gist, detail, key words and expressions as required

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 288-293.

VOCABULARY • Refer to the vocabulary chart.
• Additional vocabulary: officer; report; parking lot; calm; strange; police report



Activity: “Officer, I Would Like To Report A Crime”

LISTENING TRANSCRIPT

“Officer, I Would Like To Report A Crime”

Listen to a dialogue between a police officer and a woman whose car has been stolen.

- Woman: *Officer, I would like to report a crime.*
- Police Officer: *OK Ma’am. Stay calm. Was anybody hurt, or is anybody in danger?*
- Woman: *No.*
- Police Officer: *OK, just keep calm, and tell me what happened.*
- Woman: *OK. Someone has stolen my car!*
- Police Officer: *Can you give me the details?*
- Woman: *Yes. I drove here to this shopping mall this afternoon and I parked my car near the sign over there that says B6. Do you see the sign? I parked there, and then I went into the mall to shop. When I came out, my car was gone.*
- Police Officer: *Are you sure you didn’t park somewhere else, Ma’am? This is a very big parking lot.*
- Woman: *No, I’m absolutely sure I parked near B6. I remember B6 very clearly, because I have 6 brothers.*
- Police Officer: *OK, ma’am, and you’re sure you don’t see your car anywhere around here? What kind of car is it?*
- Woman: *It’s a brand new Honda Civic, blue. My licence plate number is AWB 085. It’s definitely not here.*
- Police Officer: *What time did you go into the mall?*
- Woman: *Around 1:30.*
- Police Officer: *And when did you come out?*
- Woman: *At 3:45.*
- Police Officer: *Did you see anyone suspicious, anything strange?*
- Woman: *No, just that my car was gone.*
- Police Officer: *Is there anything valuable, or are there any guns or explosives inside the car?*
- Woman: *No.*
- Police Officer: *All right Ma’am, you’re right, it’s probably stolen. We’ve had 8 cars disappear from this parking lot already this week. We’ll have to fill in an official police report. It will take about 20 minutes, so why don’t you phone someone to come and get you, and we’ll do the report while you’re waiting for your drive home.*



Activity:
“Officer, I Would Like To Report A Crime”

Exercise I

Fill in the chart by writing the correct word beside the definition.

absolutely – disappear – explosives
licence plate – suspicious

WORD	DEFINITION
	
	making you feel that something wrong or bad is happening
	go somewhere that people cannot see or find
	completely, 100%
	

Exercise Two: Complete these sentences with words from Exercise One.

1. When the warm temperatures of spring arrive, all this snow will _____.
2. I'm _____ sure that Toronto is the capital of Ontario.
3. It is against the law to bring _____ into an airplane.
4. When I came home after work, the front door was open and a window was broken. I didn't go inside because it looked very _____.
5. I have one _____ _____ on the front and another on the back of my car.



Activity: “Officer, I Would Like To Report A Crime”

Exercise 3

You will hear sentences like these in the listening exercise. Write the missing word(s) in the blank.

absolutely – disappeared – explosives
licence plate - suspicious

1. Did you see anyone _____ in the parking lot?
2. Eight cars have already _____ from this parking lot this week.
3. Is there anything valuable, or are there any guns or _____ inside the car?
4. I’m _____ sure I parked near that sign.
5. My _____ _____ number is AWB 085.

Exercise 4

Listen to the conversation. Are these sentences true or false?

Examples

A. F A woman is talking to an ambulance driver.

B. T A woman is talking to a police officer.

1. _____ The woman can’t find her car.
2. _____ The speakers are in a parking lot outside of a restaurant.
3. _____ The woman is telling a police officer about a car accident.
4. _____ The woman parked her car near a sign marked “B-6”.
5. _____ The woman saw a suspicious man in the parking lot.
6. _____ There is a gun inside the car.
7. _____ Many cars have disappeared from this lot in the past week.
8. _____ They are going to fill in a police report.



Activity: "Officer, I Would Like To Report A Crime"

Exercise 5

1. I am **absolutely** sure that _____.

2. Name three things that can **disappear**:

3. Manitoba's **licence plate** says "Friendly Manitoba". What words are on the licence plate of your province?

4. Name two **explosives**, or two things that are explosive:

5. I feel **suspicious** when ...
... people quickly stop talking when I enter the room.
... my child isn't hungry at supper time.
... a salesperson won't give me a clear answer to my question.
... _____.
... _____.





Activity:

Small Fly, Big Problem

INSTRUCTOR NOTES

Learners find out about the Canadian legal system in a 4-skills unit that follows a landmark compensation case about a fly in a water bottle.

Timing: 1 hour +

WARM-UP

- Distribute Exercise 1 for a preview of some legal vocabulary.
- Optional: show the class a picture of Waddah Mustapha:
<http://www.cbc.ca/canada/story/2008/05/22/scoc-fly.html>

ACTIVITY

- In pairs, learners read “Small Fly, Big Problem.”
- For Exercise 2, photocopy one Extra Information Sheet for each pair. Cut it into two, and give each partner half when they are ready for it.
- Following the instructions on the worksheets, learners continue with the group discussion (groups of 4) and the listening “The Decision, Part 1” (Track 14).
- Learners complete the writing in Exercise 3. They may have differing opinions about who is responsible for the various problems. Encourage learners to share their opinions with their classmates before they listen to the final Supreme Court verdict (“The Decision, Part 2”).

FOLLOW-UP

- Play the class the CBC news clip from 2008 that reports on the Supreme Court decision: <http://www.cbc.ca/clips/mov/taylor-fly-080522.mov>
The clip shows Mr. Mustapha in his hairdressing salon, the Supreme Court, and Mr. Mustapha’s lawyer.

ANSWER KEY

- Exercise 1: 1. court 2. legal case 3. lawyer 4. judge
- Exercise 2: 1. Windsor 2. He thought it was cleaner and better for his family than tap water. 3. Culligan of Canada Ltd. 4. She was very worried about being clean and she was pregnant. 5. No 6. Any 4 of: he had stomach pains; he stopped drinking water; it was difficult to shower; he became worried that he had been giving his family unhealthy water for years; he became depressed; he had bad dreams; he couldn’t stop thinking about it 7. Any 2 of: his business earned less money; customers saw that he was always depressed; he did a bad job

SOURCE

- “The Top Five: Annual Summaries of Compelling Cases 2007” Ontario Justice Education Network: www.ojen.ca

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 288-293.

VOCABULARY

- legal case; lawyer; judge; court; foresee; appeal; vomit; compensation; harm; responsible for; balcony



Activity:
Small Fly, Big Problem

LISTENING TRANSCRIPT**The Decision, Part 1**

In this legal case, the judge had to decide if Mr. Mustapha was telling the truth or whether he was just pretending to have all these problems. The judge decided that Mr. Mustapha was telling the truth, and that he really was suffering stomach pains, bad dreams, a bad sex life, depression, and so on, all because of a fly in a water bottle.

Next, the judge had to decide if Culligan was responsible for the problem, if it was Culligan's fault.

The judge decided "yes, Culligan was responsible," and said the company had to pay Mustapha \$341,775. That's \$341,775.

The Decision, Part 2

Culligan's lawyers did not agree with the judge's decision. They decided to appeal the case. To "appeal" means to take the case to a higher level of court, where a higher level judge can correct or change a lower level judge's decision.

So, the case went to court a second time, this time in front of an appeal judge. Once again, the legal problem was whether Culligan was responsible for the harm that came to Mr. Mustapha. The particular ... the exact legal question was whether Culligan Ltd could foresee the problems they caused to Mr. Mustapha by selling him a water bottle with a fly in it.

If the company could foresee the problems, then they were responsible. If the company couldn't foresee the problems, then they might not be responsible for them.

The judge decided that Mr. Mustapha's problems were unforeseeable. It was not normal or natural to become so depressed and to suffer so much just from seeing a dead fly in an unopened bottle of water. Normal people don't stop having sex because they see a dead fly. Because Mr. Mustapha's reaction was not normal, Culligan Ltd could not foresee it. And because Culligan could not foresee it, the company did NOT have to pay Mr. Mustapha.

Now, this time, Mr. Mustapha was not happy with the decision of the appeal court, so he decided to re-appeal to the highest court in Canada: the Supreme Court of Canada. The final judgment came in May, 2008. There are 9 judges on the Supreme Court and all 9 agreed that Mr. Mustapha should not receive any compensation. They said that instead of receiving money, Mr. Mustapha must pay money – he must pay the legal costs for Culligan Ltd. Instead of receiving hundreds of thousands of dollars, he must pay hundreds of thousands of dollars to Culligan of Canada's lawyers. And this is the final judgment.



Activity:
Small Fly, Big Problem

Exercise I



Use these words in the sentences below:

judge -- court -- legal case -- lawyer

1. This is a picture of a _____.
2. All the people are here because there is some problem with the law, and the judge must make a decision. This problem is called a _____.
3. The man who is standing and talking is a _____.
4. The man who is sitting high above the others is the _____.

You are going to read about an interesting Canadian legal case. Read “Small Fly, Big Problem” with a partner.

**Activity: Small Fly, Big Problem*****Small Fly, Big Problem***

Mr. Waddah Mustapha lived with his family in Windsor, Ontario. He was a hairdresser and businessman who owned two hair salons. His life was very successful, but in one way he was different from other people. He and his family were very, very worried about being clean. In the 1980s, a salesperson from Culligan Canada Ltd. visited Mustapha and talked to him about bottled water.

The salesman told him that Culligan water was cleaner and better for his family than city water. Mustapha began using only bottled Culligan water in his home and shops.

In 2001, Mrs. Mustapha washed the outside of a new bottle of water (as she always did), so that her husband could replace an empty bottle. While he was putting the new bottle into the dispenser, he saw something small and dark in the bottle. It was a dead fly. Mrs. Mustapha immediately vomited and said she felt stomach pain. Mr. Mustapha also had stomach pain, and later that night he vomited too.



water dispenser



fly

Activity: **Small Fly, Big Problem****Exercise 2**

Work in pairs. There are seven comprehension questions. You do not have enough information to answer all of them yet, but answer the ones that you can. When you finish, ask your teacher to give you more information.

1. Where did the Mustapha family live?

They lived in _____.

2. Why did Mr. Mustapha decide to buy bottled water?

He decided to buy bottled water because _____
_____.

3. What company did the Mustaphas buy their water from?

They bought it from _____.

4. Why did Mrs. Mustapha vomit when she saw the fly in the water bottle?

5. Did they drink the water? _____

6. List four ways Mr. Mustapha's personal life changed after he saw the fly in the water bottle.

1. _____ 2. _____

3. _____ 4. _____

7. Name two ways Mr. Mustapha's professional life changed after he saw the fly in the water bottle.

1. _____ 2. _____

**Activity: Small Fly, Big Problem****Extra Information – Partner 1**

Do not show your partner this sheet. Read it to your partner slowly and clearly, and then listen while your partner reads to you. After, finish answering the questions in Exercise 2.

At the time the Mustaphas found the fly in their water bottle, Mrs. Mustapha was pregnant. She vomited after she saw the fly, but Mr. Mustapha had worse problems. He had stomach pains for months afterwards. He couldn't drink water. It became difficult for him to take a shower.

Finally, Mr. Mustapha decided that Culligan of Canada must pay him for all these problems. He found a lawyer so he could take Culligan to court.

Extra Information – Partner 2

Listen while your partner reads to you. Then, read this information to your partner slowly and clearly. After, finish answering the questions in Exercise 2.

After Mr. Mustapha saw the fly in the bottle, he became very depressed. He was unhappy and worried that he had been giving his family unhealthy water for many years. He had bad dreams. He couldn't stop thinking about the dead fly in the bottle. At work, his customers saw that he was always depressed, and he did a bad job with their hair. His business made less money

Finally, Mr. Mustapha decided to go to court. He wanted compensation from Culligan for his health and his business problems.

Activity: **Small Fly, Big Problem****QUESTIONS FOR GROUP DISCUSSION**

Work in a group of four.

1. Check your answers to Exercise 2. If there are disagreements, ask your teacher.
2. Do you think Mr. Mustapha was right to take legal action against Culligan Ltd.? Do you think he should get compensation for a fly in a water bottle? If your answer is “yes”, then how much money should he receive?
3. In question 2, you talked about what should or shouldn’t happen. In fact, the legal case did go to court and a judge did make a decision. What decision do you think the judge made? If you think Mustapha received compensation, how much do you think he got?

Listening – The Decision, Part I

Listen to the judge’s decision. Then, underline the correct sentence:

The judge decided that Culligan was not responsible.

The judge ordered Culligan to pay over \$300,000.

Exercise 3

The word “foresee” means to see or know about something before it happens. For example, if you are going out for a long walk on a hot day, you take some water with you. This is because you foresee that you will get thirsty. You buy winter boots in October because you foresee you will need them when it snows. If you see a baby girl running on the street without an adult, you foresee that she might run in front of a moving car, so you stop her. It is “foreseeable” that she will be in an accident. If we can’t foresee something, then it is “unforeseeable”.



Activity: Small Fly, Big Problem

Read and then write about these problems.

1. John was walking into an apartment building with his dog. High above him, on the eighth floor, Sarah accidentally dropped a heavy bottle of PureFresh Company water from the balcony. It fell to the ground and killed his dog.

Is this a foreseeable or unforeseeable problem? Who is responsible for it?

This is a(n) _____ problem. _____ is responsible for it

because _____.

2. George was driving in his car. Ahead of him, there was a private truck (not a PureFresh Company truck) full of heavy PureFresh water bottles. The back of the truck was not closed correctly. A bottle fell out of the truck and damaged George's car.

Is this a foreseeable or unforeseeable problem? Who is responsible for it?

This is a(n) _____ problem. _____ is responsible for it

because _____.

3. On Tuesday, there was a problem with one of the machines at the PureFresh water factory. It made loud noises and soon after that, it stopped working. On Wednesday, PureFresh delivered a bottle of water to Barak's home. He noticed that there was oil on top of the water and there were several small pieces of metal inside the bottle.

Is this a foreseeable or unforeseeable problem? Who is responsible for it?

This is a(n) _____ problem. _____ is responsible for it

because _____.

4. Culligan of Canada Ltd. delivered a bottle of water to Waddah's home. When he put the bottle into the dispenser (but before he drank any), he saw that there was a dead fly in the bottle. He became depressed, had bad dreams, and couldn't do his job properly.

Is this a foreseeable or unforeseeable problem? Who is responsible for it?

This is a(n) _____ problem. _____ is responsible for it

because _____.

Now, listen for more information about the legal case.

LINC 3

Commerical Services & Business

Based on Canadian Language Benchmarks



Activity:

Shopping In Canada

INSTRUCTOR NOTES

Learners identify types of stores in Canada and some things that are sold in them, and then write a 3–5 sentence paragraph about one of their favourite stores.

Timing: 50–60 minutes

- WARM-UP**
- Ask learners to name their favourite stores.
 - Make a list on the board.
 - Name the categories these stores belong to (e.g., electronics stores, grocery stores) and group the stores accordingly.
- ACTIVITY**
- Hand out learner worksheets and review instructions.
 - Collect individual paragraphs if intended as assessment.
- ASSESSMENT**
- Instructors correct individual learner paragraphs.
 - CLB Performance Indicators:
 - ~ describes the situation
 - ~ uses simple structures
 - ~ uses adequate vocabulary for topic
 - ~ spells and follows punctuation conventions, with few errors
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 320-325.
- VOCABULARY**
- electronics; home decorations; passion fruit; mango



Activity:
Shopping In Canada

- I. a. There are many different kinds of stores in Canada. Read these 5 kinds and add 3 more to the list.
- b. Write two things that you can buy in each of the stores on your list.

Kinds of Stores in Canada

electronics store

grocery store

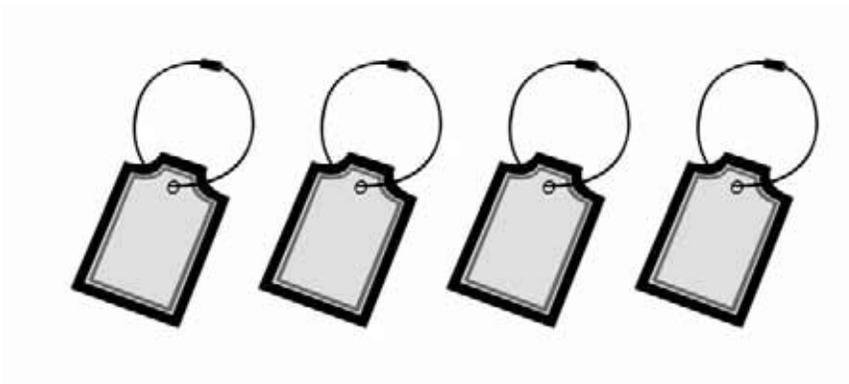
candy store

home decorations store

shoe store

Things to Buy Here

computer telephone





Activity: Shopping In Canada

2. What is one of your favourite stores? What do you buy there? Do you buy things to eat? Do you buy things to wear? Do you buy things for entertainment? Do you buy presents for your family and friends? Read what Tyrell wrote about his favourite store.

Good Foods Grocery

I love to shop at Good Foods Grocery. It has a lot of fruit and vegetables that I used to buy in my home country. I'm from Jamaica and I like to eat passion fruit and mangoes. They are always available at Good Foods. The staff are really friendly, too. Canada is my new home, but when I go into Good Foods Grocery, I feel like I'm back in Jamaica for a little while.

3. Write 3–5 sentences to describe one of your favourite stores and what you like to buy there.

(name of store)



Activity:
Shopping Stories

INSTRUCTOR NOTES

Learners use information in a formatted text to write 5-8 sentence paragraphs on a familiar shopping story.

Timing: 50–60 minutes

- WARM-UP**
- Write “5Ws” on the board and ask learners to tell you what these represent.
 - Tell learners they are going to use the 5Ws to write short paragraphs about shopping and ask them to brainstorm what these ‘Ws’ might mean in this context.
 - Record responses on the board.
- ACTIVITY**
- Distribute the handouts.
 - Review the chart and the sample paragraph.
 - Assign which/how many 5-8 sentence paragraphs learners will write.
- FOLLOW-UP**
- Learners create their own 5W chart and then compose a paragraph with one item of their choice to shop for.
- VARIATION**
- Learners read paragraphs to one another in small groups; classmates listen and then decide if the story is fact or fiction.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 320-325.
- VOCABULARY**
- electronics; sneakers; 5Ws



Activity:
Shopping Stories

I. 5Ws Shopping Chart: Read the information in this chart.

Shopping Stories					
	#1	#2	#3	#4	#5
Who?	me	my son	my friend	my sister	me
When?	yesterday	today	today	yesterday	last week
Where?	electronics store	shoe store	grocery store	bathing suit store	candy store
What?	bought a digital camera	buy sneakers	buy cake	bought a bathing suit	bought favourite candy
Why?	a present for my daughter's graduation	he needs them for gym class	she's going to have afternoon lunch with her mother-in-law	she wants to take swimming lessons	my wife/husband's birthday



Activity: Shopping Stories

2. Sample Paragraph:

#4

Who? my sister
When? yesterday
Where? bathing suit store
What? bought a bathing suit
Why? she wants to take swimming lessons

My sister wants to take swimming lessons. She needs a bathing suit. **Yesterday** she decided to go to a **bathing suit store.** She **bought a blue bathing suit.** Now my sister hopes that she can learn to swim in time for summer.



3. Your Paragraph:

Now choose one idea from the Shopping Stories chart and write your own paragraph. You can add more information if you like. When you have finished, **underline** the 5Ws to be sure you have used each one.



Activity:

Asking For And Receiving Help At The Grocery Store

INSTRUCTOR NOTES

Learners listen to and practice ways of asking for help in locating items in a grocery store.

Timing: 40 minutes

WARM-UP

- Play the audio Part 1 (Track 15). Ask the class:
 - ~ What does Martha want to make, and why?
 - ~ What does she need to buy?
- Ask these questions, and replay the audio as necessary:
 - ~ What words does she use to ask for help at the store? (*Can you please tell me where I can find the baking powder?*)
 - ~ What words does the clerk use to tell her where it is? (*You'll find it in Aisle 7...*)
 - ~ Write these responses on the blackboard. Clarify the meaning, pronunciation and spelling of aisle.

ACTIVITY

- Distribute “What are they looking for?” and play the audio Part 2 once or twice. If the exercise is intended for assessment, collect the worksheets. Otherwise, learners can correct their own responses later.
- Hand out “Asking For Help At The Grocery Store” and divide the class into pairs. Partners read through the dialogues while the instructor circulates to provide clarification where necessary. Learners can also use the dialogues to correct their responses to “What are they looking for?” Replay the audio as required.
- Continue with the Practice exercise. Pairs follow the examples they have read and heard in order to create six short role play conversations.

FOLLOW-UP

- Pairs practice and then perform one selected role play for small groups of classmates.

VARIATION

- An image on the bottom of the Practice worksheet illustrates the word *aisle*. This can be handed out during the Warm-up, and then referred to later in the activity to illustrate *halfway down the aisle*.



Activity:

Asking For And Receiving Help At The Grocery Store

- ASSESSMENT**
- For listening assessment, instructors correct learner responses to “What are they looking for?”
 - The role play exercise can be used for speaking assessment.
 - CLB Performance Indicators:
 - ~ gets key words and expressions in a listening text as required
 - ~ responds to openings, routine questions and closings in a service or sales transaction discourse
 - ~ asks relevant questions about availability, location

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 320-325.

- VOCABULARY**
- super store; aisle; familiar; supplies; (to be) out of; (to be) sold out; (to get a) rain check; halfway; bother



Activity: Asking For And Receiving Help At The Grocery Store

LISTENING TRANSCRIPT: SHOPPING

Listening Activity

Part 1

Martha wants to bake a cake tonight because tomorrow is her daughter's eleventh birthday. Before she can bake the cake, she needs to go the store because she has run out of baking powder. Since it's late, she drives to a superstore which is open 24 hours a day. The store is very large and has so many aisles that Martha can't find the baking powder. Listen as she asks a clerk for help.

- Martha: *Excuse me. I'm not familiar with this store. Can you please tell me where I can find the baking powder?*
 Clerk: *Yes, you'll find it in aisle 7 with the rest of the baking supplies. I think it's right above the sugar and salt.*
 Martha: *Aisle 7. Which way is that?*
 Clerk: *Four aisles over to your right.*
 Martha: *Thanks very much.*

Part 2

Listen to the different ways people ask for assistance in a store and the responses you might hear.

- Customer: *Excuse me, can you help me please?*
 Clerk: *Yes, how can I help you?*
 Customer: *Where can I find the dishwashing detergent?*
 Clerk: *You'll find dishwashing detergent on the top shelf, in the middle of Aisle 9.*
 Customer: *Thank you.*
 Clerk: *You're welcome.*
- Customer: *Excuse me, can you help me?*
 Clerk: *Sure. What can I do for you?*
 Customer: *I need some help in finding low fat yogurt.*
 Clerk: *Yes. That's in our dairy section at the back of the store.*
- Customer: *Excuse me. I need some baby shampoo. Can you help me find it?*
 Clerk: *The baby shampoo is right here in Aisle 1, with the rest of the hair shampoos.*
- Customer: *Please help me. I'm looking for canned beans, but I can't find them.*
 Clerk: *You'll find them in Aisle 5, halfway down the aisle, on the middle shelf.*
- Customer: *Excuse me, where I can find the paper towels that are on sale for \$2.99?*
 Clerk: *Oh, I'm sorry. We're all sold out, but you can get a rain check if you like.*
- Customer: *I'm sorry to bother you, but can you tell me where the birthday candles are kept?*
 Clerk: *Yes. Birthday candles are in Aisle 10, in our cake decorating section.*



Activity:

Asking For And Receiving Help At The Grocery Store

WHAT ARE THEY LOOKING FOR?

You hear going to hear six different people asking for help finding six different things in the grocery store. Listen, and circle the six things they are looking for. What aisle are they in? Write the number on the line below the picture. (You will not hear this information for every item.)



Aisle _____



Aisle _____



Aisle _____



Aisle _____



Aisle _____



Aisle _____



Aisle _____



Aisle _____



Aisle _____



Aisle _____



Aisle _____



Aisle _____



Activity:
Asking For And Receiving Help At The Grocery Store

Customer: Excuse me, can you help me please?
 Clerk: Yes, how can I help you?
 Customer: Where can I find the dishwashing detergent?
 Clerk: You'll find dishwashing detergent on the top shelf, in the middle of Aisle 9.
 Customer: Thank you.
 Clerk: You're welcome.



Customer: Excuse me, can you help me?
 Clerk: Sure. What can I do for you?
 Customer: I need some help in finding low fat yogurt.
 Clerk: Yes. That's in our dairy section at the back of the store.



Customer: Excuse me. I need some baby shampoo. Can you help me find it?
 Clerk: The baby shampoo is right here in Aisle 1, with the rest of the hair shampoos.
 Customer: Please help me. I'm looking for canned beans, but I can't find them.
 Clerk: You'll find them in Aisle 5, halfway down the aisle, on the middle shelf.



Activity:
Asking For And Receiving Help At The Grocery Store



Customer: Excuse me, where I can find the paper towels that are on sale for \$2.99?

Clerk: Oh, I'm sorry. We're all sold out*, but you can get a rain check** if you like.

*We're all sold out = There are none left

**rain check = a coupon from the store to buy the paper towels later for the same sale price

Customer: I'm sorry to bother you, but can you tell me where the birthday candles are kept?

Clerk: Yes. Birthday candles are in Aisle 10, in our cake decorating section.

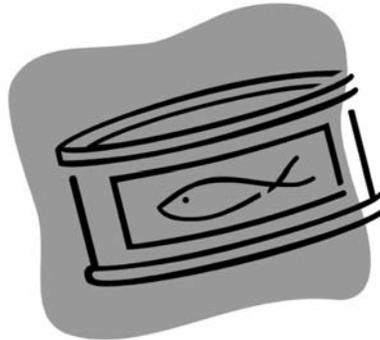
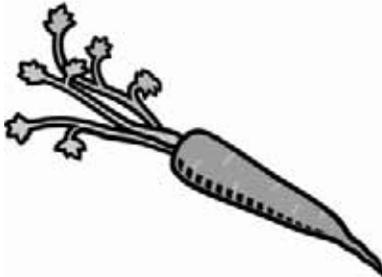
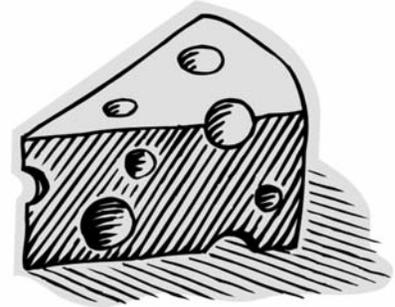




Activity:
Asking For And Receiving Help At The Grocery Store

PRACTICE

Practice new words and expressions in six short conversations. One partner will be a customer, and the other partner will be a grocery store clerk. Ask for and give help finding these things:





She is looking for the baking powder in aisle 7.



Activity:

Shopping Dialogues: Talking To Salespeople

INSTRUCTOR NOTES

Learners practice common shopping expressions in a four-skills activity.

Timing: 50–60 minutes

- WARM-UP**
- Ask learners if they enjoy shopping. Use their responses to compile a list on the board (e.g. polite/impolite salespeople, great/poor selection of goods).
 - Divide the class into pairs.
 - Hand out Exercises 1 and 2 and clarify vocabulary where necessary.
- ACTIVITY**
- Hand out Exercise 3.
 - Circulate through the class to assist groups as they complete the practice activities.
- FOLLOW-UP**
- Pairs perform their dialogues for classmates, who listen for the shopping expressions.
 - Ask learners to listen for some of these shopping expressions when they go shopping. Post a chart in the classroom with a continuing list of expressions.
- ASSESSMENT**
- Instructor marks pairs' role-plays according to individual guidelines.
 - CLB Performance Indicators:
 - ~ listener can follow the story
 - ~ describes the situation
 - ~ uses simple structures
 - ~ uses adequate vocabulary for topic
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 320-325.
- VOCABULARY**
- assist, assistance; decline; reject; prefer, preference; goods/services; satisfaction/dissatisfaction



Activity:

Shopping Dialogues: Talking to Salespeople

SHOPPING DIALOGUES

I. Vocabulary Warm-up: Read these words and the sentences with your partner. You will hear them many times when you are shopping. Practice reading the sentences aloud.

prefer (v.) - like better, choose instead

Isaac didn't like the black shoes. He said he preferred the brown shoes.

preference (n.) - something preferred

Isaac didn't like the black shoes. His preference was the brown shoes.

refuse - do not accept

Salma refused the salesman's offer to help her.





Activity: Shopping Dialogues: Talking to Salespeople

2. Shopping Expressions: Read these shopping expressions aloud with a partner. Remember to raise your voice at the end of the questions.

TO ASK FOR HELP:

*I need help.
 Could you help me?
 I'm looking for...
 Excuse me, do you have this (skirt) in [size]?
 Excuse me, would you have this (skirt) in [color]?*

TO REFUSE HELP:

*No, thanks.
 I'm just looking.
 Not right now, thanks.
 I'm ok, thanks.*

TO SHOW PREFERENCE:

*It's okay, but I'd rather have...
 Well, I prefer...
 I like this one better than that one.*

TO ACCEPT SOMETHING:

*I'll take it.
 It's fine.
 Yes, it's just what I was looking for.
 Yes, that's great, thanks.
 Yes, it's very nice.*

TO REFUSE SOMETHING:

*I'll look around some more.
 No thanks. It's not my style.*





Activity: Shopping Dialogues: Talking to Salespeople

3. Practice the Expressions:

- a. Fatima is shopping at her favourite fashion store, *The Clothes Closet*. She needs a new dress to wear to her daughter's graduation. A salesperson is helping her. Read their conversation aloud with your partner.

Salesperson: *Good morning. How are you today?*

Fatima: *Fine, thanks. Could you help me? I want to buy a new dress.*

Salesperson: *Well, we have a lot of dresses over here. Are you looking for something special?*

Fatima: *Yes, it's my daughter's graduation.*

Salesperson: *Here is a pretty one. Do you like red?*

Fatima: *No, it's the wrong color. I'll look around some more.*

(a few minutes later)

Salesperson: *Here's one you might like. I think it would look good on you.*

Fatima: *Oh, it's very nice. I'll try it on. It's just what I'm looking for.*





Activity: Shopping Dialogues: Talking to Salespeople

- b. With a partner, use the information in one of the boxes to write a short conversation. After you have finished, practice it aloud. Use these expressions from TO REFUSE SOMETHING in your conversation:

I'll look around some more.
No, thanks. It's not my style.

Svetlana is shopping for a coat. She is at *Styles Clothing Store* and she is having a conversation with a salesperson.
Svetlana decides **not** to buy anything.

OR

Edmundo is shopping for a shirt. He is at *Wall's Clothing for Men* and he is having a conversation with a salesman.
Edmundo decides **not** to buy anything.





Activity: Shopping Dialogues: Talking to Salespeople

Begin your conversation this way:

Svetlana:

Salesperson: *Welcome to Styles Clothing. Can I help you?*

Svetlana: *Yes, thank you. I'm looking for a*

_____.

Salesperson: _____

OR

Edmundo:

Salesperson

*Good afternoon. Welcome to Wall's Clothing.
Can I help you?*

Edmundo: *Yes, thank you. I'm looking for a*

_____.

Salesperson : _____



Activity:

Refund And Exchange Policies

INSTRUCTOR NOTES

Learners read the refund and exchange policies of several stores, review vocabulary, and answer comprehension questions.

Timing: 50–60 minutes

- WARM-UP**
- Ask learners if they have ever bought something and tried to return it or exchange it.
 - Have one or two learners describe their experience.
- ACTIVITY**
- Distribute the handouts. Direct attention to the Refund And Exchange Policies chart. Together, the class finds and names the seven stores listed on the chart.
 - Learners read the Vocabulary warm-up, and then find the words on the Refund And Exchange Policies chart (or in the title) and underline them.
 - Learners complete the reading comprehension activities and hand them in for assessment.
- FOLLOW-UP**
- Learners bring sales receipts to class, and then locate and read the store exchange policies.
 - Instructors with e-classrooms can show learners how to search online for the exchange policy of a store where class members regularly shop.
- CROSS-REFERENCE**
- Banking, Customer Service & Telephone – *Returning Faulty Merchandise*
- ANSWER KEY**
- 3. 1. no; that's longer than 14 days, computers must be returned within 14 days
2. no; no cash refunds at *The Clothes Line*
3. no; 30 days for refund of seasonal merchandise
4. no; DVDs must be returned unopened
5. yes; full refund on mattresses within 60 days if not dirty
6. yes; full refund within 30 days of purchase
7. no; merchandise must be unworn and unwashed
 - 4. a. no b. no c. no d. yes



Activity:

Refund And Exchange Policies

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructor corrects individual learner responses.
 - CLB Performance Indicators:
 - ~ identifies layout and specific information on a form
 - ~ gets overall meaning of a business text
 - ~ gets key information/main idea from...graphic text
 - ~ identifies important details as required
 - ~ fills out form with required information. Spells and follows punctuation conventions
 - ~ has legible handwriting or printing. Makes no major omissions.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 320-325.
- VOCABULARY**
- to be 'charged' for something; exchange; home electronics; major appliance; policy; refund; seasonal merchandise; tickets/tags; unworn, unwashed, undamaged



Activity:
Refund And Exchange Policies

I. Find and name the seven stores listed on the chart.

Store Refund and Exchange Policies

<p>Plug It In</p> <p>Full refund within 14 days for computers monitors printers digital cameras</p> <p>Most merchandise -- full refund within 30 days</p> 	<p>Beds and More</p> <p>Full refund on furniture within 90 days</p> <p>Full refund on mattresses within 60 days if they are not dirty not damaged</p>	<p>The Clothes Line</p> <p>No cash refunds</p> <p>All exchanges within 30 days of purchase</p>
<p>Mindy's Fashions</p> <p>Full refund within 30 days of purchase</p> <p>Merchandise must be unworn + undamaged</p> <p>Exchange only on sale items within 14 days of purchase</p> 	<p>Lucky 7</p> <p>Full refund within 90 days of purchase</p> <p>Merchandise must be unworn unwashed</p>	<p>Sweet Home</p> <p>Full refund within 90 days for most merchandise</p> <p>60 days for furniture mattresses major appliances</p> <p>30 days for home electronics</p> <p>30 days for seasonal merchandise</p> 
<p>Shopping Cart</p> <p>Full refund within 90 days of purchase</p> <p>CDs, DVDs, video games must be returned unopened</p> <p>clothing, shoes, accessories must be returned unworn, tickets attached</p>		



Activity: Refund And Exchange Policies

2. Vocabulary warm-up:

Store Refund and Exchange Vocabulary**exchange**

= give one thing and get something else

home electronics

= electronic equipment for the home (TV, radio, DVD, CD, mp3 player)

major appliance

= electrical equipment used in the home (stove, fridge, washing machine, dishwasher)

policy

= rules or guidelines

receipt

= paper that shows you have paid for something

refund

= pay back money

seasonal merchandise

= items that are sold at special times of the year
(children's swimming pool – sold in summer)
(snow shovel – sold in winter)

tickets

= price tags

unworn, unwashed, undamaged

= items that are not worn, not washed, not damaged by the customer



Activity: Refund And Exchange Policies

3. Use the *Store Refund and Exchange Policies* chart to answer these questions.

1. I bought a computer at **Plug It In** on January 10th. Can I return it on January 30th?
 _____ yes _____ no

Why or why not? *Full refund within 14 days for computers* _____

2. I bought a jacket at **The Clothes Line**, but it doesn't fit me. Can I get my money back?
 _____ yes _____ no

Why or why not? _____

3. I bought some seasonal merchandise at **Sweet Home**. Can I return it for a full refund within 90 days? _____ yes _____ no

Why or why not? _____

4. My son played the DVD I bought him at **Shopping Cart**. He doesn't like it, but it's still in excellent condition. Can I take it back? _____ yes _____ no

Why or why not? _____

5. My dog jumped up on the new mattress I bought at **Beds and More** last month. Luckily, he didn't get it dirty. Will they take it back? _____ yes _____ no

Why or why not? _____

6. My sister bought a beautiful skirt for me at **Mindy's Fashions** two weeks ago, but it doesn't fit. Could I exchange it for another size? _____ yes _____ no

Why or why not? _____

7. My mother bought a dress at **Lucky 7** last week. She just wore it once, but she got a small mark on it. She washed it and now it looks beautiful. Can she return it? _____ yes _____ no

Why or why not? _____



Activity: Refund And Exchange Policies

4. Write a check mark ✓ to answer these questions.

a) I can buy an mp3 player at **Shopping Cart**.

_____ yes _____ no _____ not enough information

b) I can get cash back at **The Clothes Line** if my merchandise is in good condition.

_____ yes _____ no _____ not enough information

c) I can return my digital camera to **Plug It In** within 30 days.

_____ yes _____ no _____ not enough information

d) I can get a full refund for most merchandise within 90 days at **Sweet Home**.

_____ yes _____ no _____ not enough information





Activity:

At The Shopping Centre

INSTRUCTOR NOTES

Learners read information about people at the shopping centre and fill in the blanks to complete their stories; fill in a chart to identify items sold at particular kinds of stores; and complete jigsaw sentences.

Timing: 50–60 minutes

WARM-UP

- Refund + Exchange Policies
- Questions for class discussion:
 - ~ What is your favourite store?
 - ~ Name 3 things you can buy in your favourite store.

ACTIVITY

- Learners follow the instructions on the handouts to complete the activities.
- Exercise 1 – Point out that learners will not use all the words in the word bank.
- Exercise 2 – Clarify some of the new vocabulary (monitor, memory stick, mp3 player) in preparation for Exercise 3.
- Exercise 3 – This exercise is more challenging. Pair learners with weaker and stronger skills, if necessary.

ANSWER KEY

- 1. b. computers, printers, monitors c. coat, warm, brown,
d. mattress, soft, refund, damaged e. DVDs, videos, dresses, shirts
- 2. *Plug It In* *Mindy's Fashions*
computer coat
cell phone dress
mp3 player pants
laptop computer scarf
monitor socks
memory stick blouse
printer sweater
- 3. a. The coats on sale at *Mindy's Fashions* **are called all-weather coats.**
b. The cell phones at *Plug It In* **are available with different ring tones.**
c. My son uses his mp3 player **to play his favourite music.**
d. She was wearing a wool sweater **that is very warm in the winter**
e. I bought a blouse at *Mindy's Fashions* **to wear to my friend's party.**
f. I save all my data **on a memory stick.**
g. The monitor was 32 inches wide and it **had a flat screen.**
h. I have a laser printer **which prints in black and color copies.**

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 320-325.

VOCABULARY

- digital camera; monitor; refund; mp3 player; memory stick; ring tone; all-weather coat



Activity:
At The Shopping Centre

I. At The Shopping Centre: All of these people are at the shopping centre. Read about them, and choose the correct word for each blank line.

holiday

digital cameras

shopping centre

a. Joseph is shopping at *Plug It In*. He is looking at digital cameras. He and his wife are going on a holiday and they want to take lots of pictures to show their friends when they come home.

warm

coat

black

brown

b. Farah decided to go to *Mindy's Fashions*. She needs a new winter _____. Winters in Canada are very cold, so her new one must be _____. Farah likes blue and _____, but if there is a nice black one on sale, she might buy that color.

damaged

mattress

soft

refund

return

sold

c. Mr. and Mrs. Chang went to *Beds and More* last week. They were looking for a new _____. Mrs. Chang likes a _____ mattress and Mr. Chang does too. They found one and they brought it home. They know that they can get a full _____ within 90 days if the mattress is not dirty or _____.





Activity: **At The Shopping Centre**

computers Sweet Home printers monitors dresses shoes

d) Elena is shopping at *Plug It In*. She is looking at _____. She works from her home and needs to buy a new one because her old computer doesn't work very well. Maybe she can look at _____ and _____ while she is there.

dresses beds DVDs shirts video games candy beds

e. My son loves *The Shopping Cart*, and I do too. While he looks at home electronics such as CDs, _____ and _____, I go to the clothing section and look at _____ and _____. We always make an agreement: I can buy one thing and so can he!

snow shovel

picnic table

f. Today my daughter and her husband went to *Sweet Home*. They just got married and they are looking for a barbeque, a _____ and 4 chairs. Maybe they can find some plastic plates and glasses too.





Activity: At The Shopping Centre

2.

Plug It In	Mindy's Fashions
<p>Full refund of most merchandise within 30 days</p> <p>Full refund within 14 days for computers monitors printers digital cameras</p> 	<p>Full refund within 30 days of purchase</p> <p>Merchandise must be unworn + undamaged</p> <p>Exchange only on sale items within 14 days of purchase</p> 

Where can you buy these things? Copy the words on the lines.

- | | | | |
|-----------------------|------------|--------------|-----------------|
| digital camera | pants | blouse | laptop computer |
| coat | mp3 player | sweater | dress |
| computer | scarf | monitor | printer |
| cell phone | socks | memory stick | |

Plug It In

digital camera

Mindy's Fashions



Activity: **At The Shopping Centre**

3. Finish the sentences: Write the correct ending for each sentence on the lines below.

to play his favourite music.
very warm in the winter.
had a flat screen.
which prints black and color.
to wear to my friend's party.
are available with different ring tones.
on a memory stick.
are called all-weather coats.

- a. The coats on sale at *Mindy's Fashions* _____.
- b. The cell phones at *Plug It In* _____.
- c. My son uses his mp3 player _____.
- d. She was wearing a heavy sweater that is _____.
- e. I bought a blouse at *Mindy's Fashions* _____.
- f. I save all my data _____.
- g. The television monitor was 32 inches wide and it _____.
- h. I have a laser printer _____.



Activity:
Pots And Pans

INSTRUCTOR NOTES

Learners listen to two radio commercials advertising cookware.

Timing: 30 minutes

WARM-UP

- Write the word set on the board and ask what it means. Ask the class to name household items that are sold in sets, and list their responses (eg, sheets, utensils, dishes).
- Inform learners that they are going to listen to two radio advertisements for cookware, and hand out “Pots and Pans”. Allow time for the class to read the instructions and the list of sentences for Ad Number 1.

ACTIVITY

- Play the audio for Ad Number 1 (Track 16). Repeat it as required for learners to complete the task. Clarify vocabulary as needed.
- Repeat the procedure for Ad Number 2.

FOLLOW-UP

- In a class discussion, note that the ads do not provide details about the cookware, and that they are designed to draw listeners into the stores. Ask what additional information about the cookware Mira needs before she makes a decision (eg, quality, what is included in the set, what the pans are made of).

ANSWER KEY

- Ad 1:
 - ✓ You can find this cookware only at Marvel’s Department Store.
 - ✓ The ad is for *Kitchen Solution Cookware*.
 - ✓ The cookware comes from Italy.
 - ✓ The cost of the cookware is \$199.99.
- Ad 2:
 - ✓ Many things for the house are on sale at National Flyer stores.
 - ✓ The store opens at 6:00 am this weekend.
 - ✓ The ad is for *Love My Cooking cookware*.
 - ✓ There are 10 pieces in the set.
 - ✓ The set is on sale for \$89.99.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 320-325.

VOCABULARY

- cookware; household; essentials; to make one’s money stretch; utensils; to transform; exclusive; unbeatable; marvellous; gourmet; frying pan; saucepan



Activity:
Pots And Pans

LISTENING TRANSCRIPT**Pots And Pans**

Mira and her family have just arrived in Canada. Mira is cleaning cupboards in her new kitchen while she listens to the radio. Because the family didn't bring much with them, Mira is going to have to buy many basic household items for the kitchen, like dishes, pots, pans, and utensils. Mira really has to make her money stretch in order to buy all these essentials, so she's very interested when she hears some advertisements for cookware on the radio. Listen to the advertisements she hears.

Ad #1

"Looking for the world's best cookware set? Search no further because now you can transform your cooking and transform your life with the world's best cookware found only at Marvel's Department Store. Come in today and see our exclusive 10-piece set of Kitchen Solution Cookware that's imported directly from Italy. You know that at Marvel's you'll always find great products, great quality—all at great unbeatable prices. The Kitchen Solution cookware set is yours for the amazing price of \$199.99, so come to Marvel's and check out this marvellous cookware set today!"

Ad #2

"This weekend save more than ever at all National Flyer stores. Save up to 80% on major items, housewares, and almost anything you need for your home. Do you need a new cookware set? Well, wake up early because we have a bargain for you. We're opening at six in the morning to offer you our gourmet 10-piece Love My Cooking set for only \$89.99. That's a savings of 70%, down from \$299.99. But hurry, these items won't last long at these prices. Come into National Flyer and save BIG this weekend!"



Activity:
Pots And Pans

Read the sentences below and listen to two advertisements (ads) for cookware (pots and pans). Write a check mark (✓) beside the sentences that are true.

Ad Number 1

- You can find this cookware only at Marvel's Department Store.
- The ad is for *Kitchen Solution Cookware*.
- The cookware comes from Italy.
- The set has fifteen pieces, including a frying pan and a saucepan.
- The cost of the cookware is \$199.99
- The set usually costs \$299.99.



frying pan



saucepan

Ad Number 2

- Many things for the house are on sale at National Flyer stores.
- You have to buy the cookware between 6:00 a.m. and 7:00 a.m.
- The store opens at 6:00 a.m. this weekend.
- This is an advertisement for *Love My Cooking* cookware.
- There are 10 pieces in the set.
- The set is on sale for \$89.99.



Activity:

Westwood Shopping Centre Directory

INSTRUCTOR NOTES

Learners read a shopping centre directory; ask and answer questions on the locations of goods and services; discuss similar places to shop in their towns or cities; and write answers to questions.

Timing: 50–60 minutes

- WARM-UP**
- Vocabulary Warm-up – Exercise 1. Learners form small groups to review the vocabulary and the sample sentences, and ask any questions.
- ACTIVITY**
- Distribute the Westwood Shopping Centre Store Directory. In small groups, learners read the store directory and answer questions in Exercise 2 orally.
 - Divide the class into pairs. Give one partner Worksheet 1; the other partner reads the directory and answers questions.
 - When Worksheet 1 is complete, give Worksheet 2 to the second partner and they exchange roles.
 - Distribute Exercise 3. With a partner, learners look at the list of restaurants in the Food Fair and talk about what would be served there.
- FOLLOW-UP**
- Ask learners to find a store directory in their community and write
 - ~ the name of the shopping centre/store
 - ~ a list of several stores located there
 - ~ the level on which the stores are found
- ANSWER KEY:**
- 1. N/A
 - 2. answers will vary
 - 3. Worksheet 1: 1. Home for Hair (1) 2. Dive In (1) 3. Yes (2)
 - 4. Food Fair, Coffee Cup (2) 5. Yes, Bicycle World (3)
 - Worksheet 2: 1. Camera Stop (3) 2. Game Night (3)
 - 3. Two places – Apple Cart Gifts (2) and Gift Bag (2)
 - 4. Yes, All Good Natural Foods (2) 5. Yes, Carpet Land
 - 4. answers will vary
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 320-325.
- VOCABULARY**
- directory; supplement (n.); awesome; accessories; hard covers; paperbacks; audio books



Activity:

Westwood Shopping Centre Directory

WESTWOOD SHOPPING CENTRE

Exercise I

Vocabulary Warm-up: Work in a small group. Read these words and sample sentences.

(store) directory - a list of information and locations

It would take a long time to find everything at Westwood Shopping Centre if we didn't have a directory listing all the stores and locations.

supplement (n) - something that is added

I don't get enough Vitamin C from all the food I eat, so I buy pills or supplements at the drug store.

awesome - excellent

Did you go to Awesome Audio yet? They have radios that look like dinosaurs. It really is an awesome store.

accessories - additional or extra things, small items

I bought a great bicycle at Bicycle World. They also sell accessories, so I got a bicycle lock and a seat cover.

hard covers, paperbacks, audio books - kinds of books

Audio books are great. I can read with my eyes shut! I buy paperback books because they are usually less expensive than hard cover books.



Activity: Westwood Shopping Centre Directory

Exercise 2

Westwood Store Centre: In a small group, look at the *Westwood Shopping Centre Store Directory*. Discuss the answers to these questions together.

ABC

1. a. Why do you think “ABC” is a good name for a store that sells toys and gifts?
- b. Have you ever been in a store like this?
What is it called?
What did you buy?

Books to Read, Facts and Fiction

2. a. One book store in the shopping centre is called *Books to Read* and another one is called *Facts and Fiction*.
Why do you think the store is called *Facts and Fiction*? Use your dictionary if you do not know the meaning of one of these words.
- b. Is there a big bookstore close to your house?
What is it called?
- c. Have you ever listened to an audio book?
Talk about it. Where were you when you were listening? Did you enjoy it?

Cash Now

3. a. What can you buy at *Cash Now*?
- b. Do you have a store like *Cash Now* where you live? What is it called?

Dive In

4. a. Find out if someone in your group knows what ‘dive’ means.
Why is it a good name for a store that sells bathing suits?

Energy+

5. a. This store sells healthy food and drinks.
Tell your group about a fruit drink that you really like.
- b. Do you have a store in your town or city that sells this kind of product?

Home for Hair

6. a. Tell the group where you get your hair cut.
- b. This store sells accessories. Can you think of some accessories that they would sell here?



Activity: Westwood Shopping Centre Directory

WORKSHEET 1

Ask your partner to look at the *Westwood Shopping Centre Store Directory* to answer your questions. Write the answers on the lines. Do NOT look at the directory.

1. Where can I get my hair cut?

Name of Store

Level

2. I'm going to start swimming lessons . Where can I get a new bathing suit?

Name of Store

Level

3. Baking Bread makes wonderful bread. Do you know if they have a store in this shopping centre?

Name of Store

Level

4. I'm tired. I need some energy. Where could I get some coffee?

Name of Store

Level

5. My uncle wants a new bicycle lock. Can he get one here?

Name of Store

Level



Activity: Westwood Shopping Centre Directory

WORKSHEET 2

Ask your partner to look at the *Westwood Shopping Centre Store Directory* to answer your questions. Write the answers on the lines. Do NOT look at the directory.

1. I need new batteries for my camera. Where can I find a store that sells them?

Name of Store

Level

2. My son is looking for a new board game. Do they sell board games here?

Name of Store

Level



3. How many places sell cards?

Name of Store

Level

4. My doctor told me to get some Vitamin B pills. Can I do that here?

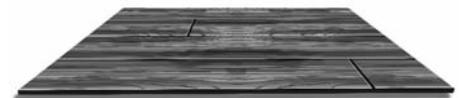
Name of Store

Level

5. Does Carpet Land also sell wood flooring?

Name of Store

Level



wood flooring



Westwood Shopping Centre Store Directory



A
ABC Baby
 baby gifts, toys
 (Level 1)

All Good Natural Foods
 health food, vitamins,
 supplements
 (Level 2)

Apple Cart Gifts
 soaps, candles, cards
 (Level 2)

Awesome Audio
 mp3s, radios, stereos,
 headphones
 (Level 3)

B
Bicycle World
 bikes, tricycles, accessories
 (Level 3)

Books to Read
 hard covers, paperbacks,
 audio books, bookmarks
 (Level 3)

Baking Bread
 breads, olive oil
 (Level 2)

C
Camera Stop
 cameras, batteries, photo
 frames
 (Level 3)

Carpet Land
 carpets, wood flooring
 (Level 3)

Cash Now
 cash for gold, silver jewellery
 (Level 3)

D
Dive In
 men's and women's bathing
 suits
 (Level 1)

Dark Ray
 official electronic game store
 (Level 3)

Dates 'n Raisins
 fruits and nuts
 (Level 2)

E
Energy+
 fruit juices, power bars
 (Level 2)

Eyeglasses Only
 eyeglass frames for
 adults/children
 (Level 1)

F
Food Fair
 Chicken Lovers
 Coffee Cup
 Fabulous Falafel
 Rice Bowl
 Muffin Magic
 Pita Platters
 Sandwich Board
 Soup Bowl
 (Level 2)

Facts and Fiction
 books
 (Level 3)

G
Game Night
 board games, toys
 (Level 3)

Gift Bag
 gift bags, boxes, wrapping
 paper, cards, ribbons
 (Level 2)

H
Home for Hair
 men's and women's hair
 salon
 hair products, accessories
 (Level 1)



Activity: **Westwood Shopping Centre Directory**

Exercise 3

Look at the *Westwood Shopping Centre Store Directory* again.

Under letter F, you will see that there is a Food Fair that has 8 places that sell fast food. Choose 3 of these places and talk about what food they sell. Write the information below.

<p style="text-align: center;"><u>Rice Bowl</u></p> <ul style="list-style-type: none"> - <u>chicken fried rice</u> - <u>shrimp fried rice</u> - <u>steamed rice</u> 	<hr/> <ul style="list-style-type: none"> - _____ - _____ - _____
<hr/> <ul style="list-style-type: none"> - _____ - _____ - _____ 	<hr/> <ul style="list-style-type: none"> - _____ - _____ - _____

LINC 3

Community and Government Services

Based on Canadian Language Benchmarks



Activity:

Block Parent Program

INSTRUCTOR NOTES

Learners read about the Block Parent program and answer comprehension questions.

Timing: 30–40 minutes

- WARM-UP**
- Lead a class discussion about the Block Parent program. Ask, for example:
 - ~ Who has heard of the program?
 - ~ What does ‘block’ mean?
 - ~ Does anyone participate, or know someone who does?
 - ~ Do parents know if their school age children learn about the program in school?
 - Instructors in e-classrooms can show the Block Parent logo and identify its components. Alternatively, hand out photocopies.

- ACTIVITY**
- Distribute the reading and comprehension questions.
 - Review the instructions with the learners.
 - Learners read the text and complete the comprehension questions.
 - Instructors collect the worksheets if they are intended for assessment.

- FOLLOW-UP**
- *Block Parent Volunteer*

- ANSWER KEY**
1. We need the Block Parent program because some people may want to harm a child.
 2. More than 30,000 people volunteer to be Block Parents.
 3. You can become a Block Parent if you are more than 18 years old and you pass a screening process – a special police check.
 4. F

- ASSESSMENT**
- Instructors correct the worksheets.
 - CLB Performance Indicators:
 - ~ gets the gist, key information, and important detail of simple explicit text
 - ~ spells and follows punctuation conventions, with few errors

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 352-357.

- VOCABULARY**
- block; screening process; police check



Activity:

Block Parent Program

Have you ever felt afraid when you were walking outside? Were you lost? Were you afraid that somebody was following you? The Block Parent program can help.

When children are outside alone, and they are frightened, they need to have a safe place to go. If there is a Block Parent sign in a window, a child knows he can go inside that house and be safe.

Why do we need Block Parents? Unfortunately, there are some people who want to harm children. More than 300,000 Canadians have volunteered to be Block Parents and put the Block Parent sign in their windows.

Who can become a Block Parent? If you are more than 18 years old and you pass a screening process – a special police check – then you can become a Block Parent. In fact, you do not have to be a parent at all.



Block Parents...building safer communities...one block at a time.



Activity:

Block Parent Program

Exercise

Read these questions, and then look in *Block Parent Program* to find the answers.
Use complete sentences.

1. Why do we need the Block Parents program?

2. How many Canadians have already volunteered to be Block Parents?

3. You can become a Block Parent volunteer if _____

_____ and _____

_____.

4. I have to be a parent to become a Block Parent volunteer.

_____ True

_____ False



Activity:

Block Parent Volunteer

INSTRUCTOR NOTES

The role of the Block Parent volunteer is explored in this 4-skills activity.

Timing: 50–60 minutes

- WARM-UP** • *Block Parent Program*
- ACTIVITY** • Learners work in pairs.
• Distribute the materials, review them with the class and answer questions, as necessary.
- FOLLOW-UP** • Learners present their conversation to other partners, or the whole class.
- ASSESSMENT** • Pairs' dialogues are marked according to individual instructor guidelines for assessment of speaking and writing.
• CLB Performance Indicators:
~ relates the story about an everyday activity in a coherent narrative (connected discourse)
~ listener can follow the story
~ uses simple structures
~ uses adequate vocabulary for topic
~ spells and follows punctuation conventions, with few errors
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 352-357.
- VOCABULARY** • block; police check; trick (n., v.)



Activity:

Block Parent Volunteer

BLOCK PARENT: CONVERSATION WITH A VOLUNTEER

I. Read this conversation twice with your partner. Take turns reading each role.

Hassan and his wife Asha have just moved into the community of West Village. Hassan is a chemistry professor and Asha is a pharmacist who works part-time. Last week they were walking in the neighbourhood. They passed a house which had a Block Parent sign in the window. They didn't know what it meant. The homeowner, Vini Rashed, was outside, so they asked him about the sign. He told them and then invited them inside. They had many more questions.

Hassan and Asha: Who can become a Block Parent?

Mr. Rashed: Anyone who is over the age of 18 can become a Block Parent. But first he or she has to have a police check.

Hassan and Asha: What does a Block Parent do?

Mr. Rashed: It's very simple. When you are at home and available, you put the Block Parent sign in your window. If anyone comes to your door, you can give them help.

Hassan and Asha: Why would a child come to my door?

Mr. Rashed: A child might be sick or lost. He might be afraid that someone is following him or he might be hurt. When he sees your sign, he knows that he will be safe inside.

Hassan and Asha: Is a Block Parent really a parent?

Mr. Rashed: Sure, many of our volunteers really are parents! But you don't have to have children to participate. If you are over the age of 18 and you have passed a police check, you can be a volunteer. And you don't have to be a child to ask for help, either. If you are a teenager, a woman or a senior and you need help, you can come inside a Block Parent home.

Hassan and Asha: I might be afraid to allow a teenager or an older person to enter my home. What if they really wanted to harm me?

Mr. Rashed: Well, you don't have to open your door at all, you know. If you are think that someone may be trying to trick you, just phone the police and talk to the person outside without opening your door. If the person really is in danger, he will stay until the police come.

Hassan and Asha: Thanks so much. You have been really helpful. I think we might like to participate.

Mr. Rashed: Oh, you're welcome. Here's my phone number. Let's talk again soon.



Activity: Block Parent Volunteer

2. Write one more question you could ask Mr. Rashed.

3. Hassan and Asha are going to join the Block Parent program. First, there are some things they have to think about. Read their *To-Do* List.

Hassan and Asha's To-Do List

- fill out an application form and send it to the West Village police office or give it to Mr. Rashed
- talk about when we will be available to volunteer
 - ~ Asha works Monday, Thursday and Friday
 - ~ She is usually at home on Tuesday and Wednesday
 - ~ Hassan usually prepares for his university classes at home during the evenings





Activity: Block Parent Volunteer

4. Use the information in the To-Do list to continue Asha and Hassan’s conversation.

Asha: *I am very happy that we met Mr. Rashad. It’s a great idea for us to join the Block Parent Program.*

Hassan: *Yes, I think so, too. Now we have to talk about what we need to do.*

Asha: *Well, Mr. Rashad said we have to fill out*

_____.

Hassan:

_____.

Asha:

_____.

Hassan:

_____.

Asha:

_____.

Hassan:

_____.



Activity:
Volunteer Opportunities

INSTRUCTOR NOTES

Learners read about volunteer opportunities and write an e-mail message.

Timing: 50–60 minutes

- WARM-UP**
- Distribute “Volunteer Opportunities” and review with the whole class.
- ACTIVITY**
- Hand out Volunteers Needed and review the categories.
 - Hand out the sample e-mail.
 - Draw attention to the underlined words and instruct learners to use the same information in their e-mail
 - ~ who they are
 - ~ what their occupation is
 - ~ how they heard about the volunteer opportunity
 - ~ what they are volunteering to do
 - ~ where the volunteer position is located
 - Collect the e-mail messages and then correct according to individual guidelines.
- FOLLOW-UP**
- Have learners check on-line for volunteer opportunities in the community.
 - Have them report to the class one volunteer job that they would be willing to do.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 352-357.
- VOCABULARY**
- coach (n.v.); tutor; retired; food bank



Activity:
Volunteer Opportunities

Have you ever thought about volunteering? Many people help others this way. Read about these four people.

Mari is a stay-at-home mom and she likes to volunteer in the evenings. She was a physical education teacher in high school before her children were born. Now she loves to work with teenagers and show them how important it is to be active.

Julio is a healthy senior and likes to spend some time helping other seniors who cannot get out of their homes.

Karl is a teenager and he thinks it is important to have some volunteer experience. His best friend is a volunteer at a library and Karl is going to help him.

Stephi is an adult who used to volunteer in her first country. She would like some Canadian volunteer experience.





Activity: Volunteer Opportunities

Volunteers Needed

I am a....

man

woman

youth

senior

My occupation is...

stay-at-home mom

stay-at-home dad

retired teacher

computer engineer

guidance counselor

I heard about the volunteer opportunity...

on-line

from a friend

from a co-worker

from a neighbour

in a community newsletter

Places where volunteers are needed...

school

hospital

office

recreation centre

food bank

Volunteer opportunities...

deliver meals to people who can't get out of their homes

help organize a school lunch program

coach a sports team

clean up a park

plant a neighbourhood garden

play board games with seniors

serve food at a homeless shelter

join a dog-walking program at an animal shelter

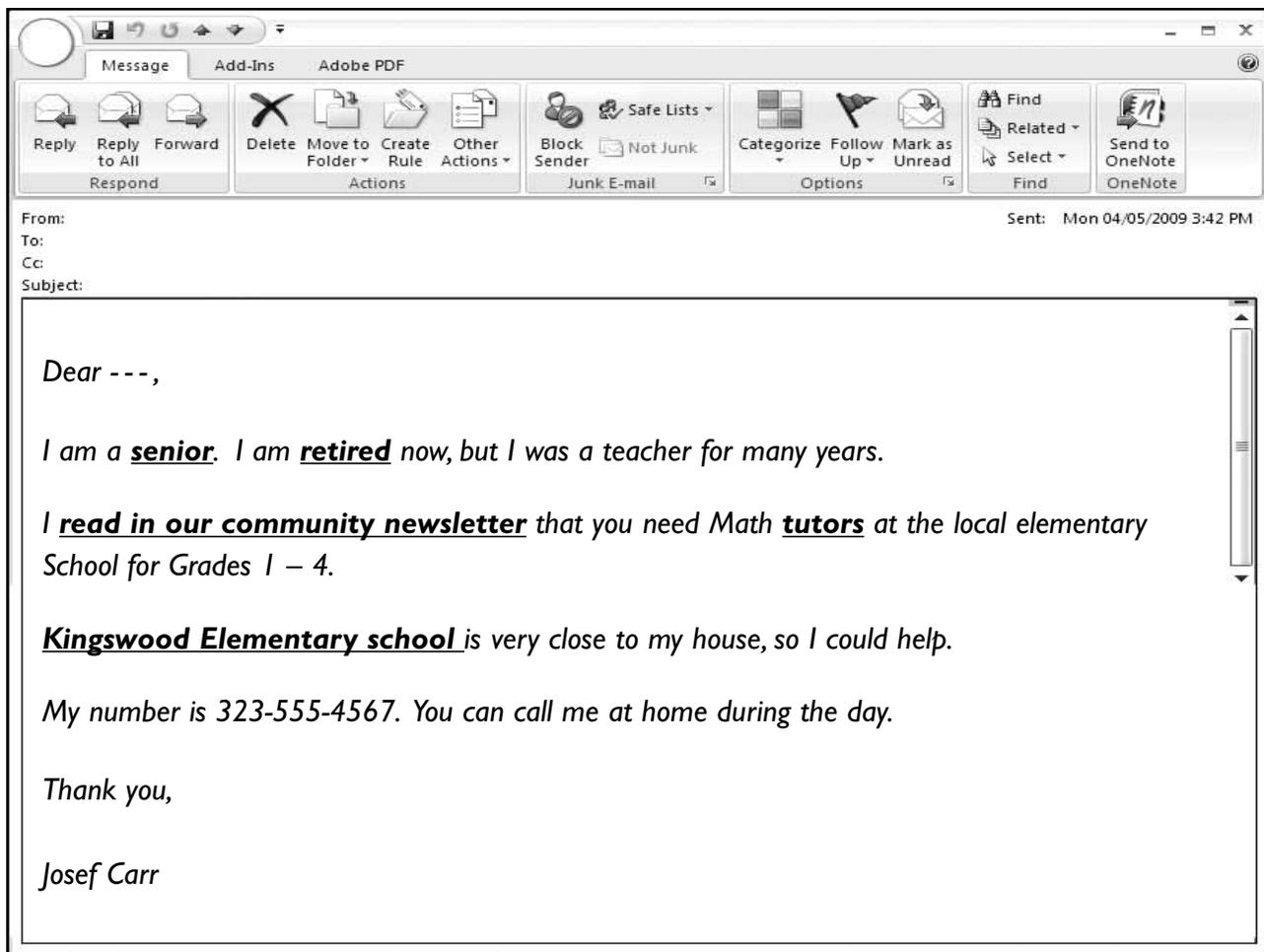


Activity: Volunteer Opportunities

Exercise

Choose one item of information from each section of “Volunteers Needed” and use it to write an e-mail message explaining that you would like to volunteer.

Sample E-mail





Activity:

Neighbourhood Watch Program

INSTRUCTOR NOTES

Learners read about the volunteer community program Neighbourhood Watch, and answer comprehension questions.

Timing: 50–60 minutes

WARM-UP

- Ask learners if they have heard of Neighbourhood Watch and if they recognize any of the logos.
- Instructors in e-classrooms can show the Neighbourhood Watch logo and identify its components. Alternatively, hand out photocopies.

ACTIVITY

- Distribute the Neighbourhood Watch reading.
- Allow time for learners to read the text individually, and then review it with the class, answering questions as necessary.
- Hand out Exercises 2-6 and review each exercise together with the class.
- Circulate and answer questions as necessary.

FOLLOW-UP

- Take up answers together in class.
- *Neighbourhood Crime Report*
- *Neighbourhood Watch Newsletter*

CROSS-REFERENCE

- Canadian Law - Canadian Crime Statistics

ANSWER KEY

- 2. 1.d 2.a 3.e 4.f 5.c 6.b
- 3. a.F b.F c.T d.T e.T
- 4. 1. In Canada, the program began in the early 1980s.
- 2. B&E is the most common and the most difficult crime for police officers to stop.
- 3. We can make our community safer if we are aware of what is going on in the area around us.
- 4. The people in the Neighbourhood Watch program and the police work together to prevent crime.
- 5. If everyone tries to 'watch out' for each other, our communities will be safer.
- 5. a. reduce b. rural c. crime d. suburbs e. break and enter (B&E) f. theft

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 352-357.

VOCABULARY

- crime; suburbs; rural; theft; reduce; break and enter (B&E); commit; suspicious



Activity:
Neighbourhood Watch Program

Exercise I

Read about Neighbourhood Watch. When you have finished, discuss it with the class.

NEIGHBOURHOOD WATCH

Neighbourhood Watch is a group of people who work together to keep neighbourhoods safe. They watch for possible crime and they work with police to try to stop it. In Canada, the program began in the early 1980s. Is there a Neighbourhood Watch program in your area?

Some people may think that crime only happens in big cities, but that isn't true. People who live in the city, the suburbs, in a small town, or in a farming area know that crime happens in their communities too.

What crimes are people looking for? The people in the Neighbourhood Watch program and the police work together to reduce crimes like break and enter (B&E), automobile theft and property damage. B&E is the most common and the most difficult crime for police officers to stop.

Why do people become involved in Neighbourhood Watch? Everyone wants to live in a safe community, and they will be even safer if they are aware of what is going on in their area. It's true that if everyone tries to 'watch out' for each other, our communities will be safer.



Activity: Neighbourhood Watch Program

Exercise 2

Match each word with its meaning.

- | | |
|------------------------|--|
| 1. ___ theft | a. to make smaller |
| 2. ___ reduce | b. breaking into and entering a building, usually to steal something |
| 3. ___ crime | c. outside the city |
| 4. ___ suburbs | d. the act of stealing |
| 5. ___ rural | e. an illegal action |
| 6. ___ break and enter | f. areas of homes around a city or town |

Exercise 3

Read these statements. Answer **T** (for True) or **F** (for False).

- _____ a. Neighbourhood Watch is made up only of police officers.
- _____ b. Neighbourhood Watch began in the 1890s.
- _____ c. If everyone tries to 'watch out' for each other, communities will be safer.
- _____ d. B&E is the most difficult crime for police officers to stop.
- _____ e. Everyone wants to live in a safe community.



Activity: Neighbourhood Watch Program

Exercise 4

Match the two parts of each sentence to make 5 complete sentences. Rewrite each sentence on the lines below.

In Canada, the program	work together to reduce crime.
B&E (break and enter)	our communities will be safer.
We can make our community safer	began in the early 1980s.
The people in the Neighbourhood Watch Program and the police	if we are aware of what is going on in the area around us.
If everyone tries to 'watch out' for each other,	is the most common and the most difficult crime for police officers to stop.

1. _____

2. _____

3. _____

4. _____

5. _____



Activity: Neighbourhood Watch Program

Exercise 5

Read each sentence and fill in the blanks with the correct word.

break and enter (B&E)

crime

theft

reduce

rural

suburbs

- a. Police and Neighbourhood Watch work together to _____ crime.
- b. If you live in the countryside, that means you live in a _____ area.
- c. She committed a _____, so she has to go to jail for 30 days.
- d. Someone said she lives downtown, but I think she lives in the _____.
- e. Three common crimes are automobile theft, property damage and _____.
- f. He stole watches and jewellery. His crime was _____.





Activity: Neighbourhood Watch Program

Exercise 6

Follow the examples and write some more ways you can help keep your home and neighbourhood safe.

1. Here are ways to keep a home safe:

a. - *buy good locks for the doors*

b. - *keep the doors locked at all times, even when someone is at home during the day*

c. - _____

d. - _____

2. Here are ways to watch out for my neighbour's property:

a. - *check their front and back yard when they are away on holiday*

b. - _____

3. Here are examples of unusual activity:

a. - *a car that is parked in my neighbourhood for a long time*

b. - _____



Activity:

Neighbourhood Watch Newsletter

INSTRUCTOR NOTES

Learners read a community newsletter and answer comprehension questions on the text.

Timing: 30–40 minutes

- WARM-UP** • *Neighbourhood Watch Program*
- ACTIVITY** • Distribute the Fairlawn Neighbourhood Watch Newsletter and review it with the class.
• Review the vocabulary and answer questions as necessary.
• Learners complete the comprehension questions.
- ANSWER KEY** • 1. December 7th at 7:30 pm, 2. call 232-555-2323 or online at nw/Fairlawn.ca
3. Margot, 232-555-2323, 4. answers will vary, 5. several street signs spray-painted
6. The police can only stop a crime in progress if they receive your call right away.
7. Tara and Pat Saunders. 8. They have just moved into the neighbourhood.
- ASSESSMENT:** • Instructors correct individual worksheets for reading and writing assessment.
• CLB Performance Indicators:
~ gets the gist of the text
~ gets key information...from text
~ locates specific information about events and descriptions of people, places, things
~ predicts, guesses new words in familiar context
~ describes the situation
~ uses simple structures
~ uses adequate vocabulary for topic
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 352-357.
- VOCABULARY** • autumn; posted; break and enter (B&E); property; suspicious; captain; timer; energy efficient; in progress; spray paint



FAIRLAWN NEIGHBOURHOOD WATCH NEWSLETTER

VOLUME 10

AUTUMN ISSUE

Interested in becoming a Neighbourhood Watch member? We are always looking for new volunteers.
Contact us at 232-555-2323 or online at nw/Fairlawn.ca

New Neighbourhood Watch Street Signs

You will see three new Neighbourhood Watch street signs in our area. Signs will be posted at the corner of Pearce & Green Streets; the corner of Frank & Summer Streets; and at the northwest end of Cummings Park. When you see the signs, remember: watch out for any unusual activity in the neighbourhood. Let's work together to keep each other safe.

NEIGHBOURHOOD WATCH STICKERS AVAILABLE

Pick up Neighbourhood Watch stickers for your home. They are available free of charge. Contact Amy @ 232-555-2323.

IT'S A FACT

When we see a crime happening, we call the police. But what should you do if you see suspicious activity and you are not sure it's a crime? It's always the right idea to call the police and tell them. The police can stop a crime in progress if they receive your call right away. Remember, the police non-emergency number is -----.

Welcome to our newest Neighbourhood Watch Volunteers: **TARA + PAT SAUNDERS**. Tara and Pat have just moved into our neighbourhood and we're glad they did! Come out and say 'hello' to them at our next meeting.

Contact Fairlawn Neighbourhood Watch

Call our volunteer captain: Margot 232-555-2323
Drop in: 123 Fairlawn Avenue NW
email: nw/Fairlawn.ca

Crime Reported In Our Neighbourhood

July 1st - Sept 15th

3 Bicycles Stolen

One unlocked in yard, one unlocked in park, and one lock broken.

1 B&E

Window in basement pushed open - laptop and camera stolen.

Damage to Property

Several street signs spray-painted.

TIP OF THE WEEK

The sun is going down earlier now, so why not keep your home and our neighbourhood brighter by turning on your outdoor lights at sunset? Remember to use an energy-efficient light bulb and put your lights on a timer. You'll never have to worry about being in the dark!



Next Fairlawn Neighbourhood Watch Meeting

December 7th @ 7:30 pm
123 Fairlawn Avenue NW



Activity:

Neighbourhood Watch Newsletter



Exercise

Read the Fairlawn Neighbourhood Watch newsletter and write the answers to these questions using complete sentences.

1. When is the next meeting of the Fairlawn Neighbourhood Watch?

2. If you want to become a member, how can you contact Fairlawn Neighbourhood Watch?

3. Who is the volunteer captain?

What is her telephone number?

4. In your own words, explain the 'Tip of the Week'.

5. Look at 'Crime Reported in Our Neighbourhood'. What happened to several street signs?



6. When you see a crime happening, you should call the police. If you see some unusual activity, but you are not sure it is a crime, you should call the police. Why?



Activity: Neighbourhood Watch Newsletter

7. Who are the newest Neighbourhood Watch volunteers?

8. What do you know about them?



Activity:

Neighbourhood Crime Report

INSTRUCTOR NOTES

Learners practice vocabulary and complete a jigsaw-type chart based on a neighbourhood crime report.

Timing: 50–60 minutes

WARM-UP

- *Neighbourhood Watch Program*
- Instructors in e-classrooms project an image of the Neighbourhood Watch logo and identify its components. Alternatively, make photocopies and hand them out.

ACTIVITY

- Distribute Exercise 1 and review the vocabulary with the class.
- Distribute Exercise 2. Learners answer the questions in pairs. Take up answers with the class to further clarify the new vocabulary.
- Distribute Exercise 3 and review the Monthly Neighbourhood Crime Report with the class. The pairs fill in the information that is missing from their charts.

FOLLOW-UP

- Instructors in e-classrooms can check on-line for the neighbourhood crime statistics compiled by their local police services, or else find them in a community newsletter.
- Discuss the types of crimes that occur most often in your city.

CROSS- REFERENCE

- Canadian Law - Canadian Crime Statistics



Activity:

Neighbourhood Crime Report

INSTRUCTOR NOTES CONTINUED

ANSWER KEY • Exercise 2: Answers will vary.
Exercise 3: Master List –

Monthly Neighbourhood Crime Report				
	Area:		Dates:	
	SouthWest		01 July – 15 July 2008	
Date	Time	Location	Crime	Official Number
01/07/2008	6:56 AM	200 Block Cedar Ave	Mischief	08-354545
02/07/2008	8:32 AM	1000 Block Steele St	Missing Child	08-793857
02/07/2008	5:16 PM	100 Block Frye Lane	Suspicious Noise	08-296175
03/07/2008	4:35 AM	First St / Black Ave	False Alarm	08-496264
03/07/2008	2:46 PM	300 Block Spring St	Neighbours Complain	08-942857
04/07/2008	11:13 AM	Park St / Green St	Dispute	08-496835
04/07/2008	12:01 PM	400 Block Fraser St	Mischief	08-493757
06/07/2008	3:46 PM	100 Block Lilac Lane	Neighbours Complain	08-496253
10/07/2008	11:30 PM	Reed St / Toban Ave	Mischief	08-492750
11/07/2008	11:00 PM	Burns Dr / Sims Ave	Animal Complaint	08-395816
12/07/2008	7:34 PM	200 Block Union Ave	Break and Enter (B&E)	08-192847
13/07/2008	9:00 AM	2000 Block Reserve St	Neighbours Complain	08-471480
13/07/2008	12:00 PM	100 Block May Lane	Disturbance	08-385174
15/07/2008	7:55 PM	Royal Rd / Union Rd	Suspicious Noise	08-939582

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 352-357.

VOCABULARY • satisfactory; block; suspicious; complain; dispute; mischief; disturbance



Activity: Neighbourhood Crime Report

Exercise 1

Read these definitions and example sentences with your teacher.

<p>break and enter (B&E)</p>	<p>breaking into and entering without permission in order to steal</p> <p>B&E is a common crime.</p>
<p>complain</p>	<p>say that something is wrong or not satisfactory</p> <p>My mother said I often complained about doing homework.</p>
<p>disturbance</p> 	<p>something that makes someone feel worried</p> <p>There is often a disturbance in my neighbourhood on the weekend. It is not usually quiet.</p>
<p>dispute</p>	<p>argument or disagreement</p> <p>Jon and his mother had a dispute. He said he wasn't drinking alcohol, but she thought he was.</p>
<p>mischief</p>	<p>harm to someone or something</p> <p>On Halloween there are often acts of mischief. For example, someone threw eggs on my neighbour's car windows.</p>
<p>suspicious</p> 	<p>not able to trust</p> <p>Jon said he wasn't drinking alcohol, but his mother was suspicious. She could smell it on his breath.</p>



Activity: Neighbourhood Crime Report

Exercise 2

Practice the new vocabulary by answering these questions with a partner.

A. What kinds of **mischief** could a person do to someone's house or car?

1. _____

2. _____

B. Can you think of two examples of things that are **suspicious**?

1. _____

2. _____

C. Why would someone **complain** about an animal? What could it be doing?

1. _____

2. _____

D. Write two things that would cause a **disturbance** in a neighbourhood.

1. _____

2. _____

E. Write two things that could cause a **dispute** between two people.

1. _____

2. _____



Activity: Neighbourhood Crime Report

Exercise 3

The Monthly Neighbourhood Crime Report lists crimes in the SouthWest area between July 1st and July 15th, 2008. Some of the information is missing from your report. You and your partner must ask each other for the missing information, but do NOT look at your partner's report.

Example questions:

The first date is missing. Can you tell me what it is?

The second time is missing. Can you tell me what it is?

The third location is missing. Can you tell me what it is?

The fourth crime is missing. Can you tell me what it is?

The sixth official number is missing. Can you tell me what it is?





Monthly Neighbourhood Crime Report						
STUDENT A		AREA: SouthWest		DATES: 01 July – 15 July 2008		
Date	Time	Location	Crime	Official Number		
--	6:56 AM	200 Block Cedar Ave	Mischief	08-354545		
02/07/2008	8:32 AM		Missing Child	08-793857		
02/07/2008	5:16 PM	100 Block Frye Lane	Suspicious Noise	08-296175		
03/07/2008	4:35 AM	First St / Black Ave	False Alarm	08-496264		
03/07/2008		300 Block Spring St	Neighbours Complain	08-942857		
04/07/2008	11:13 AM	Park St / Green St	Dispute	08-496835		
	12:01 PM	400 Block Fraser St	Mischief	08-493757		
06/07/2008	3:46 PM	100 Block Lilac Lane	Neighbours Complain	08-496253		
10/07/2008	11:30 PM	Reed St / Toban Ave	Mischief	08-492750		
11/07/2008	11:00 PM	Burns Dr / Sims Ave		08-395816		
12/07/2008	7:34 PM	200 Block Union Ave	Break and Enter (B&E)	08-192847		
13/07/2008	9:00 AM	2000 Block Reserve St	Neighbours Complain	8-471480		
13/07/2008	12:00 PM	100 Block May Lane	Disturbance	08-385174		
15/07/2008	7:55 PM	Royal Rd / Union Rd	Suspicious Noise			



Monthly Neighbourhood Crime Report

AREA: SouthWest
 DATES: 01 July – 15 July 2008

STUDENT B

Date	Time	Location	Crime	Official Number
01/07/2008	6:56 AM	200 Block Cedar Ave	Mischief	08-354545
02/07/2008		1000 Block Steele St	Missing Child	08-793857
	5:16 PM	100 Block Frye Lane	Suspicious Noise	08-296175
03/07/2008	4:35 AM	First St / Black Ave	False Alarm	
03/07/2008	2:46 PM	300 Block Spring St	Neighbours Complain	08-942857
04/07/2008	11:13 AM	Park St / Green St	Dispute	08-496835
04/07/2008	12:01	400 Block Fraser St		08-493757
06/07/2008	3:46 PM	100 Block Lilac Lane	Neighbours Complain	08-496253
10/07/2008	11:30 PM		Mischief	08-492750
11/07/2008	11:00 PM	Burns Dr / Sims Ave	Animal Complaint	08-395816
12/07/2008	7:34 PM	200 Block Union Ave		08-192847
13/07/2008	9:00 AM	2000 Block Reserve St	Neighbours Complain	08-471480
13/07/2008	12:00 PM	100 Block May Lane	Disturbance	08-385174
15/07/2008	7:55 PM	Royal Rd / Union Rd	Suspicious Noise	08-939582



Activity:

Making Ends Meet

INSTRUCTOR NOTES

A listening passage about a woman inquiring about an emergency food bank is followed by comprehension and discussion questions.

Timing: 30 minutes

- WARM-UP:**
- Explain the idiom to *make ends meet*.
 - Talk about where people in need can access food, clothing and shelter in Canada.
 - Ask learners if they are familiar with 2-1-1. Explain that it is a free non-emergency telephone number used to access community services.
 - (Note: The 2-1-1 service is covered extensively in LINC 4: Community & Government Services.)
- ACTIVITY**
- Play the audio (Track 17). Learners listen for the gist.
 - Hand out the worksheets.
 - Learners complete Exercises 1 and 2 individually. Replay the audio for Exercise 2.
 - Learners complete Exercise 3 in small groups. Instructors circulate and answer questions, as necessary. (Instructors may wish to discuss the meaning of ‘alimony’ as a whole class before small groups continue their discussion.)
- ANSWER KEY**
- Exercise One: 1. a 2. e 3. d 4. c 5. b
 - Exercise Two: 1.T 2.F 3.F 4.F 5.T
 - Exercise Three: Answers will vary.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 352-357.
- VOCABULARY**
- 2-1-1; to make ends meet; to cope; worse; expense; Community Services; Emergency Food Bank



Activity:
Making Ends Meet

LISTENING TRANSCRIPT**Making Ends Meet**

Three months ago, Marie's husband left her and their children after sixteen years of marriage. Marie immediately got a job working the night shift at a twenty-four-hour drug store. In the morning when she comes home, she feeds her sons and sees them off to school. Then she sleeps for five hours before going to a second part-time cleaning job for four hours. She has been coping with her life as best she can, but she is having a hard time making ends meet. This week her money situation got even worse when she had to buy winter boots for her sons. With the added expense, Marie will not have enough food to last until she receives her next paycheque. She talks to her neighbour who advises her to phone 2-1-1 to find the location of the nearest food bank. Listen to the conversation.

Receptionist: *Hello. Agincourt Community Services.*

Marie: *Hi. My name is Marie, and I hope you can help me. I have a real problem. I don't have enough food to last me for the next two weeks, and I don't know what to do.*

Receptionist: *Marie, I hope we can help you, but first, what is the first part of your postal code?*

Marie: *M-I-T.*

Receptionist: *Good. That is one of the postal codes we do service. Now, do you know our address?*

Marie: *It's 4155 Sheppard Ave E, Suite 100, isn't it?*

Receptionist: *Yes. Now, we have an emergency food bank service that you can use, but first you have to make an appointment. The food bank hours are Monday 10 a.m. to 3 p.m., Tuesday 10 a.m. to 3 p.m., and Friday 9:30 a.m. to 12:30 p.m.*

Marie: *Can I make that appointment with you now? I will come anytime you want. I'm just so glad you're there.*

Receptionist: *Yes. I'll book an appointment for you now if you give me your last name and address.*



Activity: Making Ends Meet

Exercise 1

Match the words and phrases with the correct definitions.

- | | |
|-------------------------------|--|
| 1. ___ immediately (adv) | a. right away; without waiting |
| 2. ___ cope (v) | b. to give people what they want or need |
| 3. ___ make ends meet (idiom) | c. to tell someone what they should do |
| 4. ___ advise (v) | d. to have enough money to pay for living expenses |
| 5. ___ service (v) | e. live through a difficult situation successfully |

Exercise 2

Listen to the audio again, and then answer (for True) or **F** (for False) in these statements.

1. Marie started to work the night shift at a drug store. _____
2. Marie's neighbour advised her to phone 9-1-1 to find the location of the nearest food bank. _____
3. The receptionist at the community services centre says she cannot help Marie because her postal code is wrong. _____
4. The Emergency Food Bank is open two days every week. _____
5. To get food, Marie has to make an appointment. _____



Activity: Making Ends Meet

Exercise 3\

Share your answers in a small group.

Look up 'alimony' in the dictionary and read the definition carefully with your partners. In fact, most Canadian men do pay alimony. What could be some reasons Marie's husband does not?



Are food banks common in your home country?



What are some ways people can 'make ends meet' if they don't have enough money to pay all their bills every month?





Activity:
Using A Food Bank

INSTRUCTOR NOTES

Learners listen to a couple discuss using a food bank.

Timing: 30 minutes

- WARM-UP**
- Discuss what *food banks* are, why they are needed, and where they operate (for example, place of worship or community centre).
- ACTIVITY**
- Play the audio (Track 18). Learners listen for the gist.
 - Distribute the worksheet and review it with the class.
 - Learners complete Exercises 1 and 2 individually. Replay the audio as necessary.
 - Learners form small groups to discuss Exercise 3.
- ANSWER KEY**
- Exercise 1: 1. need 2. happens 3. Even 4. home 5. all 6. company 7. he 8. months 9. still 10. food 11. pay 12. family 13. wife 14. bank
 - Exercise 2: 1. F 2. T 3. F 4. T 5. F 6. F 7. T
 - Exercise 3: Answers will vary.
- ASSESSMENT**
- Instructor corrects individual worksheets.
 - CLB Performance Indicators:
 - ~ listener gets the gist, factual details, key words and expressions in a listening text as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 352-357.
- VOCABULARY**
- food bank; wealthy; to be laid off; high-tech; embarrassed; ashamed; proof; to prove; to survive



Activity:
Using A Food Bank

LISTENING TRANSCRIPT**Using A Food Bank**

Why do people who have a nice home and look wealthy need to go to a food bank to get food? Sometimes change happens in peoples' lives, and they start to go through hard times. Even though Joseph and his family still live in a nice home in a very nice neighbourhood, they do not have enough money for all their needs.

Joseph used to have a good job at a high-tech company where he made \$100,000 a year, but all that changed when he was laid off last March. Now Joseph hasn't worked for nearly eight months, and he hasn't found a new job either. His wife still works and she makes \$40,000 a year. However, after they buy food, pay the mortgage on their house, pay car and gas expenses, pay the bill for electricity, city taxes, and expenses for their children, the family has very little money left. So, today Joseph and his wife are getting ready to use the services of a local food bank for the first time. Listen to their conversation.

Wife: Joseph, stop being embarrassed. It's nothing to be ashamed of. It's just the way things are right now.

Joseph: Do we have to prove to them that we need food?

Wife: No, you never have to prove that you need help. All they want from us is ID, proof of our address, and also we must bring the children's birth certificates.

Joseph: Well, do we have to bring boxes or bags to carry all the food they're going to give us?

Wife: Joseph, we are going to get three days' worth of food for every member of our family. I think they provide bags, but we can take some with us if you want.

Joseph: All right. Let's go. Sometimes you have to do things you don't want to do just to keep your family going.



Activity: Using A Food Bank

WORKSHEET

Exercise I

Use words from the word list to fill in the blank spaces. When you have finished, listen to the audio again, and check your answers.

all	bank	company	Even	family
food	happens	he	home	months
need	pay	still	wife	

Why do people who have a nice home and look wealthy (1) need to go to a food bank to get food? Sometimes change (2) _____ in peoples' lives, and they start to go through hard times. (3) _____ though Joseph and his family still live in a nice (4) _____ in a very nice neighbourhood, they do not have enough money for (5) _____ their needs. Joseph used to have a good job at a high-tech (6) _____ where he made \$100,000 a year, but all that changed when (7) _____ was laid off last March. Now Joseph hasn't worked for nearly eight (8) _____, and he hasn't found a new job either. His wife (9) _____ works and she makes \$40,000 a year. However, after they buy (10) _____, pay the mortgage on their house, pay car and gas expenses, (11) _____ the bills for electricity, city taxes, and expenses for their children, the (12) _____ has very little money left. So, today Joseph and his (13) _____ are getting ready to use the services of a local food (14) _____ for the first time.



Activity:
Using A Food Bank

**Exercise 2**

Write **T** (for True) or **F** (for False) after these statements.

1. The family has a nice home. _____
2. Joseph used to make \$100,000 a year. _____
3. Joseph was laid off, and he got work eight months later. _____
4. Joseph's wife has a job that pays her a salary of \$40,000 per year. _____
5. Joseph and his wife are getting ready to give food to a local food bank for the first time. _____
6. People have to prove they need food to use a food bank. _____
7. Joseph and his wife need to bring ID and proof of their address. _____

Exercise 3

Discuss your opinions in a small group.

Would you feel comfortable getting food from a food bank, or would you prefer to borrow money from relatives or friends? Why?

LINC 3

Education

Based on Canadian Language Benchmarks



Activity:

Home-Schooling: What's Your Opinion?

INSTRUCTOR NOTES

Learners share opinions on home-schooling with a partner.

Timing: 30 minutes

WARM-UP

- Begin with a whole class introduction to home-schooling:
 - ~ Has anyone been home-schooled?
 - ~ Is home-schooling popular in learners' home countries?
 - ~ Would learners consider home-schooling their own children?

ACTIVITY

- Distribute the exercise.
- Learners write their opinions on home-schooling and public schooling individually.
- They then share their opinions with a partner, practicing the expressions for agreement and disagreement.

FOLLOW-UP

- *Sara Crane, Home-Schooling Parent*

VARIATION

- As this activity is challenging, instructors may wish to have partners or small groups list the advantages and disadvantages of home-schooling.

FURTHER

REFERENCE

- See *LINC Curriculum Guidelines*, pp. 384-387.
- www.flora.org/homeschool-ca

VOCABULARY

- pace; home-school; curriculum; bully; specialized; brand-name clothing



Activity:

Home-Schooling: What's Your Opinion?

Do you think it's a good idea for mothers and fathers to be their children's school teachers at home?

Instructions

1. Read the *Reasons For Home Schooling* and *Reasons For Public Schooling* on the next pages.
2. Then, write one reason why you agree and one reason why you disagree.
3. Use these expressions to help you give your opinion.

Expressing Agreement:

1. *I agree with that.*
2. *That's my opinion, too.*

Expressing Disagreement:

1. *I don't think so.*
2. *That's not what I think.*

4. When you have finished, share your opinions with a partner.



Activity: Home-Schooling: What's Your Opinion?

REASONS FOR HOME-SCHOOLING

- a. *My children find it a little easier to learn at their own speed. In public school, everyone has to start and finish at the same time.*

Agree: I agree with that. I think children should be able to learn at their own speed.

Disagree: I don't think so. Children can't always take as much time as they want to finish their school work.

- b. *I don't have to spend money on expensive school clothing for my kids. Many kids in public school want to wear designer clothing.*

Agree: _____

Disagree: _____

- c. *My children don't have to be with bullies in school. That's a big problem in public school today.*

Agree: _____

Disagree: _____



Activity: Home-Schooling: What's Your Opinion?

REASONS FOR PUBLIC SCHOOLING (Continued)

d. Children who study in public school can spend time with other students their own age. Home-schooled children spend time alone.

Agree: That's my opinion, too. Children should spend time with other students their own age every day.

Disagree: I don't think so. Home-schooled children join together for many activities.

e. Children who go to public school know that there are other adults that they need to obey. How can they learn this if they only spend time with their parents?

Agree: _____

Disagree: _____

f. Public schools have gyms, computer labs, and science labs for students to use. Home-schooled children don't have these things, so their education isn't as good.

Agree: _____

Disagree: _____





Activity:

Sara Crane, Home-Schooling Parent

INSTRUCTOR NOTES

Learners read about a home-schooling family and answer comprehension questions.

Timing: 30-50 minutes

- WARM-UP** • *Home-Schooling: What's Your Opinion?*
- ACTIVITY** • Distribute *Sara Crane, Home-Schooling Parent* to the learners and review the instructions.
• Learners complete the exercise individually.
• Collect the exercise if it is intended for assessment.
- FOLLOW-UP** • After learners have read Sara Crane's story, find out if their opinion about home-schooling has changed.
- ANSWER KEY** • 1. a 2. b 3. c 4. c 5. a
- ASSESSMENT** • Instructors assess learners' answers to one or more parts of the worksheet.
• CLB Performance Indicators:
 ~ gets the gist of the text
 ~ gets key information/main idea from text
 ~ locates specific information about events and descriptions of people
 ~ identifies links between sentences and the narrative sequence
 ~ predicts, guesses new words in familiar context
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 384-387.
- VOCABULARY** • association (n.); official (n.); curriculum; talk [something] over; phys. ed.; confident



Activity:

Sara Crane, Home-Schooling Parent

Sara Crane is the guest speaker at Maple Gardens Home-Schooling Association. She is speaking to parents who are thinking about home-schooling their children. Read her speech and answer the questions that follow each part.

Part I

It's good to see so many people here tonight. I am very happy to speak with you about a subject that is so important to all of us. We all know that one of the best things that we can provide for our children is a good education.

Some parents send their children to public school and others send their children to private school. For our family, we decided to try something different. We home-school our children. That means we educate our children at home.

Put a circle around the letter that is correct.

- I. The Crane family home-schools because:
- they decided to try something different.
 - private school was too expensive.
 - Sara Crane couldn't find a job.





Activity: Sara Crane, Home-Schooling Parent

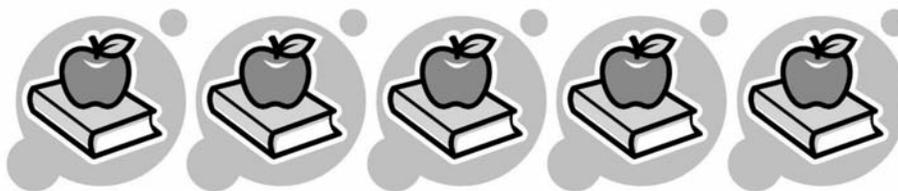
Part I (Continued)

Let me tell you about when my husband and I made that decision. We had three small children. Amy was five, Nate was three and Sophie, the baby, was just one. I worked full-time outside of the home until Amy was born. Then I decided to quit my job until the children got older. We always thought that we would send our children to public school, but then I met a family who taught their children at home.

I had a lot of questions to ask this home-schooling family, and they had great answers. So, my husband and I talked about it, and decided that we would try it -- for just one year. Well, it's six years later and we're still teaching our children at home.

Put a circle around the letter that is correct.

2. Sara Crane decided to quit her job:
- for the next three years.
 - until the children got older.
 - because her husband has a full-time job.





Activity:

Sara Crane, Home-Schooling Parent

Part 2

Some people might think that if you are home-schooled, your parents can teach you whatever they like. That's not true, of course. Every home-schooling parent must follow the same curriculum that children in public school use. Their children must be tested regularly and these tests must be marked by a government official.

So, we get a big package of books and materials in the mail at the beginning of the school year. We have instructions about what we need to teach, what order we should teach in, and when we should mail in our completed work.

Put a circle around the letter that is correct.

3. If you are a home-schooled student, you:
- will have your tests marked by your home-school parent.
 - are not tested regularly.
 - will have regular tests.

Some people also think that home-schooled children just learn at home all day and don't meet other children. That's not true, either. We join other home-schooled children regularly for music and phys. ed. classes, and Amy also has a science class with another home-schooling mom twice a week.

Mom becomes the "teacher" and our dining room table becomes the "desk", but if you visit our house from Monday to Friday, you'll see us working just like students everywhere.

Put a circle around the letter that is correct.

4. Sara Crane's children:
- all have a science class twice a week.
 - don't join together with other students.
 - join other students for music and phys. ed. classes.

**Activity: Sara Crane, Home-Schooling Parent****Part 3**

Is home-schooling a good choice for you? There are lots of points to think about. Can you teach the curriculum? Will your children be happy if mom or dad is their teacher? Will they be able to spend enough time with other children their own age?

Whatever you decide, make sure you think about everything. Have a family meeting and talk about everyone's needs. And if you do decide to home-school, remember, there are a lot of people who can help you.

Thank you very much.

Put a circle around the letter that is correct.

5. Home-school parents should remember:
- a. there are a lot of people who can help them.
 - b. they must agree to home-school for one year.
 - c. they must have a family meeting.



Activity:
School Days

INSTRUCTOR NOTES

Learners complete paragraphs about their past experiences at school.

Timing: 20–30 minutes

WARM-UP

- Ask learners to think about their time in junior or senior high school.
- Find out if it was generally a positive experience.
- Ask the learners to describe a special or memorable high school experience.
- List several of these experiences on the board (e.g. 1st prize in an essay writing contest, named captain of the soccer team).

ACTIVITY

- Give each learner a copy of “School Days”.
- Review the instructions and the prompts.
- Instructors determine how many of the 12 prompts their classes should complete.
- If intended as assessment, learners hand in the exercises.

FOLLOW-UP

- Learners read some of their favourite stories to a partner or the whole class.

ASSESSMENT

- Texts are assessed according to individual instructor guidelines.
- CLB Performance Indicators:
 - ~ describes the situation
 - ~ uses simple structures
 - ~ uses adequate vocabulary for topic
 - ~ spells and follows punctuation conventions, with few errors

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 384-387.

VOCABULARY: • bully; orchestra; extracurricular; drama; theatre; headmaster; principal



Activity:
School Days

INSTRUCTIONS

- a. Read this paragraph about a student's first day in senior high school.

On my first day in senior high school, I felt like an adult. It was a big school and I had to go to different classrooms for each subject. It was wonderful because it was the day that I met the person who became my best friend.

- b. Now write about your own experiences. Every paragraph should have 2-3 sentences.

1. *My first day in junior/senior high school* _____

2. *The school cafeteria* _____

3. *My favorite subject* _____



Activity: School Days

4. *The class bully* _____

_____.

5. *The smartest boy in my class* _____

_____.

6. *The smartest girl in my class* _____

_____.

7. *My best friend in junior high school* _____

_____.



Activity: School Days

8. *The school drama presentation / theatre presentation* _____

9. *The school band/orchestra* _____

10. *Playing on the* _____ *team was* _____

11. *My favorite extracurricular activity* _____

12. *The school headmaster / principal* _____



Activity:
My Great Teacher

INSTRUCTOR NOTES

Learners compose a paragraph describing a teacher who had a positive influence on their school life.

Timing: 20–30 minutes

- WARM-UP**
- Discuss the concept of positive influence and ask learners to name some national or international people who have positively influenced us.
 - Ask the class to name some teachers who have positively influenced them, and write a few examples on the board.
- ACTIVITY**
- As a whole class, review the instructions on the handout.
 - Learners read the sample paragraph, and then write their own one-paragraph descriptions.
- ASSESSMENT**
- Paragraphs are timed and marked according to individual instructor guidelines.
 - CLB Performance Indicators:
 - ~ uses simple structures
 - ~ uses adequate vocabulary for topic
 - ~ spells and follows punctuation conventions, with few errors
 - ~ has legible handwriting
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 384-387.
- VOCABULARY**
- positive influence; make/made a difference; extracurricular; cool (adj.); club (n.)



Activity:
My Great Teacher

When we remember our school days, we can usually think of one special teacher. Maybe that teacher helped us get better grades. Maybe he was the coach of a soccer team. Maybe he helped by listening to some problem.

a. Read about this great teacher.

My best teacher in high school was Mrs. Rankin. She was a new teacher and she taught my favourite subject, English. We read books together in class, and she showed us movies. Mrs. Rankin also gave us a lot of homework. At the time, I wasn't very happy about that. However, when I started university, I understood how Mrs. Rankin helped me. She made me a better writer and a better student. Thank you, Mrs. Rankin.





Activity: **My Great Teacher**

b. Who was your 'great teacher'? Choose one teacher to write about.
Here is some information you can include:

- ✓ Was this person an elementary, junior or high school teacher?
- ✓ What made this teacher special?
 - ~ did he teach your favorite subject?
 - ~ did he organize any of your activities after school (sports? music? special club?)
 - ~ did he help you with a personal problem?
 - ~ was he a new teacher with great ideas (a 'cool' teacher?)
 - ~ did he show you that he really loved his job?





Activity:

I Owe Her Everything

INSTRUCTOR NOTES

In a radio interview, learners listen to a prominent doctor talk about the influence of her first teacher. Then, they describe how one person has positively affected their lives.

Timing: 30 minutes

WARM-UP • Did both males and females have equal access to education in your country of origin? If not, how was it different?

ACTIVITY

- Play the audio (Track 19).
- Explain that although learners will hear many new words which they may not know, their focus should be to listen for the general idea.
- Hand out the True/False exercise.
- Play the audio again and have learners listen and self-correct.
- Take up answers as a whole class.

FOLLOW-UP

- Learners work in pairs to share information about one way in which their lives have benefited from the advice or contribution of a woman.
- Learners share their partner's information with the whole class.

ANSWER KEY • Exercise 1: 1.T 2.T 3.T 4.T 5.F 6.T 7.T
Exercise 2: Answers will vary.

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 384-387.

VOCABULARY • Although the passage is not long, it is vocabulary-rich. Encourage learners to focus on global comprehension rather than individual words.



Activity:
I Owe Her Everything

LISTENING TRANSCRIPT**I Owe Her Everything**

Listen to a radio interview with Dr. Nahid Shakri, who recently opened up her tenth Women World Wide Health Clinic abroad.

Interviewer: *Dr. Shakri, you've just been honoured with the most prestigious honour a Canadian can receive. Your health clinics have helped so many women all over the world and last week you opened another one. Where do you get such remarkable energy and what do you attribute your success to?*

Dr. Shakri: *Well, even as a child growing up in Pakistan, I've always been a hard worker. When I was eight, I was already working in the fields picking cotton and cleaning homes for neighbours. But really, I feel the success in my life is due to only one person, my first teacher, Salma. Without Salma's influence in my life, I'd still be cleaning houses somewhere.*

Interviewer: *Can you tell us more about that?*

Dr. Shakri: *You see, when I was growing up, my parents didn't consider it necessary to educate their daughters. As a matter of fact, my father was strictly against female education and I was forbidden to go anywhere near a school.*

Interviewer: *Goodness! How did you manage with such opposition?*

Dr. Shakri: *Every day after I had finished cleaning houses, I would walk by the local school and peer in the window at the other girls. Eventually, Salma, the teacher, came out and asked me if I wanted to come in. I explained that my parents were against my getting an education. Smiling, Salma said it would be our secret and that she herself would pay for any school supplies I needed.*

Interviewer: *How long did you keep it a secret?*

Dr. Shakri: *Because of Salma's encouragement and instruction, I passed four grades before my parents found out I was attending school. To my surprise, their reaction changed, especially that of my father. He was proud of my scholastic achievement and actually admired my strong desire for knowledge. I was extremely fortunate because from that time on, no more was said about my being educated.*

Interviewer: *You were fortunate to have such a courageous teacher.*

Dr. Shakri: *Yes, it brings tears to my eyes when I think of Salma. Everything that I am, I owe to her! By teaching me to read and write, she gave me the greatest gift a teacher can give a student.*



Activity: I Owe Her Everything

Exercise 1

Read the sentences and write **T** (for True) or **F** (for False) beside each one.

1. ____ Dr. Nahid Shakri has opened many women's health clinics.
2. ____ When she was a young child, she worked in the fields picking cotton and cleaning homes for neighbours.
3. ____ Her teacher, Salma, helped her a lot.
4. ____ Her father didn't want her to get an education.
5. ____ She cleaned the school every day.
6. ____ She attended school a long time before her parents learned about it.
7. ____ Her father became proud of her.

Now listen to the audio again. Check your answers.

Exercise 2

Ask your partner to tell you about how she or he was helped by a female leader (e.g., mother, teacher, coach, sister, religious leader). Later, you will repeat your partner's story to the class.





Activity:

School Telephone Messages

INSTRUCTOR NOTES

Learners practice leaving and taking school telephone messages in this three-skills activity.

Timing: 30-50 minutes

WARM-UP

- Ask if there are learners in your class with school age children and find out if they have had to phone their children's school and leave a message.
- Talk about the importance of being clear and brief when leaving telephone messages.
- Practice these openers and polite questions with the class:
 - ~ Hello, my name is ---- and I'm -----'s mother/father.
 - ~ I'd like to leave a message for -----'s teacher.
 - ~ Could you repeat that, please? / Pardon me?
 - ~ Would you spell that name, please?
- Read through Part I Sections a) and b) with the class

MATERIALS

- For each pair of learners:
 - ~ Messages 1-6
 - ~ Six High Grove Elementary School message forms

ACTIVITY

- Learners work in pairs.
- Hand out Messages 1-6 and six message forms to each pair.
- Review the instructions with the class. Learners write the appropriate date and time on each message form.

CROSS-REFERENCE

- Banking, Customer Service & Telephone - *Did You Get the Message?*
- Banking, Customer Service & Telephone - *Can I Take A Message? Business Messages*
- Banking, Customer Service & Telephone - *Using The Telephone I- Business Messages*

ASSESSMENT

- Instructor circulates among learners as they are speaking, listening, or writing, and evaluates as needed.
- CLB Performance Indicators:
 - ~ opens, develops and closes short conversation, as appropriate to the situation
 - ~ handles basic phone situations and standard replies
 - ~ identifies specific factual details in listening discourse as required
 - ~ gets the gist, detail, key words as required
 - ~ conveys the message

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 384-387.

VOCABULARY

- absent; absence; Winterlude; flu



Activity:
School Telephone Messages

- I. a. Read this telephone message with a partner.

School secretary:	Good morning. This is High Grove Elementary School.
Parent:	Good morning. This is Mr. Foster. I'm Gail Foster's father.
School:	Hello Mr. Foster. Can you please spell your daughter's name for me?
Parent:	Yes, it's G-a-i-l F-o-s-t-e-r. I'm calling to tell you that my daughter is sick. Can you please tell her Grade 2 teacher, Mr. Bell , that she will not be in school today?
School:	Yes, I will Mr. Foster. Thank you for calling.
Parent:	You're welcome. Goodbye.
School:	Goodbye.



- I. b. Use these expressions while you practice leaving and receiving school telephone messages with your partner:

*Hello, my name is ---- and I'm -----'s mother/father.
 I'd like to leave a message for -----'s teacher.*

*Could you repeat that, please?
 Would you spell that name, please?
 Pardon me?*

**Activity: School Telephone Messages**

I. c. Read Message 1 to your partner. Your partner will write the information on the school message form. Take turns leaving and receiving messages.

Message 1

This is Mrs. Debs calling. My son Hakim Debs is in Grade 4. He will be absent from school on Monday, February 9 because our family will be at Winterlude in Ottawa. He will be back in class on Tuesday. Will you please tell his teacher, Mr. Brown?

Message 2

This is Mrs. Bell calling. I am Julie Bell's mother. Will you please tell Mr. James, my daughter's Grade 2 teacher, that Julie will be absent on Friday, May 16. Our family will be out of town for a wedding. She will return on Monday afternoon at 1 pm.

Message 3

Hello, my name is Mr. Yung. My daughter Hoa Yung and my son Tran Yung will be absent on Tuesday afternoon because they have dentist appointments. Can you please tell their teacher, Mrs. Post? They will be in school on Wednesday.

Message 4

Hello, my name is Mrs. Ortega. My daughter Ana Ortega is in Grade 6. Her teacher is Mr. Gray. Can you tell him that Ana is sick today and will not be in school? I will call again tomorrow if she is still sick.

Message 5

Good morning. I am Mrs. Wilson. My children Ben Wilson and Susan Wilson have the flu. Ben's Grade 4 teacher is Mrs. Martin and Susan's Grade 6 teacher is Mrs. Prince. Could you please tell their teachers that they will be absent today?

Message 6

Hello. My name is Mr. Millar. My daughter Lois Millar is in Grade 2. Her teacher is Mrs. Walton. My son David Millar is in Grade 4. His teacher is Mr. Ward. They will not be in school for the rest of the week. Can you please tell their teachers?



Activity: School Telephone Messages



Message Form
High Grove Elementary School

Date: _____ Time: _____

Caller: _____

Message: _____



Message Form
High Grove Elementary School

Date: _____ Time: _____

Caller: _____

Message: _____



Activity:
An Interview With The Teacher

INSTRUCTOR NOTES

Learners listen to a parent-teacher interview and answer specific vocabulary questions.

Timing: 30-45 minutes

- WARM-UP**
- Ask if learners have been to a parent-teacher interview and, if so, discuss their experience.
- ACTIVITY**
- Play the audio (Track 20). Learners listen for the gist.
 - Hand out the exercises.
 - Learners complete the exercises in pairs.
- FOLLOW-UP**
- Invite learners to speculate what might be the cause of Randeep's reading and writing problems.
- ANSWER KEY**
- Exercise 1: 1. a, b, c, 2. T 3. F 4. F
 - Exercise 2: 1. we're quite worried; is anything wrong 2. Examples: You're welcome, It's not a problem
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 384-387.
- VOCABULARY**
- concerns; excels; jumble; mixed up; psychologist; principal; slipping; struggling; overall; keep up with; appreciate



Activity:
An Interview With The Teacher

LISTENING TRANSCRIPT

The parents of a young boy discover he's having problems at school with reading and writing. Listen as they discuss this with his teacher.

Miss Edmonds: *Mr and Mrs. Singh, it's nice to see you. How are you this afternoon?*

Mrs. Singh: *I have to say we're quite worried. You've never asked us to come to an interview together. Is anything wrong with Randeep?*

Miss Edmonds: *Well, there is something that concerns both of you.*

Mr. Singh: *Is it about his grades? I noticed on the last report card that he's doing well in math and science, but he's slipping in the basics, like reading and writing.*

Miss Edmonds: *Yes, you're absolutely right Mr. Singh. Randeep is having problems with his reading and writing skills. Overall, he's an excellent student. He's a hard worker and he applies himself to his tasks. He excels in mathematics and he's very well-liked by his classmates.*

Mrs. Singh: *Why is he having problems with reading?*

Miss Edmonds: *I'm not sure, but lately I see that he can't keep up with his reading and writing assignments. Yesterday, when I asked why he couldn't read faster, he said the letters on the page were all a jumble to him.*

Mrs. Singh: *Yes, I noticed he doesn't read at home anymore.*

Miss Edmonds: *He's struggling with his written work also. It's almost like he has problems forming the letters of the alphabet. Actually, I wonder if he can see the difference in the shape of the letters because in some of his assignments, b and d are mixed up.*

Mrs. Singh: : *What can we do to help him?*

Miss Edmonds: *Well, I think Randeep should be tested by our school psychologist and I've asked our principal, Mr. Worden, to tell you more about it. He's waiting to speak with you.*

Mr. Singh: *Miss Edmonds, thank you. We appreciate that you gave us this information and we'll go see the principal now.*

Miss Edmonds: *Not at all, thank you for coming in.*



Activity: An Interview With The Teacher

Exercise 1

- Circle the names of the people who attended the interview.
 - Miss Edmonds
 - Mr. Singh
 - Mrs. Singh
 - Randeep Singh
- Mr. and Mrs. Singh knew there was something wrong before they came into the interview.
 - True
 - False
- Randeep is failing all his subjects.
 - True
 - False
- Randeep is causing problems in class.
 - True
 - False

Exercise 2

Miss Edmonds: Mr. and Mrs. Singh, it's nice to see you. How are you this afternoon?

Mrs. Singh: I have to say we're quite worried. You've never asked us to come to an interview together. Is anything wrong with Randeep?

Miss Edmonds: Well, there is something that concerns both of you.

- Put a line under the words that tell us Mr. and Mrs. Singh think there might be a problem. Next, write the words here:

Mr. Singh: Miss Edmonds, thank you. We appreciate that you gave us this information and we'll go see the principal now.

Miss Edmonds: Not at all, thank you for coming in.

- What do you and your partner think "Not at all" means in this conversation? Write your idea here:



Activity:

The Value Of Education

INSTRUCTOR NOTES

Learners find information in a formatted table and answer comprehension questions.

Timing: 30 minutes

- WARM-UP**
- Vocabulary introduction/review:
 - ~ secondary school; high school; postsecondary; attainment; certificate; diploma; bachelor's degree
- ACTIVITY**
- Distribute the two-page table *People Employed, by Educational Attainment*.
 - Review the categories, the meaning of *percentage*, and the % symbol.
 - Learners read the table and answer the comprehension questions.
- FOLLOW-UP**
- Discussion question:
 - ~ What does this table show us about the value of education?
- ANSWER KEY**
- 1. 15-24 years, 25-44 years, 45 and over
 - 2. less than Grade 9; some secondary school; high school graduate; some postsecondary; postsecondary certificate or diploma; bachelor's degree; above bachelor's degree
 - 3. Less than Grade 9
 - 4. High school graduate
 - 5. men, 77.4%
 - 6. 25 to 44 years
- ASSESSMENT**
- Instructor corrects individual worksheets for reading assessment.
 - CLB Performance Indicators:
 - ~ identifies layout and specific information on a form
 - ~ gets key information/main idea from verbal and graphic texts
 - ~ identifies important details as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 384-387.
- SOURCE**
- Statistics Canada, www.statcan.gc.ca
(Search: people employed, by educational attainment)
- VOCABULARY**
- educational attainment; postsecondary certificate/diploma; bachelor's degree; value



Activity:
The Value Of Education

Table: People Employed, by Educational Attainment

People employed, by educational attainment			
2007			
	Both sexes	Men	Women
%			
Less than Grade 9			
15 to 24 years	29.7	32.6	26.3
25 to 44 years	52.2	60.5	41.7
45 and over	16.8	24.2	10.9
Some secondary school			
15 to 24 years	44.5	44.7	44.3
25 to 44 years	68.4	75.7	58.0
45 and over	36.4	45.8	27.9
High school graduate			
15 to 24 years	70.1	70.9	69.3
25 to 44 years	80.6	86.4	74.0
45 and over	54.0	61.7	48.3
Some postsecondary			
15 to 24 years	61.0	59.7	62.3
25 to 44 years	77.7	82.3	72.7
45 and over	55.6	59.4	52.1
Postsecondary certificate or diploma ¹			
15 to 24 years	77.3	77.4	77.1
25 to 44 years	86.6	90.2	83.1
45 and over	60.1	64.0	56.4



Activity: The Value Of Education

Table: People Employed, by Educational Attainment
(Continued)

	Both sexes	Men	Women
	%		
Bachelor's degree			
15 to 24 years	72.3	74.6	71.0
25 to 44 years	86.2	90.0	83.1
45 and over	66.1	68.6	63.5
Above bachelor's degree			
15 to 24 years	73.0	67.3	75.8
25 to 44 years	85.7	89.7	81.6
45 and over	68.6	68.0	69.7
Total			
15 to 24 years	59.5	59.1	59.8
25 to 44 years	82.7	86.9	78.4
45 and over	51.2	57.1	45.7
¹ .Includes trades certificate. Source: Statistics Canada, Last modified: 2008-01-10.			

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Activity: The Value Of Education

1. What are the three age groups in this table?

2. What are the 7 education groups in this table?

3. Find the number 41.7 on the table. This is a percentage of women 25-44 years old who are employed.

What education do these women have? _____

4. Find the number 70.9 on the table. This is a percentage of men 15 to 24 years old who are employed.

What education do these men have? _____

5. Look under 'Postsecondary certificate or diploma'. Compare men and women 15 to 24 years old who have a postsecondary certificate or diploma. Which sex has a higher percentage of employment? _____ What is the percentage? _____

6. Look at 'Both sexes'. Which age group has the overall highest number of people employed, in any level of education? _____

LINC 3

Employment

Based on Canadian Language Benchmarks



Activity:

Hearing About Jobs

INSTRUCTOR NOTES

Learners use employment vocabulary in voice mail messages.

Timing: 15–20 minutes per task

- WARM-UP**
- Ask the class to list some places people look for jobs or hear about jobs (for example, in the newspaper, on-line, posted at a company, or through word of mouth). Write responses on the board.
- ACTIVITY**
- Hand out the worksheets to each learner and review the instructions. (Do NOT hand out the transcript ‘Six Telephone Messages’.)
 - Note: Exercise Two is particularly challenging. Instructors may wish to pair weaker students with stronger partners. Alternatively, assign a specific number of sentences.
- FOLLOW-UP**
- Invite learners to describe how they found a job (as a student or professional) in their home country or in Canada.
 - *It’s My Job*
 - *Dream Job*
- ANSWER KEY**
- Exercise 2: b. Burger Express c. that have a scent like roses d. is always looking for volunteers to walk their dogs e. the building was always clean
f. as a hairdresser g. “Closed” h. have beautiful leaves in autumn
i. and now he is the manager of the store
 - Exercise 3: a. Ending #5 b. Ending #3 c. Ending # 1 d. Ending # 6
- ASSESSMENT**
- Learner responses are marked according to individual instructor guidelines.
 - CLB Performance Indicators:
 - ~ describes the situation
 - ~ uses simple structures
 - ~ uses adequate vocabulary for topic
 - ~ spells and follows punctuation conventions, with few errors
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 416-421.
- VOCABULARY**
- advertisement; ad; application; candle; region; humane; janitor; position (job); posted; scent; stock clerk



Activity:
Hearing About Jobs

LISTENING TRANSCRIPT (To Be Read By Instructor):

Six Telephone Messages

Ending #1. You said that you would like to make a little extra money. City Flowers needs someone three evenings, so that is great. And the best part is that City Flowers is just around the corner from your apartment. It's a short walk home in the evenings.

Ending #2.

They need someone who can work from home and make telephone calls. Also, it's a full-time position. It's perfect for you, right?

Ending #3.

Of course, it would be perfect for you because there are two things that you love. First, you love candles. You have them in every room in the house. Next, you love to meet new people. You could meet lots of people as a salesperson.

Ending #4.

I know that it's a wonderful company. You had your own hairdressing shop in Colombia, didn't you? Why don't you call them now?

Ending #5.

Oh, I sure hope you get this job. You love animals so much, and you live very close. It would be perfect for you.

Ending #6.

It would be perfect for you because it is two evenings a week, and you need the money for university. Why don't you call the grocery store tonight?



Activity:
Hearing About Jobs

Exercise I

Read this vocabulary and study each meaning.

advertisement (ad)	an announcement (e.g., in a newspaper, online, on a poster)
application	a written request for a job
candle	a block of wax that is burned to give light
humane society	an organization that helps animals
janitor	person who cleans a building
position	job, paid employment
post (v.)	put an announcement in a public place
region	place, location, area
scent	the way something smells
stock clerk	a person who puts products on shelves in a store



candle



janitor



advertisement



stock clerk



scent



application form



Activity: Hearing About Jobs

Exercise 2

Practice using the vocabulary you have learned by completing each sentence below with the words from this list.

~~yesterday for a janitor~~
 the building was always clean
 as a hairdresser
 that have a **scent** like roses
 "Closed"
 have beautiful leaves in autumn
 Burger Express
 and now he is the manager of the store
 is always looking for volunteers to walk their dogs

- a. I read an **ad** in the paper *yesterday for a janitor*.
- b. I filled out an **application** today for that job at _____.
- c. I bought three **candles** _____.
- d. The Sherwood **Humane Society** _____
_____.
- e. Abram was a **janitor** at City Hall for many years and _____
_____.
- f. Are you going to work in that **position** _____?
- g. The notice that was **posted** in the cafeteria said _____.
- h. The trees in the Gatineau Park **region** _____.
- i. He was a **stock clerk** at the grocery store when he was in high school _____
_____.



Activity: Hearing About Jobs

Exercise 3

Read the beginning of these four telephone messages. Then, listen as your teacher reads the end of six telephone messages. Match the correct beginning with the ending that you hear by writing the number in the blank line. Listen carefully! Two of the endings do not belong.

a. Hi Sophie. Guess what! The Sackville Humane Society has an ad in the newspaper for a director. You should get an application for the position and fill it out right away.

Ending # _____

b. Hi Ruby. I was just checking job ads on-line and I found one that sounds perfect for you. A company called Scent and Light is looking for a salesperson to sell candles in your region.

Ending # _____

c. Hi Joseph. Did you see the advertisement at City Flowers? They need someone to clean up inside the store three evenings a week from 7 until 9 pm.

Ending # _____

d. Hello son. I guess you are in class now. Did you see the ad for part-time work posted at Millar's Groceries? They need a stock clerk.

Ending # _____





Activity:
It's My Job

INSTRUCTOR NOTES

Learners fill in a chart with information about their classmates' and their own workplace situations.

Timing: 30–50 minutes

WARM-UP

- *The Perfect Job*
- Distribute the handouts and review with the learners.
- Review question formation.

ACTIVITY

- Learners circulate and complete the chart with employment information from two classmates.
- Learners may choose to fill in their charts using authentic details or any information that is appropriate.

FOLLOW-UP

- Learners share their classmates' information.
- Each classmate listens carefully and corrects any misinformation.

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 416-421,

VOCABULARY • rate of pay; inventory; schedule (v.)



Activity:
It's My Job

Exercise 1

Read this chart carefully and be sure you understand all the information.

Employee Name	Company Name	Job Title	# Of Employees	Job Duties	Rate Of Pay
Roberta Stamm	Toy World	Assistant Manager	10	1. answer telephone 2. schedule employee hours 3. manage employees	\$8.75 per hour

= number

Exercise 2

It's My Job chart

First, fill in your personal information. Next, fill in information from two of your classmates. The information you use does not have to be true.





Activity: It's My Job

Employee Name	Company Name	Job Title	# Of Employees	Job Duties	Rate Of Pay
(write your name here)			1. 2. 3.		
(write your classmate's name here)			1. 2. 3.		
(write your classmate's name here)			1. 2. 3.		



Activity:
A Dream Job

INSTRUCTOR NOTES

Learners listen to a conversation between a college instructor and a woman inquiring about ESL classes.

Timing: 45 minutes

- WARM-UP**
- *Hearing About Jobs*
 - Tell the class they are going to listen to a conversation between a college instructor and a professional who needs to upgrade her English skills.
 - Warn the learners that, although the passage is not long, it contains a lot of new vocabulary. Encourage them to focus on global comprehension rather than individual words.
- ACTIVITY**
- Play the audio (Track 21). Learners listen for the gist.
 - Hand out the Worksheet and explain the terms *maternity benefits*, *regular pay*, and *massage*.
 - Replay the audio and, if intended as assessment, collect Exercise 1.
 - Learners form small groups of three and complete Exercise 2 together. It may be necessary to explain a “dream” job.
- FOLLOW-UP**
- As a whole class, refer to the paragraph of the dialogue in which Jenny talks about ‘casual’ language and ‘spontaneous’ conversation. Ask students for some examples of casual language that they have heard outside the classroom.
- ANSWER KEY**
- Exercise 1
a. 6 b. 2½ c. 3 d. 1 e. 3
- ASSESSMENT**
- Instructor corrects individual worksheets.
 - CLB Performance Indicators:
 - ~ identifies specific factual details in a listening text
 - ~ gets the gist, detail, key words and expressions as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 416-421.
- VOCABULARY**
- software developer; position; reputation; personal; benefits; maternity; minimize; massage; embarrassed; co-workers; casual; spontaneous



Activity:
A Dream Job

LISTENING TRANSCRIPT**A Dream Job**

Jenny Leung is at a local college inquiring about evening and weekend ESL classes. Listen as an instructor reads the form she filled in and interviews her.

Instructor: *Jenny, I see that you're a software developer. How long have you been working in that field?*

Jenny: *After I graduated from university in China, I worked there for six years. Since I've come to Toronto, I've worked for Tradewinds Development for two and a half years in a wonderful position.*

Instructor: *Yes, I notice that you work for Tradewinds Development. They've got a terrific reputation as an employer.*

Jenny: *That's right. My friends all envy me because I get a great salary and even greater benefits like three weeks paid vacation and a year of maternity with regular pay. Besides, Tradewinds treat their employees so well. They minimize any overtime work and they care about our personal needs too. We often have meetings with free lunches and we can get a massage every three weeks.*

Instructor: *Wow, that certainly sounds like an ideal job to me.*

Jenny: *Yes, it's a dream that's come true for me, except for one thing.*

Instructor: *What's that?*

Jenny: *Well, that's why I'm here. I want to improve my English skills so I can keep my superb job. I never have any problems doing my job, but I get embarrassed when I don't understand the casual language my colleagues use every day. Even the spontaneous conversation in meetings gives me difficulties. Believe me, I will take Saturday courses, evening courses – anything to improve my skills.*

Instructor: *Jenny, let's find a course that will suit your needs.*



Activity:
A Dream Job

Exercise 1

Listen closely for the numbers that Jenny says, and write the correct number on the line.

- Jenny worked in China for _____ years before she came to Toronto.
- Jenny has been working at Tradewinds for _____ years.
- Jenny gets _____ weeks of paid vacation.
- Jenny gets _____ year of maternity benefits with regular pay.
- Jenny can get a massage every _____ weeks.

**Exercise 2**

Jenny loves being a software developer, and she says “It’s a dream come true.” Of course, there are good things and bad things about every job. Work in a group of 3. Each student chooses a dream job, and then in your discussion group, list 3 good things and 3 bad things about it.

Example

Dream Job: *actor or actress*

Good things about this job:

- ✓ I can make lots of money.
- ✓ I can be famous.

Bad things about this job:

- ✗ I might make bad choices if I have too much money.
- ✗ When I get older, it may be difficult to find people who want to hire me.

a. Dream Job #1: _____

Good things about this job:

- ✓
- ✓
- ✓

Bad things about this job:

- ✗
- ✗
- ✗



Activity: A Dream Job

Exercise 2

b. Dream Job #2: _____

Good things about this job:

✓

✓

✓

Bad things about this job:

X

X

X

c. Dream Job #3: _____

Good things about this job:

✓

✓

✓

Bad things about this job:

X

X

X





Activity:

Older Workers: Ready For Change?

INSTRUCTOR NOTES

Learners read about the workplaces of several older employees and answer questions about their situations.

Timing: 20–30 minutes for each employee story

- WARM-UP**
- Ask the class if they were employed in their country of origin between the ages of 50 and 65. (If no-one in the class fits this demographic, discuss other people they know who fit this age category.)
 - Create a list of challenges faced by older workers, such as adapting to changes in technology, attitudes of younger employers, or attitudes of colleagues.
- ACTIVITY**
- Hand out the worksheet to each learner.
 - Complete the vocabulary exercise.
 - Learners read each older worker's story and answer the questions. Point out that some answers require facts and some answers require opinions. Learners will use both short answers and complete sentences in their responses.
- FOLLOW-UP**
- *I Have A Talent*
- ANSWER KEY**
- Exercise 1: 1.b 2.a 3.e 4.d 5.c
 - Exercise 2:
 1. Rena Black 2. Ross Flower Gardens 3. He wants to change their computer system. 4. She will have to learn a new system. 5. She is nervous because she is not sure she can learn the new system very quickly.
 1. Todd Homes 2. City Printers 3. He loves his work. 4. The younger people at his work expect him to retire.
 1. Albertos Sinardo 2. Mamma Mia Pizza 3. His boss wants to hire younger waiters. 4. His boss thinks younger waiters will bring in more young customers. 5. He's nervous because he's not young anymore.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 416-421.
- VOCABULARY**
- nervous; system; retire; computerized; hire; staff



Activity:

Older Workers: Ready For Change?

Exercise 1

Match the word with the correct meaning.

- | | |
|------------------------|---|
| 1. ___ staff | a. worried |
| 2. ___ nervous | b. people who work together |
| 3. ___ computer system | c. to employ a person |
| 4. ___ retire | d. to stop working, especially because of age |
| 5. ___ hire | e. a group of computers that work together |

Exercise 2

Read about these employees, and then answer the questions.

A. My name is Rena Black. I'm 53 and I have worked at Ross Flower Gardens for 25 years. Yesterday my boss said that he wants to change our computer system. We will have to put our customer information into the computer in a different way. I'm nervous about this because I learned the old system a long time ago, and I'm not sure I can learn a new system very quickly.

1. Who is the employee _____.
2. Where does she work? _____.
3. What does her boss want to do? _____.
4. How will her job change? _____.
5. Why is Rena Black nervous? _____.
6. Finish this sentence with an idea of your own:
Rena Black shouldn't be nervous about her job because _____.

Activity: **Older Workers: Ready For Change?**

B. My name is Todd Homes. I'm 64 and I work for City Printers. I have learned a lot about computers in the past three years. I love my work here and I have no problem with new technology. But I do have a problem with some of the younger people here at work. They expect me to retire next year. In our company, we don't have to retire when we turn 65. I don't want to retire.

1. Who is the employee? _____.
2. Where does he work? _____.
3. Does he enjoy his work? _____.
4. What is his problem? _____.
5. Finish this sentence with an idea of your own:

Todd Homes is 64, but he doesn't want to retire yet. It's nice to work with an older person because

_____.

C. My name is Albertos Sinardo. I'm 55 and I am a waiter here at Mamma Mia Pizza. I have worked here for 30 years. I know my customers very well. Last week the boss said that he is going to hire younger waiters. He thinks it is better to have younger staff because they will bring in more young customers. I guess young people have a lot of money to spend. I'm not young anymore. But I am a great waiter. I'm really worried that I will lose my job.

1. Who is the employee? _____.
2. Where does he work? _____.
3. What is his boss going to do? _____.
4. Why does his boss think it is better to have younger staff? _____
_____.
5. Why is Albertos Sinardo worried? _____
_____.
6. Finish this sentence with an idea of your own:

Albertos Sinardo is 55 years old. He has worked at Mamma Mia Pizza for 30 years, so I think the customers

_____.



Activity:

I Have A Talent

INSTRUCTOR NOTES

This is a listening activity about the benefits of older workers.

Timing: 30 minutes

- WARM-UP**
- *Older Workers: Ready For Change?*
- ACTIVITY**
- Play audio (Track 22). Learners listen for the gist.
 - Hand out the worksheets.
 - In Exercise 1, learners discuss their answers in pairs, and then form small groups to answer Exercises 2 and 3.
- FOLLOW-UP**
- Compile master lists on the board of groups' responses to Exercises Two and Three. Share opinions in a whole class discussion.
- ANSWER KEY**
- Exercise 1: 1. Rose and Mildred 2. at a shopping mall 3. at a ladies' shop (Lydia's Fine Apparel) 4. sales representative 5. 72 (next month) 6. Any one of: she has a talent; she knows what women look good in; she's good at what she does
 - Exercise 2. Answers will vary.
 - Exercise 3: Ideas for discussion: older workers have experience; older workers are reliable; older workers are diligent; older workers have good customer service skills; older workers are loyal
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 416-421.
- VOCABULARY**
- employment; skills; assets; bump into; apparel; sales representative; no spring chicken; diligence; loyalty; reliability; knack



Activity:
I Have A Talent

LISTENING TRANSCRIPT**I Have a Talent**

Although many older workers worry that employers might let them go for younger people, quite the opposite is true in many cases. Often, an employer will seek older workers for the skills and assets they can bring to a job. Listen to the conversation of two friends who bump into each other at a food court in a large shopping mall.

Rose: *Mildred, is that you? What are you doing here all dressed up?*

Mildred: *Hi Rose. I'm on my coffee break from work.*

Rose: *You're working here? Where?*

Mildred: *I'm working for Lydia's Fine Apparel as a sales representative.*

Rose: *Really? Isn't that kind of hard? Getting up early every morning, having to wait on customers? I mean you're no spring chicken!*

Mildred: *You're not kidding. I'm going to be seventy-two next month and sometimes I can't believe I'm working nine to five in a dress store.*

Rose: *Don't you get tired?*

Mildred: *Sure I do, but I love working in women's retail. I've always had the knack of knowing what women look good in, and now I have an opportunity to use that talent. I advise women and help them select clothing that's just right for them. I'm good at what I do, and some customers come back and ask for me to serve them because they trust that I'll do my best to make them look good, not just sell them anything to make a sale.*

Rose: *What can I say, Mildred? You were made for the job!*



Activity:
I Have A Talent

Exercise 1

Answer these questions orally with your partner.

Who are the speakers?

Where are they?

Where is Mildred working?

What does she do?

How old is she?

Why does she like her job?

Exercise 2

Take turns sharing your answers to these questions.

Question 1

Mildred is dressed very nicely. She is ***all dressed up***.
Where do you go when you get *all dressed up*?

Question 2

Mildred has a talent (a ***knack***) of knowing what clothing women look good in. What is your talent? What are you good at doing?

Question 3

Mildred is going to be seventy-two years old next month.
Do you think she should still be working?



Activity: I Have A Talent

Exercise 3

Talk about the good qualities of older workers. Then, make a list in the box below.

Good qualities of older workers

... *they have lots of experience*

...

...

...





Activity:

Ontario Minimum Wage

INSTRUCTOR NOTES

Learners read and interpret a formatted chart on minimum wage rates and scheduled annual increases in the province of Ontario, and then answer comprehension questions.

Timing: 30–50 minutes

- WARM-UP**
- Invite learners to share the rate of pay for their first job and describe what that job was.
 - Instructors can share the same information.
 - Vocabulary introduction/review: *wage; minimum; per; rate*
- ACTIVITY**
- Provide each learner with a copy of the table and worksheet.
 - Review the 5 categories of minimum wage rates and be sure learners understand each category.
 - Learners work alone if the activity is intended for assessment; otherwise, pair work adds a listening and speaking component.
 - Collect the worksheets or take up the answers in class.
- FOLLOW-UP**
- Have learners search the Internet for updated information, or for other provincial minimum wage rates.
(Google: minimum wage in [province])
- ANSWER KEY**
- 1. \$8.00 per hour 2. \$8.90 per hour 3. \$8.53 per hour
 - 4. \$7.50 per hour 5. \$95.00 per hour 6. \$8.75 per hour
 - 7. \$6.95 per hour 8. Homeworkers Wage 9. a) \$8.90 per hour
 - b) \$9.60 per hour 10. \$77.50 per hour
- ASSESSMENT**
- Questions are marked according to Answer Key.
 - CLB Performance Indicators:
 - ~ identifies layout and specific information on a form
 - ~ gets key information and specific details from graphic texts
 - ~ identifies important details as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 416-421.
- VOCABULARY**
- minimum wage; annual increase; homeworker; consecutive; per; rate; liquor; hunting; percent; schedule; whose



Activity:
Ontario Minimum Wage

Ontario Minimum Wage Rates and Scheduled Annual Increases

Minimum Wage Rate	February 1, 2006	February 1, 2007	March 31, 2008	March 31, 2009	March 31, 2010
General Minimum Wage	\$7.75 per hour	\$8.00 per hour	\$8.75 per hour	\$9.50 per hour	\$10.25 per hour
Student Minimum Wage	\$7.25 per hour	\$7.50 per hour	\$8.20 per hour	\$8.90 per hour	\$9.60 per hour
Liquor Servers Minimum Wage	\$6.75 per hour	\$6.95 per hour	\$7.60 per hour	\$8.25 per hour	\$8.90 per hour
Hunting and Fishing Guides Minimum Wage	\$38.75: Rate for working less than five consecutive hours in a day; \$77.50: Rate for working five or more hours in a day whether or not the hours are consecutive	\$40.00 \$80.00	\$43.75 \$87.50	\$47.50 \$95.00	\$51.25 \$102.50
Homeworkers Wage (110 per cent of the general minimum wage)	\$8.53 per hour	\$8.80 per hour	\$9.63 per hour	\$10.45 per hour	\$11.28 per hour

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Last modified: July 31, 2008

Activity: **Ontario Minimum Wage****Exercise**

Read the chart to find the following information.

1. The general minimum wage on February 1, 2007: _____
2. The scheduled minimum wage for liquor servers on March 31, 2010: _____
3. The homeworkers wage on February 1, 2006: _____
4. The hunting and fishing guides minimum wage on March 31, 2009 for working less than five consecutive hours in a day: _____
5. The hunting and fishing guides minimum wage on March 31, 2009 for working five or more hours in a day, whether or not the hours are consecutive: _____
6. The general minimum wage on March 31, 2008: _____
7. Whose minimum wage was \$6.95 per hour on February 1, 2007? _____
8. Whose minimum wage is 110 percent of the general minimum wage? _____
9. The scheduled minimum wage for students on March 31, 2009 and March 31, 2010:
a. _____ b. _____
10. The hunting and fishing guides minimum wage for working five or more hours in a day, whether or not the hours are consecutive, on February 1, 2006: _____



Activity:

Occupational Conversations

INSTRUCTOR NOTES

Learners read short conversations between employees and customers, and answer comprehension questions.

Timing: 10–15 minutes per conversation

- WARM-UP**
- Make a list on the board of every occupation represented in your class.
- ACTIVITY**
- Distribute the handouts and review them with the class.
 - In pairs, learners read each conversation twice, taking turns reading each part, and then answer the questions.
 - Instructors decide how many conversations will be practiced in one class.
- ANSWER KEY**
- Learners do not have to use this vocabulary to answer these comprehension questions. Any words or expressions that make sense are acceptable.
 - Conversation 1: shoe salesperson; customer; shoe store; the shoe is a little too small or tight for her foot; a shoe size that is half as big as a full size
 - Conversation 2: store employee; store employee; in a department store; autumn; on show
 - Conversation 3: employees at bake shop; at work in the bake shop; instructions to prepare a dish; yummy
 - Conversation 4: health care workers; patients, hospital or health care facility; period of work; a record of medical information about a patient
 - Conversation 5: hairstylist or hairdresser; customer; hair salon; variety of hairstyles; to keep neat; strands of hair that have a lighter color than the rest of the hair
 - Conversation 6: front desk clerk; hotel guest; at the front desk; a card or piece of paper that lets you into someplace; parkade, VIP lounge, convention room; to pass it through an electronic device; a telephone call that is pre-arranged for a specific time; airplane flight, meeting, conference call
- FOLLOW-UP**
- Pair or group learners with similar occupations and role play a short work conversation related to their field.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 416-421.
- VOCABULARY**
- occupation(al); tight; half size; fall (n.); shift (n.); ingredients; ward; chart; discharged; highlights; pass (n.); swipe; wake-up call



Activity:
Occupational Conversations

CONVERSATION I

A: How does this size 8 fit?

B: It's a little tight, I think.

A: What size do you usually wear?

B: An 8 1/2.

A: Oh, sorry. We don't have half sizes in this style. You could try an 8D. That might be more comfortable.

B: I'm sorry, I don't understand. What does the 'D' mean?

A: It means the width. If it is wider, maybe the size 8 will fit you.

Who is A? _____

Who is B? _____

Where does the conversation take place? _____

VOCABULARY REVIEW

Why does B say, "It's a little *tight*, I think"? What does she mean?

What is a 'half size'?



Activity: Occupational Conversations

CONVERSATION 2

- C: Did you get the fall styles on display today?
- D: I put out all of the boys and girls fall clothes. Most of the women's is on display also. Tomorrow I'll finish with the men's.
- C: Great work. What can you tell me about hats and gloves?
- D: Well, the manager said that we are going to get some more space at the front and display our hats and gloves there.
- C: Great! I have seen some of the new styles. They will sell very well.

Who is C? _____

Who is D? _____

Where does the conversation take place? _____

VOCABULARY REVIEW

What is another word for 'fall'? _____

What does 'on display' mean? _____





Activity: Occupational Conversations

CONVERSATION 3

- E: Mmmm. That smells delicious.
- F: Great, isn't it? Lindsay has made a new recipe for chocolate cake.
- E: She is so good at her work. I hope she doesn't leave us so she can work for a large company.
- F: I don't think she will. She believes in making small amounts and using fresh ingredients. You can't always do that if you work for a large company.
- E: That's true.
- F: Do you know that Lindsay says she doesn't even like sweet food?
- E: I know. That's surprising. How can she bake such yummy things and not want to eat them!

Who are E and F? _____

Where does the conversation take place? _____

VOCABULARY REVIEW

What is a 'recipe'? _____

What word also means 'delicious'? _____



Activity: Occupational Conversations

CONVERSATION 4

G: Good morning. I didn't see you earlier.

H: Hello. I have to work a 12-hour shift today. I was in the cafeteria when you started work.

G: Is anything new? How are our patients?

H: Mrs. Stevens is feeling much better. She got out of bed this morning.

G: Great. How is the gentleman in Room 122?

H: Didn't you see his chart? He is going to leave today. His family is going to take him home.

Who are G and H ? _____

G and H are talking about the p _____ in a _____ .

VOCABULARY REVIEW

What is a 'shift'? _____

What is a 'chart'? _____



Activity: Occupational Conversations

CONVERSATION 5

- I: Hello. I saw that you were looking at some magazine pictures. Did they give you any ideas?
- J: Well, not really. They all seem really hard to take care of.
- I: So, you want something simple. Maybe something that you don't need to blow-dry?
- J: Yes.
- I: Ok. I have an idea. How short do you want it?
- J: You can decide, but I don't want it above my ears. And maybe you could change the color a little?
- I: Great idea. Some highlights will make your face seem younger too.

Who is I? _____

Who is J? _____

Where does the conversation take place? _____

VOCABULARY REVIEW

What pictures was J looking at? _____

What does 'take care of' mean? _____

What are 'highlights'? _____



Activity: Occupational Conversations

CONVERSATION 6

K: Good morning. How can I help you?

L: Could you tell me if there is a good sushi restaurant near here?

K: Yes, Sushi Plus is across the street. It's very good.

L: Great. Also, do I need a special pass to get into the swimming pool?

K: No, sir. Your room key card is all you need. Just swipe it and the door to the swimming pool will open.

L: Thank you. I have one more question. Could I get a wake-up call at 6:00 am tomorrow?

K: Certainly, sir.

Who is K? _____

Who is L? _____

Where does the conversation take place? _____

VOCABULARY REVIEW

What is a 'pass'? _____

Name two places where we might use a pass.

What does it mean to 'swipe' a room key card? _____

What is a 'wake-up' call? _____

Name two reasons L might need a wake-up call. _____



Activity:

Volunteer Application Form

INSTRUCTOR NOTES

Learners read a volunteer application form, study its components and fill in personal information.

Timing: 50 minutes

- WARM-UP**
- Find out if any learners have been involved in volunteer work in their countries of origin.
 - Ask them if it is typical to fill in volunteer application forms.
- ACTIVITY**
- Hand out the Volunteer Application Form and the comprehension questions.
 - Review the parts of the application form individually.
 - Pay special attention to the Declaration section and be certain learners understand what it means to declare something.
 - In pairs, learners read the form and answer the questions. In Exercise Two, learners fill out the application form individually. Instructors circulate to correct and assist as needed. Optional: Use an electronic or transparency version to demonstrate how to fill in the volunteer application form.
- FOLLOW-UP**
- Search the Internet for sample volunteer application forms and employment application forms for further practice.
- ANSWER KEY**
- Exercise 1. 1. Personal Information 2. Languages 3. Employment
4. General Information 5. Previous Volunteer Work 6. References 7. Availability
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 416-421.
- VOCABULARY**
- previous; reference; availability; declaration; disqualify; dismissal



Activity:
Volunteer Application Form

Volunteer Application Form*Personal information*

Name: _____

Address: _____

City: _____ Prov: _____ Postal Code: _____

Home Phone: _____ Work Phone: _____

Email: _____

Languages

Spoken: _____ Written: _____

Employment

Present _____

Previous _____

*General Information*Why are you interested in volunteer work? _____
_____What skills would you like to improve by doing volunteer work? _____
_____*Previous Volunteer Work*

Where _____

When _____

Duties _____



Activity: Volunteer Application Form

Previous Volunteer Work (continued)

Where _____

When _____

Duties _____

References

Name _____

Address _____

Telephone _____ E-mail _____

Name _____

Address _____

Telephone _____ E-mail _____

Availability

Monday morning _____ afternoon _____ evening _____

Tuesday morning _____ afternoon _____ evening _____

Wednesday morning _____ afternoon _____ evening _____

Thursday morning _____ afternoon _____ evening _____

Friday morning _____ afternoon _____ evening _____

Saturday morning _____ afternoon _____ evening _____

Sunday morning _____ afternoon _____ evening _____

DECLARATION:

I hereby declare that the above information is true and complete to the best of my knowledge. I understand that a false statement may disqualify me from further consideration as a volunteer or result in dismissal.

YES NO

SIGNATURE: _____

Activity: **Volunteer Application Form****Exercise 1**

Work with a partner to answer these questions.

1. List the 7 sections of the Volunteer Application Form:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

2. Read the General Information section again.

Name one reason why a person might be interested in volunteer work.

Name two skills a person might improve by doing volunteer work.

a. _____ b. _____

Exercise 2

Now, fill in the information in the Volunteer Application Form. The information you use does not have to be true.



Activity:

Ready For Your Interview

INSTRUCTOR NOTES

Learners prepare for job interviews by writing answers to typical interview questions.

Timing: 50 minutes

- WARM-UP** • *Hearing About Jobs*
- ACTIVITY**
- Hand out all of the worksheets to each learner.
 - Read the list of words used to describe oneself to an employer and explain any unfamiliar words.
 - Review the pattern:
 - ~ I am + adjective e.g. *I am patient.*
 - ~ I am + a + adjective + noun e.g. *I am a patient person.*
 - Learners read each of the interview situations and answer the sample questions to prepare for the interview.
- FOLLOW-UP**
- Learners circulate and ask their classmates one question they have been asked in an interview.
 - Write some of the questions on the board. Discuss any that are unusual.
- VARIATION** • Instructors customize this activity by telling each individual about an (imaginary) job opening in their field and asking three pertinent questions for the learner to prepare.
- ASSESSMENT**
- Learner responses are marked according to individual instructor guidelines.
 - CLB Performance Indicators:
 - ~ describes the situation
 - ~ uses simple structures
 - ~ uses adequate vocabulary for topic
 - ~ spells and follows punctuation conventions, with few errors
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 416-421.
- VOCABULARY** • retail; job fair; patient



Activity:

Ready For Your Interview

Look at the words below. In the first box is a list of useful words to describe yourself to an employer. In the next box is a list of ways you might hear about a job.

Words to describe yourself to an employer:

hard worker
good salesperson
clear thinker
creative
friendly
polite

self-confident
cooperative
energetic
patient
helpful
reliable

Ways you might hear about a job:

newspaper advertisement
friend

online
relative

sign in a store
job fair



A You have a job interview tomorrow with The Shirt Shop, a men's store in the local mall. You buy a lot of your shirts there and you would love to get the job. The interviewer might ask some of these questions tomorrow. Write answers to them so you will be prepared for the interview.

How did you hear about this job?

I live close to the mall and I shop in many of the stores. I was shopping in The Shirt Shop on the weekend.
I read the sign in your store that said you needed a salesperson.



Activity: Ready For Your Interview

Why should we hire you?

Have you ever worked in a clothing store?

Why do you want to work for us?



B You have a job interview tomorrow with Family Drug Store, a pharmacy in your city. You worked in a pharmacy in your home country and you really hope you get the job. Write answers to these questions to prepare for the interview.

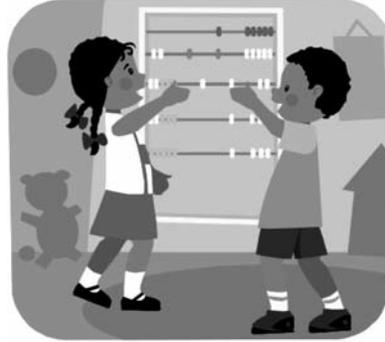
Have you ever worked in a pharmacy before?

How did you hear about this job?

What is one important thing we should know about you?



Activity: Ready For Your Interview



C You have a job interview tomorrow with Play and Learn, a preschool in your neighbourhood. You were employed in your home country as a preschool teacher. This preschool is looking for a teacher's helper. It would be a wonderful job for you because you have experience. Write answers to these questions to prepare for the interview.

How did you hear about this job?

Why do you want to work with children?

Why do you think you are the best person for this job?



Activity:
Job Questions

INSTRUCTOR NOTES

Learners practice expressing opinions and sharing personal facts as they navigate a game board.

Timing: varies

- MATERIALS**
- Provide these materials for each small group: dice, coin, one copy of the game board, one pile each of heads and tails questions, game rules.
 - Cut the pages into strips and laminate the game materials for easy reuse.
- ACTIVITY**
- Divide the class into small groups, each with its own materials.
 - Review the instructions with the whole class.
- VARIATION**
- The questions can be used without the game board.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 416-421.
- VOCABULARY**
- dice; toss; salary; specifically; responsibility; promotion; imagine; hire



Activity:
Job Questions

Game Rules

1. Player #1 begins the game.
2. Toss a coin and select a question from one of the piles:

Heads



Tails



3. Next, roll a die and move that number of spaces along the game board. Answer the question on the card. If there are instructions on the game board square, follow them also.
4. Continue taking turns until all players have reached the top of the game board.

Game Rules

1. Player #1 begins the game.
2. Toss a coin and select a question from one of the piles:

Heads



Tails



3. Next, roll a die and move that number of spaces along the game board. Answer the question on the card. If there are instructions on the game board square, follow them also.
4. Continue taking turns until all players have reached the top of the game board.



Activity: Job Questions



When you were a teenager, did you have a part-time job?



What do you think the job of being an ESL teacher is like?



When you were a child, what job did you want to have when you were older?



How old were you when you got your first job? What was it?



Name three jobs that have a lot of power and responsibility.



Activity: Job Questions



What job would be really boring for you?



What job would be really interesting for you?



You have a job that is high-paying, but you don't like the work. Can you be happy?



Name 3 jobs that are good jobs in your native country.



Name 2 or more jobs that you would not do, even with a really high salary.



Activity: Job Questions



Should people be paid a salary for taking care of their children at home?



If you enjoyed the job you had, would you do it until you retire?



Do you think there are jobs that should be only for women?



Do you think there are jobs that should be only for men?



Imagine you are at work, doing the job you always wanted. Where are you and what is your job?



Activity: Job Questions



How do you think most people find their job in Canada?



How important is (was) your parents' opinion for your choice of a job?



Of all the people you know personally, who has the best job? What is it?



Who do you think has the best job in the world?



Name one job that you think people might have in the future (but don't have now).

**Activity: Job Questions**

Tell one thing that you would advise your children about choosing a job.



Decide what job would be good for someone in your group and tell what it is.

LINC 3

Family and Relationships

Based on Canadian Language Benchmarks



Activity:
Family Vocabulary

INSTRUCTOR NOTES

Learners practice ten vocabulary expressions to prepare to read about grandparenting in Canada. The exercises can also be used independently.

Timing: 45 minutes

- ACTIVITY** • Following the instructions on the worksheets, learners read the 10 expressions in context, match them to definitions, and copy the information into a table. Discussion questions follow.
- FOLLOW-UP** • The expressions are used in *Grandparenting in Canada I*.
- VARIATION** • Part 3 is intended for writing assessment (see below) and can be omitted at the instructor's discretion.
- ANSWER KEY** • confidant – someone you like to talk to because you can trust them with personal information; they won't tell secrets or laugh at your feelings
 • generation – a group of people who are about the same age in a family or society
 • grow up – change and mature into an adult
 • kid(s) – children (slang, informal)
 • look forward to – feel happy/excited about something that is going to happen
 • pass something down – give or teach something to somebody younger who will be alive after you die
 • raise – teach and take care of children until they become adults
 • role model – an adult or leader whose behaviour is copied by others, especially children
 • simultaneously – at the same time
 • values – beliefs, ideas about what is most important in life, ideas about what is right and wrong
- ASSESSMENT** • Instructors collect the Family Vocabulary Worksheets to assess writing.
 • CLB Performance Indicators:
 ~ copies words, ...sentences
 ~ has legible handwriting or printing. Makes no major omissions and few mistakes. There is only slight uncertainty in decoding.
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 448-453.
- VOCABULARY** • imitate; behaviour; elders; mature; look forward to; grow up; confidant; simultaneously; role model; raise; values; pass down; generation; kids



Activity:
Family Vocabulary

Part 1

Read the sentences below. Look at the ten new words or expressions in **bold** print.

1. I am **looking forward to** my next vacation, but I'm not **looking forward to** my driver's test.
2. Children **grow up** quickly.
3. I can tell my friend many private things, and I know he won't repeat them to anybody else. He is my **confidant**.
4. I have a radio in my kitchen, so I can wash dishes and listen to the news **simultaneously**.
5. A **role model** is a person we respect and try to copy. Parents are usually role models for their children.
6. Parents **raise** children.
7. The people in my family love nature, art and sports. We think it is important to protect the environment and to help poor people. These are our **values**.
8. This old clock has been in our family for over one hundred years. My grandfather **passed it down** to my mother, and she **passed it down** to me.
9. At eighty, I am a member of the older **generation**, while my grandchildren are part of the younger **generation**.
10. I have a wife and three young **kids**.

Part 2

The definitions of the new expressions are below, but they are not in correct order. Match each definition below with the expression and sentence number above, and write your answers on the lines.

Family Vocabulary Definitions:

- an adult or leader who is copied by others, especially children

_____ *role model* (sentence #5)

- at the same time

_____ (#)



Activity: Family Vocabulary

- beliefs, ideas about what is most important in life; ideas about what is right and wrong
 _____ (#)
- a group of people who are about the same age in a family or society
 _____ (#)
- change and mature into an adult
 _____ (#)
- children (slang, informal)
 _____ (#)
- feel happy/excited about something that is going to happen
 _____ (#)
- to give or teach something to somebody younger who will be alive after you die
 _____ (#)
- someone you like to talk to because you can trust them with personal information; they won't tell secrets or laugh at your feelings
 _____ (#)
- teach and take care of children until they become adults
 _____ (#)

Part 3

Copy the definitions into the Vocabulary Worksheet on the next page.



Family Vocabulary Worksheet

WORD [part of speech]	DEFINITION
confidant [noun]	
generation [noun]	
grow up [phrasal verb]	
kid(s) [noun]	
look forward to [phrasal verb]	
pass something down [phrasal verb]	
raise [verb]	
role model [noun]	<i>an adult or leader who is copied by others, especially children</i>
simultaneously [adverb]	
values [plural noun]	



Activity: Family Vocabulary

DISCUSSION QUESTIONS

Discuss your answers to these questions in a small conversation group. Practice using the new vocabulary while you talk.

1. Tell your group about something you are **looking forward to**.
2. Do you have a **confidant**?
3. Ask somebody in your group how many **kids** they have.
4. How is the world different from the time when you were **growing up**?
5. Did you have a good **role model** when you were **growing up**? Tell your group about this **role model**.
6. Is it difficult to **raise** children? Was it harder or easier 20 years ago?

Change groups and continue with these questions:

7. Name two things that are possible to do **simultaneously**, and two things that are impossible to do **simultaneously**. For example, it is possible to walk and chew gum **simultaneously**, but it's impossible to walk and run **simultaneously**.
8. Talk about some ways in which the younger **generation** is different from the older **generation** in Canada and in the country where you **grew up**.
9. State one of your personal **values**, for example, "My family is very important to me."
10. Do you have something in your home that was **passed down** to you by someone in your family?



Activity:

Grandparenting In Canada I

INSTRUCTOR NOTES

Learners read a fact sheet about grandparenting in Canada and then respond to the reading in discussion groups.

Timing: 45 minutes

WARM-UP • *Family Vocabulary*

ACTIVITY

- Learners read the fact sheet for general comprehension, and then re-read it to isolate and underline expressions from the Family Vocabulary activities. (All ten are used in this activity, but some are in the Conversation Questions.)
- Learners may require assistance in interpreting the pie graph.
- Divide the class into small multi-cultural groups for the conversation questions.

FOLLOW-UP

- *Grandparenting in Canada II*
- *Grandparenting in Canada Today*
- More information and activities related to grandparenting in Canada are available from Statistics Canada in a (Secondary Level) Teachers' kit at www.statcan.ca/English/kits/social/generations.htm

VARIATION

- Give each conversation group the Extra Information Sheet. It contains information about the “Canadian angle” on grandparenting, and will serve to enrich discussion of three of the nine conversation questions.

SOURCE

- Carolyn Rosenthal and James Gladstone, “Grandparenthood in Canada” from The Vanier Institute of the Family Website at www.vifamily.ca

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 448-453.

VOCABULARY • researcher; social; step-grandchild; gatherings

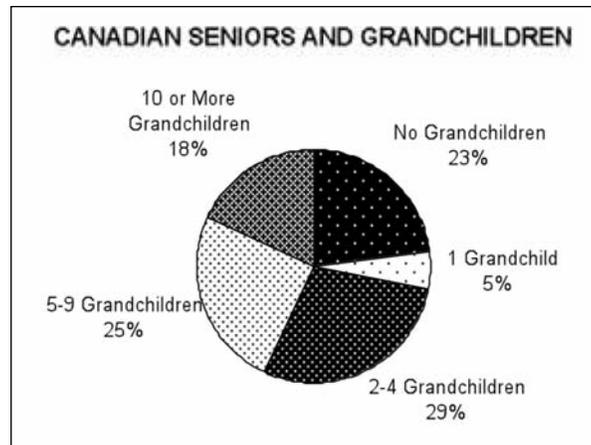


Activity:
Grandparenting In Canada I

FACT SHEET

Researchers who study Canadian families report that:

- 77% of Canadians aged 65 and over have grandchildren.



- Women are grandmothers for a longer time than men are grandfathers. This is because women live longer than men and they also become mothers at an earlier age than men become fathers.
- Grandparents aged 50-79 enjoy grandparenting more than grandparents in their 40s or those in their 80s.
- In modern times people live longer, so most Canadian children know their grandparents.
- Many Canadians have a step-grandchild.
- Most grandparents communicate with their grandchildren regularly, but how often they see each other is related to how far apart or close together they live.
- Most grandparents feel positive towards their grandchildren, but they may have one special grandchild who they feel closest to.
- Canadian grandparents help their grandchildren by babysitting; giving gifts; passing down history, family stories and family values; and acting as role models and confidants.



Activity: **Grandparenting In Canada I****CONVERSATION QUESTIONS**

Practice using new vocabulary while you discuss the answers to these questions in small groups.

Special Note: People from some cultures do not like to talk about family members who have died. If you are not comfortable with answering some of these discussion questions, simply explain your feelings to your group members when it is your turn to talk.

1. Do you have grandchildren? How often are you with them? Do you have other forms of contact, such as telephone or email conversations?
2. In your culture, when do grandchildren and grandparents see one another? What things do they do together? Is the middle generation (the children's parents) always present?
3. Women in Canada look forward to becoming grandmothers, and they enjoy the experience very much. They say grandparenting is more fun than parenting. In what ways could this be true? Do you agree?
4. How do grandparents make their grandchildren's lives better, and how do grandchildren improve the lives of their grandparents?

Change groups and continue with these questions:

5. Studies in Canada show that grandparents have good relationships with all their grandchildren, but there is often one child they feel especially close to. Do you have a "closest" grandchild? Were you a "closest" grandchild?
6. Are people in your culture sometimes grandparents and parents (of children still living at home) simultaneously? Are they sometimes raising both children and grandchildren?
7. Why do you think that younger and older Canadian grandparents (in their 40s and 80s) enjoy grandparenting less than those in their 50s, 60s and 70s?
8. Talk about your memories of your own grandparents – what kind of people they were, what you did with them, and what you remember of them. If you are a senior with grown-up children, you could also talk about your parents, and what kind of relationship they had with your kids.



Activity: Grandparenting In Canada I

EXTRA INFORMATION SHEET**Question Number**

2. Canadian grandparents and grandchildren rarely live together, and they most often meet at family parties and get-togethers. Also, grandparents help with childcare and babysitting. Grandparents and grandchildren do fun things together like play games or tell stories.
3. Canadian women say that grandmothering has “all the fun and none of the work” of parenting.
7. Younger grandparents may not be ready for grandkids yet, and they are too busy with their own lives. Older grandparents are often too old or too weak to enjoy energetic children.



Activity:
Grandparenting In Canada II

INSTRUCTOR NOTES

Seniors write a guided message (postcard from Ontario) to a grandchild.

Timing: 20 minutes

- WARM-UP**
- This is a follow-up activity for *Grandparenting In Canada I*, but it can also be used independently.
 - The worksheets include 3 prepared postcards to choose from (Niagara Falls, Parliament Buildings and the CN Tower), and a selection of these should be printed on a high-quality copier in advance.
- ACTIVITY**
- Learners choose one of the four guided writing topics and complete the matching Practice Worksheet.
 - After this has been corrected, learners select a postcard and create a final copy of their message.
- FOLLOW-UP**
- Encourage learners to send a genuine postcard from Canada to a grandchild who lives abroad.
- VARIATION**
- A black line master allows instructors to customize a postcard worksheet with a class photo or a photo taken on a recent field trip.
 - Instructors may prefer to use real postcards for this activity.
- ASSESSMENT**
- Instructors correct the activity for writing assessment.
 - CLB Performance Indicators:
 - ~ conveys the message: reader can follow the text
 - ~ uses language and content that are appropriate and relevant to the occasion, content and social context
 - ~ describes times and locations with precision
 - ~ makes only a few errors in grammar, punctuation and spelling
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 448-453.



Activity:
Grandparenting In Canada II

WRITING

Here is your chance to show your grandchild how good your English is! You are going to write a note to -

- invite your grandchild to do something with you (Practice Worksheet 1)

OR

- tell your grandchild about something you did recently, or a trip you took recently (Practice Worksheet 2)

OR

- thank your grandchild for something he/she gave you (Practice Worksheet 3)

OR

- tell your grandchild about something you are going to do (Practice Worksheet 4)

STEPS

1. Choose a worksheet and write your note.
2. With your instructor's help, make corrections.
3. Copy your note onto the "postcard" of your choice.



Activity: Grandparenting In Canada II

PRACTICE WORKSHEET I

Invite your grandchild to do something with you.

Date _____

Dear _____ ,

I am writing to invite you to _____.

(On these lines, tell where and when, and add any other important information:)

_____.

I hope you can come because _____

_____.

Love,



Activity: Grandparenting In Canada II

PRACTICE WORKSHEET 2

Tell your grandchild about something you did recently.

Date _____

Dear _____ ,

I am writing to tell you about _____

_____.

First, I

_____.

After that, I _____

_____.

The best part was when I _____

_____.

It was _____!

Love,



Activity: Grandparenting In Canada II

PRACTICE WORKSHEET 3

Thank your grandchild for something.

Date _____

Dear _____,

I am writing to thank you for _____.

I like it/It helped me because _____

_____.

(On these lines, write about how you will use the gift, or how often you will use it.)

_____.

You are a very _____ grandchild.

Love,



Activity: Grandparenting In Canada II

PRACTICE WORKSHEET 4

Tell your grandchild about something you are going to do.

Date _____

Dear _____ ,

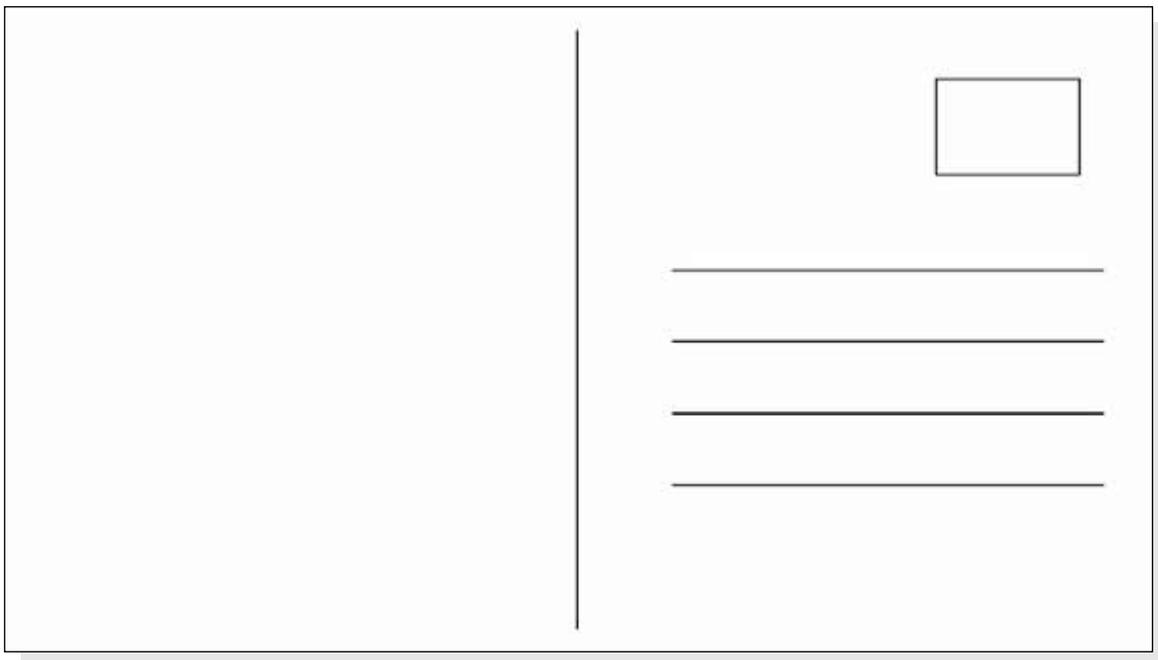
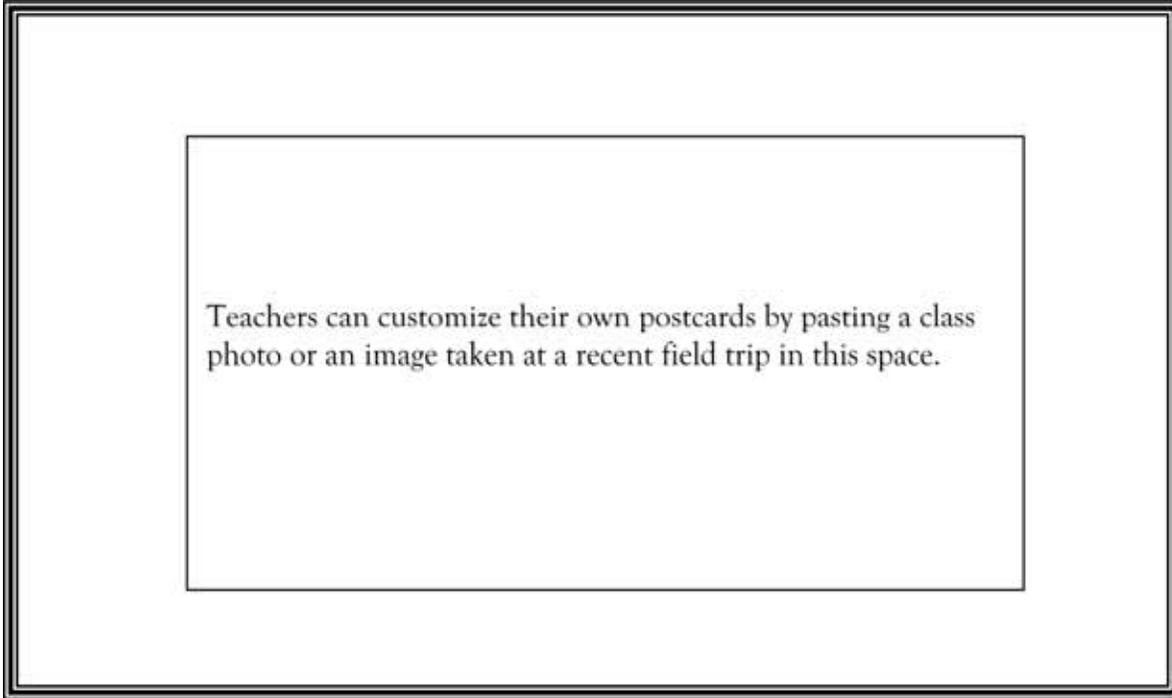
I am writing to tell you about some plans I have made. I am going to _____

_____.

Thinking of you,



Activity: Grandparenting In Canada II





Activity: Grandparenting In Canada II



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Activity: Grandparenting In Canada II



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Activity: Grandparenting In Canada II



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Activity:
Grandparenting In Canada Today

INSTRUCTOR NOTES

A listening text about a grandfather who acts as a surrogate father is followed by discussion and comprehension exercises.

Timing: 30 minutes

WARM-UP

- Play Listening 1 (Track 23).
- Questions for class discussion:
 - ~ Who are the speakers?
 - ~ What is their relationship?
 - ~ What does the grandfather tell Josh to do, and what does Josh ask his grandfather to do?

Point out that the grandfather seems to have a very strong parenting role in this family. Ask if anyone heard reference to a mother, a father, or other siblings. Replay the audio if necessary.

- Ask if anyone in the class had a grandparent who looked after them when they were children. Explain that Canadian grandparents usually don't act as parents, but they sometimes have to. Tell the class they are going to listen to the grandfather talk about his situation, and instruct them to listen to find out why the grandfather is living with Joshua.

ACTIVITY

- Play Listening 2. Ask again why the grandfather is there (*because his daughter is divorced and she was having problems*). Clarify the meaning of *hard to handle*; *acting up*; *at the end of (her) rope*.
- Divide the class into groups of two or three, mixing learners with weaker and stronger listening comprehension skills. Instruct the group members to re-tell the grandfather's story (orally), using as much information as they understood and remember.
- Hand out the Listening Exercise. Group members read it and discuss the answers. Replay the audio as necessary.

FOLLOW-UP

- Questions for class discussion:
 - ~ Did anyone in this class live with a grandparent when they were a child? Did your grandparent act like a mother or father to you?
 - ~ Would you prefer your grandparents (or older parents) to live in their own home or with your family? Why?



Activity:

Grandparenting In Canada Today

INSTRUCTOR NOTES CONTINUED

ANSWER KEY 1. b 2. c 3. c 4. a 5. b 6. b 7. a 8. b

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 448-453.

VOCABULARY • field trip; position; child care provider; to pick up; complaining; ugly; desperate; grateful; adjusting; fitness club; Gramps; to pick up; hard to handle; acting up; at the end of one's rope

Activity: **Grandparenting In Canada Today****LISTENING TRANSCRIPT****Listening 1**

Listen to this dialogue between Josh and his grandfather.

Grandfather: *Josh, hurry up and finish your breakfast. You're going to be late for the bus.*

Josh: *Okay, okay! I'm almost done, Grandpa.*

Grandfather: *Did you remember to take the note your mom signed for the field trip?*

Josh: *Oh no. It's still upstairs on my desk, I think.*

Grandfather: *We'll run up there and get it. Come on! You've got four minutes to catch that bus.*

Josh: *Bye Gramps! I'll see you after school. Oh, I forgot, are you going to pick me up from soccer practice?*

Grandfather: *Yes, I'll be there as always at 5 o'clock. Bye.*

Listening 2

Now listen as Josh's grandfather talks about his present life with his grandson and daughter:

You know, here I am, a healthy old guy in his sixties and I never thought I'd be in this position at this time in my life. I'm a father, grandfather, full-time child care provider, money-giver, you name it. However, I'm not complaining. My life has never been so busy, but I'm enjoying it tremendously.

Everything changed for me when my daughter went through an ugly divorce last year. She was having such a hard time; didn't know what she was going to do; didn't know how she could afford to live on her own; and most of all she was really worried about her son, Josh. He'd just turned twelve and he felt quite bad about his dad leaving them. Jillian, my daughter, was finding him hard to handle and he had started acting up at school. When Jillian called me in Winnipeg, she was at the end of her rope. She was so grateful when I offered to come out for a month and visit.

Well, eleven months later, I'm still here and I'm not planning on leaving any time soon. Instead of paying for an apartment in Winnipeg, I give the rent money to my daughter to help her out. I got a little bored staying in the house all day, so I'm working part-time in the produce department of a grocery store close by. But when my grandson comes home from school, you can bet I'm always here to make sure he doesn't get into any mischief.

I have to say, I'm so proud of how much he's changed in the last few months. His school grades have improved and he's joined a soccer team that he loves. I think Jillian is adjusting to her new life as well. Just recently she said she's thinking of joining a fitness club. For now, we're all doing okay.



Activity:
Grandparenting In Canada Today

LISTENING EXERCISE

1. How old is Josh's grandfather?
 - a. in his fifties
 - b. in his sixties
 - c. in his seventies
2. What does Josh's grandfather think of how busy his life is now?
 - a. He would like it to be quieter.
 - b. He is unhappy about it.
 - c. He enjoys being busy.
3. Why did Josh's grandfather move in with Josh and his mother?
 - a. He was homeless and needed a place to live.
 - b. He didn't want to pay rent in Winnipeg.
 - c. He wanted to help Josh's mother after her divorce.
4. What did Josh do after his father and mother divorced?
 - a. He caused problems at school.
 - b. He quit playing soccer.
 - c. He left home.
5. When did Josh's grandfather move in with Josh and his mother?
 - a. seven months ago
 - b. eleven months ago
 - c. one month ago
6. Why did Josh's grandfather find a job at a grocery store?
 - a. He wanted to give the money to Josh's mother.
 - b. He was bored.
 - c. He needed the money to pay rent.
7. What does Josh's grandfather say he is proud of?
 - a. the good changes in Josh's life
 - b. Josh's mother
 - c. the help he gives his grandson and his daughter
8. Why does Josh's grandfather think his daughter is feeling better?
 - a. She wants to get a job at a fitness club.
 - b. She wants to join a fitness club.
 - c. She said he can move back to Winnipeg.





Activity:

Tom And Debby Have Split Up

INSTRUCTOR NOTES

A dialogue about a marital breakup is preceded by vocabulary exercises and followed by comprehension and sequencing tasks.

Timing: 30 minutes

WARM-UP

- Questions for class discussion:
 - ~ What are some reasons for divorce?
 - ~ Should people try harder to stay married before deciding to divorce?
- Distribute Exercise 1, Part 1 (the vocabulary chart). Read through it with the class and ask for additional example sentences. Write these on the board.
- Hand out Part Two. Learners work individually or in pairs.

ACTIVITY

- Inform the class they are going to listen to a conversation between two co-workers during their coffee break, and play the audio (Track 24).
- Instruct the class to read Exercise 2, and replay the audio as necessary.
- Learners work on Exercise 3 in pairs. Replay the audio when they have finished so they can check their sequencing.

FOLLOW-UP

- Questions for class discussion:
 - ~ Why does one of the co-workers reply “luckily, no” when asked if Tom and Debby have any children?
 - ~ Do you think the government can do anything to lower the divorce rate in Canada? If yes, what? If no, why not?
 - ~ Do you think it should be easy or difficult for couples to get a divorce? Why?
- *Divorce In Canada I & II*

ANSWER KEY

- Exercise 1, Part 2: 1. I hope they work it out. 2. Did you hear that Tom and Debby have split up? 3. She was fed up with her unhappy marriage. 4. The divorced parents share custody of their children. 5. I hope I will get a big promotion next year.
- Exercise 2: Tom and Debby have split up. Tom is going to marry a co-worker. Tom got a big promotion last year, but it caused problems because he travels a lot. Debby doesn't want to take time off from work because she loves being a nurse. Debby loves nursing more than she loves Tom. Debby and Tom don't have any children. Tom and Debby both want to keep their big dog. One parent will get custody of their high school children, and the other parent will get custody of their dog. Both co-workers know Debby very well, and they like her.



Activity:

Tom And Debby Have Split Up

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Exercise 2 can be corrected for listening assessment.
 - CLB Performance Indicators:
 - ~ gets the gist, factual details, key words and expressions in a listening text as required
 - Note: “Tom and Debby Have Split Up” can be found in the online activity entitled “Reasons for Divorce in Canada”.

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 448-453.

- VOCABULARY**
- split up; promotion; fed up; custody; work (something) out; abroad



Activity: Tom And Debby Have Split Up

LISTENING TRANSCRIPT

Worker 1: *Hey! Did you hear that Tom and Debby have split up?*

Worker 2: *No, I didn't. What happened?*

Worker 1: *Well, ever since Tom got that big promotion last year, he's been travelling abroad most of the time and I guess Debby got fed up with being alone so much.*

Worker 2: *Couldn't Debby travel with him?*

Worker 1: *No. She's a high school teacher. She can't just take time off from work.*

Worker 2: *Do they have any kids?*

Worker 1: *Luckily no, but they have a big dog they both love and they're fighting over who gets custody of him.*

Worker 2: *Oh, I'm sorry to hear that. I hope they work it out!*



Activity:
Tom And Debby Have Split Up

Exercise I**Part I**

Read the six expressions in **bold** print below.

split up (with somebody) = end a relationship or marriage

*Brad married Angelina after he **split up with** Jennifer.*

promotion = a raise to a higher or more important position

*Pat is an assistant manager now, but she will become a manager after her **promotion** next February.*

fed up (with something) = unable or unwilling to accept or tolerate something any longer

*I'm going to talk to my boss. I'm **fed up with** all the noise in this office. I can't work.*

custody = the legal right to take care of someone or something

*Who will have **custody** of the children after the parents divorce?*

work (something) out = find a solution to a problem

*My children had a big fight over the television last night, but they **worked it out**.
They have agreed they will take turns watching their favourite shows.*



Activity: Tom And Debby Have Split Up

Part 2

Put the words in order to form a sentence. Write your sentence on the line.

1. hope I work it out. they

2. and Debby Did you have hear split up? that Tom

3. marriage. unhappy She fed up was with her

4. share The divorced children. custody of their parents

5. I big hope promotion get a next year. I will

Exercise 2

Listen to a conversation between two co-workers during their coffee break. Then, underline the sentences that are true.

- Tom and Debby have split up.
- Tom is going to marry a co-worker.
- Tom got a big promotion last year, but it caused problems because he travels a lot.
- Debby doesn't want to take time off from work because she loves being a nurse.
- Debby loves nursing more than she loves Tom.
- Debby and Tom don't have any children.
- Tom and Debby both want to keep their big dog.
- One parent will get custody of their high school children, and the other parent will get custody of their dog.
- Both co-workers know Debby very well, and they like her.



Activity: Tom And Debby Have Split Up

Exercise 3

The co-workers' conversation is written below, but it is not in the correct order. Work with a partner. Decide which part comes first, second, third, and so on, and write the number on the line. After you finish, read the conversation together. One partner will be Worker 1 and the other will be Worker 2.

- _____ Worker 1: No. She's a high school teacher. She can't just take time off from work.
- _____ Worker 1: Hey! Did you hear that Tom and Debby have split up?
- _____ Worker 1: Luckily no, but they have a big dog they both love and they're fighting over who gets custody of him.
- _____ Worker 1: Well, ever since Tom got that big promotion last year, he's been travelling abroad most of the time and I guess Debby got fed up with being alone so much.
- _____ Worker 2: Oh, I'm sorry to hear that. I hope they work it out!
- _____ Worker 2: Couldn't Debby travel with him?
- _____ Worker 2: No, I didn't. What happened?
- _____ Worker 2: Do they have any kids?





Activity:

Divorce In Canada I – FAQs

INSTRUCTOR NOTES

A reading in question-and-answer format is followed by true/false comprehension exercises and a group conversation activity.

Timing: 20 minutes (reading) + 40 minutes (speaking)

- WARM-UP**
- *Tom & Debby Have Split Up* (Optional)
 - Introduce the phrasal verb *break up* as well as the words *likely* and *unlikely*.
 - Introduce the acronym *FAQ* (frequently asked questions).
- ACTIVITY**
- Learners read the passage and then complete the comprehension exercise.
 - Divide the class into discussion groups for the conversation activities.
- FOLLOW-UP**
- Discuss answers to Conversation Topics Question I (see answer key below).
 - *Divorce in Canada II*
- VARIATION**
- During the warm-up, show the class examples of websites that contain a FAQ page.
- ANSWER KEY**
- Comprehension Exercise: 1.T 2.T 3.F 4.T 5.T 6.F 7.T 8.T 9.F
 - Conversation Topics:
 - I. Researchers believe that more divorced men remarry than divorced women because –
 - a. younger women are willing to marry older, divorced men; but younger men are unwilling to marry older, divorced women
 - b. divorced women are often single mothers, so it is harder for them to find a new mate
- ASSESSMENT**
- The Comprehension Exercise may be used for reading assessment for high-level LINC 3 classes.
 - CLB Performance Indicators:
 - ~ identifies important details as required
 - ~ gets key information from texts
- SOURCE**
- Vanier Institute of the Family, “Divorce: Facts, Causes, and Consequences” by Dr Anne-Marie Ambert, posted on www.vifamily.ca
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 448-453.
- VOCABULARY**
- break up; FAQ; decrease; anniversary; likely; unlikely; family court



Activity:

Divorce In Canada I – FAQs

Is it true that half of Canadian marriages break up?

No. 70% of first marriages do not break up. There are a few people who marry and divorce many times, and this makes divorce seem more common. 38% of all Canadian marriages end in divorce.

Is the number of divorces going up or down?

The number of divorces increased a lot in the 1960s, with new Canadian laws that allowed people to divorce more easily. The numbers continued to go up until they reached their highest point in 1987. Since then, numbers have been decreasing.

When do marriages break up?

The highest number of divorces comes near the fourth anniversary. After that, the number decreases for each extra year of marriage. Couples who have been married for over thirty years are unlikely to divorce. People in their late 20s and early 30s are the most likely to divorce.

How many children are involved in divorce cases?

Since divorce usually happens within the first few years of marriage, about half of the couples who divorce have no children and many others have only one.

What happens to the children after divorce?

Family courts often allow both parents to spend time with their children and make decisions for them. However, the children usually live with their mother.

How common is remarriage?

About 70% of divorced men and 58% of divorced women remarry.

Information taken from “Divorce: Facts, Causes, and Consequences” by Dr Anne-Marie Ambert, Vanier Institute of the Family
www.vifamily.ca



Activity: Divorce In Canada I – FAQs

COMPREHENSION EXERCISE

True or False?

1. _____ 70% of first marriages in Canada do not break up.
2. _____ New laws in the 1960s made it easier for people to get divorced.
3. _____ The number of divorces has been increasing every year since the 1960s.
4. _____ People who have been married for a long time probably won't divorce.
5. _____ If you have been married for more than 30 years, it is unlikely you will divorce your partner.
6. _____ People in their late 30s and early 40s are most likely to divorce.
7. _____ Most people who get divorced have no children or only one child.
8. _____ Children of divorced parents usually live with their mother.
9. _____ More divorced woman remarry than divorced men.





Activity: Divorce In Canada I – FAQs

CONVERSATION TOPICS FOR SMALL GROUPS

1. You read that 70% of divorced men and only 58% of divorced women marry again. Can you think of any reason for the difference?
2. People dream of falling in love and having a happy marriage, so divorce can be disappointing and heart-breaking. Of course, the best method to prevent divorce is to build a strong and loving relationship with your partner. In your group, write a list of ways to build a strong and happy marriage.
3. After you finish your list, read your ideas again and decide which five are the best. Mark them with a star ✱ (or a heart ♥ if the people in your group are very romantic). Then, use a marker to copy these five “best ways” onto a large piece of paper to share with your classmates.



Activity:
Divorce In Canada II

INSTRUCTOR NOTES

Two tables about divorce rates in Canada are followed by comprehension activities.

Timing: 30 minutes

WARM-UP • *Divorce In Canada I*

ACTIVITY • Clarify the meaning of the word *rate*.
 • Learners read the tables and answer the questions that follow.

ANSWER KEY • Table One: Newfoundland & Labrador / Quebec / 37.0
 • Table 2: 1. Sri Lanka / 2. Russia / 3.

COUNTRY	DIVORCE RATE HIGHER/LOWER THAN CANADA'S ?
United States	Higher than Canada's
Mexico	Lower than Canada's
South Korea	Higher than Canada's
China	Lower than Canada's
Germany	Higher than Canada's
Russia	Higher than Canada's
Iran	Lower than Canada's
Libya	Lower than Canada's
Write the name of one more country:	answers will vary

ASSESSMENT • Instructors correct individual responses.
 • CLB Performance Indicators:
 ~ gets key information/main idea from graphic texts
 ~ identifies important details as required



Activity:

Divorce In Canada II

SOURCES

- Table 1: Vanier Institute of the Family, “Divorce: Facts, Causes, and Consequences” by Dr Anne-Marie Ambert, posted on www.vifamily.ca
- Table 2:
 1. Wikipedia: "http://en.wikipedia.org/wiki/Divorce_demography"
 2. Divorce Magazine.Com , “Divorce Rates of Selected Countries 2002” posted on divorcemag.com

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 448-453.

VOCABULARY

- per; rate



Activity:
Divorce In Canada II

TABLE ONE

TABLE 1 Total Divorce Rates, per 100 Marriages, by the 30th Wedding Anniversary Since 1998 by Provinces and Territories						
	1998	1999	2000	2001	2002	2003
Canada	36.1	37.3	37.7	37.9	37.6	38.3
Newfoundland & Labrador	23.2	22.5	22.9	19.6	21.8	17.1
Prince Edward Island	26.4	28.0	26.9	22.9	25.2	27.3
Nova Scotia	28.2	28.2	30.4	28.9	30.4	28.9
New Brunswick	26.9	30.4	31.9	29.1	27.2	27.6
Quebec	45.2	46.5	47.4	48.3	47.6	49.7
Ontario	33.0	34.4	34.6	35.3	34.9	37.0
Manitoba	30.1	31.9	34.6	31.1	30.3	30.2
Saskatchewan	31.5	31.7	31.4	28.4	28.7	29.0
Alberta	39.0	40.4	41.5	41.9	41.9	40.0
British Columbia	40.0	40.3	40.6	41.0	41.0	39.8
Yukon	55.2	51.8	33.6	44.1	43.4	40.0
Northwest Territories & Nunavut	37.5	34.0	40.7	37.1	31.2	27.0
Source: Ambert, 2005 from Statistics Canada, 2005 and earlier.						

Table 1 was taken from "Divorce: Facts, Causes, and Consequences" by Dr Anne-Marie Ambert, posted on the website of the Vanier Institute of the Family www.vifamily.ca

1. This table shows provincial and territorial divorce rates for the six years between 1998 and 2003. Which province or territory had the lowest divorce rate during this time?

2. Which province or territory had the highest divorce rate for the same six year period?

3. What was the divorce rate per 100 marriages for Ontario in 2003?



Activity: Divorce In Canada II

Table Two -- Divorce Rates Per 100,000 People

Country	Divorce rate
Albania	0.95 (2004) ^[2]
Belarus	2.97 (2004) ^[2]
Bulgaria	1.53 (2003) ^[2]
Canada	2.24 (2003) ^[2]
Chile	0.42 (2002) ^[4]
China	1.28 (2004) ^[2]
Cuba	3.17 (2004) ^[2]
Dominican Republic	0.96 (2001) ^[2]
Egypt	1.18 (2002) ^[4]
El Salvador	0.64 (2003) ^[2]
Germany	2.59 (2004) ^[2]
Greece	0.87 (2001) ^[2]
Iran	0.94 (2004) ^[2]
Ireland	0.83 (2004) ^[2]
Israel	1.67 (2002) ^[2]
Italy	0.73 (2003) ^[2]
Japan	2.12 (2004) ^[2]
Jordan	1.83 (2004) ^[2]
Libya	0.32 (2002) ^[2]
Mexico	0.62 (2003) ^[2]
Moldova	4.14 (2004) ^[2]
Palestine	1.09 (2004) ^[2]
Panama	0.88 (2003) ^[2]
Poland	1.48 (2004) ^[2]
Romania	1.52 (2003) ^[2]
Russia	4.42 (2004) ^[2]
Serbia and Montenegro	1.11 (2004) ^[2]
South Korea	2.90 (2004) ^[2]
Spain	0.75 (2003) ^[2]
Sri Lanka	0.15 (2002) ^[4]
Turkey	0.5 (2002) ^[4]
Ukraine	3.66 (2004) ^[2]
United Kingdom	2.80 (2003) ^[2]
United States	3.6 ^[3]
Venezuela	0.79 (2002) ^[4]
Vietnam	0.50 (2002) ^[2]

References
 1. England, J. Lynn & Kunz, Phillip R. (February 1975), "The Application of Age-Specific Rates to Divorces", *Journal of Marriage and the Family* 37(1), <<http://www.jstor.org/stable/351029>>

2. <http://unstats.un.org/unsd/demographic/products/dyb/dyb04/Tab1e25.pdf>

3. N.C.H.S - FASTATS - Marriage and Divorce

4. "Divorce Rates of Selected Countries 2002" from Divorce Magazine.Com , divorcemag.com who in turn cited Americans for Divorce Reform Retrieved from "http://en.wikipedia.org/wiki/Divorce_demography"



Activity: Divorce In Canada II

1. From the information on Table Two, which country has the lowest divorce rate?
2. Which country on Table Two has the highest divorce rate?

Fill in the table below to compare the divorce rates of Canada and other countries:

COUNTRY	DIVORCE RATE HIGHER/LOWER THAN CANADA'S ?
United States	<i>Higher than Canada's</i>
Mexico	
South Korea	
China	
Germany	
Russia	
Iran	
Libya	
Write the name of one more country:	



Activity:

My Family

INSTRUCTOR NOTES

Learners practice using the superlative and comparative forms to talk about their extended families, and then they write a descriptive paragraph about a relative.

Timing: 30 minutes (speaking) + 20 minutes (writing)

- WARM-UP**
- Ask a few learners to tell the class about an interesting member of their family – or – tell the class about an interesting member of your own family.
- ACTIVITY**
- Cut each worksheet into two sections, one for Partner A and the other for Partner B. Pairs read through and follow the instructions on the first page to complete the activity. Circulate to assist learners with the new vocabulary.
 - Learners work on the writing assignment alone.
- FOLLOW-UP**
- Provide learners with individual feedback on their writing.
- ASSESSMENT**
- For speaking assessment, instructors circulate among the pairs to determine whether learners have mastered the comparative and superlative forms.
 - CLB Performance Indicators:
 - ~ demonstrates adequate control of simple structures, with few grammatical errors
 - ~ uses adequate vocabulary for topic
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 448-453.
- VOCABULARY**
- athletic; stubborn; attractive; comparative and superlative forms; extended; quick-tempered; childish; bossy; easygoing



Activity:
My Family

Work with a partner. You are going to practice some grammar and also talk about your extended families. Your “extended” family includes your cousins, grandparents, aunts, uncles, nieces, and so on.

PART 1 – Superlatives

You and your partner have two different lists of adjectives. Take turns using these adjectives to ask one another questions with the superlative form.

1. Ask your partner a question. Follow this example:
 adjective : **smart**
 your question: Who is the **smartest** person in your family?
2. Check the question. Your partner has a list of the correct questions for your adjectives, and will check to tell you if you formed your question correctly.
3. Talk about your families. Your partner will answer your question by talking about the members of his or her own family, for example, “*The smartest person in my family is my aunt. She...*”

PART 2 – Comparatives

Do the same thing again, except this time ask one another questions with the comparative form.

1. Ask your partner a question. Follow this example:
 adjective : **smart**
 your question: Who in your family is **smarter** than you?
2. Check the question. Your partner has a list of the correct questions for your adjectives, and will check to tell you if you formed your question correctly.
3. Talk about your families. Your partner will answer your question by talking about the members of his or her own family. Follow this example:
 adjective : **smart**
 question: Who in your family is smarter than you?
 answer: My aunt is smarter than **me**.
 or – My aunt is smarter than **I am**.
 not – My aunt is smarter than I.



Activity: My Family

PART I – Superlatives – Partner A

Ask your partner questions with these adjectives:

1. thin
2. intelligent
3. talkative
4. quick-tempered (= gets angry easily)
5. good-looking
6. happy
7. interesting

These are the correct questions for your partner's adjectives:

1. Who is the tallest person in your family?
2. Who is the best cook in your family? (not – best cook person /best cooker)
3. Who is the most nervous person in your family?
4. Who is the most athletic person in your family?
5. Who is the most stubborn person in your family?
6. Who is the most attractive person in your family?
7. Who is the oldest person in your family?

**PART I – Superlatives – Partner B**

Ask your partner questions with these adjectives:

1. tall
2. good cook
3. nervous
4. athletic
5. stubborn
6. attractive
7. old

These are the correct questions for your partner's adjectives:

1. Who is the thinnest person in your family?
2. Who is the most intelligent person in your family?
3. Who is the most talkative person in your family?
4. Who is the quickest-tempered person in your family? (most quick-tempered is also OK)
5. Who is the best-looking person in your family?
6. Who is the happiest person in your family?
7. Who is the most interesting person in your family?



Activity: My Family

PART 2 – Comparatives – Partner A

Ask your partner questions with these adjectives:

1. kind
2. childish (= acts like a child)
3. energetic
4. wise
5. poor
6. musical
7. strong

These are the correct questions for your partner's adjectives:

1. Who in your family is richer than you?
2. Who in your family is better at learning language than you?
3. Who in your family is bossier than you?
4. Who in your family is more serious than you?
5. Who in your family is more easygoing than you?
6. Who in your family is quieter than you?
7. Who in your family is funnier than you?

**PART 2 – Comparatives – Partner B**

Ask your partner questions with these adjectives:

1. rich
2. good at learning language
3. bossy (= tells other people what to do)
4. serious
5. easygoing (= calm and relaxed)
6. quiet
7. funny

These are the correct questions for your partner's adjectives:

1. Who in your family is kinder than you?
2. Who in your family is more childish than you?
3. Who in your family is more energetic than you?
4. Who in your family is wiser than you?
5. Who in your family is poorer than you?
6. Who in your family is more musical than you?
7. Who in your family is stronger than you?



Activity: My Family

PART 3 – Writing Assignment

Describe a relative whom you talked about in Part I. Write 5-8 sentences. Here is an example to follow.

UNCLE GEORGE

Uncle George is the most interesting member of my family because he has an interesting hobby. He collects T-shirts from all over the world. He buys them online or when he is traveling, and some are gifts. Many of his T-shirts are beautiful, and others have funny words or pictures on them. Every time we have a family party, Uncle George wears a different T-shirt. He always surprises us.

_____ is the _____
member of my family. _____

LINC 3

Health and Safety

Based on Canadian Language Benchmarks



Activity:
Truly Serious, Or Just Annoying?

INSTRUCTOR NOTES

Pairs distinguish between health problems that are truly serious or merely annoying.

Timing: 20 minutes

- WARM-UP**
- Introduce the word *annoying*. Together, the class lists some of the annoying things in life (eg, misplacing keys; busses that run early; barking dogs).
- ACTIVITY**
- Divide the class into pairs and distribute “Truly Serious, Or Just Annoying?” Much of the vocabulary may be new, so encourage learners to use dictionaries and to share information with other pairs.
- FOLLOW-UP**
- *Summer Pests*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 480-483.
- VOCABULARY**
- broken bones; dandruff; diabetes; halitosis; food poisoning; itchy; hiccups; runny nose; sunburn; bee sting



Activity:
Truly Serious, Or Just Annoying?

Which of these health problems are truly serious, and which ones are just annoying? Discuss your ideas with a partner. Use a dictionary if you need to.

bee sting

broken fingernail

cancer

common cold

dandruff

diabetes

dry skin

food poisoning

halitosis (smelly breath)

heart disease

hiccups

high blood pressure

mosquito bites

itchy skin

runny nose

sunburn





Activity:

Summer Pests I – Ouch!!!

INSTRUCTOR NOTES

A reading on bee stings is preceded by a vocabulary preview and followed by comprehension questions.

Timing: 30 minutes

- WARM-UP**
- Learners complete Exercises 1 and 2. Circulate to guide and assist learners as they complete the sentences.
 - Ask individuals to share their guesses about what the reading topic may be.
- ACTIVITY**
- Distribute “Ouch!!!” Point out that there are images of wasps in the centre of the page and various images of bees on the border.
 - Learners complete the reading and comprehension questions.
- FOLLOW-UP**
- *Summer Pests II - Darn Those Mosquitoes!!!*
 - *Summer Pests III -These Guys Are Really, Really Nasty!!!*
- VARIATION**
- Learners re-read the passage and highlight the various forms of the word ‘sting’ (sting, stung, stinger, stinging); discuss their function (noun, verb, adjective).
- ANSWER KEY**
- 1. allergic reaction 2. hook 3. tweezers 4. only once in its lifetime 5. time
- ASSESSMENT**
- Instructors correct Exercise 3 for reading assessment.
 - CLB Performance Indicators:
 - ~ gets key information from texts
 - ~ locates specific information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 480-483.
- VOCABULARY**
- *Ouch!*; sting; hook; tweezers; mark (n); wasp; allergic reaction; barb; poison; antihistamines



Activity:
Summer Pests I – Ouch!!!

Exercise 1

Fill in the chart by writing the correct word beside the definition.

sting – hook – tweezers – mark – Ouch!!!

WORD	DEFINITION
	
	- a small area which is coloured, dirty or different in some way
	- a common English exclamation used when something is painful
	- (noun) a pain in the eyes or skin that feels like fire or burning - (verb) to cause a stinging pain
	

Complete these sentences. You will need more than one word in some blanks.

- I could use tweezers to _____.
- I have a sting because _____.
- _____ You're standing on my foot.
- I could use a hook to _____.
- There is a _____ on _____.

Exercise 2

Next, you are going to read a passage called "Ouch!!!" It contains the five new words you have studied.

Can you guess what the reading passage may be about? _____



Activity: Summer Pests I – Ouch!!!



OUCH!!!

Some insects sting when they are afraid of danger, and they sting to send the danger away. The two most common types of stinging insects in Ontario are wasps and bees. Wasp and bee stings are painful for everyone, but they are not dangerous unless there is an allergic reaction. Even then, it is unusual for anyone to have a serious problem unless they are stung many, many times.

A bee can sting only once, but wasps can sting over and over again. This is because a bee has a hook at the end of its stinger to keep it in the skin; when the bee stings someone and flies away, the stinger pulls out of its body and the bee dies. If you are stung by a bee you should remove the stinger with tweezers immediately, before more poison comes out of the stinger. Then, wash the red mark on your skin with soap and water. The best treatment for a bee or wasp sting is time: the pain and redness will go away by themselves. Ice, aspirin and antihistamines (allergy medicines) can also help.



Wasps look similar to bees, but their back legs are longer.





Activity: Summer Pests I – Ouch!!!

Exercise 3

Circle the correct answer.

1. Bee and wasp stings are not dangerous unless there is ...
 - a. an allergic reaction.
 - b. a killer bee attack.

2. There is _____ at the end of the bee's stinger to keep it in the skin.
 - a. glue
 - b. a hook

3. You should remove the stinger with ...
 - a. tweezers.
 - b. your fingernail.

4. A bee can sting _____ in its lifetime.
 - a. many times
 - b. only once

5. The best treatment for a bee sting is ...
 - a. medicine.
 - b. time.





Activity:

Summer Pests II – Darn Those Mosquitoes!!!

INSTRUCTOR NOTES

A reading on mosquito bites is preceded by a vocabulary preview and followed by comprehension questions.

Timing: 30 minutes

- WARM-UP**
- *Summer Pests I – Ouch!!!* is optional, but teaches some of the vocabulary in this reading.
 - Learners complete the vocabulary tasks in Exercise 1. Circulate to guide and correct learners as they complete their sentences.

- ACTIVITY**
- The class completes the reading and Exercise 2.

- FOLLOW-UP**
- *Summer Pests III – These Guys Are Really, Really Nasty!!!*
 - *Good Old Home Remedies*
 - The National Film Board 8-minute short “*Cosmic Zoom*” includes a close-up of a mosquito biting someone.

- ANSWER KEY**
- 1. because they need blood for their eggs
 - 2. bright clothing, human smells, movement
 - 3. wear insect repellent and layered clothing
 - 4. because it will make them itchier
 - 5. one of: calamine lotion, toothpaste, water mixed with baking soda

- ASSESSMENT**
- Instructors correct Exercise 2 for reading assessment.
 - CLB Performance Indicators:
 - ~ gets key information from texts
 - ~ locates specific information

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 480-483.

- VOCABULARY**
- scratch; prevent; itchy; manage; layer; blood; active; attracted; remedy; paste



Activity:
Summer Pests II – Darn Those Mosquitoes!!!

Exercise I

Fill in the chart by writing the correct word beside the definition.

scratch – prevent – itchy – manage – layer

WORD	DEFINITION
	- an uncomfortable feeling on the skin that makes you rub it with your fingernails
	- a thin sheet or level of something
	- control somebody or something
	- stop something from happening
	- rub skin with nails to help itching

Complete these sentences. You will need more than one word in some blanks.

- A dog that has fleas (insects) feels _____. It _____ itself with _____.
- We need to manage many things in our daily lives. These include _____, _____ and _____.
- I wear sunscreen to _____.
- There is a _____ of white paint under the blue paint on my living room wall.



layer cake



sunscreen



Activity: Summer Pests II – Darn Those Mosquitoes!!!



DARN THOSE MOSQUITOES!!!

Newcomers who want to relax outdoors with their friends and families during the summer might find many uninvited Canadian guests coming to their parties for a meal: mosquitoes! These tiny citizens aren't at the picnic table to taste the delicious food; they're females who need blood for their eggs!

In Canada, mosquito bites are usually not dangerous to health, but they can be uncomfortable because the red marks they leave on the skin are very, very itchy. One way to manage mosquito bites is to prevent them. It helps to know the insects' habits. They are not very active on windy days, and they are most active in the mornings and evenings. They are attracted to movement, human smells and brightly coloured clothing. The best way to prevent bites is to wear insect repellent and layers of clothing. Mosquitoes can bite through thin cloth, but if clothing is layered, it is harder for them to bite.

If you do get bites, it is important not to scratch, because that will make them itchier. There are many products for sale in pharmacies to help with the itching, and there are many home remedies as well. One product that is popular in Canada is calamine lotion. Some people say that toothpaste helps, while other people use a paste made of water and baking soda. Perhaps it is best to try many pharmacy products and home remedies until you find the one that works well for you.



Activity: Summer Pests II – Darn Those Mosquitoes!!!

Exercise 2

Use the information in the reading to answer these questions.

1. Why do mosquitoes bite?

Mosquitoes bite because _____ .

2. Name three things that attract mosquitoes.

i. _____ ii. _____ iii. _____

3. What are the two best ways to avoid mosquito bites?

i. _____ ii. _____

4. Why shouldn't people scratch their mosquito bites?

They shouldn't scratch because _____ .

5. Name a product that many Canadians use to help with their mosquito bites.





Activity:

Summer Pests III – These Guys Are Really, Really Nasty!!!

INSTRUCTOR NOTES

This challenging reading on blackfly bites is preceded by a vocabulary preview and followed by comprehension questions.

Timing: 40 minutes

WARM-UP

- *Summer Pests I – Ouch!!!* and *Summer Pests II – Darn Those Mosquitoes!!!* are optional, but they teach some of the vocabulary that is found in this reading.
- Learners complete the vocabulary development tasks in Exercise 1. Circulate to guide and correct the learners as they complete the sentences.

ACTIVITY

- Learners complete the reading and Exercise 2.
- Part Two of Exercise 2 cannot be done without the *Readings Ouch!!!* and *Darn Those Mosquitoes!!!* For this reason, it exceeds the competency outcomes required for Reading Benchmark 3 and is intended as a task for extra challenge.

FOLLOW-UP

- *Writing An Email Message – You Are Invited!*
- Show the class a humorous and very folksy video created by the National Film Board. The 5-minute video features an animated version of the traditional “Black Fly Song” by Wade Helmsworth (“*The black fly, the black fly, he’s everywhere/A-crawlin in your whiskers, a-crawlin in your hair*”).
YouTube Link: <http://www.youtube.com/watch?v=XKGb7capb28>

ANSWER KEY

- Exercise 2, Part 1:
True Statements:
 - May and June are the worst months for blackflies.
 - Blackfly bites are not a serious health problem, but they can be annoying.



Activity:

Summer Pests III – These Guys Are Really, Really Nasty!!!

Exercise 2, Part 2:

	Bees and/or Wasps	Mosquitoes	Black Flies
Insect repellent is recommended for these pests		✓	✓
The insect will die very soon after it bites or stings.	✓		
The insect bites or stings because it needs blood.		✓	✓
Only the female bites or stings.		✓	
These insects are usually only a problem in late spring and early summer.			✓
The bite or sting of these insects is usually itchy.		✓	✓
The bite or sting leaves a red mark on the skin.	✓	✓	✓
The insect is silent.			✓

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 480-483.

VOCABULARY • crawl; tuck in; nasty; swollen; needle; saw (noun); wrist; allergic reaction, antihistamines, repellent, prevent, calamine lotion



Activity:

Summer Pests III – These Guys Are Really, Really Nasty!!!

Exercise One

Fill in the chart by writing the correct expression beside the definition.

crawl – swollen – tuck in - nasty

EXPRESSION	DEFINITION
	- move slowly, move on four legs
	- bad, unkind
	- larger than usual
	- put ends (usually of clothing) underneath something else to make it tidy



This shirt is tucked in.



This shirt is not tucked in.

Complete these sentences with expressions from the chart.

1. Babies _____.
2. We had a _____ winter storm last January.
3. Businessmen _____ their shirts, but many teenagers do not.
4. My knee is _____ because I fell down on the ice.



Activity: Summer Pests III – These Guys Are Really, Really Nasty!!!



These Guys Are Really, Really Nasty!!!

Blackflies are small insects that can take all the fun out of a springtime picnic, nature walk or camping trip. Anyone who goes into a large park or forest full of blackflies will soon have a cloud of small black insects flying silently around their head. Blackflies are very annoying because they fly in groups, and the female bites for blood. They usually bite people behind the ears and on the back of the neck near the hair. Luckily, “blackfly season” is very short in most parts of Ontario – only a few weeks in late spring or early summer, usually from mid-May to mid-June.



A mosquito's mouth is like a needle.



A blackfly's mouth is like a saw.

Although blackflies are small, their mouths are very big! A mosquito bites with a “needle”, but a blackfly bites with a “saw”. The bite leaves a red mark on the skin, and it may be itchy for a few days. Some people have a small allergic reaction to their bites, but others have a stronger reaction and their bites become very swollen. Ice cubes, aspirin, antihistamines or calamine lotion can help with the pain and itching. These problems will go away by themselves after a few days.

How can you prevent blackfly bites? Wear insect repellent. Also, blackflies can't bite through clothing, so wear a hat, long-sleeved shirts and trousers. Be careful, though, as these insects can and will crawl UNDER clothing. Button up the buttons around your neck and wrists, and tuck your trousers into your socks if the nasty blackflies are annoying you this spring.



This is the size of a blackfly.





Activity: Summer Pests III – These Guys Are Really, Really Nasty!!!

Exercise 2

Part 1

Write a check mark (✓) after the sentences that are true: _____

1. Blackflies usually bite people on the forehead and nose. _____
2. May and June are the worst months for blackflies. _____
3. If the bites are itchy, you should put olive oil on them. _____
4. Blackfly bites are not a serious health problem, but they can be annoying. _____

Part 2

Put a check mark in the correct column if the sentence is true for bees and/or wasps, mosquitoes or blackflies.

	Bees and/or Wasps	Mosquitoes	Black Flies
Insect repellent is recommended for these pests.		✓	✓
The insect will die very soon after it bites or stings.			
The insect bites or stings because it needs blood.			
Only the female bites or stings.			
These insects are usually only a problem in late spring and early summer.			
The bite or sting of these insects is usually itchy.			
The bite or sting leaves a red mark on the skin.			
The insect is silent.			



Activity:
Home Remedies I

INSTRUCTOR NOTES

Learners talk about traditional home remedies for common ailments.

Timing: 30 minutes

- WARM-UP**
- Inform the class that 100 years ago in Canada, the common treatment for babies with pneumonia was to put an onion on their chests and keep them near a warm stove.
 - Explain that this procedure was a *home remedy* because educated doctors were expensive and scarce.
- ACTIVITY**
- Hand out “Home Remedies” and read the introductory paragraph.
 - Divide the class into small discussion groups composed of people from a variety of countries.
 - Some groups will probably not complete all the topics within the allotted time.
- FOLLOW-UP**
- *Home Remedies II*
 - *Good Old Home Remedies*
- VARIATION**
- Hand out the discussion sheet in advance so learners can prepare for this conversation.
 - (For seniors) Extend the scope of the discussion by asking learners to talk about their personal experiences of traditional home remedies – whether they used them and how effective they were.
- ASSESSMENT**
- Circulate around the classroom to listen to the conversations and evaluate learners’ speaking.
 - CLB Performance Indicators:
 - ~ gives simple directions
 - ~ listener can follow the directions
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 480-483.
- VOCABULARY**
- painkillers; muscle; traditional; toothache; diarrhea; hiccups; itchy rash; nausea; dandruff; halitosis; runny nose; sunburn



Activity:

Home Remedies I

We usually go to the doctor for serious health problems, but we treat the less serious ones at home. Sometimes we go to the drug store to buy health care products (such as the painkillers Aspirin® and Tylenol®), but for other problems we simply use things we already have in the house, such as oil for dry skin or ice for a sore muscle. Home treatments are traditional healing methods, and they are often called “home remedies”.

It is very interesting to compare home remedies from different cultures. In a small group, describe your traditional home remedy for the following --

colds**toothache****diarrhea****hiccups****itchy rash****nausea (vomiting)****headache****bee stings****dandruff****halitosis (smelly breath)****runny nose****sunburn**

Explain the treatment as clearly as you can, so your classmates from other countries can understand you and maybe even try your remedy for themselves!





Activity:
Good Old Home Remedies

INSTRUCTOR NOTES

This is a listening activity about home remedies for mosquito bites.

Timing: 30 minutes

- WARM-UP**
- *Summer Pests II—Darn Those Mosquitoes!!!*
 - *Home Remedies I*
- ACTIVITY**
- Play the audio (Track 25). Learners listen for gist. Clarify the meaning of *apple cider vinegar*.
 - Hand out Exercise 1. Allow time for the class to read and begin to answer the comprehension questions.
 - Replay the audio while learners complete Exercise 1, and then collect the worksheets for correction and assessment.
 - Distribute Exercise 2. Allow time for the class to read it, and then replay the audio segment as needed while learners identify and correct the errors in the transcript.
- FOLLOW-UP**
- *Home Remedies II*
- ANSWER KEY**
- Exercise 1:: 1.True 2.False 3.True 4.True 5.True
 - Exercise 2:
 - Mom 1: All this **beautiful** sunshine ...
 - Mom 2: I've already been bitten **four** times this morning ...
 - Mom 3: Just wet your finger, put it on the **bites** and let me rub this salt into them.
 - Mom 2: Are you **serious**?
 - Mom 3: Now come on, wet your **finger**, put it on your bite, and I'll put some salt on it.
 - Mom 2: Okay. Wow! I think it's feeling better **already**!
 - Mom 4: Other kids thought we **smelled** weird, but honestly, I think it really worked.
- ASSESSMENT**
- Instructors correct Exercise 1 for listening assessment.
 - CLB Performance Indicators:
 - ~ listener gets the gist, key information & important factual details in a listening text as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 480-483.
- VOCABULARY**
- remedy; gorgeous; breeding; itching; dab; cider; weird; convinced; spit; saliva; to drive someone crazy; pesky; intrusion



Activity:
Good Old Home Remedies

LISTENING TRANSCRIPT

It's a beautiful warm summer morning, and four mothers are sitting on a park bench watching their children playing in the sandbox and swinging. Life just couldn't be better, except for one pesky little intrusion. Listen to their conversation.

Mom 1: *Gosh! It's a gorgeous day, isn't it? All this beautiful sunshine after all that rain we had?*

Mom 2: *Yeah. Perfect weather conditions for breeding mosquitoes. There are so many out there today. I've already been bitten four times this morning, and the itching is driving me crazy.*

Mom 3: *Here, let me help you. Just wet your finger, put it on the bites and let me rub this salt into them.*

Mom 2: *Are you serious? You carry a salt shaker around with you all the time?*

Mom 3: *Of course! In my family that's what we did for mosquito bites. Now come on, wet your finger, put it on your bite, and I'll put some salt on it.*

Mom 2: *Okay. Wow! I think it's feeling better already!*

Mom 4: *No kidding? You know what my mom did? She believed in apple cider vinegar for absolutely everything. Why, the minute you were bitten, she'd be there dabbing the spot with apple cider vinegar. Other kids thought we smelled weird, but honestly, I think it really worked.*

Mom 1: *Okay, don't laugh when I tell you this, but my granny was convinced that spit was the best remedy. We'd get bitten and she'd make us spit and rub. Come to think of it, it did stop the itching.*



Activity: Good Old Home Remedies

Exercise I

Listen to the conversation again and answer **T** (for True) or **F** (for False) in the blank at the end of the following sentences.

1. The mothers in this conversation are in a park with their children. _____
2. One of the moms carries sugar with her everywhere she goes. _____
3. One woman's mother used apple cider vinegar for many things, including mosquito bites. _____



4. This same woman said that the apple cider vinegar took away the itching, but it smelled weird (bad). _____
5. One of the women's grandmothers thought spit (saliva) was the best thing for mosquito bites. _____



Activity: Good Old Home Remedies

Exercise 2

- Read part of the conversation below.
- There are seven mistakes in it (one in each Mom's speech).
- Your instructor will replay the conversation again. Listen for the errors, and correct them.

Example: It's a beautiful warm summer morning, and four ^{mothers}~~fathers~~ ...

Mom 1: Gosh! It's a gorgeous day, isn't it? All this nice sunshine after all that rain we had?

Mom 2: Yeah. Perfect weather conditions for breeding mosquitoes. There are so many out there today. I've already been bitten nine times this morning and the itching is driving me crazy.

Mom 3: Here, let me help you. Just wet your finger, put it on the marks and let me rub this salt into them.

Mom 2: Are you crazy? You carry a salt shaker around with you all the time?

Mom 3: Of course! In my family that's what we did for mosquito bites. Now come on, wet your tissue, put it on your bite, and I'll put some salt on it.

Mom 2: Okay. Wow! I think it's feeling better now!

Mom 4: No kidding. You know what my mom did? She believed in apple cider vinegar for absolutely everything. Why, the minute you were bitten, she'd be there dabbing the spot with apple cider vinegar. Other kids thought we were weird, but honestly, I think it really worked.



Activity:
Home Remedies II

INSTRUCTOR NOTES

Learners write a guided personal note that explains a traditional home remedy for a common ailment.

Timing: 20 minutes

- WARM-UP**
- *Home Remedies I*
 - Prepare the writing activity worksheets in advance.
- MATERIALS**
- Photocopy one “Explain a Home Remedy” worksheet for each learner, and individualize it as follows:
 - ~ Complete the first note (from Alia) by adding the learner’s name and the nature of the ailment. (Select from the list of health problems on the *Home Remedies I* worksheet.)
- ACTIVITY**
- Hand out the individualized worksheets.
 - Clarify instructions as needed.
- ASSESSMENT**
- Instructors correct the notes for writing assessment.
 - CLB Performance Indicators:
 - ~ conveys the message: reader can follow the text
 - ~ conveys a simple message
 - ~ demonstrates adequate control of simple structures, with few grammatical errors
 - ~ uses adequate vocabulary for the topic
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 480-483.



Activity:
Home Remedies II

EXPLAIN A HOME REMEDY:

Your classmate and friend Alia is absent from LINC class today, but she has left you a message.

Read it, and then write your reply in the note below.



Dear _____ ,

I have a small health problem.

I have _____ .

What do you think I should do?

Thanks for your advice.

Your friend,

Alia



Activity: Home Remedies II

Dear Alia,

I'm sorry to hear that you have

_____.

Here is a traditional home remedy. You should

I hope this helps.

Your friend,



Activity:

Writing An Email Message - You Are Invited!

INSTRUCTOR NOTES

Learners read and respond to an email invitation in a guided writing activity.

Timing: 30 minutes

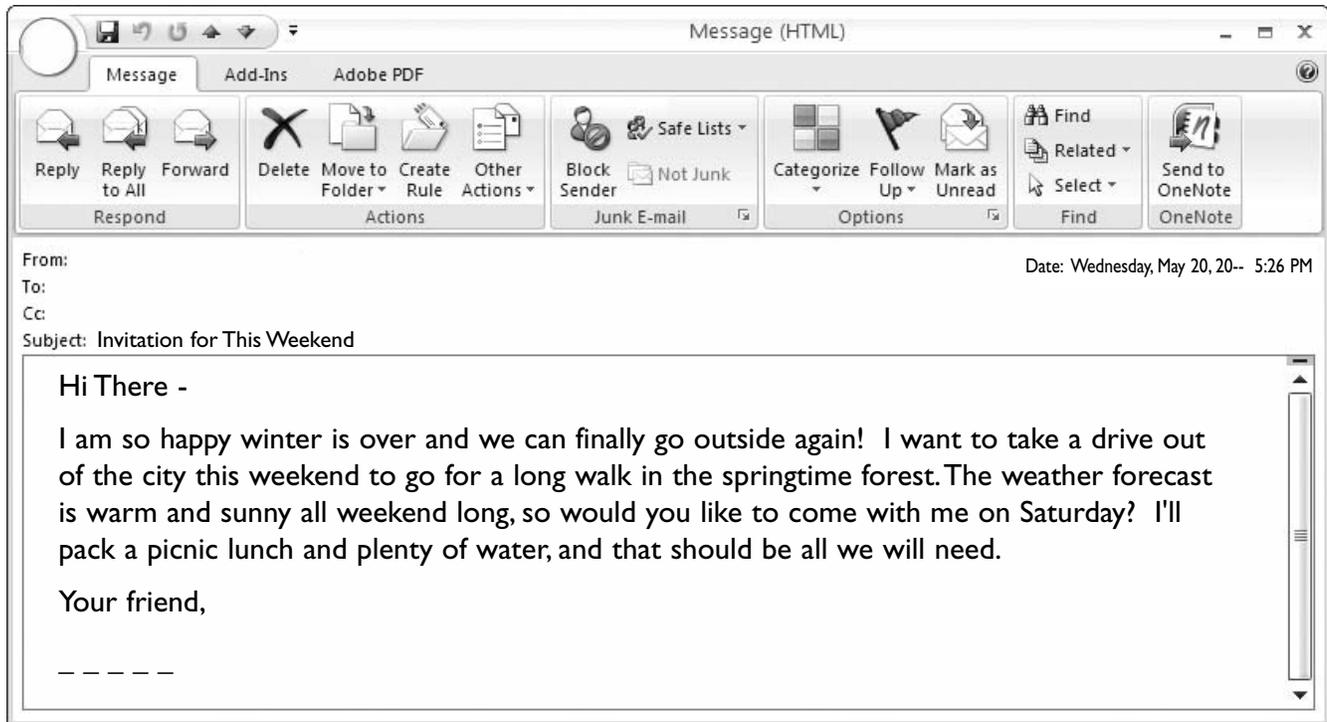
- WARM-UP** • *Summer Pests III – These Guys Are Really, Really Nasty!!!*
- ACTIVITY** • Learners follow the directions on the worksheets to read an email invitation and then respond to it.
• Learners may need a reminder to sign the email.
- FOLLOW-UP** • Provide learners with feedback on the content and grammar in their messages.
- ASSESSMENT** • This activity can be used for reading and writing assessment.
• CLB Performance Indicators:
~ gets the gist of the note or letter
~ identifies important written details/specific information as required
~ follows common everyday one- to five-step written instructions
~ conveys the message: reader can follow text
~ uses language and content that are appropriate and relevant to the occasion, intent and social context
~ makes only a few errors in grammar, punctuation and spelling
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 480-483.
- VOCABULARY** • can't wait



Activity:

Writing An Email Message - You Are Invited!

You are very lucky! It is the beautiful month of May, the weather forecast is for a lovely spring weekend, and a friend has emailed you to invite you for a nature walk and picnic.





Activity: Writing An Email Message - You Are Invited!

You want to go, but you have learned about springtime blackflies, and you are concerned that your newcomer friend may not know about this annoying problem.

Reply to your friend. Accept the invitation, talk about blackflies, and make some suggestions about how to prepare for the problem.

The image shows a screenshot of an email client window. The title bar includes 'Message', 'Add-Ins', and 'Adobe PDF'. The ribbon contains several groups of icons: 'Respond' (Reply, Reply to All, Forward), 'Actions' (Delete, Move to Folder, Create Rule, Other Actions), 'Junk E-mail' (Block Sender, Not Junk), 'Options' (Categorize, Follow Up, Mark as Unread), 'Find' (Find, Related, Select), and 'Send to OneNote'. The message header shows 'From:', 'To:', 'Cc:', and 'Subject: Re: Invitation for this Weekend'. The date and time are 'Date: Wednesday, May 20, 20-- 7:41 PM'. The main body of the email contains a template for a reply:

Dear _____

Thank you for _____.

I would love to _____. There is just one problem.

_____. I think we should _____

_____ and _____.

_____.

I can't wait for the weekend!



Activity:

Abused

INSTRUCTOR NOTES

This activity consists of two listening passages that instructors can use to approach the subject of abuse and recourse for abused women (audio track 26). The first passage is a lead-in to broach the topic; two friends are talking about a neighbour and their suspicion that she is being abused. Comprehension questions are provided in Exercise I. The second listening text is an expository passage about abuse in Canada and how to get help.

Clearly a teacher would not use these sensitive texts without a secondary agenda, so there are no 'one size fits all' exercises that would be appropriate in an ESL workbook. Instructors need to use the passages in a manner they deem appropriate for the unique culture of their own classes.



Activity:
Abused

LISTENING TRANSCRIPTS

Listening I: Listen as two women who are neighbours have a telephone conversation expressing their concern about another neighbour.

Maria: *Hi Lara. Do you have a minute?*

Lara: *Hi, Maria. Sure. Right now is a good time. You sound worried.*

Maria: *I'm calling about my new neighbour, Dina.*

Lara: *Oh, I haven't met her yet. Tell me more.*

Maria: *Well, I don't know her very well, but lately whenever I see her outside, I notice that she has large purple bruises on her face and arms. At first, I wasn't sure, but now I'm really concerned that she's being abused by her husband.*

Lara: *Can you ask her about it?*

Maria: *No. She's very shy so she smiles, she says hello to me, and then she runs back in the house. I don't think she speaks much English.*

Lara: *Why do you think she's being abused by her husband?*

Maria: *I hear him loudly yelling at her and the kids a lot and he always sounds so angry. Then I hear the children crying. I feel sorry for her and I want to help her. I want her to know that she can get help if she's being assaulted. I'm just not sure what to tell her.*

Lara: *Why don't you mention the Assaulted Women's Helpline? I know that they provide assistance in many languages and there is a website as well as a toll-free number that women can call 24/7.*

Activity: **Abused****LISTENING 2**

Listen to the following narrative.

Abused, assaulted, battered, beaten, maimed, injured. These are not pretty words, but ugly words that describe the situation that many women in Canada face each day. In the province of Ontario, many women are regularly physically or emotionally abused by their husbands or partners. In truth, an average of forty women and children are murdered each year, in this province alone.

Women who are abused by spouses blame themselves, or they are too embarrassed or too frightened to tell anyone of their situation. Newly arrived immigrant women in this situation sometimes suffer the most. Being new to Canada, they are often alone because they don't have relatives or any friends they could talk to in their own language.

They might not know or understand that the law in Ontario could protect them. Women and children in Ontario do not have to live in danger because the province provides services to help and protect them.

One service that helps abused women is the Assaulted Women's Crisis Helpline. The toll-free Ontario number is 1-866-863-0511. The website is www.awhl.org.

This service is available 24/7, and the conversation you have with them is confidential and anonymous. Assistance is available in over 100 different languages. It is important for you to know that when you call and ask to speak to someone in your first language, you will be put on hold for a short time while the operator finds an interpreter that speaks your language. Be patient, you will get help!



Activity:
Abused

LISTENING COMPREHENSION

Discuss the answers.

1. Who is Maria calling about?
2. What does the Maria's new neighbour have on her face and arms?
3. Why can't Maria talk to Dina?
4. What has Maria heard recently?
5. What does Lara suggest Maria should do?

LINC 3

Travel and Transportation

Based on Canadian Language Benchmarks



Activity:

Titles, Please

INSTRUCTOR NOTES

Learners read texts and give each one an appropriate and informative title.

Timing: 20–30 minutes

- WARM-UP**
- Define the word ‘title’ and explain its purpose, e.g. to reflect content, to capture interest.
- ACTIVITY**
- Learners read texts and write appropriate and informative titles for each.
- FOLLOW-UP**
- Learners write their own short descriptive text and exchange it with a classmate who will add an appropriate title. OR
 - Learners provide the title of a famous work of literature from their countries of origin. Classmates guess what the story is about (e.g. *The Art of War*, *Dr. Zhivago*, *Roughing It In The Bush*).
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 512-517.
- VOCABULARY**
- website; companion; mp3 player; armchair



Activity:
Titles, Please

Read these paragraphs below and give each one a good title.



Many women love to travel but they don't want to travel by themselves. Now there are websites they can visit to find people to travel with. One of these websites is called Just Us Girls. It was started by a young woman who has already travelled to eight countries with eight new travelling friends.



Young people often decide to take a trip with their friends after they finish high school or university. They usually want to be able to move quickly from place to place, so they don't take a lot of luggage. In fact, sometimes they leave home with just a backpack, extra jeans, a few t-shirts and an mp3 player.



Activity: Titles, Please



A group of seniors in my neighbourhood has started an interesting club. It's called "The Armchair Travel Club". Once a month, they meet and talk about where they want to "go" next. The unusual thing is that they don't really "go" anywhere. They just look on the Internet, or read books and maps to find out about places that are interesting to them. Now, that's a fun and safe way to travel!



Activity:
Travel Tips

INSTRUCTOR NOTES

Learners exchange travel tips for various modes of transportation.

Timing: 20–30 minutes

- WARM-UP**
- Ask learners to name six transportation modes and write them on the board, for example, airplane, train, car, boat, etc.
 - Clarify the meaning of *tip*.
- ACTIVITY**
- Distribute the worksheet and review it with the class.
 - Circulate and answer questions as necessary.
- FOLLOW-UP**
- Hold a whole-class discussion about the best travel tip learners have received, how it was useful, and who told them about it.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 512-517.
- VOCABULARY** • Will vary.



Activity:
Travel Tips

1. Work in a group of three.
2. The first two group members name one form of transportation (for example, flying).



They each explain one travel tip for it, for example:

Group Member 1: Wear comfortable clothing for a long flight.

Group Member 2: Check your ticket to be sure how early you need to arrive at the airport.

3. The third group member listens carefully and then repeats back the two travel tips.





Activity:
Have A Safe Trip

INSTRUCTOR NOTES

Learners listen to safety issues women face when they travel on their own.

Timing: 45 minutes

WARM-UP

- Ask the class why women might travel on their own, for example:
 - ~ They love the adventure or the freedom of travelling alone.
 - ~ They do not have a partner.
 - ~ They are financially independent.
- Find out if female learners in this class have travelled on their own and have them share some experiences.

ACTIVITY

- Learners work in small groups.
- Play Part 1 of the audio (Track 27). Learners listen for the gist.
- Hand out Exercise 1. Learners read Part 1 orally and complete the exercise.
- Play Part 2 of the audio. Learners listen for the gist.
- Hand out Exercise 2. Learners complete each sentence with their group's advice.
- Play Part 3 of the audio for global comprehension. Then, replay it, pausing at the end of each tip. Learners refer to the numbered list in Exercise 2 to match the tip they just heard with the sentence number.

FOLLOW-UP

- More information can be found online at *Voyage.gc.ca*. Enter 'women travelling alone' in the Search key.

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 512-517.

VOCABULARY

- tip; document; handbag; folder; peeping Tom; straps; dependable; shrill; conservative; offend



Activity:

Have A Safe Trip

LISTENING TRANSCRIPT

Listening & Speaking Part 1

Today, more Canadian women than ever before are travelling all over the world on their own. Women of all different ages are happily going to places they've never been to, but have always wanted to see and, surprisingly, most of these women are travelling to these places alone. But a woman travelling all over the world by herself is faced with concerns that a man travelling alone would never have.

Listening Part 2

The truth is that the number one concern of any woman travelling on her own is always her safety. A woman alone has to be sensible and careful about staying safe in an unknown country. She will find herself in many situations in which she will have to look after herself. Here are a few things that she should be concerned about:

- 1. Is the door in her hotel room secure?*
- 2. How can she keep her handbag safe from a thief?*
- 3. Can someone easily steal her important documents?*
- 4. Are the streets in the city she is visiting safe at night?*
- 5. Will someone in a foreign country become insulted by her appearance?*
- 6. What if she gets sick or injured?*
- 7. If she gets lost, what should she do?*

Listening Part 3

Listen to the tips these Canadian women have on safe travelling.

A. I'm seventy-eight years old and I've always wanted to travel to Nepal. Well, last year I went on a hiking expedition in Nepal and I sprained my ankle badly. I was so lucky because before I left Canada I had bought extra health insurance. The tour leader was able to hire a jeep and quickly got me to the hospital before my ankle got much worse.

B. I never carry documents like my passport or visitor visa in my handbag. I put everything that's really important in a separate folder that's right next to my body, under my clothes. In addition, I keep copies of all my documents in my suitcase and my mother in Canada has copies of everything also.

C. I always carry a card with the name and address of my hotel with me and if I get lost, I'll ask a woman on the street for directions by showing her the card. Usually, she'll help me by pointing to the way I have to go.

D. Absolutely no one can grab my handbag from behind me because I keep it right in front of me over my stomach, where I can see it. In case a thief tries to cut one of the straps, I can put my hands on the handbag and scream for help.

**Activity: Have A Safe Trip****Listening Part 3 (Continued)**

E. I've learned to be prepared, that's for sure. I was walking in Barcelona late one night when the power went off. I was scared, but I had a dependable little flashlight with me, so I could still read the street signs and see where I was going. Besides the flashlight, I also had a loud and shrill whistle in my pocket in case someone decided to attack me.

F. Visiting Luxor in Egypt was an amazing experience for me. Since I knew I would be travelling in a Muslim country, I brought some conservative dresses with long sleeves and I felt like I fit in with the country's customs and practices without offending anyone.



Activity:
Have A Safe Trip

Exercise I

You listened to some information about women traveling alone. Now, read part of it aloud with your small group:

Today, more Canadian women than ever before are travelling all over the world on their own...But a woman travelling all over the world by herself is faced with concerns* that a man travelling alone would never have.

**concern = problem*

Talk about some problems that a woman travelling by herself might face. List ideas in the box below.

Women travelling alone might have these special concerns:-

-
-
-
-



Activity: Have A Safe Trip

Exercise 2

With your small group, read this information aloud:

The truth is that the number one concern of any woman travelling on her own is always her safety... Here are a few things that she should be concerned about:

1. Is the door in her hotel room secure?
2. How can she keep her handbag safe from a thief?
3. Can someone easily steal her important documents?
4. Are the streets in the city she is visiting safe at night?
5. Will someone in a foreign country become insulted by her appearance?
6. What if she gets sick or injured?
7. If she gets lost, what should she do?

Read each question again and talk about ways a woman travelling alone could keep herself safe. Complete each sentence by writing your group's answer. Follow the example below.

1. Is the door in her hotel room secure?

She should put a chair or a piece of furniture in front of it.

2. How can she keep her handbag safe from a thief?

She should _____
_____.

3. Can someone easily steal her important documents?

She should _____
_____.



Activity: Have A Safe Trip

Exercise 2 (Continued)

4. Are the streets in the city she is visiting safe at night?

She should _____
_____ .

5. Will someone in a foreign country be insulted by her appearance?

She should _____
_____ .

6. What if she gets sick or injured?

She should _____
_____ .

7. If she gets lost, what should she do?

She should _____
_____ .



Activity:

On Her Own: Travelling Alone

INSTRUCTOR NOTES

Learners listen to a conversation between a woman and a travel agent.

Timing: 30 minutes

- WARM-UP**
- *Have A Safe Trip*
- ACTIVITY**
- Play the audio (Track 28). Learners listen for the gist.
 - Hand out the worksheets and review the exercises with the class.
 - Learners answer Exercise 1 individually. Allow students sufficient time to read and complete the exercise before replaying the audio.
 - Learners complete Exercise 2 individually or with a partner.
- ASSESSMENT**
- Exercise 1 can be corrected for assessment.
 - CLB Performance Indicators:
 - ~ identifies factual details and inferred meanings in a listening text as required
 - ~ gets the gist, detail, key words and expressions as required
- ANSWER KEY**
- a) , , b) , , c) , ,
 - a) Of course you can. What would you like to know?
 - I was an elementary school teacher for 30 years.
 - We traveled in Europe and in South America.
 - I want to travel in Peru.
 - I want to travel there because I would like to see the Andes Mountains.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 512-517.
- VOCABULARY**
- to begin with; for a start; what a relief; hesitant



Activity:

On Her Own: Travelling Alone

LISTENING TRANSCRIPT

Mary Anne, a woman in her fifties, used to travel a lot with her husband until his death three years ago. As a widow, she wants to travel again, but is hesitant because she has never travelled on her own before. Listen as she phones a woman's tour group about their services. Then answer the questions that follow.

Travel Agent: *Good afternoon, Travelling Lady Tours. How may I help you?*

Mary Anne: *Yes. I need some information about your tours. I've never travelled alone before and I'm wondering what services you provide.*

Travel Agent: *To begin with, whenever you travel with us, our tour leaders go with you on the trip and take care of absolutely everything.*

Mary Anne: *What do they do, exactly?*

Travel Agent: *For a start, tour leaders make sure that you're never left alone, and second, you never have to worry about money details. Checking into a hotel, paying for meals and tipping waiters are just some of the things they do for you. In fact, they'll do their best to make certain all your needs are looked after for the entire trip.*

Mary Anne: *What a relief. Why, it's almost like having a husband, isn't it?*

Travel Agent: *Pretty much. We do our best to make sure you don't have to think about a thing except where you want to go.*

Activity: **On Her Own: Travelling Alone****TRAVELLING LADY TOURS****Exercise I**

In the conversation, Mary Anne is getting information about Travelling Lady Tours. Listen again and put a check (✓) beside the things that the travel agent says. You may need to put more than one check in some boxes.

a. Travelling Lady Tours provides these services:

- _____ The tour leaders work from 9:00 a.m. until 5:00 p.m. every day.
- _____ The tour leaders go with you on the trip and take care of everything.
- _____ The tour leaders will tell you where to go on your vacation.

b. Travelling Lady Tours does these things:

- _____ They take care of your money details so you never have to worry about them.
- _____ Checking into a hotel, paying for meals and tipping waiters are just some of the things they do for you.
- _____ They buy presents for your family and friends back home.

c. Why is it a good idea to use Travelling Lady Tours?

- _____ You don't have to pay for your trip unless you are happy with the services.
- _____ If you take two tours with Travelling Lady Tours, the third one is free.
- _____ You don't have to think about a thing except where you want to go.

Activity: **On Her Own: Travelling Alone****Exercise 2**

Complete this conversation between Mary Anne and her travel agent by choosing the correct responses to the questions and copying them onto the lines.

a. Travel Agent: *Good morning, Mary Anne. Can I ask you a few questions?*

Mary Anne: _____

b. Travel Agent: *Mary Anne, what was your profession?*

Mary Anne: _____

c. Travel Agent: *Where did you travel with your husband?*

Mary Anne: _____

d. Travel Agent: *Where do you want to travel now?*

Mary Anne: _____

e. Travel Agent: *Why do you want to travel there?*

Mary Anne: _____

Mary Anne's Answers

- *We travelled in Europe and in South America.*
- *I want to travel there because I would like to see the Andes Mountains.*
- *Of course you can. What would you like to know?*
- *I was an elementary school teacher for 30 years.*
- *I want to travel in Peru.*



Activity:
Global Travel

INSTRUCTOR NOTES

Learners practice stating opinions in this small group activity.

Timing: 30 minutes

- WARM-UP**
- Make a list of the countries represented in the class and work out which classmate has traveled the farthest to come to this school.
 - Clarify the meaning of *global travel*. Ask learners whether they enjoy travelling.
- ACTIVITY**
- Divide the class into small groups and give each one a copy of the instructions and one set of the Global Travel cards.
 - Review the instructions with the class.
- VARIATION**
- The instructor circulates among groups, chooses a card and shares an opinion.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 512-517.
- VOCABULARY**
- accommodation; honeymoon



Activity:
Global Travel

Instructions

1. Sit in small groups.
2. Turn the Global Travel cards face down.
3. The first person in the group chooses a card and reads it aloud.
4. Everyone in the group takes turns finishing the sentence by giving their personal opinion.
5. Continue until your group has used all the Global Travel cards.



Instructions

1. Sit in small groups.
2. Turn the Global Travel cards face down.
3. The first person in the group chooses a card and reads it aloud.
4. Everyone in the group takes turns finishing the sentence by giving their personal opinion.
5. Continue until your group has used all the Global Travel cards.



Activity: **Global Travel****Global Travel**

I would never travel to ... because....

Global Travel

You can stay in a cheap hotel to save money on accommodation, but....

Global Travel

The thought of international travel frightens me because....

Global Travel

If I could travel to any country, I would go to....

Activity: **Global Travel****Global Travel**

It is good to show young children
different countries because...

Global Travel

The thought of international travel
excites me because....

Global Travel

My home country would be a nice
place for my classmates to visit
because....

Global Travel

I believe the best place for a
honeymoon is....



Activity:
Transit Schedule

INSTRUCTOR NOTES

Learners read a transit schedule to find specific route information.

Timing: 30–40 minutes

- WARM-UP**
- Ask learners whether they used public transportation in their countries of origin. Ask who uses public transportation to come to work or school in Canada.
- ACTIVITY**
- Distribute the schedule and the questions.
 - Review the layout of the schedule and answer any questions.
 - Learners complete the worksheet individually.
- FOLLOW-UP**
- Have learners bring authentic transit schedules to class, and practice finding times and locations.
 - Instructors in e-classrooms can show an on-line transit schedule and have learners respond orally to questions about times and locations.
- ANSWER KEY**
- 1. 8:53 2. 12:18 3. Hill 4. 10:45 5. Green, Arthur 6. Yes. This is a bike and ride friendly bus. 7. 21:29; 21:57, 22:11
- ASSESSMENT**
- Instructors correct individual learner worksheets.
 - CLB Performance Indicators:
 - ~ identifies layout and specific information on a form
 - ~ gets key information/main idea from verbal and graphic texts
 - ~ identifies important details as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 512-517.
- VOCABULARY**
- transit; schedule (n.); peak hours; express bus; catch a bus; “bike and ride friendly”



Activity:
Transit Schedule

This is the transit schedule for Saturdays only on Bus #2. Use the information to answer the questions on the next page.

TRANSIT SCHEDULE – BUS #2

Main	Vine	Prince	Royal	Green	Hill	Arthur	Rose
6:35		6:53	7:04	7:18	7:34	7:38	7:49
7:05		7:23	7:34	7:48	8:04	8:08	8:19
7:35		7:53	8:04	8:18	8:34	8:38	8:49
8:05		8:23	8:34	8:48	9:04	9:08	9:19
8:35		8:53	9:04	9:18	9:34	9:38	9:49
9:05		9:23	9:34	9:48	10:04	10:08	10:19
9:25		9:43	9:54	10:08	10:24	10:28	10:39
9:45		10:03	10:14	10:28	10:44	10:48	10:59
		10:18	10:29	10:43	10:59	11:03	11:14
10:15		10:33	10:44	10:58	11:14	11:48	11:59
		10:48	10:59	11:13	11:29	11:33	11:44
10:45		11:03	11:14	11:28	11:44	11:48	11:59
		11:13	11:24	11:40	11:56	12:00	12:11
		11:23	11:34	11:50	12:06	12:10	12:21
11:15		11:33	11:44	11:58	12:14	12:18	12:29
		11:43	11:54	12:10	12:26	12:30	12:41
		11:53	12:04	12:20	12:36	12:40	12:51
11:45		12:03	12:14	12:28	12:44	12:48	12:59
		12:13	12:25	12:41	12:57	13:01	13:12
		12:23	12:35	12:51	13:07	13:11	13:22
12:13	12:23	12:34	12:46	13:02	13:18	13:22	13:33
<hr/>							
14:43	14:53	15:04	15:16	15:32	15:48	15:52	16:03
		15:13	15:25	15:41	15:57	16:01	16:12
		15:23	15:35	15:51	16:07	16:11	16:22
15:18	15:28	15:39	15:51	16:07	16:23	16:27	16:38
		15:53	16:05	16:21	16:37	16:41	16:52
15:48	15:58	16:09	16:21	16:37	16:53	16:57	17:08
		16:23	16:35	16:51	17:07	17:11	17:22
16:18	16:28	16:39	16:51	17:07	17:23	17:27	17:38
		16:53	17:05	17:21	17:37	17:41	17:52
16:48		17:09	17:21	17:37	17:53	17:57	18:08
		17:23	17:35	17:51	18:07	18:11	18:22
17:18	17:28	17:39	17:51	18:07	18:23	18:27	18:38
17:40		17:58	18:10	18:26	18:42	18:46	18:57
18:00		18:18	18:29	18:45	19:01	19:05	19:16
18:30		18:48	18:59	19:15	19:31	19:35	19:46
19:00		19:18	19:29	19:45	20:01	20:05	20:16



Activity: Transit Schedule

TRANSIT SCHEDULE – BUS #2 (CONTINUED)

19:30		19:48	19:59	20:15	20:31	20:35	20:46
20:00		20:18	20:29	20:42	20:57	21:01	21:11
20:30		20:48	20:59	21:12	21:27	21:31	21:41
21:00		21:18	21:29	21:42	21:57	22:01	22:11
21:30		21:48	21:59	22:12	22:27	22:31	22:41
22:00		22:18	22:29	22:42	22:57	23:01	23:11
22:30		22:48	22:59	23:12	23:27	23:31	23:41
23:00		23:17	23:28	23:41	23:56	24:00	0:09
23:30		23:47	23:58	0:11	0:26	0:30	0:39
24:00		0:17	0:28	0:41	0:56	1:00	1:09
THIS	IS	A	BIKE	AND	RIDE	FRIENDLY	BUS

Questions

- When do I get on Bus #2 at Prince if I need to be at Rose at 9:49? _____
- If Bus #2 leaves Main at 11:15, when does it arrive at Arthur? _____
- Where does Bus #2 stop at 12:26? _____
- You begin work at 12:00 noon on Arthur Street. You need to be there about 15 minutes early.
When should you catch the #2 on Main Street? _____
- Name all the streets where the #2 stops at 10:08.

- Can you take a bicycle on this bus? _____
How do you know? _____
- Bus #2 is at Main at 21:00. When is it at Royal? _____
When is it at Hill? _____ When is it at Rose? _____



Activity:

How Do I Get There From Here?

INSTRUCTOR NOTES

Pairs use a city map to practice giving directions.

Timing: 20–30 minutes

WARM-UP

- Vocabulary introduction/review: *on foot; block; north; south; east; west; left; right*
- Look at the map together and identify where each person is.
 - ~ e.g. #1 Nestor: He is on Greenfield Street.
 - #2 Suna: She is on Main Street.

ACTIVITY

- Learners work in pairs. Each pair has the map and the list of How Do I Get There From Here? questions.
- Review the example with the class and then circulate and help pairs as necessary.

FOLLOW-UP

- Ask each pair of learners to share with the class one route they chose for one person on their list.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 512-517.

VOCABULARY

- north; west; east; south; (northwest, southeast, etc.); block; across from; beside; near; at the corner of; background check; on foot; concert stage

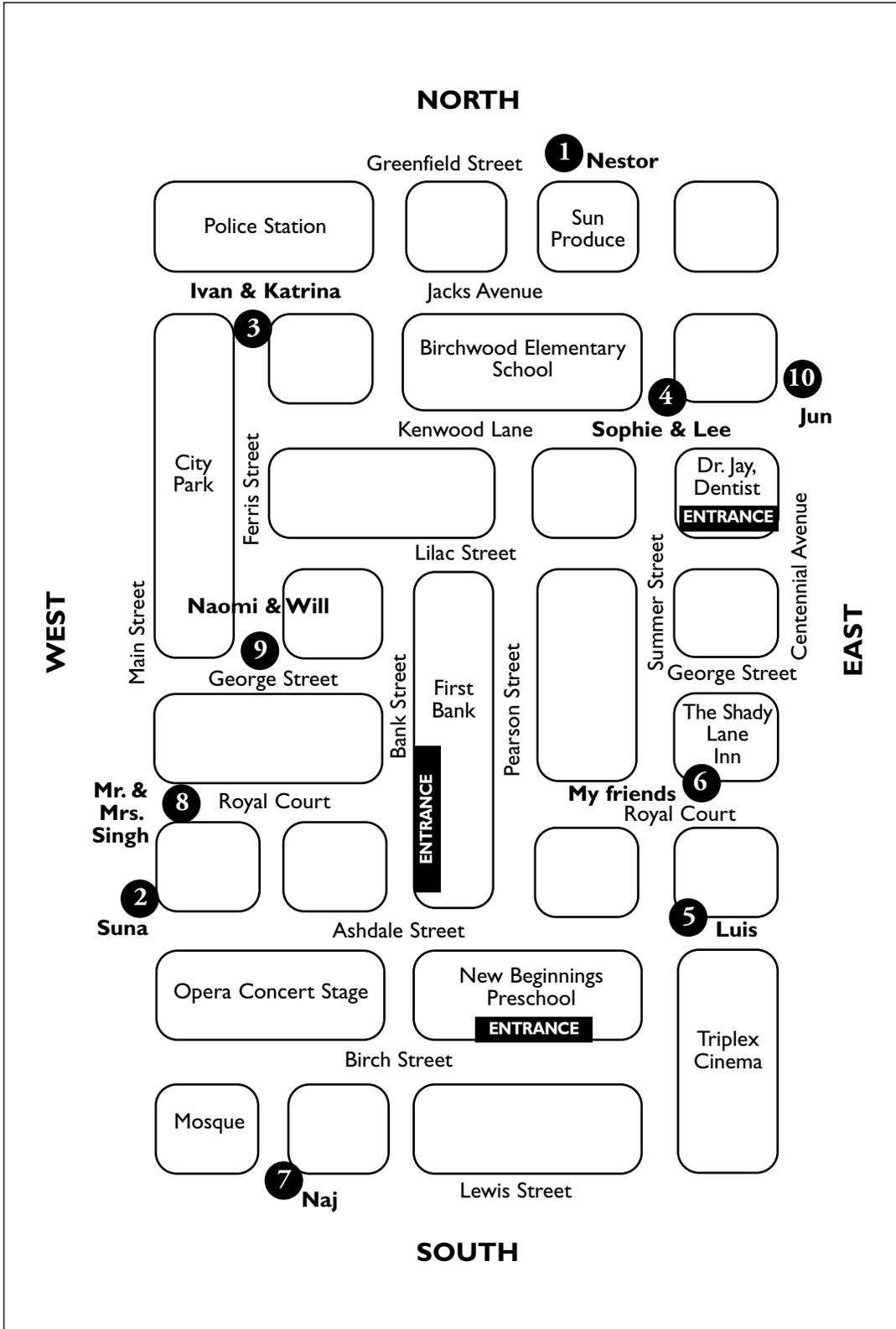


Activity:

How Do I Get There From Here?

All these people need to get somewhere on foot. First, locate the place on the map, and then give your partner directions. Then, your partner locates the next place and gives you directions. Follow the example.

1. Nestor is at the corner of Greenfield Street and Pearson Avenue. He needs to cash a cheque. Can you tell him how to get to the front entrance of First Bank?
Walk one block south on Pearson Avenue. At the corner of Pearson and Jacks Avenue, turn left and walk one block to the corner of Jacks and Summer Street. Walk two blocks south to the corner of Summer and Lilac Street. Turn right at the corner and walk west two blocks to Bank Street. The front entrance to First Bank is on Bank Street.
2. Suna has a dentist appointment on Lilac Street. How does she get there from Main Street?
3. Next Tuesday is grandparents' day at New Beginnings Preschool. What route can Ivan and Katrina take from Ferris Street?
4. Sophie and Lee are going to a fall fair at the neighbourhood mosque. How do they get there from Kenwood Lane?
5. The local park is having a fall cleanup day. What is one way for Luis to get there from Ashdale Street?
6. My friends are staying at the Shady Lane Inn. They used to live in the city when they were young. They would like to walk past their old school, Birchwood Elementary, on their way to the park for the afternoon. How can they go?
7. Naj needs to go to the police station for a background check. What is one possible route from his house on Lewis Street?
8. Mr. and Mrs. Singh want to buy some fresh fruit and vegetables at Sun Produce. They are leaving their friend's house on Royal Court. Help them find the store.
9. The classic movie *The Ghost Town* is showing at the Triplex Cinema on Saturday night. What route could Naomi and Will take to get there from George and Ferris Street?
10. If it is nice on the weekend, Jun will go to the outdoor music concert. How could she get there from the corner of Kenwood Lane and Centennial Avenue?





Activity:
Gone For A Holiday

INSTRUCTOR NOTES

Learners convey a personal message in an informal e-mail message to a neighbour.

Timing: 30 minutes

- WARM-UP**
- Ask learners to think of occasions they might need to write an e-mail message to a neighbour asking for help (e.g., feed a pet when they are out of town; take in mail when they are on holiday; water plants when they are away for the weekend), and write their ideas on the board.
- ACTIVITY**
- Distribute the worksheet and review it with the class.
 - Learners work individually.
- ASSESSMENT**
- Instructors correct the e-mail messages for writing assessment.
 - CLB Performance Indicators:
 - ~ conveys the message: reader can follow the text
 - ~ uses language and content that are appropriate and relevant to the occasion, intent and social context
 - ~ describes times and locations with precision
 - ~ makes only a few errors in grammar; punctuation and spelling
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 512-517.
- VOCABULARY:** • holiday; emergency



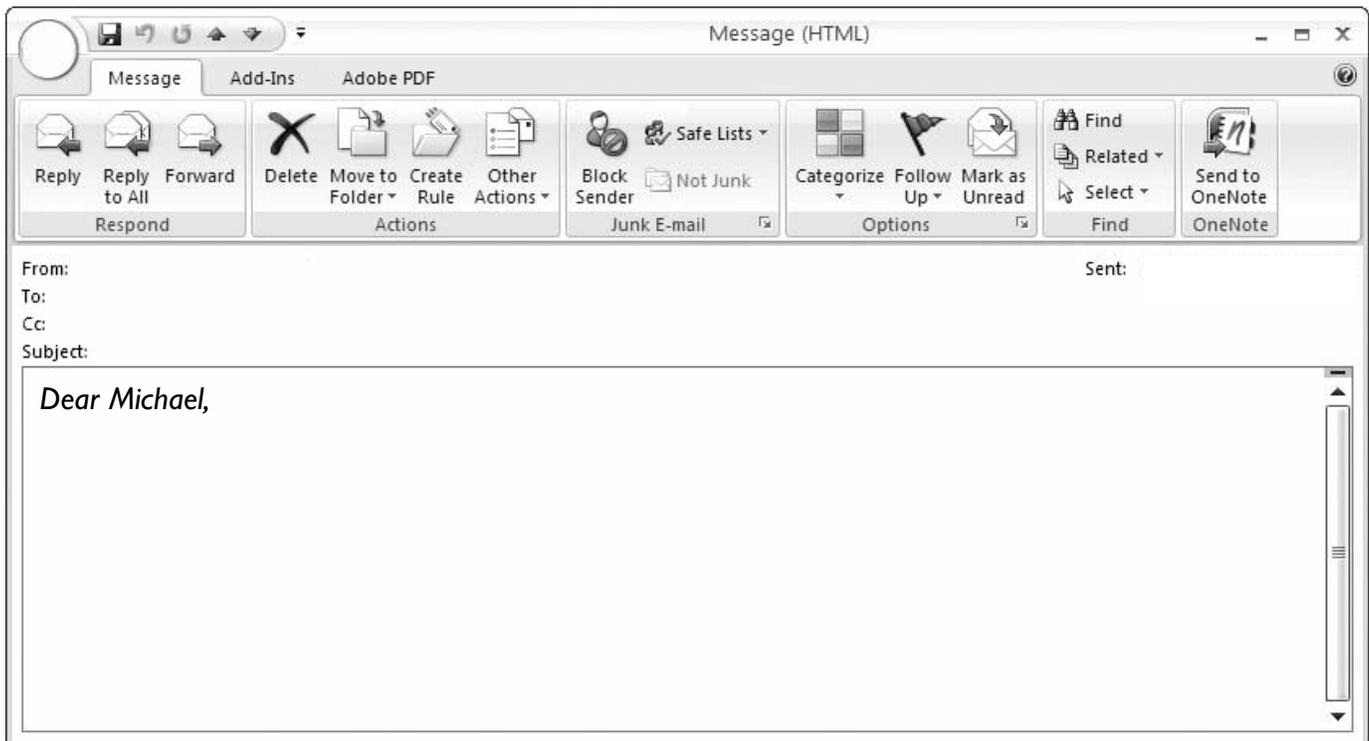
Activity:
Gone For A Holiday

You are going on a two-week holiday to Niagara Falls with your wife and your children. You will leave this Saturday, the 16th of August. You will return on Saturday, the 30th of August. The number at your hotel, The Niagara, is (923) 555-5678. You will have your cell phone with you and the number for it is (321) 555-1929.



Send an e-mail message to your neighbour, Michael. Tell him the following:

- ✓ that you will be away
- ✓ where you are going
- ✓ how long you will be there
- ✓ when you will be back
- ✓ the number he should call if there is an emergency





Activity:
On The Weekend

INSTRUCTOR NOTES

Holiday weekend activities are the subject of eight short jigsaw activities.

Timing: 15-20 minutes

WARM-UP • Discuss some ideal places to go for a holiday weekend and write a list on the board.

ACTIVITY

- Learners work in pairs.
- For Exercise 1, Learner A reads aloud while Learner B listens and fills in the blanks. The first learner rereads as necessary.
- Learners change roles and continue with Exercise 2.

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 512-517.

VOCABULARY • waffles; guest room; picnic; 5-star hotel; Maid of the Mist; once-in-a-lifetime experience; cottage; maple; syrup; stylish; forest



Activity:
On The Weekend

Exercise I**Partner A**

Your partner will read to you about what four people did on the weekend. Listen carefully, and fill in the blanks with the words that you hear. You may not look at your partner's paper, but you can ask your partner to repeat or spell a word.



Nomi:

I stayed in a great _____ on the weekend. It was quite small. It only had _____ guestrooms. The best part was the breakfast. They served _____ waffles with real cream. Since it's strawberry season, we also had fresh _____ on top. Delicious!



Jim:

My friend and I _____ to Ottawa and then drove to the Gatineau Hills. It was beautiful there because the _____ were changing colour. We took some long walks and had a _____ on a large flat rock. The _____ was fantastic.

Activity: **On The Weekend****Exercise 1 (Continued)**

Lois:

We finally got to do our favourite thing on the weekend. We stayed in a 5-star _____

It has a spa and a swimming _____. We didn't go outside to eat because we ordered

_____ service. All weekend we just relaxed and enjoyed ourselves.



Tran:

On the weekend we _____ to Niagara Falls. All our _____ told us it would be

fantastic and it really was. We went near the falls in a _____ called the Maid of the Mist. We

all had to wear _____ and we looked like very wet ducks. It was really a once-in-a-lifetime

_____.

Activity: **On The Weekend****Exercise I****Partner B**

Read this information to your partner slowly and clearly. Your partner will listen and fill in the blanks.

Nomi:

I stayed in a great *hotel* on the weekend. It was quite small. It only had *fifteen* guestrooms. The best part was the breakfast. They served *fresh* waffles with real cream. Since it's strawberry season, we also had fresh *strawberries* on top. Delicious!

Jim:

My friend and I *flew* to Ottawa and then drove to the Gatineau Hills. It was beautiful there because the *leaves* were changing colour. We took some long walks and had a *picnic* on a large flat rock. The view was fantastic.

Lois:

We finally got to do our favourite thing on the weekend. We stayed in a 5-star *hotel*. It has a spa and a swimming *pool*. We didn't go outside to eat because we ordered *room* service. All weekend we just relaxed and enjoyed ourselves.

Tran:

On the weekend we *drove* to Niagara Falls. All our *friends* told us it would be fantastic and it really was. We went near the falls in a *boat* called the *Maid of the Mist*. We all had to wear *raincoats* and we looked like very wet ducks. It was really a once-in-a-lifetime *experience*.



Activity: On The Weekend

Exercise 2

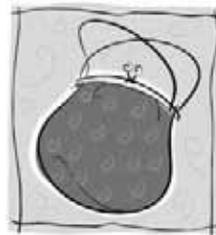
Partner A

Your partner will read to you about what four people did on the weekend. Listen carefully, and fill in the blanks with the words that you hear. You may not look at your partner's paper, but you can ask your partner to repeat or spell a word.



Sarah:

Our family opened our _____ this weekend. We always get ready for summer on the _____ weekend in May. We have many things to do _____ and outside the cottage. At the end of the weekend, we all enjoy a big _____ together.



Liz:

My girlfriend and I _____ to Vancouver last weekend to go _____. We both love _____ and _____ We _____ lots of shoes and looked at beautiful, stylish purses.



Activity: On The Weekend



Ruth:

My _____ drove to Montreal on the weekend. He and our _____
skated at the Bell Centre. Afterward, they had _____ with our sister-in-law. They love to do
this every _____.



The Cooper Family:

On the weekend, we took our _____ to a sugar bush. It was lots of _____
We walked in the _____ learned how people make maple _____ and ate
_____ sugar candy.



Activity: On The Weekend

Exercise 2**Partner B**

Read this information to your partner slowly and clearly. Your partner will listen and fill in the blanks.

Sarah:

Our family opened our *cottage* this weekend. We always get ready for summer on the *long* weekend in May. We have many things to do *inside* and outside the cottage. At the end of the weekend, we all enjoy a big *barbeque* together.

Liz:

My girlfriend and I *drove* to Vancouver last weekend to go *shopping*. We both love *shoes* and *purses*. We *bought* lots of shoes and looked at beautiful, stylish purses.

Ruth:

My *husband* drove to Montreal on the weekend. He and our *nephew* skated at the Bell Centre. Afterward, they had *dinner* with our sister-in-law. They love to do this every year.

The Cooper Family:

On the weekend, we took our *children* to a sugar bush. It was lots of *fun*. We walked in the *forest*, learned how people make maple *syrup*, and ate *maple* sugar candy.