



LINC

Classroom Activities



Language
Instruction
for Newcomers
to Canada

Based on Canadian Language Benchmarks

Developed by: **ALGONQUIN**
COLLEGE

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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



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LINC 1

At Home In
Our Community
and The World

Based on Canadian Language Benchmarks



Activity:

Looking For A Place To Live

INSTRUCTOR NOTES

Learners number pictures as they listen to a text about house-hunting.

Timing: 20 minutes

WARM-UP

- Questions for class discussion:
 - ~ Who lives in an apartment?
 - ~ Who lives in a house?
 - ~ How did you find your apartment/house?
- Record responses on the blackboard to compile a list of house-hunting methods. Supplement the list as necessary to include: help from family and friends; Internet; supermarket notices; newspaper ads; housing agencies; vacancy signs.

ACTIVITY

- Distribute the worksheet and explain the procedure. Read the six paragraphs in the Listening Transcript slowly, repeating as necessary. Learners listen to the scenario, match it to the graphic, and write the appropriate number on their worksheets.

FOLLOW-UP

- *Finding A Home In Canada*

ANSWER KEY

- Top row: 2, 4, 6 Bottom row: 1, 5, 3

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 148-153.

VOCABULARY

- Internet; bulletin board; notice; bachelor apartment; classified ads; newspaper; housing agency; high-rise building; neighbourhood; sign; landlord



Activity:

Looking for a Place to Live

LISTENING TRANSCRIPT (To be read by Instructor)

Listen to the stories. Find the picture for each story. Write the number under the correct picture.

Ahmed and Fatima want to rent a house. They ask Ahmed's brother to help them. He tells them about a good house for their family. Write number 1 under the picture.

Maria wants to find a house to buy for her family. She looks on the Internet. Write number 2 under the picture.

Lee goes to the supermarket. He sees a notice. The notice says, "Apartment for rent". He is happy because he is looking for an apartment. Write number 3 under the picture.

Carlos is looking for a 1-bedroom apartment. He looks at the ads in today's newspaper. Write number 4 under the picture.

Mei Ling is looking for an apartment. She calls the housing agency on the telephone. Maybe they can help her find a nice apartment. Write number 5 under the picture.

Ivan and Svetlana are looking for a new apartment. They are walking past a high-rise building. They see a sign that says, "Apartments for rent". They say, "Let's talk to the landlord". Write number 6 under the picture.



Activity:
Looking for a Place to Live

Your teacher will read six stories.

Find the correct picture for each story. Write the number under the picture.



Story number _____



Story number _____



Story number _____



Story number _____



Story number _____



Story number _____



Activity:

Finding A Home In Canada

INSTRUCTOR NOTES

Learners work in pairs to complete a cloze paragraph about finding a home in Canada.

Timing: 25 minutes

WARM-UP

- *Looking For A Place To Live* – or
- Begin with a class discussion:
 - ~ Who lives in an apartment?
 - ~ Who lives in a house?
 - ~ How did you find your apartment/house?
- The instructor records learners' responses by compiling a list of house-hunting methods. Supplement the list as necessary (e.g., family help, friends' help, "For Rent" sign, advertisement in supermarket, newspaper, Internet).

ACTIVITY

- Make several copies of the text "*Finding A Home In Canada*" and tape them to the classroom walls.
- Pair the learners. Explain that one partner will be the runner and the other partner will be the secretary.
- The runners read the text to themselves and return to the secretaries to tell them what to write.
- The secretary sits at a desk with the worksheet, and fills in the missing words according to what he/she hears.
- The runner may have to make several trips to the wall before the dictation is complete.

FOLLOW-UP

- *Understanding The Ads*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 148-153.

VOCABULARY

- find; look; read; home; family; friends; Internet; advertisement; ad; newspaper; "For Rent" sign; building; in front



Activity:

Finding A Home In Canada

Finding A Home In Canada

How do you find a home in Canada? Family and friends can help you. You can look on the Internet. You can read ads in the newspaper. Sometimes you see a “For Rent” sign in front of a building.



Finding A Home In Canada

How do you find a home in Canada? Family and friends can help you. You can look on the Internet. You can read ads in the newspaper. Sometimes you see a “For Rent” sign in front of a building.



Finding A Home In Canada

How do you find a home in Canada? Family and friends can help you. You can look on the Internet. You can read ads in the newspaper. Sometimes you see a “For Rent” sign in front of a building.



Finding A Home In Canada

How do you find a home in Canada? Family and friends can help you. You can look on the Internet. You can read ads in the newspaper. Sometimes you see a “For Rent” sign in front of a building.



Activity: Finding A Home In Canada

Finding A _____ In Canada

How do you _____ a home in _____?

_____ and friends can _____ you.

You can _____ on the Internet.

You can _____ ads in the _____.

Sometimes you _____ a “For _____” sign in

_____ of a building.





Activity:

Understanding The Ads

INSTRUCTOR NOTES

Learners are introduced to some of the abbreviations used in classified rental advertisements. They read six advertisements and match the apartments to six house-hunters.

Timing: 30 minutes

- WARM-UP**
- *Finding A Home In Canada* (Optional)
 - Bring a few copies of the local newspaper to class. Have pairs or small groups of learners locate the classified ads. Discuss how the ads are used (job-hunting, buying a used car or furniture, looking for housing, etc.).
 - Show the class 2 or 3 typical “Apartment for Rent” ads. Circle the abbreviations and explain the term abbreviation.
 - Compile a list of common abbreviations on the board.
- ACTIVITY**
- Hand out Exercise 1. Focus attention on the box of words, and read through and clarify the vocabulary with the class. Learners complete the exercise with a partner. Take up the correct answers.
 - Distribute Exercise 2, and read through the six classified ads with the class, clarifying as necessary. Explain the task. Learners work alone if the activity is intended for assessment. Take up the answers or collect the worksheets.
- FOLLOW-UP**
- Learners cut classified ads from the newspaper for houses or apartments which they would like to rent.
 - *Maryam Calls The Landlord* (Optional)
- ASSESSMENT:**
- Instructors correct the worksheets for reading assessment.
 - CLB Performance Indicators:
 - ~ identifies factual details in a text
 - ~ locates detailed information in a common formatted text
- ANSWER KEY:**
- Exercise 1: 1. bachelor 2. balcony 3. appliances 4. building 5. parking
6. 1 bedroom 7. available immediately
 - Exercise 2: 1. Apt.2 2. Apt.5 3. Apt.4 4. Apt.1 5. Apt. 3 6. Apt.6
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 148-153.
- VOCABULARY**
- bachelor apartment (bach.); balcony (bal.); appliances (appl.); parking (prkg.); available (avail.); immediately (immed.); building (bldg.); pets; smoker; park; gym; laundry



Activity:
Understanding The Ads

Exercise I

Read these abbreviations. Find the meaning of each abbreviation in the box below.
 Write the meaning on the line beside the abbreviation.

1. bach. _____
2. bal. _____
3. appl. _____
4. bldg. _____
5. prkg. _____
6. 1 br. _____
7. avail. immed. _____

bachelor*

1 bedroom

balcony

available immediately**

appliances***

building

parking

* bachelor apartment = a small apartment for one person.
 The living room is also the bedroom.

** available immediately = You can move in now.

*** appliances = fridge, stove



Activity: Understanding The Ads

Exercise 2

Read these six ads.

Apartment 1

1 bedroom
No children or pets
446-555-0546

Apartment 2

1 bedroom
No prkg.
Near bus and shops.
446-555-7788

Apartment 3

Large 2 br.
Near park and
schools.
905-555-2122

Apartment 4

Bachelor.
Near college, Internet.
Good for student
905-555-5509

Apartment 5

Large 1 br.
Basement
No smokers.
446-555-0003

Apartment 6

2 br. on 8th floor
Gym, laundry
905-555-0603

Write the correct apartment number in each sentence. Use all six numbers.

1. Fatima has no car. She can't drive. Apartment _____ is good for her.
2. Saman smokes a lot. Apartment _____ is **not** good for him.
3. Mona is a student at college. She is studying computers. Apartment _____ is good for her.
4. Carmen and Luis have a 5-year-old daughter and a dog. Apartment _____ is **not** good for them.
5. Jenn and Joshua have two boys. Apartment _____ is good for them.
6. Sergei likes to exercise. Apartment _____ is good for him.



Activity:

Maryam Calls The Landlord

INSTRUCTOR NOTES

Timing: 1 hour: 40 minutes + 20 minutes

WARM-UP

- Questions for class discussion:
 - ~ Do you use the telephone in English yet?
 - ~ Does it make you nervous?
 - ~ Why is it hard?
- Review the names of the letters of the alphabet. Have learners spell their own names and the names of their streets to a classmate, who must try to write down the spelling as they dictate.

ACTIVITY

- Distribute “*Maryam Calls The Landlord*”. Learners listen to the dialogue (Track 1) two or three times. Read it with the class orally, taking one of the roles yourself. Pair off learners and have them role-play the conversation, substituting their own names and addresses where required.
- There are two similar strip stories (dialogues) on Worksheets 1 and 2. Either one can be selected or, if time permits, the class can do both. Arrange learners in pairs. Hand out a copy the worksheet, cut into strips and shuffled, to each pair.
- Read the dialogue aloud. Explain which lines are the landlord/landlady speaking and which lines are the potential tenant. While you are reading, the pairs identify the correct strips and place them in order.

FOLLOW-UP

- Suggest that learners telephone one another after class to practice giving basic information such as names, addresses and phone numbers. Have them report back. Was it more difficult than in the classroom? Why or why not? .

VARIATION

- A more challenging version for a strong class: Use the strips as a whole class activity. Give one strip to each learner. Have them practise the pronunciation and memorize their individual sentences. Collect the strips. Learners circulate among their classmates, saying their sentence and trying to put the story in order. When they have finished, they line up in order at the front of the classroom and retell the story.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 148-153.

VOCABULARY • (still) available; show; repeat



Activity:

Maryam Calls the Landlord

LISTENING TRANSCRIPT

Listen to Maryam's phone conversation with the landlord.

- Maryam: *Hello. Is the apartment in your ad still available?*
- Landlord: *Yes, it is.*
- Maryam: *Can we see it this afternoon?*
- Landlord: *Yes, you can. You can see it at 3:30.*
- Maryam: *Thank you. What is the address, please?*
- Landlord: *It's 99 Redwood Avenue.*
- Maryam: *Could you repeat that, please?*
- Landlord: *99 Redwood. R-e-d-w-o-o-d. May I have your name?*
- Maryam: *Maryam Khabir. M-a-r-y-a-m. K-h-a-b-i-r.*
- Landlord: *Okay, Mrs. Khabir. See you at 3:30.*



Activity:

Maryam Calls the Landlord

Listen to the conversation. Then, practice it with your class and with a partner.
Say and spell your real names.

Maryam: *Hello. Is the apartment in your ad still available?*

Landlord: *Yes, it is.*

Maryam: *Can we see it this afternoon?*

Landlord: *Yes, you can. You can see it at 3:30.*

Maryam: *Thank you. What is the address, please?*

Landlord: *It's 99 Redwood Avenue.*

Maryam: *Could you repeat that, please?*

Landlord: *99 Redwood. R-e-d-w-o-o-d. May I have your name?*

Maryam: *Maryam Khabir. M-a-r-y-a-m. K-h-a-b-i-r.*

Landlord: *Okay, Mrs. Khabir. See you at 3:30.*



Activity: Maryam Calls the Landlord

Worksheet I

Good morning. Is the apartment in the ad still available?

Yes, it is.

Can I see it tomorrow morning?

Yes, you can. You can see it at 9:30.

Thanks. What is the address, please?

It's 340 Park Street.

Could you repeat that, please?

3-4-0 Park Street. P-a-r-k. What's your name, please?

Jun Ding. J-u-n. D-i-n-g.

Thank you, Mr. Ding. I'll see you tomorrow at 9:30.



Activity: **Maryam Calls The Landlord**

Worksheet 2

Good afternoon. Is the apartment in the ad still available?

Yes, it is.

Can we come and see it this evening?

Yes, you can. You can see the apartment at 8 p.m.

Thank you. What's the address, please?

It's at 146 Newton Road.

Can you repeat it, please? I don't understand.

1-4-6 Newton Road. N-e-w-t-o-n. May I have your name?

It's Lisa Nogali. L-i-s-a. N-o-g-a-l-i.

Good. See you at 8 o'clock, Ms. Nogali.



Activity:

Inspecting an Apartment

INSTRUCTOR NOTES

Comprehension exercises follow a listening passage about a couple inspecting a rental apartment.

Timing: 20 minutes

WARM-UP

- *Maryam Calls The Landlord* (Optional)
- Write the word inspect on the blackboard and explain its meaning.
- Question for class discussion: What are some things that people inspect?
 - ~ a used car before we buy it
 - ~ a newborn baby to make sure the baby is healthy
 - ~ important documents to make sure they are correct
 - ~ airplanes for safety
- Explain that in the next listening activity, Maryam and Ali inspected the apartment they wanted to rent.
- Question for class discussion: What do people look for when they inspect a house or an apartment?

ACTIVITY

- Play Part 1 of the audio once or twice (Track 2). Learners listen for the gist.
- Distribute the worksheet and explain the procedure for Part 1. Then, read the comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Replay the audio and/or repeat the questions as necessary.
- Draw attention to the cloze exercise and the visuals in Part 2. Play Part 2 of the audio. Learners listen, and then copy the appropriate words onto the blank lines.
- Take up the correct answers or else collect the worksheets for assessment.

FOLLOW-UP

- Continue with Part 2. Ask who the speakers are. Then, divide the class into pairs to read and practice the two-line dialogues.
- *The Rental Application Form* (Optional)

VARIATION

- For advanced classes:
 - ~ Assign different rooms to pairs, for example, kitchen, bathroom, living room. Learners identify problems or improvements that may be needed in each room, and then follow the examples in Part 2 to prepare a simple role-play dialogue between the landlord and tenant about the problem.

ANSWER KEY • Part 1: 1. b 2. c 3. a 4. c



Activity:

Inspecting an Apartment

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors correct individual learner responses for listening assessment.
 - CLB Performance Indicators:
 - ~ identifies factual details in a listening text as required

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 148-153.

- Vocabulary**
- inspect; rent; apartment; except; landlord; stove; oven; nothing; happened



Activity:

Inspecting An Apartment

LISTENING TRANSCRIPT

Part 1

Maryam and her husband have found an apartment they want to rent. They inspect it very carefully. They walk from room to room and look everywhere. Everything looks good except for one thing. Listen as Maryam talks to the landlord about a problem with the stove.

- Maryam: *Excuse me, but I don't think the oven in the stove works.*
- Landlord: *Did you check it?*
- Maryam: *Yes. I turned it on. Then I waited a long time. Nothing happened. It didn't get hot.*
- Landlord: *I can fix it before you move in.*
- Maryam: *Thank you very much. I love to bake.*

Part 2

Now, listen as three other people talk to the landlord.

- 1st Person: *Excuse me, but the fridge isn't working.*
- Landlord: *Okay, I can have it fixed.*
- 2nd Person: *Excuse me, but there is no smoke alarm in the apartment.*
- Landlord: *Yes, I bought one for you. I will put it in before you move.*
- 3rd Person: *Excuse me; the window in the bedroom is broken.*
- Landlord: *Okay, I will get a new one.*

Comprehension Questions (To be read by Instructor)

Listen to the question, and then circle the correct answer on your paper.

1. Where are the people?
2. Who is in the apartment?
3. Why are they in the apartment?
4. What doesn't work?



Activity:

Inspecting An Apartment

Part 1

Listen to your teacher ask four questions. Circle the correct answer.

Question 1

- a. in a shopping mall
- b. in an apartment
- c. in an oven

Question 2

- a. Maryam and Ali
- b. Maryam, Ali, and their children
- c. Maryam, Ali and the landlord

Question 3

- a. Ali and Maryam are inspecting it.
- b. Ali wants to clean it.

Question 4

- a. the apartment
- b. Maryam
- c. the oven



fridge



window

Part 2

Listen, and write the correct word on the line.

Excuse me, but the _____ isn't working.
Okay, I can have it fixed.

Excuse me, but there is no _____ in the apartment.
Yes, I bought one for you. I will put it in before you move.

Excuse me; the _____ in the bedroom is broken.
Okay, I will get a new one.



smoke alarm



Activity:

The Rental Application Form

INSTRUCTOR NOTES

Timing: 20-25 minutes

- WARM-UP**
- Provide some background information to the class about rental application forms:
 - ~ Landlords in Canada usually require future tenants to fill in a form applying to rent a house or apartment before they actually reach an agreement and sign the lease.
 - Using the application form worksheet as a guide, ask questions orally (e.g. Lara, what's your postal code?) and use the board to list and clarify any terms which are difficult.
 - Explain the symbol N/A for “non-applicable” and give some examples (e.g. Bashir doesn't have a computer yet. For “E-mail address”, he can write N/A.)
- ACTIVITY**
- Distribute the rental application forms. Read the introduction with the class. Learners work individually if the activity is intended for assessment; otherwise, encourage classmates to help each other.
- FOLLOW-UP**
- Inform the class that renters are usually also required to list references and give information about employment and income.
 - Questions for class discussion:
 - ~ What happens when someone wants to rent a home in your countries of origin? Do you have to fill out a form? What information do you have to give? Can you have pets? Are there any buildings only for adults? For those in the class already renting: Did you have to fill out a form like this in Canada?
- CROSS-REFERENCE**
- Additional forms can be found in these activities:
 - ~ *Health and Safety – Filling Out a New Patient's Form*
 - ~ *Education – The Registration Form*
 - ~ *Employment – Job Application Forms*
- ASSESSMENT**
- Instructors correct and return the application forms, giving individual feedback.
 - CLB Performance Indicators (Business/service messages):
 - ~ writes personal identification and basic personal and familiar details as required, in appropriate sections.
 - ~ spells accurately and follows punctuation conventions.
 - ~ has legible handwriting or printing. Makes no major omissions in providing information.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 148-153.
- VOCUBULARY**
- middle name; initial; pets; S.I.N.



Activity:
The Rental Application Form

People who want to rent a home in Canada usually fill in an application form. Here is the first part of an application form. Write information about yourself on the lines.

PLEASE PRINT

Family Name: _____

First Name: _____ Middle Name or Initial: _____

Address: _____

City/Town: _____ Province: _____ Postal code: _____

Phone Number: (Bus.) _____ (Res.) _____

E-mail address: _____

Date of birth: _____ S.I.N.: _____

Male: _____ Female: _____ Do you have children?: _____ How many?: _____

Do you have pets? _____



Activity:
Tran's Apartment

INSTRUCTOR NOTES

*Learners follow instructions to complete a floor plan in a listening dictation.
 This activity can be used to review prepositions of location.*

Timing: varies

- WARM-UP**
- To prepare learners for the dictation, teach/review:
 - ~ housing vocabulary: Part 1: kitchen, living room, bathroom, bedroom, fridge, sofa, shower; Part 2: stove, dishwasher, coffee table, lamp, toilet, sink, dresser, desk
 - ~ write these housing words on the board for learners to refer to as they create their floor plans
 - ~ expressions of location – top, bottom, left, right, in the middle, in the centre; beside, across from, above, below, in the corner
 - ~ circle, square, rectangle, triangle and the instruction “underline”
 - Introduce the activity by drawing floor plan of the classroom on the blackboard.
- ACTIVITY**
- Distribute the worksheet. Read the first section of Part 1 (See *Listening Transcript* below) and circulate through the classroom to ensure that the learners have understood the task and are following directions. Continue reading the remainder of Part 1 slowly. Repeat as necessary.
 - Check the floor plans to ensure that they are correct.
 - Follow the same procedure for Part 2, either immediately or at a later time.
- FOLLOW-UP**
- Reconstruct the completed floor plan on the blackboard with the class so that learners can correct their work.
 - Assign learners with the task of creating floor plans of their own homes to present to a small group of classmates
- ANSWER KEY**
- Refer to completed floor plan.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 148-153.
- VOCABULARY**
- Refer to lists in Warm-up above; homework



Activity:
Tran's Apartment





Activity: Tran's Apartment

LISTENING TRANSCRIPT (To be read by Instructor)**Part 1**

Find the room on the bottom left of the page. Write the word **“kitchen”** on the lines.

Find the room on the bottom right. Write **“living room”** on the lines.

Find the room on the top left. Write **“bathroom”** on the lines.

Find the room on the top right. Write **“bedroom”** on the lines.

Find Tran's kitchen. Tran needs a fridge! Draw a rectangle on the right side of the room. Write **“fridge”** in the rectangle. Now Tran can keep his food cold.

Find Tran's living room. Draw a rectangle on the right side of the living room. Write **“sofa”** in the rectangle. Now Tran can sit down.

Find Tran's bathroom. Draw a rectangle on the right side of the bathroom. Write **“shower”** in the rectangle. Now Tran can take a shower.

Find Tran's bedroom. Draw a rectangle on the right side of the bedroom. Write **“bed”** in the rectangle. Now Tran can sleep.

Part 2

Find Tran's kitchen again. At the top of the kitchen, in the middle, draw a square. Write **“stove”** in the square. Write **“dishwasher”** across from the fridge. Underline the word **“dishwasher”**. Now Tran can cook and wash dishes.

Now find Tran's living room. Draw a circle in the centre of the floor near the sofa. Write **“coffee table”** in the circle. Draw a triangle above the sofa. Write **“lamp”** in the triangle. Now Tran can read.

Find Tran's bathroom. Draw a square in the top left corner. Write **“toilet”** in the square. Draw a circle below the toilet. Write **“sink”** in the circle.

Now find Tran's bedroom. Write **“dresser”** on the left side of the bedroom, across from the bed. Underline the word **“dresser”**. At the top of the bedroom, in the middle, draw a square. Write **“desk”** in the square. Now Tran can do his homework.



Activity:
Tran's Apartment

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Activity:

Find Someone Who . . .

INSTRUCTOR NOTES

Learners practice question formation as they interview classmates about their houses and apartments.

Timing: 25-30 minutes

- WARM-UP**
- Begin with a class discussion about types of housing. Make three columns on the board titled Houses, Small Apartment Buildings, and Big Apartment Buildings.
 - Questions for class discussion –
 - ~ *What are some problems with houses?*
 - ~ *Why are small apartment buildings good?*
 - ~ *What are some problems with small apartment buildings?*
 - ~ *Why are big apartment buildings good?*
 - ~ *What are some problems with big apartment buildings?*
 - Distribute the worksheet and read through it with the class
 - Review question formation in the simple present (“Do you live...?” and “Do you have...?”)
- ACTIVITY**
- Learners circulate and interview classmates about their housing situations.
- FOLLOW-UP**
- Learners report back on their findings. “Lucy has a balcony.” “Carlos lives in a small building. It has 3 floors.”
 - Class members talk about the house or apartment they lived in before coming to Canada.
- ASSESSMENT**
- Instructors circulate to perform informal speaking assessment.
 - CLB Performance Indicators:
 - ~ responds to questions regarding basic personal data with required information; uses cardinal and ordinal basic numbers
 - ~ listener can understand and use the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 148-153.
- VOCABULARY**
- live; house; apartment; garden; balcony; bedroom; TV; dishwasher; shower; bathtub



Activity:

Find Someone Who ...**Instructions**

- Walk around the classroom. Talk to your classmates.
- Ask them questions like this: “Do you live in a house?”
- If your classmate says “yes”, write his or her name in the space. Your classmate will help you spell it.
- When you finish, tell the class about it. For example, “Leila has three bedrooms in her house.”

Find someone who ...

- _____ lives in a house.
- _____ lives in a small apartment building.
- _____ lives in a big apartment building.
- _____ has a garden.
- _____ has a balcony.
- _____ has one bedroom.
- _____ has three bedrooms.
- _____ has a TV in the living room.
- _____ has a dishwasher.
- _____ has a shower and a bathtub.



Activity:
Rules For Tenants

INSTRUCTOR NOTES

Students learn about rules for tenants and answer comprehension questions.

Timing: 25-30 minutes

- WARM-UP** • Ask the learners to talk about rules in their apartment buildings.
- ACTIVITY** • Hand out “*Rules For Tenants*” and read through it with the class, explaining and classifying vocabulary as necessary.
 • Distribute the *Worksheet*. Learners answer the questions.
 • Take up the answers, or collect the worksheets for formal assessment.
- FOLLOW-UP** • *The Barking Dog* (Optional)
- ANSWER KEY** • Part 1: 1. b 2. a 3. b 4. b 5. a 6. c
 • Part 2: 1. bed 2. sofa 3. closet 5. bed
- ASSESSMENT** • Instructors correct Part 1 for reading assessment.
 • CLB Performance Indicators:
 ~ identifies key details in a simple text
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 148-153.
- VOCABULARY** • tenant; rules; regulations; loud; music; laundry (room); clean/dirty; public areas; elevator; lobby; damage; repair; lock; recycling; paper; garbage; tin can; bottle; plastic; container



Activity:
Rules For Tenants

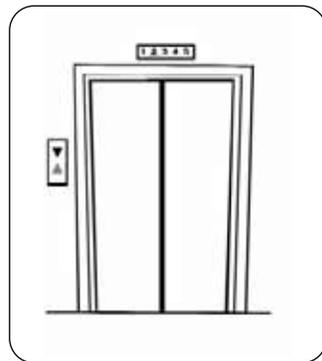
These are the rules for the tenants in Tran's new apartment building.
 Read the rules. Answer the questions on the Worksheet.

RULES FOR TENANTS

1. **Do not play loud music after 10 p.m.**
2. **Do not use the laundry room after 11 p.m.**
3. **Do not smoke in the elevators and lobby.**
4. **Keep your apartment clean.**
5. **Tenants who damage apartments must pay for repairs.**
6. **Do not change the lock on your apartment.**
7. **Recycling: Please put paper garbage in the black box.
 Please put tin cans, bottles and plastic containers in the blue box.**



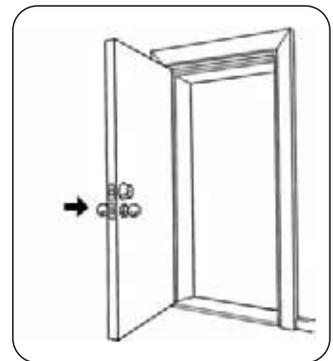
laundry room



elevator



lobby



lock on door



Activity: Rules For Tenants

WORKSHEET**Part 1**

Circle the correct answer.

1. Tran can't play loud music at
 - a. 3 p.m.
 - b. 11:30 p.m.
2. Tran can wash his shirts and jeans
 - a. in the morning
 - b. late at night
3. Tenants can smoke
 - a. in the lobby
 - b. in their apartments
4. Tran dropped some food on the living room carpet. Who must clean it or pay for cleaning?
 - a. the landlord
 - b. Tran
5. What goes in the black box?
 - a. a newspaper
 - b. a soup can
 - c. a plastic bag
6. What goes in the blue box?
 - a. a book
 - b. a banana
 - c. a juice bottle

Part 2

Circle the word which is different in each group:

- | | | | |
|------------|---------|--------|-------------|
| 1. fridge | stove | bed | dishwasher |
| 2. sofa | toilet | sink | shower |
| 3. bedroom | kitchen | closet | living room |
| 4. balcony | garden | bed | yard |



Activity:

The Barking Dog

INSTRUCTOR NOTES

Learners listen to a passage about a man who has a problem with his neighbour.
The text is followed by comprehension questions and an exercise to practice dealing with neighbours.

Timing: 45 minutes

WARM-UP

- Introduce the term *next-door neighbour*.
- Ask individuals to tell the class about their next-door neighbours (How many live next door? How old are they? Are they a family or roommates? Do you know them? Are they friendly?).
- Ask if anyone has problems with their neighbours. Introduce the terms *disturb/disturbing/disturbance*, and ask if anyone has neighbours who disturb them. Ask learners to name ways in which neighbours can be disturbing, and record responses on the blackboard (for example, playing loud music, littering, not looking after their pets, parking in an inconvenient spot).
- Inform the class they are going to listen to a story about a man who has a problem with his neighbour; instruct learners to listen to identify what the problem is.

ACTIVITY

- Play the audio (Track 3).
- Ask what the problem is.
- Play Part 1 again. Hand out Exercise 1 and explain the procedure. Then, read the comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Replay Part 1 and/or repeat the questions as necessary. (See also variation below.)
- Take up the answers, or follow the procedure for learners to self-correct. (See variation below.)
- Ask the class, “*What should Ali say to the neighbour?*” Record responses on the blackboard, helping with sentence-formation, spelling and grammar.
- Play Part 2. Ask learners to identify what Ali actually said to the neighbour. Elicit the expressions “*Excuse me*” and “*Please, can you keep your dog quiet?*” and write them on the blackboard.
- Ask learners to identify how the neighbour responded to Ali, and elicit the expression “*Oh, I’m so sorry.*” Write it on the blackboard.

FOLLOW-UP

- Distribute Exercise 2, and divide the class into pairs to work together. It may be necessary to read through the exercise with the class before the pairs match the response to the complaint/request, and then write the response on the lines. Finally, pairs practice the mini-dialogues by reading them together.



Activity:

The Barking Dog

INSTRUCTOR NOTES CONTINUED

- VARIATION**
- Exercise 1 was designed to minimize reading requirements for CLB 1 level classes, but it may place a memory burden on the learners instead. Instructors may wish to provide a photocopy of the questions in addition to reading them.
 - For question-formation practice:
 - ~ Divide the class into pairs. Give one partner a copy of “*Speaking Practice*”. This learner then asks his/her partner the first question. The partner consults his answer sheet and responds with his answer. The first learner checks this response against the answer key. Pairs continue with the remaining questions and answers.
- ANSWER KEY**
- Exercise 1: 1. a 2. b 3. b 4. b
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 148-153.
- VOCABULARY**
- neighbour; grocery store; noisy; barking; pillow; knock; quiet; disturbing; excuse me; I’m sorry; it doesn’t help; turn down; garbage; house key; cell phone



Activity:
The Barking Dog

LISTENING TRANSCRIPT**Part 1**

Ali got a new job last month. He works in a grocery store at night. He comes home in the morning and goes to bed.

Today, Ali wants to sleep but he can't. Next door, a dog barks and barks. It is very noisy.

Ali puts a pillow over his head, but it doesn't help. He goes to sleep in another room, but it doesn't help. The dog still doesn't stop barking.

Ali walks over to his neighbor's house and knocks on the door. The neighbor opens the door.

Part 2

Listen to Ali complain to his neighbour.

Ali: *Excuse me. I'm your next-door neighbour. I work all night, so I need to sleep in the day. Please, can you keep your dog quiet?*

Neighbour: *Oh, I'm so sorry. I didn't know my dog was disturbing you. I'm taking care of him for my mother. The dog is in the back yard. After this, I'm going to keep him inside the house.*

Ali: *Thank you very much. Now I can get some sleep.*

Comprehension Questions (To be read by Instructor):

Listen to the question, and then circle the correct answer on your paper.

Number 1: *When does Ali work?*

Number 2: *Who can't sleep?*

Number 3: *Why can't Ali sleep today?*

Number 4: *Where does Ali go?*



Activity:
The Barking Dog

Exercise I

Listen to your teacher ask four questions. Circle the correct answer.

Question 1

- a. at night
- b. in the morning

Question 2

- a. a dog
- b. Ali

Question 3

- a. He has a new job.
- b. A dog is barking.

Question 4

- a. He goes to the grocery store.
- b. He goes to his neighbour's house.



Activity: The Barking Dog

SPEAKING PRACTICE

Questions

1. When does Ali work?
2. Who can't sleep?
3. Why can't Ali sleep today?
4. Where does Ali go?

Answers

Question 1

- a. at night

Question 2

- b. Ali

Question 3

- b. A dog is barking.

Question 4

- b. He goes to his neighbour's house.



Activity: The Barking Dog

Exercise 2

Three different people are talking to their neighbours. Read what they say. Next, read the three neighbours' answers below. Write the correct answer on the line.

Neighbour 1

"Excuse me. Can you please turn down your music?"

“ _____ ”



Neighbour 2

"Excuse me. Can you please move your garbage?"

“ _____ ”



Neighbour 3

"Excuse me. Can you please help me? I forgot my house key, and I need to telephone my husband."

“ _____ ”



The Neighbours Answers:

- *"Sure. Use my cell phone."*
- *"I'm sorry. I put it here this morning, but then I forgot about it."*
- *"Sorry. I didn't know it was disturbing you."*



Activity:

Writing About My Canadian Home

INSTRUCTOR NOTES

*Learners are introduced to housing vocabulary.
They use this vocabulary to write and talk about their homes in Canada.*

Timing: 35-40 minutes

WARM-UP

- *Tran's Apartment* (Optional)
- Distribute "Housing Vocabulary", and go over the lexicon with the class. Learners repeat the words for pronunciation practice.

ACTIVITY

- Hand out Exercise 1, and clarify the instructions. Learners think about 3 articles of furniture or appliances which they have in each of the 4 rooms and copy words from the list above into the table.
- Circulate through the classroom to assist and correct learners as necessary.
- Distribute Exercise 2 and read through it with the class, clarifying vocabulary as required. Point out that most Canadian houses and apartment buildings have a basement with a furnace for heating. This basement doesn't "count" as a floor. In other words, a bungalow with a basement would still be a 1-floor or 1-storey house.
- Divide the class into pairs for the conversation questions.
- Learners work on Exercise 3a individually. Hand out Exercise 3a to learners who live in a house, and 3b to learners who live in an apartment.

FOLLOW-UP

- After completion of both worksheets, learners share their descriptions by reading their sentences or paragraphs aloud or by summarizing orally.
- Provide feedback to each learner on his or her writing.

ASSESSMENT

- Instructors correct individual learner worksheets for writing assessment.
- CLB Performance Indicators:
 - ~ writes personal and familiar details in appropriate blanks
 - ~ spells and follows punctuation conventions
 - ~ has legible handwriting or printing. Reader can follow the text.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 148-153.

VOCABULARY

- Refer to "Housing Vocabulary"; basement, back yard, garden, bungalow, low-rise, high-rise, floor/storey (story), balcony (balconies), elevator



Activity:
Writing About My Canadian Home

HOUSING VOCABULARY



bathtub



bed



chair



closet



coffee table



desk



dishwasher



dresser



fridge



lamp



microwave



plant



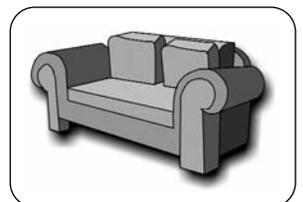
rug (carpet)



shower



sink



sofa



stove



toilet



TV



Activity: **Writing About My Canadian Home**

Exercise I

Use the words below to write about your Canadian home.

bathtub	bed	chair
closet	coffee table	desk
dishwasher	dresser	fridge
lamp	microwave	plant
rug (carpet)	shower	

<p>In my bedroom, I have a:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ 	<p>In my bathroom, I have a:</p> <ul style="list-style-type: none"> • _____ • _____ • _____
<p>In my kitchen, I have a</p> <ul style="list-style-type: none"> • _____ • _____ • _____ 	<p>In my living room, I have a:</p> <ul style="list-style-type: none"> • _____ • _____ • _____



Activity: **Writing About My Canadian Home**

Exercise 2

Talk about these questions with your partner:

- *Do you live in a house or in an apartment?*
- In your house:
 - ~ *Do you have a basement?*
 - ~ *Do you have a back yard and a garden?*
 - ~ *Is your house a bungalow (1 floor) or a 2-storey house (2 floors)?*
- In your apartment:
 - ~ *Is your building a low-rise (1 – 4 floors)?*
 - ~ *Is it a high-rise (many floors)?*
 - ~ *What floor do you live on?*
 - ~ *Do you have a balcony?*
 - ~ *Is there an elevator?*



bungalow



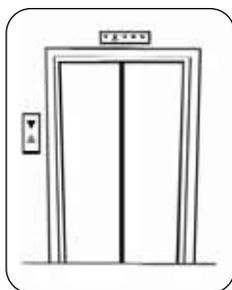
2-storey house



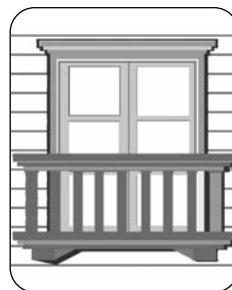
low-rise apartment



high-rise apartment



elevator



balcony



Activity: **Writing About My Canadian Home**

Exercise 3a

Choose words from the brackets { } to write about your home. Then, write one more sentence about your home. Next, copy all the sentences onto another page.

My Home In Canada

I live in _____. {a house / a low-rise building /
a high-rise building}

My house _____. {is a bungalow / has two floors /
has three floors}

My house has _____. {a basement / a back yard /
a garden / a garage}



Activity: **Writing About My Canadian Home**

Exercise 3b

Choose words from the brackets { } to write about your home. Then, write one more sentence about your home. Next, copy all the sentences onto another page.

My Home In Canada

I live in _____. {a house / a low-rise building / a high-rise building}

I live on the _____ floor of my apartment building. {1st / 2nd / 3rd / 4th / 5th / 6th ...}

My apartment building has _____. {elevators / balconies / a laundry room}

LINC 1

Banking,
Customer Service
and Telephone

Based on Canadian Language Benchmarks



Activity:

Talking About The Bank

INSTRUCTOR NOTES

Partners practice asking and answering questions about using the bank.

Timing: 30 minutes

WARM-UP

- Ask the students to name some banks in your community and list them on the board. Add simple addresses (e.g. CIBC – Gerard St.)
- Find out who has a bank account and ask one or two learners the name and location of their bank.
- Vocabulary introduction/review:
 - ~ bank account; ATM; bank machine; savings account; chequing account; bill; credit and debit card
- Practise these questions and short answers in simple present tense:
 - ~ *Do you have...[a bank account]?*
 - ~ *Do you use...[the ATM]?*
 - ~ *Do you pay...[bills every month]?*
 - ~ *Do you write...[cheques]?*
 - ~ *Yes, I do.*
 - ~ *No, I don't.*
 - ~ *Sometimes.*

ACTIVITY

- Distribute Exercise 1 and review it with the class, asking one or two of the questions and eliciting responses to ensure students understand.
- Pair students. Student A will ask the questions and Student B will answer, using one of the three responses given.
- Distribute Exercise 2 and review it with the class, making sure students understand the variation.
- Have student B ask the questions and Student A respond.
- Circulate and monitor learner responses for speaking assessment.

FOLLOW-UP

- Students in each group share information with the whole class (e.g. Pierre has a credit card. Lin pays bills at the bank.)
- Ask learners these questions:
 - ~ *What was different for learners about banks when they first came to Canada?*
 - ~ *Do most people in their home countries use ATM's, credit and debit cards, etc.?*
- *Using The ATM*



Activity:

Talking About The Bank

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors monitor learner responses for speaking assessment.
 - CLB Performance Indicators:
 - ~ responds to questions regarding basic personal data with required information

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 180-185.

- VOCABULARY**
- See list above.



Activity:
Talking About The Bank

Exercise I

Student A: Ask your partner these questions.
 Check **Yes, No** or **Sometimes**.

Student B: Answer your partner's questions this way:

- *Yes, I do.*
- *No, I don't.*
- *Sometimes.*

<p>Do you have a bank account?</p> <p>Yes ___ No ___</p> 	<p>Do you use the ATM (bank machine)?</p> <p>Yes ___ No ___</p> <p>Sometimes ___</p> 
<p>Do you have a savings account?</p> <p>Yes ___ No ___</p> 	<p>Do you pay bills at the bank?</p> <p>Yes ___ No ___</p> <p>Sometimes ___</p> 
<p>Do you have a chequing account?</p> <p>Yes ___ No ___</p> 	<p>Do you write cheques?</p> <p>Yes ___ No ___</p> <p>Sometimes ___</p> 
<p>Do you have a credit card?</p> <p>Yes ___ No ___</p> 	<p>Do you have a debit card?</p> <p>Yes ___ No ___</p> 



Activity: Talking About The Bank

Exercise 2

Student B: Ask your partner these questions.
Check **Yes, No** or **Sometimes**.

Question: Do you have... (a bank account)? Do you use...?
Question: Do you pay...? Do you write...?

Student A: Answer your partner's questions this way:

- Yes, I do.
- No, I don't.
- Sometimes.

<p>..... a bank account?</p> <p>Yes ___ No ___ Sometimes ___</p> 	<p>..... the ATM (bank machine)?</p> <p>Yes ___ No ___ Sometimes ___</p> 
<p>..... a savings account?</p> <p>Yes ___ No ___ Sometimes ___</p> 	<p>..... bills at the bank?</p> <p>Yes ___ No ___ Sometimes ___</p> 
<p>..... a chequing account?</p> <p>Yes ___ No ___ Sometimes ___</p> 	<p>..... cheques?</p> <p>Yes ___ No ___ Sometimes ___</p> 
<p>..... a credit card?</p> <p>Yes ___ No ___ Sometimes ___</p> 	<p>..... a debit card?</p> <p>Yes ___ No ___ Sometimes ___</p> 



Activity:
Using The ATM

INSTRUCTOR NOTES

Learners read the instructions on an ATM and then complete a sequencing task.

Timing: 25-30 minutes

WARM-UP

- *Talking About The Bank*
- Write the word instruction on the board and ask students if they know what an instruction is. Write their responses and add how to do something.
- Illustrate the concept with a simple example:
 - ~ How to write your name on the board --
 - *Tina, please stand up. Walk to the board. Pick up a piece of chalk. Write your name on the board.*
- Inform the class that they are going to read about instructions for an ATM.

ACTIVITY

- Distribute the exercises to the class.
- Go over Exercise 1 with the class, teaching vocabulary and pronunciation, especially the verbs involved in ATM instructions.
- Read through Exercises 2 and 3. Students refer to Exercise 1 as they complete the exercises.

FOLLOW-UP

- Compile a list on the board of other everyday situations where learners see instructions (e.g. for the washing machine in the laundry room or for the school photocopy machine).
- Encourage learners to read these instructions when they see them, and to seek clarification for parts they didn't understand.

ANSWER KEY

- Exercise 2:: 1. put in 2. type (words, numbers) into a computer
 3. push 4. select, pick 5. take out
 Exercise 3: 3, 6, 1, 5, 2, 4

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 180-185.

VOCABULARY

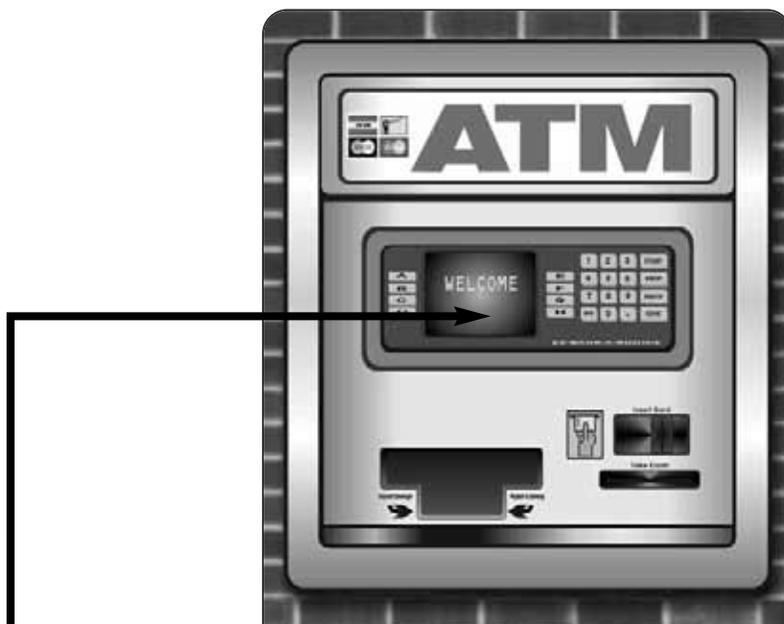
- ATM; bank machine; withdraw; deposit; savings, chequing account; instructions; insert; card; slot; P.I.N.; enter; press; choose; amount; remove; cash; pick; select; wallet



Activity:
Using The ATM

Exercise I

Read the instructions on the ATM (bank machine).



1. Insert ATM card in the slot.
2. Enter P.I.N. number.
3. Press “Withdrawal” or “Deposit” key.
4. Select account. Press “Savings” or “Chequing”.
5. Enter amount of money in numbers.
6. Remove your card and cash.



Activity: Using The ATM

Exercise 2

Read the five instruction verbs on the ATM machine. Write the meanings on the line.

1. insert _____
2. enter _____
3. press _____
4. choose _____
5. remove _____

take out**put in****push****select, decide****type (words, numbers) into a computer**

Exercise 3

Read the sentences below. Number each sentence to put the information in the correct order.

- _____ She presses the “Withdrawal” key.
- _____ She takes her ATM card and her money. She puts them in her wallet and goes home.
- 1 Teresa walks to the ATM machine. She puts her card in the slot.
- _____ She enters “\$60.00.”
- _____ She enters her P.I.N. number.
- _____ She has a savings account, so she presses “Savings.”



Activity:

Writing A Cheque

INSTRUCTOR NOTES

Students learn how to fill out cheques.

Timing: 30 minutes

WARM-UP

- Show learners a cheque book and ask how many of them write cheques.
- Ask why people write cheques and compile a list on the board:
 - ~ to pay utilities
 - ~ to pay bills
 - ~ to pay rent

ACTIVITY

- Read the information on the cheque in Exercise 1 with the students, and explain the terminology pay to the order of, sum of and memo.
- Review how to write sums of money, both in numbers and in words.
- Preview Exercises 2, 3 and 4 with the class, clarifying as necessary.
- Students complete the three cheques individually (for assessment) or in pairs.

FOLLOW-UP

- Ask for a show of hands to find out who pays bills on-line, by cheque, or in cash.

ASSESSMENT

- Instructors correct one or more cheques for writing assessment.
- CLB Performance Indicators:
 - copies, following North American conventions and styles of writing, numbers for amounts of money
 - writes personal information and copies familiar details using legible handwriting or printing

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 180-185.

VOCABULARY

- write, make out a cheque; landlord; rent; pay to the order of; sum of; memo; sign; on-line; Internet



Activity:
Writing A Cheque

Exercise 1

- Read this cheque.
- Mario Fantino wrote it to his landlord, Simon Lane.
- It is for the September rent. The rent is \$750.

John Doe 123 Anywhere Street Ottawa, ON 555-555-5555	No. 155 September 1, 20 09
Pay To The Order Of <u>Simon Lane</u> \$ <u>750.00</u>	
<u>Seven hundred and fifty</u> xx /100 DOLLARS	
 Bank of Canada Ottawa, ON	
Memo <u>September rent</u> <u>Mario Fantino</u>	

Exercise 2

- Write today's date on the cheque.
- Write the cheque to Options Credit Card.
- The bill is for \$129.50.
- It is to pay your credit card bill.
- Sign your own name.

John Doe 123 Anywhere Street Ottawa, ON 555-555-5555	No. 155 _____, 20____
Pay To The Order Of _____ \$ _____	
_____ /100 DOLLARS	
 Bank of Canada Ottawa, ON	
Memo _____	



Activity: Writing A Cheque

Exercise 3

- Write today's date on the cheque.
- Write the cheque to TeleCanada.
- The bill is for \$74.82.
- It is to pay your telephone bill.
- Sign your own name.

John Doe 123 Anywhere Street Ottawa, ON 555-555-5555	No. 155 _____, 20____
Pay To The Order Of _____ \$ _____ _____ /100 DOLLARS	
 Bank of Canada Ottawa, ON	
Memo _____	

Exercise 4

- Write today's date on the cheque.
- Write the cheque to the City of Kingview.
- The bill is for \$40.40
- It is to pay your water bill.
- Sign your own name.

John Doe 123 Anywhere Street Ottawa, ON 555-555-5555	No. 155 _____, 20____
Pay To The Order Of _____ \$ _____ _____ /100 DOLLARS	
 Bank of Canada Ottawa, ON	
Memo _____	



Activity:

Money Dictation And Money Bingo

INSTRUCTOR NOTES

A Bingo-type game is used to practice listening for the names of Canadian currency.

Timing: 20 minutes for each activity

WARM-UP

- Review the names and values of Canadian coins.
- Write a number of sums of money on the board. Have learners practice reading and pronouncing them, including:
 - ~ different ways of saying the same amount (e.g. one dollar fifty vs. a dollar and fifty cents)
 - ~ pronunciation of minimal pairs such as 14/40 and 15/50.

ACTIVITY

- Distribute Exercise 1 and review the instructions.
- Read the sums of money from the Listening Transcript as students listen and circle the answers on their worksheet.
- Take up the correct answers or else collect the worksheets for assessment.
- Distribute Exercise 2 and review it with the class. Explain the game of bingo. Write any 20-25 sums of money on the board, including some easily confused pairs (e.g. \$1.80 and \$1.18). Learners pick any four sums of money from the list and copy them in square A, continuing the pattern for squares B, C and D. At random, read the amounts of money slowly from the board. A winner is declared as soon as he or she has crossed out all four sums of money in one square.

FOLLOW-UP

- Practise reading and pronouncing all sums of money again. Pair learners up and have them practise counting the money in their wallet or purse. Ask them to tell their partner how much money they have with them today. (Example: I have \$10.50 in my wallet.)

ANSWER KEY

- 1. \$1.60 2. 40 cents 3. \$77 4. \$15
5. \$19.00 6. \$3.15 7. \$18.99 8. 25 cents

ASSESSMENT

- Instructors correct Exercise 1 for listening assessment.
- CLB Performance Indicators:
 - ~ responds to 2-5 word instructions
 - ~ identifies factual details in a listening text as required (e.g. by circling)
 - ~ comprehends numbers (sums of money)



Activity:

Money Dictation And Money Bingo

INSTRUCTOR NOTES CONTINUED

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 180-185.

VOCABULARY • sum; amount; dollars; cents; numbers up to 99; different; beside; winner

LISTENING TRANSCRIPT • Exercise 1:
(To be Read by Instructor)

1. \$1.16	2. \$14.00	3. \$7.00	4. \$0.50
5. \$19.00	6. \$3.15	7. \$80.99	8. \$0.25



Activity:
Money Dictation And Money Bingo

Exercise I

Listen to the teacher. Circle the sum (amount) of money you hear.

1.	\$ 1.60	\$ 1.16	\$ 1.66
2.	\$14.00	\$40.00	\$ 0.40
3.	\$27.00	\$77.00	\$ 7.00
4.	\$ 0.50	\$15.00	\$50.00
5.	\$90.00	\$ 0.19	\$19.00
6.	\$ 3.15	\$ 3.50	\$ 0.53
7.	\$18.99	\$80.99	\$89.00
8.	\$ 0 .25	\$25.00	\$25.29





Activity: Money Dictation and Money Bingo

Exercise 2

Bingo Cards

A large, empty rounded rectangular box with a thin black border, intended for a bingo card. The letter **A** is centered at the bottom.

A

A large, empty rounded rectangular box with a thin black border, intended for a bingo card. The letter **B** is centered at the bottom.

B

A large, empty rounded rectangular box with a thin black border, intended for a bingo card. The letter **C** is centered at the bottom.

C

A large, empty rounded rectangular box with a thin black border, intended for a bingo card. The letter **D** is centered at the bottom.

D



Activity:

The Lucky Grandson

INSTRUCTOR NOTES

A listening activity about a woman opening a savings account for her grandson is followed by comprehension questions.

Timing: 30 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ savings, chequing, deposit, identification, account, bank teller, customer
- Inform the class they are going to listen to a conversation between a bank teller and a woman who wants to open an account for her grandson.

ACTIVITY

- Play the audio (Track 4). Students listen for the gist.
- Ask these questions, and then re-play the audio:
 - ~ *Where does Mrs. Waris go?*
 - ~ *Why does she go there?*
- Hand out Exercise 1 and explain the procedure. Then, read the yes/no comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Replay the audio and/or repeat the questions as necessary.

FOLLOW-UP

- For question-formation practice:
 - ~ Divide the class into pairs. Give one partner a copy of “*Speaking Practice*”. This learner then asks his/her partner the first question. The partner consults his answer sheet and responds with a ‘yes’ or ‘no’ answer. The first learner checks this response against the answer key. Pairs continue with the remaining questions and answers.
- Ask the class if they have ever opened an account for a special person.

ANSWER KEY • 1.Y 2.N 3.N 4.Y 5.Y

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 180-185.

VOCABULARY

- lucky; account; savings; identification (ID); chequing; university; clever; first; second; third; OHIP; deposit



Activity:
The Lucky Grandson

LISTENING TRANSCRIPT

Mrs. Waris has only one grandson. She thinks he is very clever. She wants to save money so he can go to university some day. She goes to the bank to open a new account. Listen to Mrs. Waris talking to the bank teller.

- Bank teller: *May I help you?*
- Mrs. Waris: *Yes. I want to open a bank account to save money for my grandson.*
- Bank teller: *Then you want to open a savings account. What is your name please?*
- Mrs. Waris: *My name is Mrs. Hodan Waris.*
- Bank teller: *Mrs. Waris, to open a savings account, I need three things from you. First, I need two pieces of ID. Second, I need you to sign this paper. Third, I need to know how much money you want to deposit.*
- Mrs. Waris: *Here's my driver's license – and here's my OHIP card.*
- Bank teller: *Good. Now I need to put all your information into the computer. Just sign your name here at the bottom and we'll be done. Thank you. Now, how much money do you want to deposit?*
- Mrs. Waris: *Deposit?*
- Bank teller: *How much money do you want to put into your savings account?*
- Mrs. Waris: *Oh, I have \$347.00.*
- Bank teller: *Here's your new bank book. Your grandson is a lucky boy. What a great start for his education! You're a wonderful grandmother.*

Comprehension Questions (To be read by Instructor)

1. Does Mrs. Waris want to open a bank account?
2. Does Mrs. Waris open a bank account for her grandson's wedding?
3. Does Mrs. Waris want to save money for her son?
4. Does the bank teller ask for ID?
5. Does Mrs. Waris have \$347.00 to deposit?



Activity:
The Lucky Grandson

Exercise I

Listen to the question. Circle **Yes** or **No**.

- | | |
|---------------|-----------|
| 1. Yes | No |
| 2. Yes | No |
| 3. Yes | No |
| 4. Yes | No |
| 5. Yes | No |

**Activity: The Lucky Grandson****Speaking Practice****Questions**

1. Does Mrs. Waris want to open a bank account?
2. Does Mrs. Waris open a bank account for her grandson's wedding?
3. Does Mrs. Waris want to save money for her son?
4. Does the bank teller ask for ID?
5. Does Mrs. Waris have \$347.00 to deposit?

Answers

1. Yes
2. No
3. No
4. Yes
5. Yes



Activity:

Using The Phone Book

INSTRUCTOR NOTES

Famous Canadian and family names are used to practice writing in alphabetical order.

Timing: 20-25 minutes

- WARM-UP**
- Write the names John Andrews and Mohammed Zahir on the blackboard and ask learners which name would appear first in a telephone directory.
 - Review the concept of first/given name vs. last/family name.
 - Explain the Canadian conventions regarding names (i.e. that in conversation, we start with our given name and finish with our family name, but that in lists such as the telephone directory, family names come first.)
 - Review alphabetical order by chanting or singing the alphabet. Test orally (e.g. Nina, does “g” come before “d”?)
 - Ask each class member to spell his or her family name and record each name on the board in random order.
- ACTIVITY**
- Distribute Exercise 1. Tell students these are the names of some famous Canadians. (They will learn more about these Canadians in the Follow-up below.) Students copy the list of names in alphabetical order.
 - Distribute and read Exercise 2 with the class to ensure they understand.
 - Students work individually to complete the exercise.
- FOLLOW-UP**
- Ask students if they know any of the Canadians in the list. Write a one- or two-word description of them on the blackboard. Students can copy the descriptions on their own paper, (e.g. Wayne Gretzky – hockey player; Tommy Douglas – political leader.)
 - *Parts of the Phone Book*
- ANSWER KEY**
- Exercise 1: Banting, Frederick; Carr, Emily; Douglas, Tommy; Fox, Terry; Gretzky, Wayne; Jean, Michaëlle; Kain, Karen; Riel, Louis; Trudeau, Pierre
- ASSESSMENT**
- Instructors correct Exercise 1 for writing assessment.
 - CLB Performance Indicators:
 - ~ copies, following North American conventions
 - ~ exhibits legible printing or handwriting, with no major omissions in copying information. Poses only slight difficulties for a reader to decode letters.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 180-185.
- VOCABULARY**
- phone book; telephone book; telephone directory; alphabet; alphabetical order; family name; famous



Activity:
Using The Phone Book

Exercise I

Copy the names in alphabetical order in the spaces below.

Louis Riel	1. Banting _____ , Frederick _____
Terry Fox	2. _____ , _____
Karen Kain	3. _____ , _____
Frederick Banting	4. _____ , _____
Pierre Trudeau	5. _____ , _____
Michaëlle Jean	6. _____ , _____
Tommy Douglas	7. _____ , _____
Emily Carr	8. _____ , _____
Wayne Gretzky	9. _____ , _____



Activity: Using The Phone Book

Exercise 2

Copy twelve family names from the blackboard in alphabetical order in the spaces below.

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



Activity:

Parts of the Phone Book

INSTRUCTOR NOTES

Learners read about the telephone book white pages, Yellow Pages and blue pages, and then complete an information gap activity.

Timing: 40-45 minutes

WARM-UP

- Bring several telephone books to class and distribute them to groups.
- Have learners locate the white, yellow and blue pages.
- Review the kind of information found in the white pages and ask if anyone knows what information is contained in the yellow and blue pages.
- Review the concept of alphabetical listings from *Using the Phone Book*.

ACTIVITY

- Divide the class into three small groups.
- Distribute Paragraph 1 – White Pages to Group 1, Paragraph 2 – Yellow Pages to Group 2, and Paragraph 3 – Blue Pages to Group 3.
- Each group reads the paragraph several times, discusses the answers to their question and prepares to give the information to their classmates in another group.
- Form new groups of three, with one student from each of the previous groups. Students share the information they have learned with their new group.
- Encourage students who don't understand to seek clarification and ask for repetition (e.g. I don't understand. Please repeat.)
- Distribute "*In The Telephone Book*" to the newly-formed groups. Review the instructions for Exercise 1 and 1. Circulate and assist learners as necessary.
- Correct together as a class.

FOLLOW-UP

- Five Important Numbers

ANSWER KEY

- Exercise 1: addresses, numbers, white, yellow, government
- Exercise 2: 1. Yellow Pages 2. white pages 3. blue pages 4. Yellow Pages;
5. blue pages 6. Yellow Pages 7. Yellow Pages 8. white pages
9. blue pages

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 180-185.

VOCABULARY

- white/Yellow/blue pages; beside; business; rental; plumber; lawyer; companies; professional; government; office; city



Activity:

Parts of the Phone Book

Paragraph 1: WHITE PAGES

Most Ontario phone books have 3 parts. The first part is the white pages.

Use the white pages to find people in your city. Their family names are in alphabetical order. Beside the names, you can find addresses and telephone numbers.

What can you find in the white pages? How can you find a name?

Paragraph 2. YELLOW PAGES

Most Ontario phone books have Yellow Pages.

You can find doctors, dentists and lawyers in the Yellow Pages. You can also find business phone numbers. For a rental car, a pizza or a furniture store, you can look in the Yellow Pages. You can find names, addresses and telephone numbers of these businesses.

What can you find in the Yellow Pages? Give more examples.

Paragraph 3. BLUE PAGES

Many Ontario towns and cities have three parts in the phone book. The third part is the blue pages.

In the blue pages, you can find government addresses and phone numbers. Some are city government offices. Some are Ontario government offices. Some are for the Government of Canada.

What can you find in the blue pages? Give three examples.



Activity: Parts of the Phone Book

Exercise 1

With your group, fill in the blanks.

In the Telephone Book

In the telephone book, you can find names, a _____ and telephone **n** _____. You can find your friends' phone numbers in the _____ pages. You can find information about businesses such as shops and restaurants in the Yellow Pages. In the _____ pages, you can find _____ phone numbers.

Exercise 2

Where does this information belong? Write white pages, Yellow Pages or blue pages in the blank lines.

1. _____ **Yellow Pages** _____ Ajax Rent-a-Car
2. _____ David Jones (your neighbour)
3. _____ City of Toronto community centres
4. _____ Peter's Pizza Palace
5. _____ Citizenship and Immigration Canada
6. _____ Hansen Plumbing
7. _____ Preston Dental Clinic
8. _____ Li Chao (your classmate)
9. _____ Ontario Ministry of Transportation



Activity:

Five Important Numbers

INSTRUCTOR NOTES

Group and individual reading exercises are used to learn about telephone services.

Timing: 30 minutes

- WARM-UP**
- Bring several telephone books to class and distribute them.
 - Ask learners to scan the first few pages before the white pages to locate explanations of 9-1-1, 4-1-1, 6-1-1 and 2-1-1 (if this service is available in your community). Ask learners what these numbers are for.
 - Tell them that they will read about these and other important numbers.
- ACTIVITY**
- Divide the class into five groups. Give each group copies of one of the Reading Passages.
 - Each group reads their paragraph, first individually, then together. Circulate and assist learners as necessary.
 - Form new groups of five, one learner having read paragraph 1, one having read paragraph 2, and so on. Have them explain their important phone number and its purpose to their new group.
 - Distribute Exercise 1 and clarify instructions.
 - Learners complete the exercise individually for assessment.
- FOLLOW-UP**
- Ask students if there is an emergency number in their home country.
 - Ask if any of the other emergency or non-emergency services exist.
 - Instructors in e-classrooms can explore important telephone numbers on the website www.211ontario.ca with the class, and search Telehealth Ontario.
- ANSWER KEY**
- 1. 2-1-1 2. 9-1-1 3. 4-1-1 4. 1-866-797-0000 5. 9-1-1
6. 2-1-1 7. 9-1-1
- ASSESSMENT**
- Instructors correct Exercise 1 for reading and writing assessment.
 - CLB Performance Indicators:
 - ~ identifies factual details in a text as required
 - ~ listener can understand and use information
 - ~ copies numerals and phone numbers
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 180-185.
- VOCABULARY**
- emergency; dial; fire; accident; danger; out of order; fix; find out; directory assistance; social services; information; nurse



Activity: Five Important Numbers

READING PASSAGES

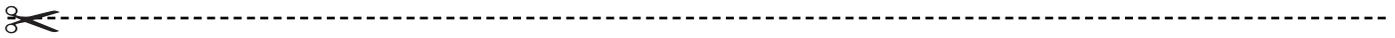
1. A very important number is 9-1-1. It is for an emergency.

You can dial 9-1-1 for a fire. You can dial 9-1-1 for a bad accident.

Dial 9-1-1 if someone is very sick. Dial 9-1-1 for the police when someone is in danger.

**2. For problems with your telephone, dial 6-1-1.**

The telephone company will fix your phone. You can call 24 hours a day, 7 days a week.

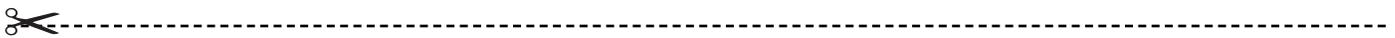
**3. Dial 4-1-1 to find out any telephone number in Canada or in the U.S.A.**

You must pay for this service. It is called “directory assistance”.

**4. There is a new number in many Ontario cities. It is 2-1-1.**

Dial 2-1-1 to learn about social, government and health services in your city.

You can get information in English, French or many other languages.

**5. Do you know about Telehealth Ontario?**

For health problems that are not emergencies, you can call Telehealth Ontario.

The phone number is 1-866-797-0000. You can call 24 hours a day, 7 days a week.

A nurse will talk to you and answer your questions.



Activity:

Five Important Numbers

Exercise I

Read each sentence. *What number do you dial?*

9-1-1	for Emergency
4-1-1	for Phone Number Information
6-1-1	for Telephone Repairs
2-1-1	for Information About Your City
1-866-797-0000	for Questions About Health

1. *You want to find a daycare centre near your house.*
Dial _____
2. *You see a big fire at the house next door.*
Dial _____
3. *You lose your cousin's phone number. She lives in Vancouver. You want to call her.*
Dial _____
4. *It is midnight. Your baby is coughing. You want to ask a nurse about your problem.*
Dial _____
5. *Your father is 83. He has heart problems. He has a bad pain in his chest.*
Dial _____
6. *You want to find a public library near your house.*
Dial _____
7. *You see a robber go into the bank. He has a gun.*
Dial _____



Activity:

Everyday Phone Calls

INSTRUCTOR NOTES

Learners practice telephone dialogues by arranging strip stories in logical order.

Timing: 30 minutes

WARM-UP

- Ask learners what they say when they answer the phone. Write their responses on the board.
- Explain the terms wrong number and telemarketer.
- Grammar note: The use of the future tense in “I’ll get her” and the passive in “I’m not interested” exceeds the benchmark for CLB I learners. However, they can be taught as formulas or idioms.

ACTIVITY

- Learners work in pairs. Give each pair 4 envelopes, labelled Phone Call 1, 2, 3 and 4, each containing a telephone dialogue cut into strips.
- Play the first phone call (Track 5) once or twice. Learners listen for the gist.
- Pairs open the envelope marked Phone Call 1, and arrange the conversation strips in logical order. The instructor circulates and checks learners’ work.
- Repeat this procedure for the remaining 3 phone calls.
- Ask learners to read, then role play each of these 4 phone calls several times with their partner.

FOLLOW-UP

- Compare telephone manners in Canada and in learners’ countries of origin.
 - ~ Are the greetings similar?
 - ~ What happens when you dial the wrong number?
 - ~ Do you apologize?
 - ~ Is telemarketing common? What is the usual response to telemarketers?
- Learners report on a phone call they receive in the next few days.
 - ~ What did they say?
 - ~ What did the caller say?
 - ~ Did they understand?

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 180-185.

VOCABULARY

- wrong number; get home; again; just a moment; vacation; holiday; I’ll get her; I’m not interested



Activity:
Everyday Phone Calls

LISTENING TRANSCRIPT

Listen to the 4 phone calls:

- Phone Call 1: *Hello.*
Good morning. May I speak to Tim Johnston, please?
You must have the wrong number. Tim doesn't live here.
I'm sorry.
- Phone Call 2: *Hello. Is Lee there please?*
Sorry. Lee is at work this evening. He gets home at nine o'clock.
Thanks. I'll call again after nine.
- Phone Call 3: *Hello.*
Hi, Mrs. Pavic. Is Mariana there please?
Yes. Just a moment please. I'll get her.
Thanks.
- Phone Call 4: *Hello.*
Good afternoon. Is this Mr. Nguyen?
Yes. Who's speaking?
This is Paradise Dream Vacations. You can win a two-week holiday in beautiful . . .
Sorry. I'm not interested!



Activity:
Everyday Phone Calls

Hello.

Good morning. May I speak to Tim Johnston, please?

You must have the wrong number. Tim doesn't live here.

I'm sorry.

Hello. Is Lee there please?

Sorry. Lee is at work this evening. He gets home at nine o'clock.

Thanks. I'll call again after nine.



Activity: Everyday Phone Calls

Hello.

.....

Hi, Mrs. Pavic. Is Mariana there please?

.....

Yes. Just a moment please. I'll get her.

.....

Thanks.

Hello.

.....

Good afternoon. Is this Mr. Nguyen?

.....

Yes. Who's speaking?

.....

This is Paradise Dream Vacations. You can win a two-week holiday in beautiful ...

.....

Sorry. I'm not interested!



Activity:

Taking Voice-Mail Messages

INSTRUCTOR NOTES

A listening passage using voice-mail messages is followed by comprehension questions.

Timing: 30-40 minutes

WARM-UP

- Review the days of the week.
- Review time-telling. Draw attention to the different ways of expressing time (e.g. three fifteen vs. quarter past three).
- Write the terms noon, midnight, a.m. and p.m. on the blackboard and ensure learners understand their meaning.
- Distribute Exercise 1 and select students to tell the time on the clocks.

ACTIVITY

- Write voice-mail on the blackboard. Ask students what voice-mail is and find out if they have this telephone service.
- Tell students they are going to listen to 5 voice-mail messages.
- Play the audio (Track 6). Students listen for the gist.
- Distribute Exercise 2 and review the instructions with the students. Play the audio as necessary while students complete the listening task.

FOLLOW-UP

- If most of the learners have voice-mail, encourage them to leave simple voice-mail messages for each other for practice.
- Leave a voice-mail message for each member of the class about an upcoming class event and have them report back.

ANSWER KEY

- Exercise 2: 1. b, a, b, 416-555-0787 2. b, a, b, 613-555-0546
3. a, a, b, 905-555-0077 4. b, a, b, 519-555-6644 5. b, b, No

ASSESSMENT

- Instructors correct individual learner worksheets for listening assessment.
- CLB Performance Indicators:
 - ~ identifies factual details in a listening text
 - ~ circles or fills in appropriate blanks
 - ~ comprehends numbers, times and dates

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 180-185.

VOCABULARY

- voice-mail; messages; appointment; remind; dentist; confirm; parent-teacher interview; check-up; landlord; fridge; give me a call; kids



Activity:

Taking Voice-Mail Messages

LISTENING TRANSCRIPT

Listen to the 5 voice-mail messages. Take notes on the worksheet by circling the correct answers.

- Message 1: *Good morning. This is Dr. Stubinski's office calling. You have a dentist appointment on Monday afternoon at 3:30. Please call to confirm at 416-555-0787.*
- Message 2: *Hello. This is Bashir's teacher. You have a parent-teacher interview on Tuesday evening. I can talk to you at 7:30. If you can't come, please call the school office. The number is 613-555-0546.*
- Message 3: *Good afternoon. This is the St. Catherine's Eye Clinic calling. Your eye check-up with Dr. Green is at 9:45 Thursday morning. Please call to confirm at 905-555-0077. Bring your glasses. Thank you.*
- Message 4: *Good evening. This is your landlord, Sam Wong. I can see you at 4:30 Sunday afternoon. We can talk about the new fridge. I can come to your apartment. Give me a call if that's a problem. My number is 519-555-6664.*
- Message 5: *Hi. This is Sue Rivera next door. Can you come to my house on Saturday afternoon around 2:15 with your kids? I'd like you to meet the new neighbours.*

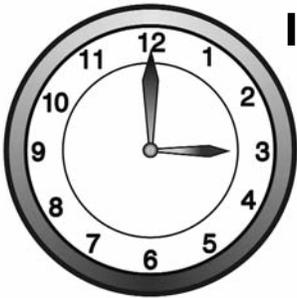


Activity: Taking Voice-Mail Messages

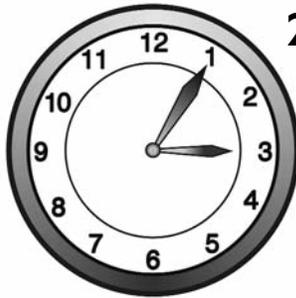
Exercise I

What Time Is It?

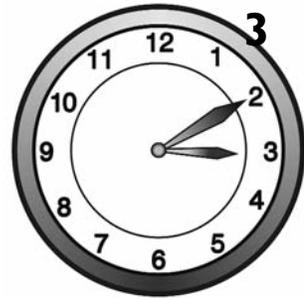
How do you say the time on each clock?



1



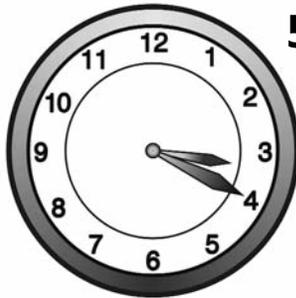
2



3



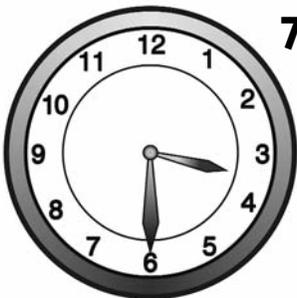
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5



6



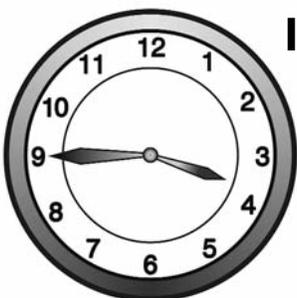
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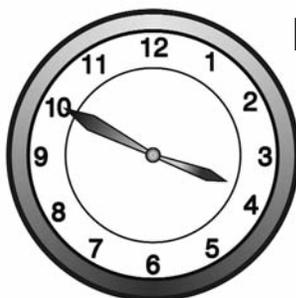
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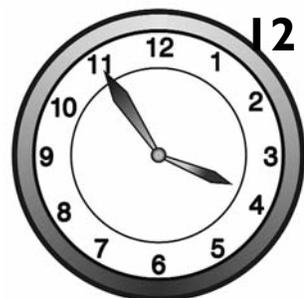
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11



12



Activity: Taking Voice-Mail Messages

Exercise 2

Voice-mail Message 1:

Who called? a. your teacher b. your dentist

What day is your appointment? a. Monday b. Thursday

What time is your appointment? a. 9 a.m. b. 3:30 p.m.

Write the telephone number: _____

Voice-mail Message 2:

Who called? a. your doctor b. your son's teacher

What day is your appointment? a. Tuesday b. Friday

What time is your appointment? a. 10 a.m. b. 7:30 p.m.

Write the telephone number: _____

Voice-mail Message 3:

Who called? a. your eye doctor b. your dentist

What time is your appointment? a. 9:45 a.m. b. 9:45 p.m.

What day is your appointment? a. Tuesday b. Thursday

Write the telephone number: _____



Activity: Taking Voice-Mail Messages

Exercise 2 (continued)

Voice-mail Message 4:

Who called? a. *your bank* b. *your landlord*

What time is your appointment? a. *4:30 p.m.* b. *5:30 p.m.*

What day is your appointment? a. *Wednesday* b. *Sunday*

Write the telephone number: _____

Voice-mail Message 5:

Who called? a. *your doctor* b. *your neighbour*

What day and time does she say? a. *Sunday at 3:50* b. *Saturday at 2:15*

She tells you her telephone number. Yes No

LINC 1

Canada

Based on Canadian Language Benchmarks



Activity:
A Map of Canada

INSTRUCTOR NOTES

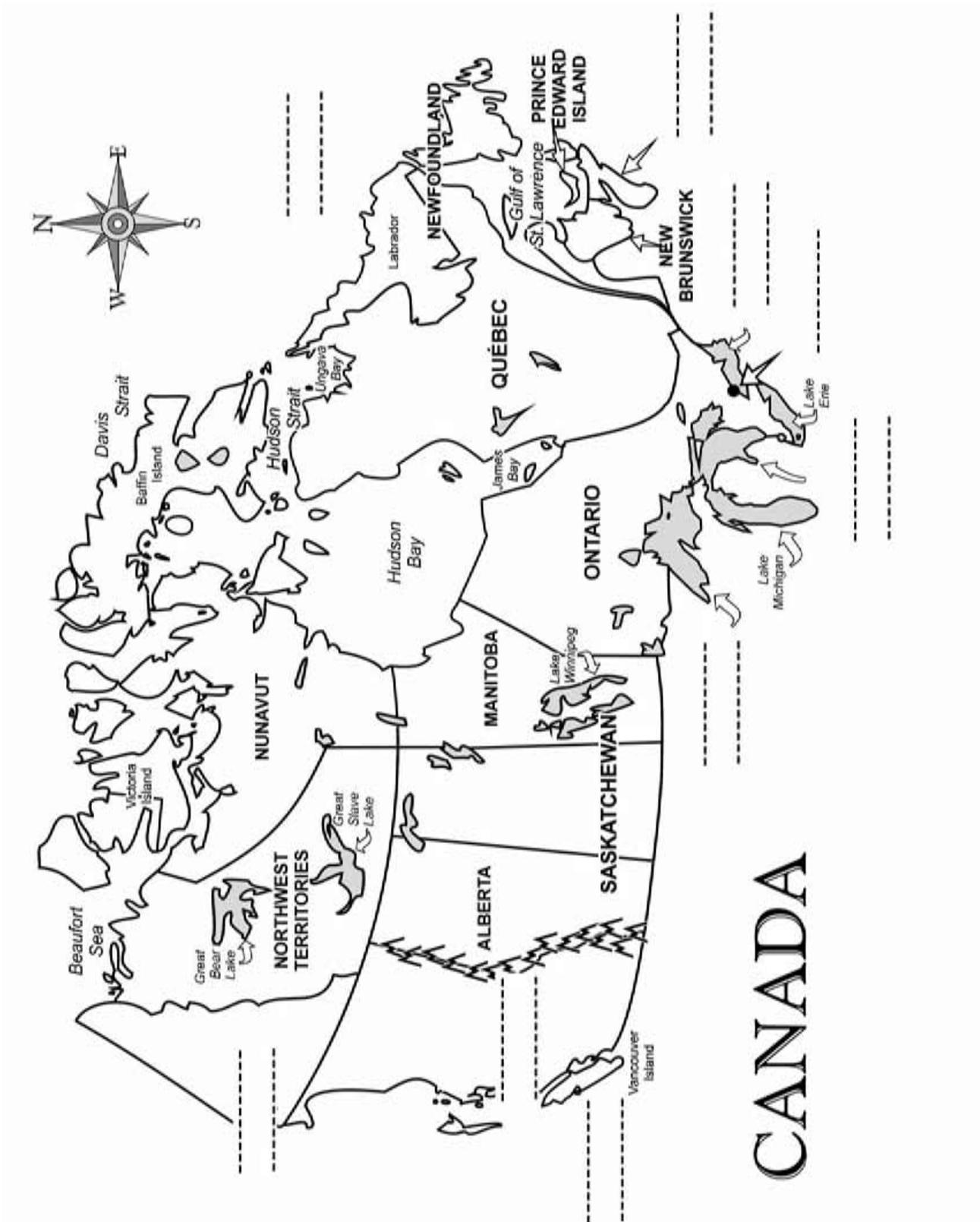
Learners are introduced to Canadian geography by locating provinces, a territory and major city on a map.

Timing: 30 minutes

- WARM-UP**
- Hand out the Worksheet with the map of Canada and demonstrate the concepts north, south, east and west.
 - Read the provincial and territorial names, the capital cities, and the oceans. Have students practice the pronunciation.
 - Write the missing place names on the board and inform the class they are going to complete the map by filling in this information:
 - ~ British Columbia (west)
 - ~ Nova Scotia (east)
 - ~ Yukon Territory(north)
 - ~ Toronto (southern Ontario)
- ACTIVITY**
- Students complete their map of Canada by filling in the missing provinces, territory and city.
 - Take up the answers together. If desired, students may exchange and correct their partner's map.
- FOLLOW-UP**
- *Oceans, Lakes, Mountains, Prairies*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 212-217.
- VOCABULARY**
- province; territory; compass; west; east; north; south; capital (city)



Activity:
A Map of Canada





Activity:
Oceans, Lakes, Mountains, Prairies

INSTRUCTOR NOTES

Oceans, lakes, mountains and prairies are added to students' knowledge of Canadian geography in this map labelling activity.

Timing: 40 minutes

- WARM-UP** • *A Map of Canada*
- ACTIVITY** • Read “Part 1: Oceans” with the class. Clarify any vocabulary problems.
• Students mark the oceans on their maps.
• Repeat the procedure for Parts 2, 3 and 4.
- ASSESSMENT** • Instructors collect the maps for reading and writing assessment.
• CLB Performance Indicators:
~ follows short instructions
~ identifies places on a simple map
~ identifies factual details in a text as required (circles answers, labels accurately on a map)
~ copies with legible printing
- FOLLOW-UP** • *Writing about Two Countries*
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 212- 217.
- VOCABULARY** • beautiful; group; large; mountains; hills; border; triangle; prairie; flat



Activity: Oceans, Lakes, Mountains, Prairies

Part 1: Oceans

The Pacific Ocean is west of Canada.

Write ***Pacific Ocean*** on your map.

The Arctic Ocean is north of Canada.

Write ***Arctic Ocean*** on your map.

The Atlantic Ocean is east of Canada.

Write ***Atlantic Ocean*** on your map.

Part 2: Lakes

Canada has a group of five large lakes called the “Great Lakes”.

The big lake on the west is called “Lake Superior”.

Write ***Lake Superior*** on your map.

East of Lake Superior and Lake Michigan, you can find Lake Huron.

Write ***Lake Huron*** on your map.

Toronto is on Lake Ontario.

Write ***Lake Ontario*** on your map.

Part 3: Mountains

Canada has some mountains called the Rocky Mountains.

Look at the triangles between British Columbia and Alberta.

Write ***Rocky Mountains*** near the triangles.

Part 4: Prairies

The Prairie provinces are Manitoba, Saskatchewan and Alberta.

They are east of the Rocky Mountains. Find the Prairie provinces on your map.

Write ***Prairies*** in large letters across Manitoba, Saskatchewan and Alberta.



Activity:
Writing About Two Countries

INSTRUCTOR NOTES

A geographical context is used to practice the verbs to be and to have.

Timing: 20-25 minutes

WARM-UP

- A Map Of Canada and Oceans, Lakes, Mountains, Prairies
- Ask students these Canadian geography questions orally. Students may consult their map.
 - ~ What province is on the Pacific Ocean?
 - ~ What provinces are on the Atlantic Ocean?
 - ~ What province is on the Great Lakes?
 - ~ Where are the Rocky Mountains?
 - ~ Where are the Prairies?
- Drill the verbs to be and to have in a geographical context:
 - ~ to be for location, as in Toronto is in Ontario.
 - ~ to have for physical features, as in Alberta has high mountains.

ACTIVITY

- Hand out the Worksheet. Clarify the instructions for Exercise 1. Students may complete the activity individually or in pairs.
- Take up the answers and have students practise reading the sentences orally.
- To prepare learners for Exercise 2, have each student tell the class at least one fact about his/her home country. Guide the use of to be and to have. Circulate and assist as necessary while they write about another country.

FOLLOW-UP

- Students read their sentences aloud and encourage classmates to ask questions.

ANSWER KEY

- 1. is 2. isn't 3. has 4. is 5. isn't 6. doesn't have 7. have

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 212-217.

VOCABULARY

- ocean; lake; mountain



Activity:
Writing About Two Countries

WORKSHEET**Exercise 1**

Read the seven sentences about Canada. Fill in the verbs from the box below.

is isn't has have doesn't have

1. Nova Scotia _____ on the Atlantic Ocean.
2. Ontario _____ on the Atlantic Ocean.
3. Canada _____ many lakes.
4. Toronto _____ on Lake Ontario.
5. Toronto _____ on the Pacific Ocean.
6. Saskatchewan _____ high mountains.
7. Alberta and British Columbia _____ high mountains.

Exercise 2

Write two or three sentences about another country.

Example:

Japan is on the ocean. It has high mountains.



Activity:
My New Country

INSTRUCTOR NOTES

A jig-saw activity introduces some facts about Canada.

Timing: 30-35 minutes

WARM-UP

- Vocabulary introduction/review:
 - ~ number, size, capital city, land forms, products; kilometre

ACTIVITY

- Pair up the students. Give Worksheet 1 to Student A and Worksheet 2 to Student B. Review the instructions with the class and assist as necessary.
- Circulate and monitor conversation if using for assessment.

ASSESSMENT

- Instructors assess individual student speaking.
- CLB Performance indicators:
 - ~ responds to questions with...required information
 - ~ indicates problems in communication
 - ~ uses cardinal numbers

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 212-217.

VOCABULARY

- number, size, capital city, land forms, products; kilometre; oil; gas; wheat; paper; prairie; mountain; forest



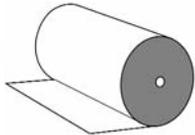
Activity:
My New Country

WORKSHEET I

Student A

Read the facts about Canada. Ask your partner these questions to fill in the box.

- What is the **size** of Canada?
- What are some **land forms** in Canada?

CANADA	
Number of people	more than 33 million people
Size of Canada	
Capital city	Ottawa
Land forms	
Products of Canada	 oil and natural gas,  wheat and  paper



Activity:
My New Country

WORKSHEET 2

Student B

Read the facts about Canada. Ask your partner these questions to fill in the box.

- What is the **number of people in Canada**?
- What is the **capital city** of Canada?
- What are some **products** of Canada?

CANADA	
Number of people	
Size of Canada	9,984,670 square kilometers
Capital city	
Land forms	 mountains,  prairies,  forests
Products of Canada	



Activity:
What Do I Like About Canada?

INSTRUCTOR NOTES

Learners are introduced to place names, animals and geographical features of Canada in the poem “What Do I Like About Canada?”

Timing: 30-45 minutes

WARM-UP

- Ask students to name Canada’s provinces and territories, assisting as necessary. Write the names on the board, and model the pronunciation.

ACTIVITY

- Play the audio (Track 7). Students listen for the gist.
- Hand out Exercise One and replay the audio. Students listen and read silently.
- Review the instructions with the class and assist as necessary as students complete the exercise.
- Hand out Exercises Two and Three. Review the instructions and assist students as necessary.

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 212-217.

VOCABULARY

- skiing; skating; snow-covered; mountains; waterfalls; polar bear; whales; sunset (n.); buffalo; set (v.)



Activity:
What Do I Like About Canada?

LISTENING TRANSCRIPT

What do I like about Canada?

In winter I like skiing,

And skating on cold winter nights.

I like the snow-covered mountains in BC.

And I love Niagara Falls.

What do I like about Canada?

When I travelled, I saw many wonderful things.

I saw a polar bear in Manitoba.

I watched whales playing in Newfoundland.

I saw the sun set in Saskatchewan.

In Alberta, I saw my first buffalo.



Activity:
What Do I Like About Canada?

Exercise I

1. Listen to the poem and read silently.
2. Listen again and underline the name of each province as you hear it.

What Do I Like About Canada?

In winter I like skiing,



skiing



skating

And skating on cold winter nights.

I like the snow-covered mountains in BC.



mountains



Niagara Falls

And I love Niagara Falls.

When I travelled I saw many wonderful things.

I saw a polar bear in Manitoba.



polar bear



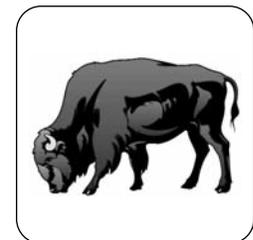
whales

I watched whales playing in Newfoundland.

I saw the sun set in Saskatchewan.



sunset



buffalo

In Alberta, I saw my first buffalo.

Activity: **What Do I Like About Canada?****Exercise 2**

Draw a line from the words on the left with the place on the right.
Look at your poem again if you need to.

polar bear**Alberta****whales****Manitoba****snow-covered mountains****Saskatchewan****waterfalls****Niagara Falls****sunset****Newfoundland****buffalo****BC**



Activity: What Do I Like About Canada?

Exercise 3

Listen again and write the number beside the words as you hear them.
Do not look at the poem.



sunset



polar bear



snow-covered mountains



whale



skater



skier



waterfalls



buffalo

_____ sunset

_____ skater

_____ waterfalls

_____ whale

_____ snow-covered mountains

_____ polar bear

/ _____ skier

_____ buffalo

Find the words in the poem *What Do I Like About Canada?* and underline them.



Activity:

What Do You Think About Canadian Weather?

INSTRUCTOR NOTES

Partners practice asking and answering questions as they share their opinions about the weather in Canada and their home country.

Timing: 30-40 minutes

WARM-UP

- For Exercise 1, pair off learners who have been here a longer time with those who have arrived more recently.
- Photocopy 'Greetings And Expressions' and hand out one copy to each student. Review it with the class and answer questions as arising.

ACTIVITY

- Hand out Exercise 1 and explain that learners are going to ask a classmate about Canadian weather. Practise the questions chorally as a class, especially the intonation for Wh- and Yes/No questions.
- To prepare for Exercise Two, ask some general comparison/contrast questions about Canada and learners' countries of origin.
 - ~ *Do you have snow in your country?*
 - ~ *Is Canada very cold for you?*
 - ~ *Do you have more rain in your first country than in Canada?*
- Hand out Exercise 2. Match learners with a different partner for this activity. Follow the same procedure.

FOLLOW-UP

- Compile some of the results on the board, for example:
 - Learners who like Canadian winter: 6
 - Learners who don't like Canadian winter: 7
 - Learners who weren't here last winter: 3

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 212-217.

VOCABULARY

- like best; weekends; go outside; have fun; stay inside; rainy; windy



Activity:

What Do You Think About Canadian Weather?

Greetings and Expressions

Hello. / Good morning. / Good afternoon. / Hi.

May I ask you some questions about . . . ?

Sorry, I don't understand. Can you repeat?

Thank you. / Thanks.

Hello. / Good morning. / Good afternoon. / Hi.

May I ask you some questions about . . . ?

Sorry, I don't understand. Can you repeat?

Thank you. / Thanks.

Hello. / Good morning. / Good afternoon. / Hi.

May I ask you some questions about . . . ?

Sorry, I don't understand. Can you repeat?

Thank you. / Thanks.

Hello. / Good morning. / Good afternoon. / Hi.

May I ask you some questions about . . . ?

Sorry, I don't understand. Can you repeat?

Thank you. / Thanks.

Activity: **What Do You Think About Canadian Weather?****Exercise 1**

Ask your partner these questions. Circle his/her answers.

1. *What kind of weather do you like best?*

hot warm cool cold

2. *What kind of days do you like best?*

sunny rainy snowy

3. *What do you do on rainy weekends?*

I stay at home. I go outside.

4. *Do you like the winter in Canada?*

I don't know yet. I like Canadian winter. I don't like Canadian winter.

5. *What do you do in the Canadian winter?*

I don't know yet. I go outside and have fun. I stay inside and watch TV.

6. *Do you like Canadian summer?*

I don't know yet. Yes, I like to go outside. No, it's too hot.

7. *Do you like Canadian autumn?*

I don't know yet. Yes, it's beautiful. No. It's too cool.

8. *Do you like Canadian spring?*

I don't know yet. Yes, I love it. No, it's too rainy.

Activity: **What Do You Think About Canadian Weather?****Exercise 2**

Ask your partner these questions. Circle his/her answers.

Classmate's name: _____

Classmate's first country: _____

1. *What is the weather like in your first country?*

There are four seasons like in Canada.

There are two seasons.

The weather is the same all year.

2. *Does it snow there?*

Never. Sometimes. Every winter.

3. *What is the hottest temperature there?*

More than 35 degrees Celsius. Less than 35 degrees Celsius.

4. *Is it rainy?*

Yes No Sometimes

5. *Is it windy?*

Yes No Sometimes



Activity:

What Is The Weather Like?

INSTRUCTOR NOTES

True/False comprehension questions and picture descriptions are used to teach weather vocabulary.

Timing: 20-25 minutes

WARM-UP

- Ask the class “*What is it like today?*”
- Elicit weather vocabulary and make a list on chart paper for future use.

ACTIVITY

- Play the audio (Track 8). Listen for the gist.
- Distribute Exercise 1. Go over the instructions and the pictures one by one, eliciting the vocabulary that learners already know. Replay the audio while the class completes the exercise.
- Hand out Exercise 2. Read the weather words orally and have students practice repeating them. Answer questions as necessary. Ask the students if any of these vocabulary items describe today’s weather.
- Read the Teacher’s Script as students complete Exercise 3.

FOLLOW-UP

- *The Weather Forecast*

ANSWER KEY

- Exercise 3:
1. T 2. F 3. T 4. F 5. T 6. T 7. T 8. T 9. T 10. F

ASSESSMENT

- Instructors correct learner responses for listening assessment.
- CLB Performance Indicators:
 - ~ responds to short instructions
 - ~ identifies factual details in a listening text with visual clues
 - ~ fills in appropriate blanks

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 212-217.

VOCABULARY

- hot; warm; cold; cool; rainy; raining; drizzling; pouring; snowy; snowing; icy; windy; sunny; cloudy; bright; outdoors; dull; shower; umbrella; hat; mittens; get wet



Activity:
What Is The Weather Like?

LISTENING TRANSCRIPT
What Is It Like Today?

1. *What a bright sunny day! It's great to be outdoors!*
2. *It's dull and cloudy. There isn't any sun today.*
3. *It's so hot today. It's the hottest day all summer. I need a shower!*
4. *It's still snowing. What snowy weather! My children like to play in the snow.*
5. *You have to wear your hat and mittens, Jason. It's very cold outside.*

LISTENING TRANSCRIPT (To be read by Instructor)

Listen to ten sentences about the weather. Write **T** (for True) or **F** (for False).

1. _____ *Sometimes you can see the sun on a cloudy day.*
2. _____ *The winters are very hot in Canada.*
3. _____ *Canadians wear coats on snowy days.*
4. _____ *It is sunny at night.*
5. _____ *People can fall down on icy sidewalks.*
6. _____ *People use umbrellas on sunny days.*
7. _____ *Autumn and fall are the same season.*
8. _____ *Many leaves fall off the trees on a windy day in the fall.*
9. _____ *People get wet in the pouring rain.*
10. _____ *Summer is the coldest season in Canada.*



Activity: What Is The Weather Like?

Exercise I

Listen to five sentences about the weather. Write the sentence number beside the picture.













Activity: What Is The Weather Like?

Exercise 2

Listen to your teacher say these words. Then, repeat them.

hot

pouring (heavy rain)



warm

snowy, snowing



cold

icy

cool

windy



rainy, raining

sunny



drizzling (light rain)

cloudy



Exercise 3

Listen to ten sentences about the weather. Circle **T** (for True) or **F** (for False).

1. T F

6. T F

2. T F

7. T F

3. T F

8. T F

4. T F

9. T F

5. T F

10. T F



Activity:

The Weather Forecast

INSTRUCTOR NOTES

A study of weather forecasts is followed by comprehension questions.

Timing: 25-30 minutes

WARM-UP

- *What Is The Weather Like?*
- Review the weather vocabulary from *What Is The Weather Like?* and add new words from today's forecast.
- Review Celsius (e.g. -3°C) and metric (e.g. 25 km/h) measurements.
- Introduce the simple future tense will be (It will be sunny tomorrow).

ACTIVITY

- Distribute Exercise 1. Read '*The Weather Forecast For Ottawa*' to the class. Teach pronunciation and answer questions as necessary.
- Learners complete the exercise individually or in pairs.
- Take up the answers.
- Distribute Exercise 2. Read '*The Weather Forecast For Eight Ontario Cities*'. Explain the format of the forecast for Barrie and ensure learners understand how to interpret the table.
- Learners complete the exercise individually or in pairs.
- Take up the answers.

FOLLOW-UP

- Bring several copies of your local newspaper or look on-line at the international weather forecast.
- Have learners find the city closest to their home towns and tell the temperature for the day.

ANSWER KEY

- Exercise 1: 1. T 2. F 3. T 4. F 5. F
- Exercise 2: a) +7 b) +2 c) rain d) sunny e) today f) cold
g) the same

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 212-217.

VOCABULARY

- mainly; partly; high/low temperature; picnic; barbecue; forecast; showers; minus
See also *What Is The Weather Like?*



Activity:
The Weather Forecast

Exercise I

The Weather Forecast for Ottawa



TODAY (Tuesday)

High: +7

Windy

Rain



TONIGHT

Low: -2

Cloudy



TOMORROW (WEDNESDAY)

High +5 Low: -8

Mainly cloudy



THURSDAY

High: +4 Low: -8

Sunny



FRIDAY

High: +8 Low: -2

Sunny



SATURDAY

High: +9 Low: +8

Cloudy with light rain

Read each sentence and circle **T** (for True) or **F** (for False).

- | | | |
|---|----------|----------|
| 1. Today is Tuesday. It is windy and rainy in Ottawa. | T | F |
| 2. Tomorrow is Wednesday. It will be sunny in Ottawa. | T | F |
| 3. The low temperatures on Wednesday and Thursday will be the same. | T | F |
| 4. Friday will be hot. | T | F |
| 5. Saturday will be a good day for doing things outside. | T | F |



Activity:
The Weather Forecast

Exercise 2

The Weather Forecast For Eight Ontario Cities

City	Today	Tomorrow
Barrie	+3/-1 rain / snow	+5/-2 sunny
Hamilton	+7/1 partly* cloudy	+7/1 partly cloudy
Kenora	+8/2 partly cloudy	+6/3 rain
Kingston	+12/3 rain	+6/0 partly cloudy
North Bay	+1/-5 cloudy	+2/-8 sunny
Peterborough	+6/0 showers**	+6/-2 sunny
Timmins	+1/-12 sunny	+3/-8 sunny
Toronto	+7/0 partly sunny	+7/1 partly cloudy

* *partly* = part of the day

** *showers* = rain that stops and starts

Example:

City	Barrie:
Today	+3 = high temperature today -1 = low temperature tonight <i>Today there is rain and snow.</i>
Tomorrow	+5 = high temperature tomorrow -2 = low temperature tomorrow <i>Tomorrow it will be sunny.</i>

Activity: **The Weather Forecast**

Fill in the blanks with the information from ***The Weather Forecast***.

1. Hamilton – high temperature tomorrow: _____

2. Kenora – low temperature tonight: _____

3. Kingston – weather today: _____

4. North Bay – weather tomorrow: _____

Circle the correct answers.

5. Peterborough: **Today / Tomorrow** will be rainy.

6. Timmins: It will be **cold / warm** tonight.

7. Toronto: The high temperatures today and tomorrow are **the same / different**.



Activity:

Four Seasons, Four Postcards

INSTRUCTOR NOTES

The four seasons are reviewed in a postcard writing activity.

Timing: 20-30 minutes for each postcard

WARM-UP

- Show some postcards to the class and talk about the custom of sending postcards.
 - ~ Is it common in their first countries?
 - ~ *What are popular vacation spots or tourist attractions found on postcards?*
 - ~ *Has anyone received a postcard recently?*
- Discuss the format (message and address lines) of postcards.
- Show the class pictures of Ottawa's Winterlude and Tulip Festivals, and of Niagara Fall, and introduce the words canal and skaters.
- Useful websites are:
 - <http://en.wikipedia.org/wiki/Winterlude>
 - www.tulipfestival.ca
 - http://www.niagarafallslive.com/Facts_about_Niagara_Falls.htm

ACTIVITY

- Distribute Exercise One. Read the postcard and review the vocabulary with the class. Circulate as students complete the exercise.
- Distribute Exercise Two. Review the instructions with the class. Circulate as students complete the exercise.
- Repeat the pattern for Exercises Three and Four (optional).
- Collect one or more postcards for assessment.

FOLLOW-UP

- Exercise 4 is an optional activity.

ANSWER KEY

- Exercise 2

<p style="text-align: right;">May 22, 20--</p> <p>Hi Beth,</p> <p>I am at the Tulip Festival in Ottawa. I like Ottawa in the spring. The weather is warm. I can see many beautiful tulips. They are red, white and yellow.</p> <p style="text-align: center;">Your friend, Rosa</p>	<p>.....</p>	<p>Beth Green 212 Lewis Road Guelph, ON N1E 0X0</p>
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Activity:

Four Seasons, Four Postcards

INSTRUCTOR NOTES CONTINUED

ANSWER KEY • Exercise 3
continued

July 18, 20--	
Dear Sam,	
I am in Niagara Falls. The weather is hot/sunny and sunny/hot. There are tourists from many countries here. When I get married, I will come here on my honeymoon!	
Best wishes, Murat	Mr. Sam Hall 571 Silver Avenue Thunder Bay, ON P7B 0X0

• Exercise 4

September 18, 20--	
Dear Jim,	
I am in Gatineau Park. The leaves are beautiful. They are red and orange. Many people are taking pictures.	
Best wishes, Murat	Mr. Jim Wood 71 First Avenue Sarnia, ON N7B 0X0



Activity:

Four Seasons, Four Postcards

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors collect and mark the postcards.
 - CLB Performance Indicators:
 - ~ completes a card with appropriate salutation and closing
 - ~ addresses an envelope for mailing
 - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 212-217.
- VOCABULARY**
- festival; send; postcard; message; skaters; tulip; sign (v.); waterfalls; tourists; polite; get married; honeymoon



Activity:

Four Seasons, Four Postcards

Exercise I

Read this postcard from Ming to her friend Lili.



February 10, 20--

Hi Lili,

I am at Winterlude in Ottawa. Ottawa is cold and snowy, but it is beautiful in winter. I can see many skaters on the canal.

Your friend,
Ming

Miss Lili Chang
3419 Bell Street
Vancouver, BC
V6P 0X0

Find these words that Ming used in her postcard. Underline them.

Hi

Your friend

Miss



Activity: Four Seasons, Four Postcards

Exercise 2

Rosa is at the Tulip Festival. She sends a postcard to her friend Beth.
Use words from the box to write the message.

red

warm

Hi

tulips

spring

May



_____ 22, 20--

_____ Beth,

I am at the Tulip Festival in Ottawa. I like
Ottawa in the _____. The
weather is _____. I can
see many beautiful _____.
They are _____, white and yellow.

Your friend,
Rosa

Write Beth's address on the postcard.

Beth Green

212 Lewis Road

Guelph, ON

N1E 0X0



Activity: Four Seasons, Four Postcards

Exercise 3

Murat is visiting Niagara Falls in July. He sends a postcard to his neighbour, Sam. Use words from the box to write the message.

from wishes Dear sunny July hot am



<p>_____ 18, 20--</p> <p>_____ Sam,</p> <p>I _____ in Niagara Falls. The weather is _____ and _____.</p> <p>There are tourists _____ many countries here. When I get married, I will come here on my honeymoon!</p> <p>Best _____,</p> <p style="text-align: center;">Murat</p>	<p>⋮</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	----------	---

Write Sam's address on the postcard.

Mr. Sam Hall 571 Silver Avenue Thunder Bay, ON P7B 0X0



Activity: Four Seasons, Four Postcards

Exercise 4

You are visiting Gatineau Park in September. Send a postcard to your friend Jim. Use words from the box to write the message.

wishes Dear leaves September pictures am



<p>_____ 18, 20--</p> <p>_____ Jim,</p> <p>I _____ in Gatineau Park. The _____ are beautiful. They are red and orange. Many people are taking _____.</p> <p>Best _____,</p> <p>_____</p>	<p>⋮</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	----------	---

Write Jim's address on the postcard.

Mr. Jim Wood 71 First Avenue Sarnia, ON N7B 0X0

LINC 1

Canadian Culture

Based on Canadian Language Benchmarks



Activity:

When Is Your Birthday?

INSTRUCTOR NOTES

Learners dictate and write birthdates.

Timing: 30 minutes

- WARM-UP**
- Begin with a general class discussion of birthday celebrations:
 - ~ Do you celebrate your birthday?
 - ~ Do you send cards, give presents, bake a cake, blow out candles?
 - ~ Do you know what people do in Canada when someone has a birthday?
 - Write the 12 months of the year on the blackboard. Draw attention to the capitalization, and model the pronunciation.
- ACTIVITY**
- Distribute the worksheets.
 - Instruct learners to stand up, one by one. First they spell their name. Then they say, “*My birthday is on ...*” while their classmates write the correct month and number.
- FOLLOW-UP**
- Drill the exercise orally for added practice, for example, “*When is Li’s birthday?*”
 - Learners write the dates of two other friends or family members.
 - *Birthday Interview*
 - *A Birthday Party*
- VARIATION**
- This activity can be adjusted to teach or practice the θ sound. Introduce the ordinal numbers (1st – 31st) and write them on the blackboard. Learners dictate their birthdays with the ordinal number (“*My birthday is on July 9th*”).
- ASSESSMENT**
- Instructors circulate for informal assessment of listening and speaking.
 - CLB Performance Indicators:
 - ~ comprehends requests for personal details
 - ~ comprehends numbers, time, dates and letters
 - ~ greets familiar and unfamiliar people
 - ~ indicates communication problems verbally in a number of ways
 - ~ uses appropriately a number of short one-sentence commands and requests
 - ~ responds to simple questions with required information
 - ~ spells words related to personal identification and information
 - ~ uses basic time reference
 - ~ listener can follow the information



Activity:

When Is Your Birthday?

INSTRUCTOR NOTES CONTINUED

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 244-249.

VOCABULARY • birthday; date; January - December; ordinal numbers from 1st to 31st



Activity:
When Is Your Birthday?

Listen, and write about your classmates' birthdays.

Example: **Ahmed's** 's birthday is on **February 9** .

1. _____'s birthday is on _____.

2. _____'s birthday is on _____.

3. _____'s birthday is on _____.

4. _____'s birthday is on _____.

5. _____'s birthday is on _____.

6. _____'s birthday is on _____.

7. _____'s birthday is on _____.

8. _____'s birthday is on _____.

9. _____'s birthday is on _____.

10. _____'s birthday is on _____.

11. _____'s birthday is on _____.

12. _____'s birthday is on _____.

13. _____'s birthday is on _____.

14. _____'s birthday is on _____.



Activity:
Birthday Interview

INSTRUCTOR NOTES

Learners ask classmates questions about birthday customs and complete a grid.

Timing: 20 minutes

- WARM-UP**
- *When Is Your Birthday?*
- ACTIVITY**
- Distribute the worksheet and read through it with the class. Clarify instructions.
 - Learners practice the four questions with clear pronunciation and natural intonation.
 - Learners circulate through the classroom to find and interview three classmates.
- FOLLOW-UP**
- Learners report back to the class on one classmate's birthday traditions.
 - In subsequent classes, learners give a short (2- or 3-sentence) presentation about birthday celebrations (or another festival) in their countries of origin.
 - *A Birthday Party*
 - *When Do Canadians Send Cards?*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 244-249.
- VOCABULARY**
- close (friend); presents; cake; candles; on top; parent; party



Activity: **Birthday Interview**

Birthdays In Many Countries

Canadians often send cards for family birthdays. They send cards to their friends, too. Sometimes, they give presents. Canadians sometimes have a birthday cake with candles on top. Some Canadian parents have birthday parties for their children.

You are going to ask three classmates about birthdays in other countries.

- Write your classmate’s name and the country she or he came from on the chart below.
- Then, ask your classmate these questions.

- ~ Do people send birthday cards?
- ~ Do people give birthday presents?
- ~ Do you have a birthday cake?
- ~ Do children have birthday parties?



birthday presents



birthday cake



birthday party

- Write your classmate’s answers in the chart. Write **Yes** or **No**.

Name and Country	Birthday			
	Cards	Presents	Cake	Party



Activity:
A Birthday Party

INSTRUCTOR NOTES

Learners read a text about a birthday party and answer comprehension questions.

Timing: 15 minutes

- WARM-UP**
- *Birthday Interview*
 - Ask class members to describe children's birthday parties in their countries of origin.
 - Ask if anyone has been to a Canadian child's birthday party, and if so, to describe it.
- ACTIVITY**
- Learners read the text individually and then answer the questions.
- FOLLOW-UP**
- Take up the answers in class or collect the worksheets for formal assessment.
 - *Writing A List*
- ANSWER KEY**
- 1. to a birthday party 2. Sarah 3. ate, sang and played games 4. a loot bag
- ASSESSMENT**
- Instructors correct the worksheets for reading assessment.
 - CLB Performance Indicators:
 - ~ identifies factual detail in a text as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 244-249.
- VOCABULARY**
- neighbour; daughter; balloons; candles; ate; sang; bag; candy; loot bag



Activity:
A Birthday Party

A Birthday Party

Read what Asha wrote to her teacher Mary:

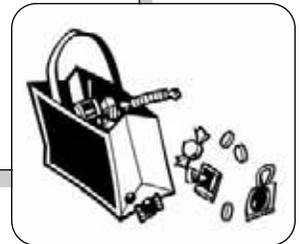
Dear Mary,

I will tell you about a birthday party on Saturday. The party was for my neighbour's daughter, Sarah. There were balloons, a lot of food, and a cake with candles on it. The children ate, sang, and played games.

Each child took home a bag of candy. It was called a "loot bag".

*Your student,
Asha*

cake with candles



loot bag with candies

Circle the correct answer:

1. Where did Asha go on Saturday?

to school to a birthday party to the store

2. Who was the party for?

Asha's neighbour Sarah Asha's little girl

3. What did the children do at the party?

sleep eat, sing and play games read books

4. What did the children take home?

a loot bag a dog a gift



Activity:
Writing A List

INSTRUCTOR NOTES

Learners read a short text and compile a shopping list.

Timing: 15 minutes

WARM-UP

- *A Birthday Party*
- Questions for class discussion:
 - ~ *What is a “list”?*
 - ~ *Does anybody in this class write lists? What for? (grocery lists, to-do lists, etc.)*

ACTIVITY

- Distribute the worksheet. Read through the text with the class, clarifying vocabulary as required. Learners write the list individually.
- Circulate through the class to assist and correct the lists. If the activity is intended for assessment, collect the worksheets.

FOLLOW-UP

- The class compiles a list of homework requirements for the next class.
- *When Do Canadians Send Cards?*

ASSESSMENT

- Instructors correct worksheets for writing assessment
- CLB Performance Indicators:
 - ~ copies, following North American conventions and styles of writing
 - ~ exhibits legible handwriting or printing, with no major omissions in copying information

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 244-249.

VOCABULARY

- neighbour; thought; balloons; candles; loaves of bread; sandwiches; ice cream; candy; must



Activity:
Writing A List

WORKSHEET

Asha's neighbour, Mila, had a birthday party for her child. Before the party, Mila thought about the things she needed to buy.

"I need balloons. I need candles for the cake. I will also need two loaves of bread for sandwiches. The children will want ice cream and candy too. I must go shopping now!"

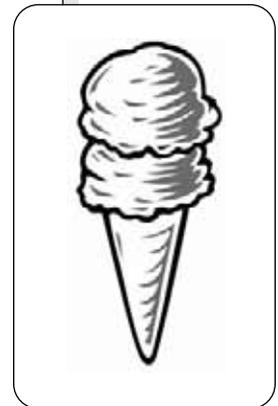
Mila cannot remember everything. Write a list for Mila:

Shopping List

- 1.
- 2.
- 3.
- 4.
- 5.



loaves of bread



ice cream



Activity:

When Do Canadians Send Cards?

INSTRUCTOR NOTES

Learners read a passage about sending cards, and then match situations with appropriate greetings.

Timing: 30 minutes+

WARM-UP

- *When Is Your Birthday? and Birthday Interview* (Optional)
- Show samples of greeting cards. Ask the class to name occasions when people send cards.

ACTIVITY

- Distribute “*When Do Canadians Send Cards?*” and read through it with the class.
- Divide the class into pairs for Exercise I. Clarify the instructions. Encourage pairs to help one another with unfamiliar vocabulary, but circulate to assist as required.
- Take up the answers to Exercise I.

FOLLOW-UP

- Ask learners to bring greeting cards to class to show their classmates.
- Encourage learners to explore greeting card stores in the local shopping mall.
- *Writing Cards*

ANSWER KEY • 1.C 2.S 3.TY 4.C 5.GW 6.HB 7.C 8.TY 9.C 10.GW

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 244-249.

VOCABULARY

- send; card; birthday; get married; baby; congratulations; get well; die; sympathy; sorry; help (verb); neighbour; boss; greeting



Activity:

When Do Canadians Send Cards?

- When someone has a birthday, friends and family usually send a card. The card says, “Happy Birthday”.



Happy Birthday

- When someone gets married or has a baby, we send a card that says, “congratulations”. This means, “I am happy about your good news.” We sometimes send a congratulations card when a friend has a new apartment, house or job.



Congratulations

- When someone is sick, we can send a card that says, “Get well soon”.



Get Well Soon

- When someone dies, we send a card to the family that says, “In sympathy” or “I’m sorry”.



In Sympathy

- We sometimes send a card that says “Thank you” if somebody helps us.



Thank You

Activity: **When Do Canadians Send Cards?****Exercise I****What card should I send?**

Read the sentences, and decide what card to send.

For a birthday card, write **HB**

For a congratulations card, write **C**

For a get well card, write **GW**

For a sympathy card, write **S**

For a thank you card, write **TY**

1. Linda had a baby boy last week. **C**
2. Sam's grandfather died yesterday.
3. Your neighbour invited you for dinner.
4. Your friend at work has a new house.
5. Bob broke his leg. He is in the hospital.
6. Nadia is 35 years old today.
7. Your boss is getting married.
8. Your LINC class ends tomorrow.
Your teacher helped you a lot.
9. Your sister got a new job.
10. Your nephew is sick.



Activity:
More Greeting Cards

INSTRUCTOR NOTES

In a follow-up to When Do Canadians Send Cards? learners are introduced to graduation and retirement cards in a listening activity. The audio passage exceeds the benchmark requirements for LINC 1 listening, and may not be suitable for all learners.

Timing: 25 minutes

WARM-UP

- *When Do Canadians Send Cards?*
- Vocabulary review/introduction:
 - ~ retirement
 - ~ graduation/graduate (noun & verb forms)
 - ~ baby (wedding) shower

ACTIVITY

- Prepare learners for the audio passage by telling them that they are going to listen to a conversation between two women. They are in a greeting card store at the shopping mall, and they are talking about the cards that they are buying. Explain that the listening passage is difficult and contains lots of new vocabulary, but their task is to listen to hear what cards they are talking about.
- Distribute Exercise 1 and clarify the instructions. Play the audio (Track 9) while learners complete the task, repeating as necessary.

FOLLOW-UP

- Exercise 2 provides additional practice to reinforce new vocabulary.

ANSWER KEY

- Exercise 1: Retirement card – 4
 Birthday card – 1
 Graduation card – 2
 Baby card – 3

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 244-249.

VOCABULARY

- dinosaur; cute; kindergarten; graduate; college; proud; shower; retirement; amazing; company; celebrate; milestone; receive

Activity: **More Greeting Cards****LISTENING TRANSCRIPT**
Milestones

Svetlana is in the card shop at the mall. She meets her neighbour, Lynn. Both of them are buying cards.

Listen to their conversation about the cards.

Svetlana: *Do you like this card with the green dinosaur? It's for my grandson's birthday.*

Lynn: *It's really cute! How old is he?*

Svetlana: *He'll be 5 years old on Friday. He started kindergarten in September.*

Lynn: *And the other card?*

Svetlana: *It's for my niece. She's graduating from college next week.*

Lynn: *You must be proud of them. This one is for my niece, too. She's having her first baby soon. I'm invited to the baby shower on Saturday.*

Svetlana: *The card is very pretty.*

Lynn: *I'm glad you like it. The other one is a retirement card. It's for my brother. He's almost 65. He worked for ABC Motors for 42 years.*

Svetlana: *That's amazing! Forty-two years with the same company! I hope he's having a big party.*



Activity:
More Greeting Cards

Exercise I

Read these four greeting cards. Listen to Svetlana and Lynn talking about the cards at the store.

Write number 1 on the first card they talk about.

Write number 2 on the second card, 3 on the third, and 4 on the fourth.





Activity: More Greeting Cards

Exercise 2

Work with a partner. Chose the correct word from the list below, and write it on the line.

cards

birthday

graduate

baby shower

retirement

1. My niece is having her first _____ soon. She is a pretty baby.
2. My sister will stop working next month. She is 65 years old.
I will send her a _____ card.
3. Svetlana and Lynn are both buying _____ at the store.
4. Let's have a _____ for Katrina. She is going to have a baby next month.
5. She will _____ from high school in June. In September, she will begin university.





Activity:
Writing Cards And Envelopes

INSTRUCTOR NOTES

Learners choose and copy suitable greetings for four cards, and then address an envelope.

Timing: 20-25 minutes

- WARM-UP**
- *When Do Canadians Send Cards? – or –*
 - ~ Ask class members to list suitable occasions for sending greeting cards (birthday, new house, etc), and list responses on the board.
 - ~ Ask what people might write in these cards (for example, “Congratulations!”), and note responses on the board.
- ACTIVITY**
- Hand out the worksheets. Read through the instructions and the eight greetings with the class, clarifying as necessary.
 - When the learners have completed the cards, refer to the last worksheet to teach or review the format for addressing an envelope.
 - Divide the class into pairs. Partners dictate their names and addresses to each other. Next, learners write their own names and postal addresses in the return address section on the envelope.
- FOLLOW-UP**
- When a class member has a birthday or an illness, buy or make a large card. Everyone contributes a greeting and a signature.
- ANSWER KEY**
- A. *I’m sorry you’re sick. I hope you feel better soon.*
 - B. *Thank you for dinner. It was delicious!*
 - C. *Congratulations on your new son. Enjoy your baby.*
 - D. *Happy birthday! Have fun today and all year.*
- ASSESSMENT**
- The cards and envelope can be used for writing assessment.
 - CLB Performance Indicators:
 - ~ selects a standard card appropriate to occasion, intent and social context/relationship
 - ~ completes it with an appropriate salutation; addresses envelope for mailing
 - ~ uses accurate spelling, punctuation and layout of message, with only an occasional error
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 244-249.
- VOCABULARY**
- delicious; congratulations; have fun; feel better; enjoy



Activity:

Writing Cards And Envelopes

Writing Cards

Choose two good sentences for each card from the box below. Copy the sentences into the cards.

Congratulations on your new son.

Have fun today and all year.

I hope you feel better soon.

Thank you for dinner.

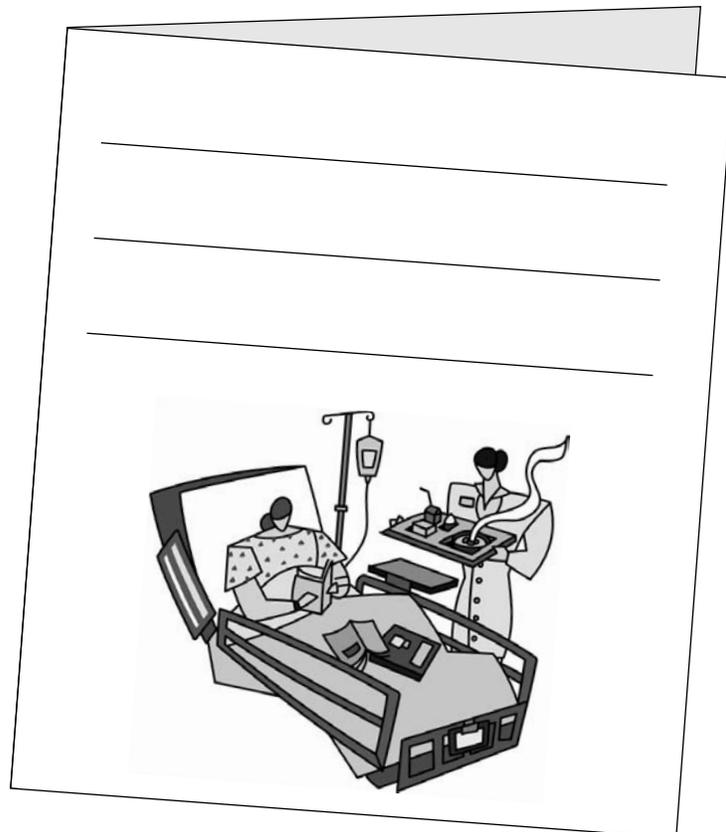
It was delicious!

Happy birthday!

Enjoy your baby.

I'm sorry you're sick.

A. Your friend is in the hospital.



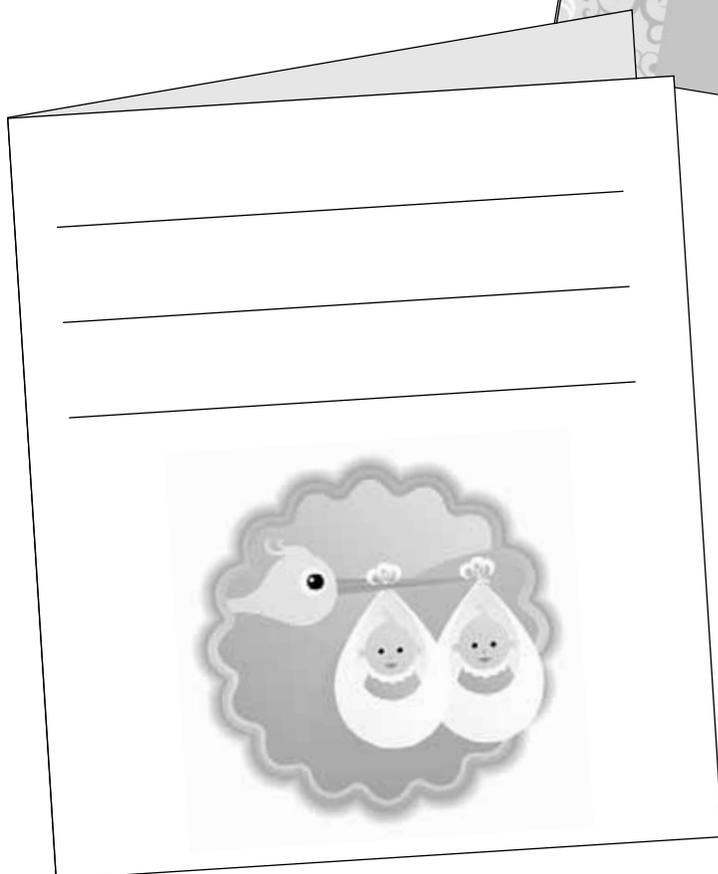


Activity: Writing Cards And Envelopes

B. Your friends had a dinner party at their home last week. They invited you.



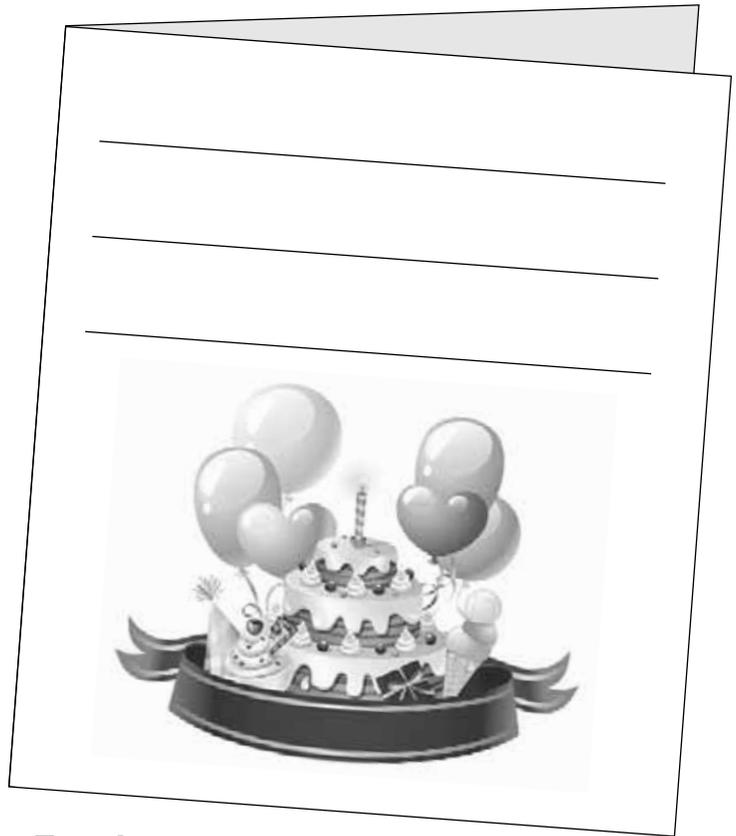
C. Your neighbours had a baby boy.





Activity: **Writing Cards And Envelopes**

D. It is your friend's birthday.



Writing Envelopes

Address an envelope for a card to a classmate.

your name	
your street address	
your city, province and postal code	
classmate's name	
classmate's street address	
classmate's city, province and postal code	



Activity:
What Do You Say?

INSTRUCTOR NOTES

Learners learn how to respond appropriately to good and bad news in a four-skills activity.

Timing: 30 minutes

- WARM-UP**
- Introduce the word “news”, and distinguish between world news and personal news.
 - Ask the class for examples of good and bad personal news, and list responses on the board. (See Follow-up below.)
 - Explain that the class is going to learn how to respond to good and bad news in conversation.
- ACTIVITY**
- Distribute Exercise 1 and play the audio (Track 10). Replay and clarify as required. Ask the class to identify the expression that is frequently used in response to good news (congratulations).
 - Model the pronunciation of the responses. Learners practice, focussing on natural intonation.
 - Follow the same procedure for Exercise 2 and Part 2 of the audio. Ask which expression is frequently used in response to bad news (I’m sorry).
 - Distribute and read through Exercise 3 with the class. Circulate to assist and correct.
- FOLLOW-UP**
- Refer back to the list of personal news on the blackboard (from the warm-up). Go through each item on the list, and ask class members to provide an appropriate response.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 244-249.
- VOCABULARY**
- birthday; baby; married; congratulations; marvellous; wonderful; sincere; sympathy



Activity:
What Do You Say?

LISTENING TRANSCRIPT**Part 1**

Listen to 6 conversations about good news:

News	<i>My daughter is getting married!</i>
Response	<i>How wonderful! How marvellous! When's the big day?</i>
News	<i>I'm going to have a baby!</i>
Response	<i>Congratulations! That's great news.</i>
News	<i>We have a new grandchild!</i>
Response	<i>Congratulations! Boy or girl?</i>
News	<i>I'm getting married tomorrow!</i>
Response	<i>Congratulations! Who's the lucky girl?</i>
News	<i>We just bought a new house!</i>
Response	<i>Congratulations! Where is it?</i>
News	<i>It's my birthday today!</i>
Response	<i>Congratulations! I hope you have a great day!</i>

Part 2

Listen again to news that is not so good. People say things like this when they hear bad news.

News	<i>My mother is in the hospital for an operation.</i>
Response	<i>I'm sorry to hear that. I hope she will be okay.</i>
News	<i>My father died last week.</i>
Response	<i>I'm so sorry.</i>
News	<i>My husband lost his job yesterday.</i>
Response	<i>Oh, that's too bad. I hope he gets a new job soon.</i>
News	<i>My brother was in a car accident last week.</i>
Response	<i>I'm sorry to hear that. I hope he is okay.</i>



Activity:
What Do You Say?

Exercise I

Listen to people talking about good news.

News *My daughter is getting married!*
Response *How wonderful! How marvellous! When's the big day?*

News *I'm going to have a baby!*
Response *Congratulations! That's great news.*

News *We have a new grandchild!*
Response *Congratulations! Boy or girl?*

News *I'm getting married tomorrow!*
Response *Congratulations! Who's the lucky girl?*

News *We just bought a new house!*
Response *Congratulations! Where is it?*

News *It's my birthday today!*
Response *Congratulations I hope you have a great day!*



*We have three
new grandchildren!
Congratulations!*

Listen and repeat:

Congratulations!

How wonderful!

How marvellous!

That's great news!

I hope you have a great day!



*My daughter is getting married!
How wonderful! How marvellous!
When's the big day?*

Activity: **What Do You Say?****Exercise 2**

Listen to people talking about bad news.

News *My mother is in the hospital for an operation.*
 Response *I'm sorry to hear that. I hope she will be okay.*

News *My father died last week.*
 Response *I'm so sorry.*

News *My husband lost his job yesterday.*
 Response *Oh, that's too bad. I hope he gets a new job soon.*

News *My brother was in a car accident last week.*
 Response *I'm sorry to hear that. I hope he is okay.*

Listen and repeat:

I'm sorry to hear that.

I'm so sorry.

Oh, that's too bad.

My father died last week.



I'm so sorry.

My mother is in the hospital for an operation.



I hope she will be okay.

Activity: **What Do You Say?****Exercise 3**

Five different people are telling their news in the sentences below. Read the news. Choose a good response (answer) from the box, and write it on the line.

1. News: I just got a new job!

Response: _____.

2. News: My mother is very sick.

Response: _____.

3. News: My sister had a baby yesterday!

Response: _____.

4. News: My car doesn't work. I don't have money to buy a new one.

Response: _____.

5. News: I'm going to visit my father in China.

Response: _____.

Responses

I'm sorry to hear that.

Oh, that's too bad.

I'm very sorry.

Congratulations!

How wonderful!

That's great news.

LINC 1

Canadian Law

Based on Canadian Language Benchmarks



Activity:

Problems and Emergencies

INSTRUCTOR NOTES

Learners are introduced to the three levels of police forces in Canada. Next, they read scenarios involving the police and distinguish between problems and emergencies.

Timing: varies

WARM-UP

- Questions for class discussion:
 - ~ What does a police officer do?
 - ~ What are the three levels of government in Canada?
 - ~ What is an emergency? What do people do in an emergency? (Call 9-1-1) What are some examples of emergencies?

ACTIVITY

- Distribute “Police Forces In Canada”. Read the sentences with the class, and allow time for learners to complete the table at the bottom of the page.
- Distribute “Problems and Emergencies” and the empty chart. Review the reading and the 6 situations in Exercise 2 with the class.
- Learners discuss the scenarios and complete the table in pairs.

FOLLOW-UP

- The class compares their answers.
- *At the Police Station*

ANSWER KEY

- Exercise 1:

Canada	Ontario	Name Of Town
RCMP	OPP	local police

- Exercise 2: Problems: 2, 3, 5 Emergencies: 1, 4, 6

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 276-281.

VOCABULARY

- level; police force; local; police station; steal; emergency; robber; gun; accident; hurt (past participle); noisy; party; throw; stone; fire; lose; credit card; fight; knife



Activity:
Problems and Emergencies

Police Forces In Canada

In Canada, there are 3 levels of police.

- The RCMP (Royal Canadian Mounted Police) is the police force for all of Canada.
- The OPP (Ontario Provincial Police) is for Ontario.
- The local police force is for your town or city.



Exercise I

Complete the table. Write the name of your town or city.

Canada	Ontario	
		local police



Activity: Problems and Emergencies

Problems and Emergencies

People call the local police about many problems. Sometimes, they go to the local police station. They talk to a police officer about the problem.

Example: Someone steals your bike.

For an **emergency**, don't call the police station. Don't go to the police station. **Call 9-1-1.**

Example: You see a robber in the bank. He has a gun.

Exercise 2

Read these sentences with a classmate. Talk about them. Decide if they are emergencies or just problems. Copy the sentences into the correct part of the table.

1. You see a very bad accident. People are hurt.
2. Your neighbours have noisy parties every night.
3. Somebody throws stones and breaks your window.
4. There is a big fire at the restaurant where you work.
5. You lose your wallet on the street.
6. You see two people fighting. One man has a knife.

Problems for local police	Emergencies — Call 9-1-1!



Activity:
Starting A Fire

INSTRUCTOR NOTES

A listening passage about a man who phones the police is followed by comprehension questions and a discussion of vandalism.

Timing: 30 minutes

WARM-UP

- Distribute “Starting A Fire” and review Exercise 1 with the class. Invite learners to speculate on what Mr. Ping might say when he calls the police.

ACTIVITY

- Play the audio (Track 11). Learners listen for the gist.
- Ask these questions, and then replay the audio:
 - ~ What does Mr. Ping say to the boys?
 - ~ What do the boys say to Mr. Ping?
- Write “It’s none of your business” on the blackboard and explain its meaning.
- Explain the procedure for Exercise 2. Then, read the comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Replay the audio and/or repeat the questions as necessary.
- Take up the correct answers or else collect the worksheets for assessment.

FOLLOW-UP

- Explain that a vandal damages things that are not his/hers. This is called *vandalism*. Tell the class that the boys are vandals because they are trying to burn the forest.
- Question for class discussion:
 - ~ What are some other types of vandalism?
- Assist learners with their responses by providing vocabulary. Compile a list on the blackboard (e.g., damaging a mailbox; breaking windows; throwing rocks).

ANSWER KEY • 1. a 2. a 3. b 4. b 5. b 6. a

ASSESSMENT

- Instructors correct individual responses for listening assessment.
- CLB Performance Indicators:
 - ~ identifies factual details in a listening text as required

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 276-281.

VOCABULARY

- woods; trees; ground; matches; start a fire; It’s none of your business; police officer; burn; send; worried; might



Activity:
Starting A Fire

LISTENING TRANSCRIPT

Every day in summer, Mr. Ping walks in the woods behind his home. He likes to look at the tall trees. They are so beautiful. Today, as he walks, he sees five boys. They are sitting on the ground. They have paper and matches. They are trying to start a fire. Mr. Ping is worried. He talks to the boys. They answer him impolitely.

Mr. Ping: *Hey, what are you doing?*

Boys: *Go away, old man. It's none of your business.*

Mr. Ping goes home. He phones the police. He speaks to a police officer. He tells the police officer about the boys.

Mr. Ping: *Some boys are playing with matches in the woods. They might start a fire. They might burn my house.*

Police Officer: *We will send someone to stop them now.*

Comprehension Questions (To be read by Instructor)

Listen to the question, and then circle the correct answer on your paper.

1. Why does Mr. Ping like to walk in the woods?
2. Where are the boys?
3. How many boys are there?
4. What do the boys have?
5. Who does Mr. Ping phone?
6. What will the police do?



Activity:
Starting A Fire

Exercise I

Learn these words:

**fire****matches****woods (forest)**

Fires burn.
This house is burning.

Now, you will listen to a story about Mr. Ping.

Mr. Ping saw some boys starting a fire, so he called the police.



Activity:
Starting A Fire

Exercise 2

Listen to your teacher ask six questions. Circle the correct answer.

Question 1

- a. He likes to look at the tall trees.
- b. He is looking for the boys.

Question 2

- a. in the woods
- b. in a business
- c. at the police station

Question 3

- a. 4
- b. 5

Question 4

- a. tall trees
- b. paper and matches
- c. wood

Question 5

- a. the boys
- b. the police

Question 6

- a. send a police officer to stop the boys
- b. call the firefighters



Activity:

At The Police Station

INSTRUCTOR NOTES

Learners practice giving and asking for basic personal information; they also fill in a police department complaint form.

Timing: 40-50 minutes

WARM-UP

- *Problems And Emergencies*
- Review some of the knowledge and skills required for learners to provide basic personal information in oral and written form:
 - ~ pronunciation of numbers and letters of the alphabet
 - ~ saying and writing addresses and postal codes [Provide the addresses and postal codes of local institutions (schools, hospitals, etc.) for learners to practice reading aloud.]
 - ~ the meaning of abbreviations such as Ave. for Avenue and St. for Street, as well as the format of Canadian postal codes
 - ~ saying and writing phone numbers (Provide some of the emergency numbers in the front pages of the phone book, including that of the local police, for learners to practice.) Explain the role of the area code.
 - ~ saying and writing e-mail addresses, including the sign @ and domain endings, such as “.com”, “.ca” and “.org”

ACTIVITY

- Read Exercise 1 with the class, including the questions. Clarify new vocabulary. Have learners practise pronunciation and intonation for the interview questions.
- Pair learners up for Exercise 2.
- Distribute Exercise 3 and read through it to ensure that the learners understand the task and the vocabulary. Clarify procedure for the two last lines of the form (Date of incident and Time of incident).
- Circulate to assist learners as required.

FOLLOW-UP

- A game such as “hangman” provides further practice with alphabet names and oral spelling.
- *Licence Plate Listening Game*

CROSS-REFERENCE

- Additional activities for filling in forms:
 - ~ At Home In Our Community & the World – *The Rental Application Form*
 - ~ Education – *The Registration Form*
 - ~ Health & Safety – *Filling Out A New Patient’s Form*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 276-281.

VOCABULARY

- wallet; driver’s licence; worried; explain; return; contact; crime; document; fill in; incident; initial



Activity:
At The Police Station

Exercise I

Lara is shopping in the grocery store. She opens her wallet. Her driver's licence is not in her wallet. She is worried. She goes to the police station. She explains her problem. The police officer asks some questions:

- *What's your first name, please?*
- *Can you spell it?*
- *What's your last name?*
- *Can you spell it?*
- *What's your address?*
- *What's your postal code?*
- *What's your telephone number?*
- *Do you have e-mail? What's your e-mail address?*

The police officer says, "If someone returns your driver's licence, we will telephone you. Good luck!"

Work with a partner to complete the form. Decide who will be the police officer first. Ask questions. Write down your partner's answers.

Then, your partner can be the police officer. He/she can ask you questions. Answer clearly. If you don't understand, you can say, "Please repeat that" or "Pardon".

Name:
Address:
Phone number:
E-mail:



Activity: At The Police Station

Exercise 3

Many people go to the police station like Lara does. They report accidents, crimes or missing documents. The police officer asks them to fill in a form.

Fill in the form below. Use your own personal information.

The incident (problem) happened on May 14, 2010 at 4 o'clock in the afternoon.

Police Department Complaint Form		
Please Print		
		
Mr. Mrs. Ms.		
_____	_____	_____
First name	Initial	Family name

Address: (home)		

City/Province/Postal Code		

_____	_____	
Telephone No. (home)	Cell	

E-mail address		

Date of Incident (DD/MM/YYYY)		

_____	a.m.	p.m.
Time of Incident		

Signature		



Activity:

Licence Plate Dictation

INSTRUCTOR NOTES

Learners take turns dictating and recording information in six police officer–witness scenarios.

Timing: 30 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ vehicles, including cars, trucks and vans
 - ~ licence plates
 - ~ hit-and-run accident
 - ~ witness
 - ~ names of colours
- Write a few examples of licence plate numbers on the board and have learners practice reading them aloud.

ACTIVITY

- Distribute the Student 1 worksheet to half the class, and the Student 2 worksheet to the other half.
- Learners in each half of the class initially work together. They read the three scenarios and practice reading clearly the letters and numbers on the licence plates.
- Next, pair up learners who have different worksheets. The learner with the Student 1 worksheet role plays a witness, who dictates the information to his or her partner. The partner with Worksheet 2 records the information.
- Learners reverse roles for Part 2.
- Instructors need to provide the phone number of their local police station for Part 3. The number of the OPP is 1-888-310-1122.

FOLLOW-UP

- For homework, learners describe 3-4 vehicles they see on the street or in the school parking lot during the next class.
(There is a small green Honda in front of the school. The licence number is AKER 570.)

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 276-281.

VOCABULARY

- witness; police officer; “hit-and-run”; accident; report (v.); licence plate; vehicle; purse; van; outside



Activity: Licence Plate Dictation

STUDENT I**Part 1**

You are a witness. Your partner is a police officer.

1. You see a hit-and-run accident. Report the information to the police.

Vehicle No. 1**white car****Licence Plate: BELX 158**

2. You see a robber. He steals a woman's purse. Then he drives away in his van. Report the information to the police.

Vehicle No. 2**blue van****Licence plate: AMRG 247**

3. Every day, you see a truck outside your children's school. You are worried. You think the driver is a bad person. Report the information to the police.

Vehicle No. 3**red truck****Licence plate: AJPY 993****Part 2**

You are a police officer. Your partner is a witness. Write down the information.

Vehicle	Car, truck or van and Colour	Licence plate
Vehicle No. 4		
Vehicle No. 5		
Vehicle No. 6		

Part 3

Listen and write.

Local police phone number: _____

Ontario Provincial Police phone number: _____



Activity:
Licence Plate Dictation

STUDENT 2

Part 1

You are a police officer. Your partner is a witness. Write down the information.

Vehicle	Car, truck or van and Colour	Licence plate
Vehicle No. 4		
Vehicle No. 5		
Vehicle No. 6		

Part 2

You are a witness. Your partner is a police officer.

4. You see a hit-and-run accident. Report the information to the police.

Vehicle No. 4	green van	Licence plate: AXCF 606
----------------------	------------------	--------------------------------

5. You see a robber. She steals a man's wallet. Then she drives away in her car. Report the information to the police.

Vehicle No.	black car	Licence plate: BDHO 218
--------------------	------------------	--------------------------------

6. Every night, you see a truck near your house. The driver is not a neighbour. You think he may be a bad person. Report the information to the police.

Vehicle No. 6	brown truck	Licence plate: ANQZ 348
----------------------	--------------------	--------------------------------

Part 3

Listen and write.

Local police phone number: _____

Ontario Provincial Police phone number: _____



Activity:
Asking For Help

INSTRUCTOR NOTES

Learners match citizens' questions to police officers' responses in a reading activity. A vocabulary exercise follows.

Timing: 30 minutes

WARM-UP

- On the blackboard, write the word *problem* and two examples of problems, for example, noisy neighbours or cold weather. Ask volunteers to name a problem they have. List the problems as they are mentioned.
- With the class, subdivide the list into “*Problems For The Police*” and “*Other Problems*”. For example, vandalism or a dangerous dog would be listed under “*Problems For The Police*”, whereas a child failing in math or a father with diabetes would be listed under “*Other Problems*”.
- Tell the class that they are going to read about four people who asked police officers for help. They must match the problems with police officers' answers.

ACTIVITY

- Distribute Exercise 1. Read the 4 questions on the left with the class, clarifying vocabulary as necessary. Discuss each problem. Have learners had similar problems in their countries of origin, or in Canada? Did they call the police?
- Then, read through the police officers' answers in the right hand column. In pairs, learners match the requests with the answers by drawing lines. Discuss the answers and the 4 situations in general (See Follow-up below).
- Hand out Exercise 2. Read the example sentences aloud, clarifying vocabulary and pronunciation. Learners then complete the cloze sentences.
- Take up the answers.

FOLLOW-UP

- Use Exercise 1 as a starting point to review expressions used to get attention, such as “*Excuse me*”, “*Can you help me?*” and so on.
- Focus attention on the police officer's response: “*That's too bad.*” Explain how this expression is commonly used to express sympathy. Each class member who shared a problem during the warm-up repeats it, while another classmate practices saying “*That's too bad.*”
- Further discussion points:
 - ~ Parking regulations in your community, parking meters, parking tickets/fines etc.
 - ~ Some Ontario communities have anti-noise bylaws, and, in fact, noisy neighbours should be reported to city hall rather than to the police.
 - ~ People who call 9-1-1 rather than the local Hydro/power company during a power outage present a problem by blocking the phone lines for real emergency calls. (Option: provide the telephone number of your local hydro authority and fill it in on Exercise 1 before making photocopies.)



Activity:

Asking For Help

INSTRUCTOR NOTES CONTINUED

ANSWER KEY • Exercise 2: 1. noisy, quiet 2. stolen 3. park 4. report 5. electricity

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 276-281.

VOCABULARY • electricity; hydro electricity company; lights; fridge; stove; bicycle (bike); stolen; gone; report; quiet; headache; passport



Activity:
Asking For Help

Exercise I

On the left are four stories. People are asking the police for help. On the right are four answers. Match the answers to the questions. Then, practice reading the conversations with a partner.

Questions for the police

1. Anita is driving her car. She sees a police officer on the street.
"Excuse me. Can I park here?"

2. Ling calls the police station. "We have a problem. Our neighbours have noisy parties every night. Our baby can't sleep."

3. Beth calls the police station. "We have no electricity in our house. The lights are off. The fridge and stove don't work."

4. Abdullah talks to a police officer on the street. "Can you help me? My bike was stolen. I locked it up here this morning. Now it's gone."

Answers from the police

"You need to call the hydro electricity company. They fix electricity problems. Their phone number is _____."

"No, you can't. There's no parking between 7 a.m. and 7 p.m. You can park over there, across the street."

"That's too bad. Stolen bicycles are a big problem in this city. Come to the police station with me. We will write a report."

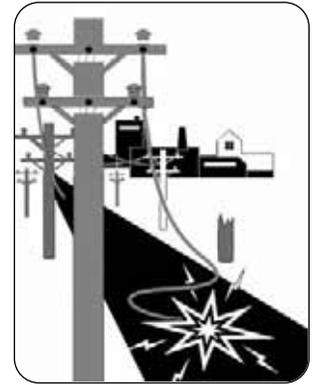
"Talk to your neighbours first. Tell them about your baby. Ask them to be quiet at night. If they aren't quiet, call us again."

Activity: Asking For Help

Exercise 2

Read these sentences. Talk about the **bold** words with your teacher and class.

- The hydro electricity company fixes **electricity** problems.
- You can **park** over there, across the street.
- Our neighbours have **noisy** parties. I like **quiet** neighbours.
- My bike was **stolen**.
- We will write a **report** at the police station.



electricity from hydro lines



noisy party

Use the underlined words in the sentences below.

1. Don't be so _____, Sam. Be _____.

Your dad has a headache.

2. My passport was _____ on my trip to New York.

3. Don't _____ your car in front of a hospital.

4. I saw a bad fight downtown. Someone was hurt. I must go to the police station to make a _____.

5. Lights, computers and stoves need _____.



Activity:
Safety On The Street

INSTRUCTOR NOTES

*Learners copy captions for six Ontario road signs.
 Next, they read and compose safety rules for drivers, pedestrians and cyclists.*

Timing: 25-30 minutes

- WARM-UP**
- Vocabulary review/introduction:
 - ~ driver, pedestrian, cyclist
 - Ask class members to identify themselves as drivers, pedestrians or cyclists in Canada and in their countries of origin.
 - Ask volunteers to draw a traffic sign on the blackboard and explain its meaning.
- ACTIVITY**
- Hand out Exercise 1. Read the introduction and the rules with the class and clarify vocabulary.
 - Learners match the signs with the rules, and then copy the text.
 - Distribute Exercise 2, and read the rules with the class.
 - Divide the class into pairs or groups of 3 to compose one more rule in each category. Circulate to help with vocabulary and spelling.
 - Share suggestions with the class.
- FOLLOW-UP**
- Groups share their rules with the class.
 - Learners compare the rules of the road in Canada to the rules of the road in their countries of origin. Discussion points include seat belts, driving with cell phones, road signs, and pedestrian safety.
 - Learners look for additional road signs in their neighbourhoods (e.g. triangular Yield sign) and report back.
- ASSESSMENT**
- Instructors correct individual worksheets for reading and writing assessment.
 - CLB Performance Indicators:
 - ~ follows short instructions
 - ~ identifies factual detail in a text as required
 - ~ copies, following North American conventions and styles of writing
 - ~ exhibits legible handwriting or printing, with no major omissions in copying information
 - ~ spells and follows punctuation conventions
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 276-281.
- VOCABULARY**
- driver; pedestrian; cyclist; sign; important; cross; park; turn left/right; stop; train; fast; seat belt; cell phone; watch; carefully; seniors; disabled; red/green/yellow light; helmet; too



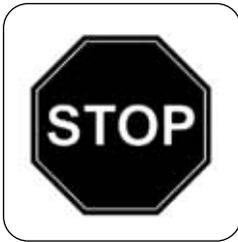
Activity:
Safety On The Street

Exercise I

- Are you a driver?
- Are you a pedestrian?
- Are you a cyclist?

These signs are important! Write the words under the signs.

<p>You can walk across the street here.</p> <p>School children cross here.</p> <p>You must stop here.</p>	<p>Don't park here.</p> <p>Don't turn left.</p> <p>Stop for trains.</p>
--	--















Activity: Safety On The Street

Exercise 2

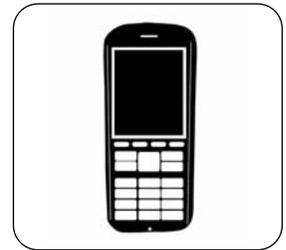
Read these rules. Talk about them with the class. Add one other rule for each group of people.

Safety Rules for Drivers

1. Don't drive too fast.
2. Use your seat belt.
3. Don't talk on your cell phone.
4. Watch carefully for pedestrians.
5. Watch very carefully for children, seniors and disabled people.
6. _____



seat belt



cell phone

Safety Rules for Pedestrians

1. Cross the street when the light is green.
2. _____



green light

Safety Rules for Cyclists

1. Wear a helmet.
2. _____



helmet



Activity:
Safety At Work

INSTRUCTOR NOTES

Learners read safety warning signs that are common in the workplace, and they are introduced to protective clothing and equipment vocabulary.

Timing: 30-40 minutes

WARM-UP

- Ask about jobs that class members hold (or have held). Are any of the jobs dangerous? What is dangerous about the job? (slippery floors, deep fat fryers, unsafe vehicles, etc)
- Ask the class to brainstorm a list of everyday jobs that can be dangerous. Ensure that *construction worker* and *factory worker* are included on the list, and explain their meaning.
- Ask if anyone has to wear special clothing or equipment while they are working. Review the vocabulary in Exercise 3.

ACTIVITY

- Hand out Exercise 1. Go through the 7 signs and the meanings with the class before the learners complete the exercise.
- Distribute Exercise 2. Clarify the word *slippery*. Explain the procedure for the exercise:
 - ~ The instructor plays six warnings (Track 12). Each warning has the same meaning as one of the signs. Learners write the meaning number below the corresponding sign on their worksheet.
- Dictate Part 2 of the Listening Transcript for Exercise 3.

FOLLOW-UP

- Explain the rules for evacuation of the school building in case of fire. Practise as a class; then have learners retell the rules.

ANSWER KEY

- Exercise 1: a. 6 b. 4 c. 2 d. 3 e. 1 f. 7 g. 5
- Exercise 2: No smoking – 4 No exit – 6 Poison – 1
Slippery when wet – 3 Danger – 2 Fire exit – 5 Poison – 1
- Exercise 3: boots helmet glasses gloves

ASSESSMENT

- Instructors correct individual responses.
- CLB Performance Indicators:
 - ~ matches signs with words
 - ~ responds to short instructions and commands
 - ~ identifies a few key words in discourse



Activity:

Safety At Work

INSTRUCTOR NOTES CONTINUED

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 276-281.

VOCABULARY

- law; workplace; safe/safety; meaning; keep out; danger/dangerous; exit; fire; poison; floor; wet; fall down; drink; machine; step on; cleaner; wash; cigarette; smoke; alarm; boots; helmet; glasses; protect; special; gloves; construction; factory; slippery



Activity:
Safety At Work

LISTENING TRANSCRIPT

Part 1

Listen to the warnings. They are about dangers at work. Write the number of the warning under the sign that means the same on Worksheet 1B.

1. *Don't drink that! It can make you very sick!*
2. *Don't go in there. The machines are dangerous.*
3. *Don't step on that floor. The cleaner washed it two minutes ago. You don't want to fall down!*
4. *Put out your cigarette. It's dangerous to smoke in here.*
5. *I hear the fire alarm. Quick! Go out this way!*
6. *We can't go out here. Let's try the other door.*

Part 2 (To be read by Instructor)

Look at the list of clothing. You will hear sentences about workers' safety. Put an **X** beside the clothing you hear.

- Construction workers need to wear safety **boots**.
- They also need to wear helmets. A **helmet** is a hard hat. They protect the workers' heads.
- Some factory workers need to wear safety **glasses**. They protect the workers' eyes.
- Some workers need to wear special **gloves**. Safety gloves protect their hands.



Activity:
Safety At Work

WORKSHEET 1A

There are laws about safety at work in Canada. Every workplace must be safe for the workers.

Exercise 1

Look at these signs.



1



2



3



4



5



6



7

Write the number of the sign beside the meaning.

- | | | | |
|----------|--|----------|---|
| a. _____ | You can't go out here. | e. _____ | Don't smoke here. |
| b. _____ | Don't go in there. | f. _____ | Go out here if there is a fire in the building. |
| c. _____ | This is poison. Don't drink! | g. _____ | Be careful! Something is dangerous! |
| d. _____ | The floor is wet. Be careful. Don't fall down! | | |



Activity:
Safety At Work

WORKSHEET 1B

Exercise 2

Listen to the warnings. They are about dangers at work. Write the number of each warning under the sign that means the same.













Exercise 3

Read the list of clothing. You will hear sentences about workers' safety. Write **X** beside the kinds of clothing that you hear.

slippers _____

watch _____

boots _____

glasses _____

jacket _____

gloves _____

shirt _____

mittens _____

helmet _____

jeans _____



Activity:

Safety In The Home – I

INSTRUCTOR NOTES

Learners read and discuss household safety rules for parents of young children.

Timing: 20 minutes

- WARM-UP**
- Ask class members to list common household dangers for young children, for example, *knives* or *bleach*. Write responses on the blackboard.
- ACTIVITY**
- Read through “*Safety Rules For Children*” with the class, clarifying as necessary. Learners complete Questions 1 and 2 individually if the activity is intended for assessment; otherwise, working with a partner will add a listening and speaking component.
 - Divide the class into small groups for Question 3. Circulate to correct and assist learners as they compose their rules.
- FOLLOW-UP**
- A member of each group writes the two additional rules on the blackboard.
- ANSWER KEY**
- Question 1: milk: S medicine: D matches: D toys: S hot stoves: D
knives: D pet fish: S busy streets: D back yards: S
 - Question 2: No
- ASSESSMENT**
- Instructors correct Questions 1 and 2 for reading assessment. Instructors circulate during the discussion to perform informal speaking assessment.
 - CLB Performance Indicators:
 - ~ identifies factual details (a few key words) in a text as required
 - ~ uses single directions and commands
 - ~ listener can follow the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 276-281.
- VOCABULARY**
- rules; shelf; matches; touch; sharp; knives; babysitter; back yard; busy streets; alone

Activity:

Safety In The Home – I

Are you a parent? Do you have small children? Read these safety rules for parents.

Safety Rules For Children

Put medicine on a high shelf. Keep it away from children.

Don't let children play with matches.

Don't let children touch the hot stove.

Keep sharp knives away from children.

Don't let children play on busy streets.

Don't leave children under 12 alone. They need a babysitter!

1. Read the list. Write **D** for dangerous for children. Write **S** for safe for children.



milk



stove

milk _____

knives _____

pet fish _____

toys _____

hot stoves _____

medicine _____

matches _____

busy streets _____

back yards _____



medicine



matches

2. Lisa is 8 years old. Can she stay alone at night? Yes ____ No ____

3. Talk to classmates. Ask them, "What are your safety rules for children?"

4. Write two more rules below:



Activity:
Safety In The Home – II

INSTRUCTOR NOTES

Learners read and discuss health and safety laws for Canadian landlords.

Timing: 20 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ landlord
 - ~ tenant
 - ~ homeowner
- Ask class members to identify themselves as landlords, tenants or homeowners.
- Ask learners to list problems with their houses/apartments, and list responses on the blackboard (for example, broken toilet, dirty halls).

ACTIVITY

- Read through “*Health And Safety Laws For Landlords*” with the class, clarifying as necessary. Learners complete Exercise 1 individually if the activity is intended for assessment; otherwise, working with a partner will add a listening and speaking component.
- Divide the class into pairs or small groups for Exercise 2, ensuring that there is at least one tenant in each group.

FOLLOW-UP

- Solicit feedback from the groups about their classmates’ landlords. Refer also to the problems mentioned in the warm-up, and explain that they will practice writing letters of complaint in the next activity (*Notes to the Landlord*).
- Note: the laws governing heating of rental units vary by municipality.

ANSWER KEY

- Exercise One: 1. F 2. T 3. F 4. T 5. T

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 276-281.

VOCABULARY

- tenant; rent; landlord; rules; provide; smoke detector; heating (heat); remove; ice; repair; broken; stairs



Activity:
Safety In The Home – II

Are you a tenant? Do you rent your apartment or house? Do you have a landlord?
 Canadian law has some safety laws for landlords.

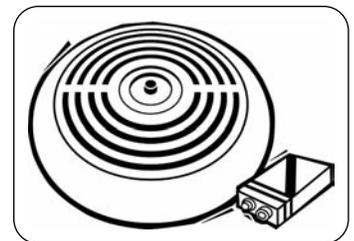
Health and Safety Laws for Landlords

- Provide hot and cold water.
- Provide a smoke detector.
- Provide heating for your tenants (20 °C. September to June).
- Remove snow and remove ice in winter.
- Repair broken stairs and other dangers.

Exercise I

True or False?

- | | | |
|---|---|---|
| 1. Landlords provide only hot water. | T | F |
| 2. Smoke detectors are for fire safety. | T | F |
| 3. Landlords heat buildings in August. | T | F |
| 4. Ice on the driveway is dangerous.
Tenants can fall. | T | F |
| 5. Broken stairs are dangerous. | T | F |



smoke detector



broken stairs are dangerous



Activity:
Safety In The Home – II

Exercise 2

Talk to a classmate who is a tenant. Ask the questions in the chart, and put a **X** under **Yes** or **No**. Then, your classmate will ask you.

Question	Yes	No
Do you always have hot and cold water?		
Does your home have a smoke detector?		
Do you always have heat in winter?		
Does your landlord remove snow and ice in winter?		
Does he or she repair broken things?		

Five “Yes” answers = a good landlord!



Activity:

Notes To The Landlord

INSTRUCTOR NOTES

Timing: 30-40 minutes

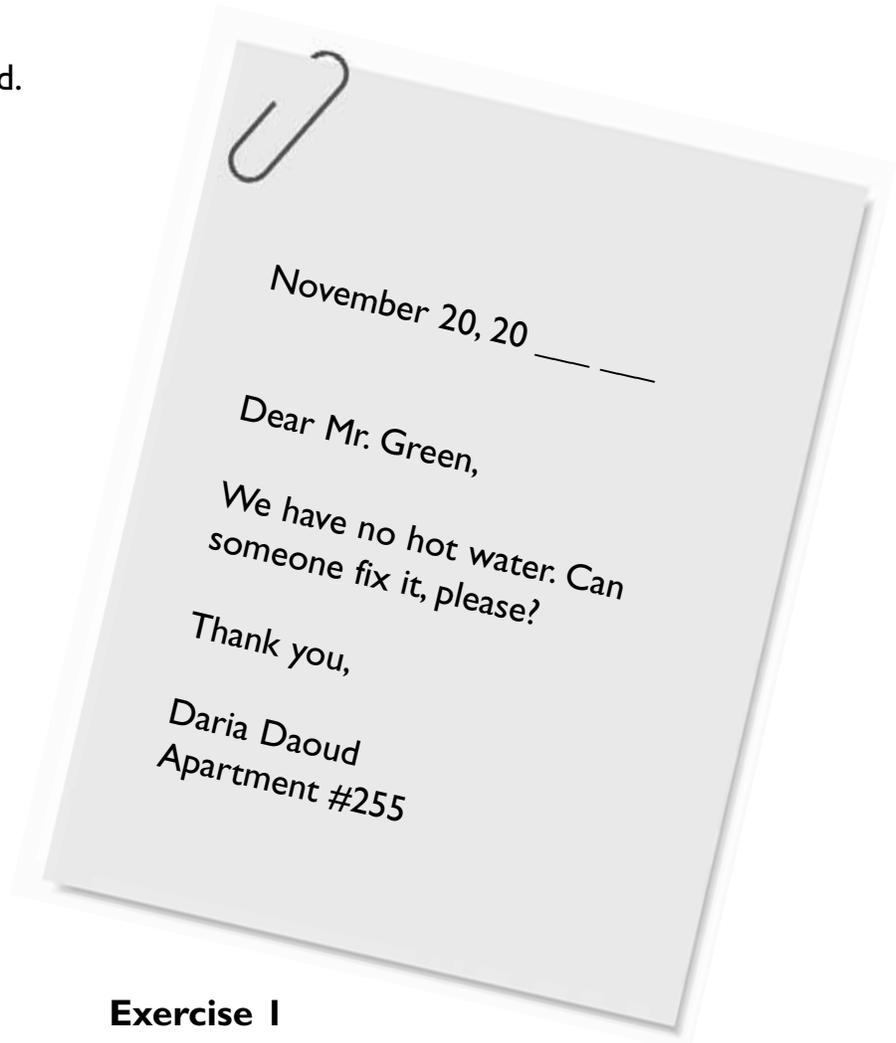
- WARM-UP**
- *Safety In The Home – II*
- ACTIVITY**
- Read Daria’s note to her landlord with the class. Draw attention to the punctuation and the formulaic expressions (Dear, Thank you).
 - Clarify instructions for the writing task. Learners will use one of the scenarios listed (or their own, if they prefer), but most of the exercise consists of copying lines from Daria’s note.
- FOLLOW-UP**
- Provide individual feedback to each learner.
- CROSS-REFERENCE**
- Health & Safety — *Elena’s Appointment Card And Note For The Teacher*
- ASSESSMENT**
- Instructors correct the worksheets for writing assessment.
 - CLB Performance Indicators:
 - ~ copies, following North American conventions, numerals, addresses, phone numbers and short sentences
 - ~ exhibits legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 276-281.
- VOCABULARY**
- twice; landlady; sign (v.); problem; out of order; not working; address (v.)



Activity:

Notes To The Landlord

Read Daria's note to her landlord.



Exercise I

Write a note to a landlady. Her name is Ms. White. Sign your name. Write about one of the problems below.

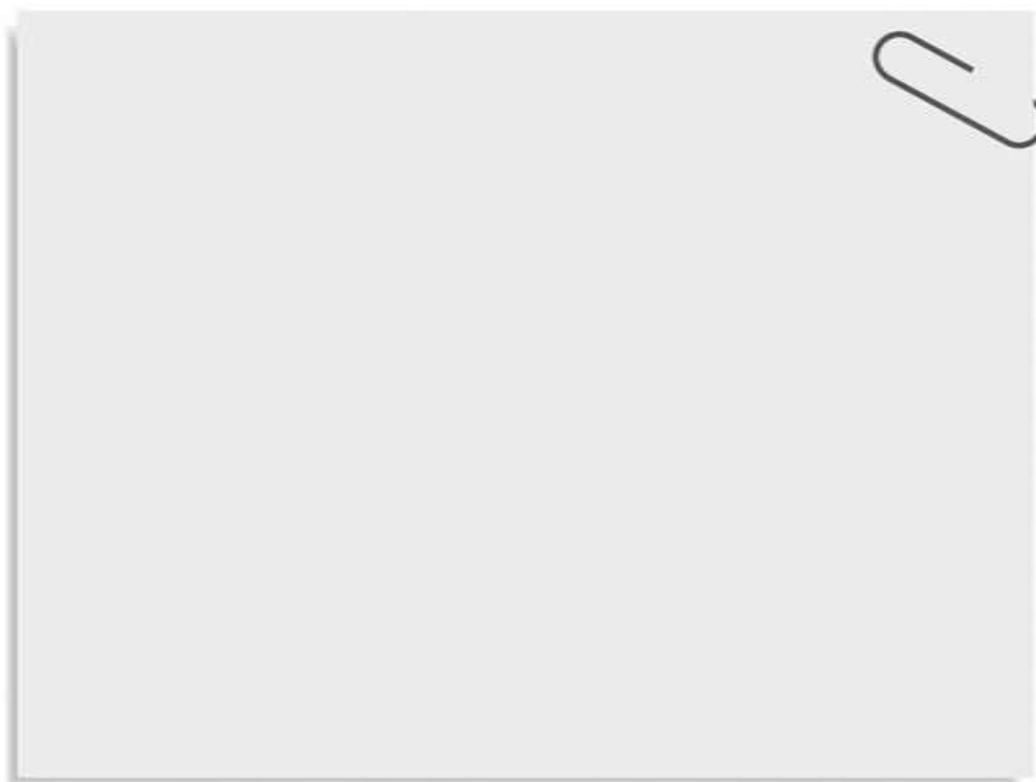
Problems:

- The smoke detector isn't working.
- We have no heat.
- The bottom step is broken.
- The fridge isn't working.



Activity: Notes To The Landlord

Write your note below.





Activity:
You Cannot Raise The Rent

INSTRUCTOR NOTES

Yes/No comprehension questions follow a listening passage about a landlord and tenant discussing a rent increase.

Timing: 30 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ landlord, tenant, rent, raise the rent, rent increase, notice
- Inform the class they are going to listen to a conversation between a landlord and a tenant. Ask them to use the list of new vocabulary to predict what the conversation will be about.
- Introduce the class to current Ontario law governing rent increases:
 - ~ The landlord can only increase the rent once a year.
 - ~ The landlord must give a 90-day notice in writing to the tenants if he/she plans to raise the rent. Tenants continue to pay their regular rent until then.

ACTIVITY

- Play the audio (Track 13). Learners listen for the gist.
- Play the audio again in shorter sections. Pause at the end of each section to clarify vocabulary and ask questions:
 - ~ *What are the names of the tenants? Where do they live? What is the landlord's name? What does he want? Did Steven pay the rent for January? How much does Mr. Green want to raise the rent? Why is Steven angry?*
- Hand out Exercise 1 and explain the procedure. Then, read the yes/no comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Replay the audio and/or repeat the questions as necessary.

FOLLOW-UP

- For question-formation practice:
 - ~ Divide the class into pairs. Give one partner a copy of "Speaking Practice". This learner then asks his/her partner the first question. The partner consults his answer sheet and responds with a "yes" or "no" answer. The first learner checks this response against the answer key. Pairs continue with the remaining questions and answers.

ANSWER KEY • 1. Yes 2. Yes 3. No 4. Yes 5. No

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 276-281.

VOCABULARY • law; raise the rent; increase; receipt; notice; tenant; landlord; *enough's enough!*



Activity:
You Cannot Raise The Rent

LISTENING TRANSCRIPT

Steven and his wife live in an apartment building. Their landlord is Mr. Green. Mr. Green comes to their apartment on Saturday morning. He asks them to pay more rent money for January. They are very surprised. Listen to the conversation between Steven and his landlord, Mr. Green.

Steven: *Mr. Green, we paid the rent money for January. Here is the receipt. Why are you asking for more money now?*

Mr. Green: *Well, I want more rent money. I'm asking you for \$25.00 more for each month.*

Steven: *Excuse me, Mr. Green. You can't raise our rent.*

Mr. Green: *Why not?*

Steven: *You didn't give us a notice about the rent increase. You must give us a ninety-day notice. It must be in writing.*

Mr. Green: *I'm the landlord here and I want more money.*

Steven: *Mr. Green, I'm sorry. The law in Ontario says you have to give us 90 days' notice to ask for more rent. I already paid my rent money for this month.*

Mr. Green: *Enough's enough! I'm leaving!*

Steven: *I am sorry he's angry, but the law is the law.*

Comprehension Questions (To be read by Instructor)

Listen to the question, and then circle the correct answer on your paper.

1. Is Mr. Green the landlord?
2. Does Mr. Green want more money?
3. Does Mr. Green get more money?
4. Did Steven pay his rent for January?
5. Does Mr. Green know the law?



Activity:
You Cannot Raise The Rent

Exercise I

Listen to the question. Circle **Yes** or **No**.

- | | |
|---------------|-----------|
| 1. Yes | No |
| 2. Yes | No |
| 3. Yes | No |
| 4. Yes | No |
| 5. Yes | No |



Activity: You Cannot Raise The Rent

SPEAKING PRACTICE

Questions

1. *Is Mr. Green the landlord?*
2. *Does Mr. Green **want** more money?*
3. *Does Mr. Green **get** more money?*
4. *Did Steven pay his rent for January?*
5. *Does Mr. Green know the law?*

Answers

1. Yes
2. Yes
3. No
4. Yes
5. No

LINC 1

Commercial
Services
and Business

Based on Canadian Language Benchmarks



Activity:

At The Mall

INSTRUCTOR NOTES

Learners are introduced to vocabulary and then complete a jigsaw activity about stores in a shopping centre.

Timing: 30 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ types of shops and other establishments commonly found in a Canadian shopping centre/mall
 - ~ names of common items of clothing
- Questions for class discussion:
 - ~ *Where do you buy clothing? Do you go to a large mall or to small neighbourhood shops?*
 - ~ *Where did you buy clothing in your countries of origin?*

ACTIVITY

- Distribute “At the Mall”, and teach vocabulary and pronunciation to prepare learners for the jigsaw activity.
- Distribute Worksheet 1 to half the class and Worksheet 2 to the other half. Allow each group time to go over the introduction and the chart, and to practise the four questions at the bottom of the worksheet. Circulate to give assistance.
- Read the example in the box with the entire class, and then pair up partners with two different worksheets for the listening and speaking jigsaw.
- Since this is primarily a speaking/listening activity, copying the missing names on the chart is optional.
- Complete the chart on the board with the whole class so they can check their answers.

ASSESSMENT

- Instructors circulate to assess listening and speaking.
- CLB Performance Indicators:
 - ~ responds to greetings
 - ~ apologizes
 - ~ requests assistance in a situation
 - ~ identifies familiar places on a diagram or map

FOLLOW-UP

- Arrange a field trip to the nearest mall or shopping centre. Divide the class into pairs to walk through the mall together and fill in the Information Sheet.



Activity:
At The Mall

INSTRUCTOR NOTES CONTINUED

ANSWER KEY

Level	West	Centre	East
3	Lila's Dress Shop	Morris Men's Clothing	Little Feet Children's Shoes
2	Happy Reader's Book Shop	Mac's Music	Fine Jewellery
1	Dan's Dry Cleaners	Modern Hair Stylists	Playland Toys

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 308-313.

VOCABULARY

- mall (shopping centre); level; section; west; centre; east; dress shop (women's clothing shop); men's clothing; shoe store; book shop; music shop; jewellery (store); dry cleaner; hair salon; toys



Activity:
At The Mall



the mall



dress store



mens' clothing store



children's shoe store



bookstore



music store



jewellery store



dry cleaner



hair stylist



toy store



Activity: **At The Mall**

Worksheet 1

The Maple Tree Mall has 3 levels. Each level has 3 sections – West, Centre and East. Read the names of some stores with your group.

Level	West	Centre	East
3	Lila's Dress Shop		Little Feet Children's Shoes
2		Mac's Music	Fine Jewellery
1		Modern Hair Stylists	

Ask and answer questions with your partner.

Example: A: *Excuse me. Where's the music store?*

B: *It's on Level 2. It's in the Centre section.*

- *Excuse me. Where's the men's clothing store?*
- *Can you help me? Where's the book store, please?*
- *Can you tell me where the dry cleaner is?*
- *Can you help me, please? I can't find the toy store.*

Activity: **At The Mall****Worksheet 2**

The Maple Tree Mall has 3 levels. Each level has 3 sections – West, Centre and East. Read the names of some stores with your group.

Level	West	Centre	East
3		Morris Men's Clothing	
2	Happy Reader's	Mac's Music Book Shop	
1	Dan's Dry Cleaners		Playland Toys

Ask and answer questions with your partner.

Example: A: *Excuse me. Where's the music store?*

B: *It's on Level 2. It's in the Centre section.*

- *Excuse me. Where's the dress shop?*
- *Can you show me the children's shoe store?*
- *Excuse me. Where's the jewellery shop?*
- *Can you help me? I can't find the hair salon.*



Activity: **At The Mall**

Information Sheet

1. Write the names of 6 stores.

2. How many stores sell clothing? _____

3. Is there a supermarket in the mall? **Yes** **No**

4. Is there a dry cleaner in the mall? **Yes** **No**

5. Are there any restaurants in the mall? **Yes** **No**



Activity:

At The Mall — Where Do You Hear It?

INSTRUCTOR NOTES

Learners match questions to contexts in an instructor-led listening activity.

Timing: 20-25 minutes

WARM-UP

- *At The Mall*
- Vocabulary review/introduction:
 - ~ clothing and jewellery nouns
 - ~ clothing sizes
- Question for class discussion:
 - ~ What are questions that we often need to ask when we are shopping? (For example: *Where are the ...? How much does X cost? Does X come in a smaller/larger size?*)

ACTIVITY

- Distribute the worksheet and clarify instructions.
- Play the audio (Track 14). Pause after each question to allow time for learners to write the number beside the appropriate store. Replay the audio as required.
- For Exercise B, ask learners to circle the words they hear. Read the sentences aloud (see Listening Transcript).
- Collect and mark the worksheets for listening assessment, if desired. Discuss answers when you return corrections, reading the transcripts again.

FOLLOW-UP

- Use the 9 questions again in paired role plays. The partner in each case must come up with a reasonable answer.
(e.g. *How much is a haircut, please? \$16. OR Do you sell ESL books? Yes, we do. They're on the middle shelf.*)

ANSWER KEY

- Exercise A: jewellery store – 6 toy store – 9 men's clothing store – 2
music store – 5 dry cleaner – 7 women's clothing store – 1
book shop – 4 hair salon – 8 shoe store – 3
- Exercise B: 1. a 2. a 3. b

ASSESSMENT

- Instructors correct the worksheets for listening assessment.
- CLB Performance Indicators:
 - ~ identifies expressions used to attract attention in discourse
 - ~ identifies factual details in discourse. Responds by circling

VOCABULARY

- skirt; sweater; (small) medium (large); running shoes; need; ESL; dance; wedding ring; get married; jacket; dirty; haircut; train; ball; doll; shirt; earrings



Activity:

At The Mall — Where Do You Hear It?

LISTENING TRANSCRIPT

Dictation A

Listen to these 9 questions. Where would you hear them?
Put the number beside the name of the store on your worksheet.

- Number 1: *Can you help me? Do you have this skirt in size 12?*
- Number 2: *Excuse me. This sweater is too big for my husband. Do you have it in medium?*
- Number 3: *Can you help me find running shoes? My son needs them for school.*
- Number 4: *Do you sell ESL books? I want to learn English.*
- Number 5: *Do you have CDs for children? My daughter loves music. She likes to dance.*
- Number 6: *Please show me the wedding rings. I'm getting married in June!*
- Number 7: *This jacket is dirty. Can you clean it, please?*
- Number 8: *How much is a haircut, please?*
- Number 9: *Excuse me. I'm looking for a toy train. Can you help me find one?*

Dictation B (To be read by Instructor)

Circle what Omar buys.

1. Omar goes to the toy store. He buys a ball for his daughter.
2. Next he goes to the clothing store. He buys a shirt for his brother's birthday.
3. Last, he goes to the jewellery store. He buys earrings for his wife.



Activity:

At The Mall — Where Do You Hear It?**Exercise A**

Listen to your teacher. Where do you hear these questions? Put the number beside the name of the store.

Jewellery store _____

Toy store _____

Men's clothing store _____

Music store _____

Dry cleaner _____

Women's clothing store _____

Book shop _____

Hair salon _____

Shoe store _____

Exercise B

Circle what Omar buys.

- | | |
|---------------|-------------|
| 1. a. a ball | b. a doll |
| 2. a. a shirt | b. a skirt |
| 3. a. a ring | b. earrings |



At The Mall – Continued

INSTRUCTOR NOTES

In two reading exercises, learners expand their merchandise lexicon and learn to read signs commonly found in shopping malls.

Timing: 30-40 minutes

WARM-UP

- *At the Mall* and *At the Mall – Where Do You Hear It?*
- Divide the class into several small groups. Assign each group 2 or 3 types of shops. Have them brainstorm for 3-4 items they could buy in that shop. (Example: men's clothing store: suit, jacket, shirt, sweater, tie).
- Groups share their lists. Explain and practise unfamiliar vocabulary.

ACTIVITY

- Distribute Exercise 1. Clarify instructions and vocabulary as required. Allow time for learners to complete the activity and then correct their responses. Learners work alone if the activity is intended for assessment; otherwise, pair work adds a listening and speaking component to the exercise.
- Distribute Exercise 2. Go over the signs with the class, and then clarify instructions for completing the exercise. Allow time for learners to complete the activity and then correct their responses. Learners work alone if the activity is intended for assessment; otherwise, pair work adds a listening and speaking component to the exercise.

FOLLOW-UP

- Ask learners to note additional signs they observe in shopping malls, and to share and pool information with their classmates.
- *Max's New Suit*

ASSESSMENT

- Instructors correct individual worksheets for reading assessment.
- CLB Performance Indicators:
 - ~ follows short instructions
 - ~ identifies a few key words
 - ~ matches signs with words

ANSWER KEY

- **Exercise 1:** 1. cake 2. fridge 3. hats 4. bananas 5. beds 6. coat
7. boots

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 308-313.

VOCABULARY

- blouse; cake; tie; fridge; suit; hat; slippers; sandals; storybook; magazine; dictionary; bananas; concert (tickets); coat; necklace; boots; blocks; doll; steal/stole; wallet; security; information; lost and found



Activity:
At The Mall – Continued

WHAT CAN YOU BUY?**Exercise I**

Read the lists. Circle the item you can't buy in each store.

1. In a women's clothing store:

- a. a blouse b. a skirt c. a cake d. a jacket

2. In a men's clothing store:

- a. a tie b. a fridge c. a suit d. a shirt

3. In a shoe store:

- a. hats b. slippers c. sandals d. running shoes

4. In a book shop:

- a. storybooks b. magazines c. dictionaries d. bananas

5. In a music store:

- a. DVDs b. beds c. CDs d. concert tickets

6. In a jewellery store:

- a. a ring b. a coat c. a necklace d. earrings

7. In a toy store:

- a. boots b. balls c. dolls d. blocks



Activity:
At The Mall – Continued

SIGNS AT THE MALL

Exercise 2

Match the signs with the problems.

1. You can't find the card shop.
2. Your son needs to go to the washroom.
3. Your daughter lost her doll.
4. You want to go up to Level 3.
5. You need to make a phone call.















Activity:

Max's New Suit

INSTRUCTOR NOTES

A listening passage about a man who must buy a new suit for his daughter's wedding is followed by comprehension questions.

Timing: 30 minutes

WARM-UP

- Vocabulary review/introduction: suit, measure(ment), clerk
- Questions for class discussion:
 - ~ Has anyone bought special clothing for a special day? What clothing? Where did you buy it?
- Inform the class they are going to listen to a story about a man who had to buy a suit for a special day. Ask learners to listen to hear what the special day was.

ACTIVITY

- Play the audio (Track 15).
- Ask what the special day is.
- Play the audio again. Hand out Exercise I and explain the procedure. Then, read the comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Replay the audio and/or repeat the questions as necessary. (See also variation below.)
- Collect the worksheets for formal assessment, take up the answers in class, or follow the procedure for learners to self-correct. (See variation below.)

FOLLOW-UP

- Ask learners what the bride, groom, and other members of a wedding party wear at a wedding in their countries of origin.

VARIATION

- Exercise I was designed to minimize reading requirements for CLB L level I classes, but it may place a memory burden on the learners instead. Instructors may wish to provide a photocopy of the questions in addition to reading them.
- For question-formation practice:
 - ~ Divide the class into pairs. Give one partner a copy of "Speaking Practice". This learner then asks his/her partner the first question. The partner consults his answer sheet and responds with his answer. The first learner checks this response against the answer key. Pairs continue with the remaining questions and answers.



Activity:

Max's New Suit

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors correct individual responses for listening assessment.
 - CLB Performance Indicators:
 - ~ identifies factual details in a listening text as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 308-313.
- VOCABULARY**
- shopping; (get) married; ugly; closet; wrong; colour; shopping mall; clerk; black suit; size; take (your) measurements; forty; “it’s a perfect fit”; bride; try it on



Activity:
Max's New Suit

LISTENING TRANSCRIPT

Max needs a new suit because his daughter is getting married next month. His wife thinks his old suit is very ugly. Listen to what she says.

Wife: *You can't wear that suit in your closet. It's too old and it's the wrong colour. Go to the shopping mall and buy a new black suit.*

Now, listen to Max talk to the clerk in the men's clothing store.

Max: *Excuse me, can you help me? I need to buy a new black suit.*

Clerk: *What size do you need?*

Max: *I don't know.*

Clerk: *Just a minute. I'll take your measurements. You need a size forty. Here's a size forty black suit. Go and try it on.*

Max: *How does this look?*

Clerk: *It's a perfect fit!*

Max: *Great! I'll buy it.*

Listen to Max and his wife at home.

Max: *I found the perfect suit.*

Wife: *Now you're ready to be father of the bride!*

Comprehension Questions (To be read by Instructor)

Listen to the question, and then circle the correct answer on your paper.

Question 1: *Who tells Max to go shopping?*

Question 2: *Why does Max need a new suit?*

Question 3: *Where does Max go?*

Question 4: *Does Max like his new suit?*

Question 5: *When will Max wear his suit?*



Activity:
Max's New Suit

Exercise I

Listen to your teacher ask five questions. Circle the correct answer.

Question 1

- a. his wife
- b. his daughter

Question 2

- a. His suit is too old and it is the wrong colour.
- b. His suit is too small.

Question 3

- a. to a wedding
- b. to a shopping mall

Question 4

- a. yes
- b. no

Question 5

- a. to his closet next month
- b. to his daughter's wedding next month



try on a new suit



Activity: Max's New Suit

SPEAKING PRACTICE**Questions**

1. Who tells Max to go shopping?
2. Why does Max need a new suit?
3. Where does Max go?
4. Does Max like his new suit?
5. When will Max wear his suit?



wedding

Answers**Question 1**

- a. his wife

Question 2

- a. His suit is too old and it is the wrong colour.

Question 3

- b. to a shopping mall

Question 4

- a. yes

Question 5

- b. to his daughter's wedding next month



Activity:
How Much Is . . . ?

INSTRUCTOR NOTES

Two exercises related to money prepare learners for shopping.

Timing: 30-40 minutes

WARM-UP

- *Canadian Money* – vocabulary review/introduction:
 - ~ Canadian coins and bills
- *Shopping For Winter Clothing* – vocabulary review/introduction:
 - ~ winter clothing
 - ~ usage of singular and plural for items of clothing, for example, *a coat; mittens; boots*. Introduce the phrase *a pair of* and the abbreviation *pr.*
 - ~ common promotional expressions used to advertise prices, for example, *30% off* and *discount*.

ACTIVITY

- Distribute “*Canadian Money*”. Go over the table, focusing on the “s” ending for plurals. Allow time for learners to complete the exercises, and then correct their responses.
- Hand Out “*Shopping For Winter Clothing*”. Clarify instructions and vocabulary as required. Allow time for learners to complete the exercises, and then correct the responses in class or else collect them for formal assessment.

FOLLOW-UP

- Learners compile a shopping list of 4-5 items of seasonal clothing. Provide flyers (and on-line catalogue websites) for learners to research prices. Classmates share their findings in small groups.

CROSS-REFERENCE

- Banking, Customer Service & Telephone – *Money Dictation And Money Bingo*

ANSWER KEY

- Jennifer’s Shopping List:

1	coat	\$125.00
1	jacket	\$ 75.50
1	snowsuit	\$ 49.98
1	pair of boots	\$ 39.98
1	pair of mittens	\$ 9.99
2	adult hats	\$ 24.98
2	kids’ hats	\$ 17.18
TOTAL		\$342.61

- 5 discounts – the coat (40% off)



Activity:

How Much Is ...?

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors correct individual learner worksheets for writing assessment.
 - CLB Performance Indicators:
 - ~ copies, following North American conventions, numerals and sums of money
 - ~ copies words to compile a shopping list
 - ~ exhibits legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 308-313.
- VOCABULARY**
- cent (penny); nickel; dime; quarter; loonie; toonie; dollar; bill; save; snowsuit; regular (price); kids; discount; mitten



Activity: How Much Is ...?

CANADIAN MONEY

cent (penny)	1 cent	\$0.01
nickel	5 cents	\$0.05
dime	10 cents	\$0.10
quarter	25 cents	\$0.25
loonie	1 dollar	\$1.00
toonie	2 dollars	\$2.00



cent



nickel



quarter



loonie



toonie

Exercise 1

Follow the example. Complete the sentences.

1. A penny is 1 cent. We can also write \$ 0.01.
2. A nickel is _____. We can also write _____.
3. A dime is _____. We can also write _____.
4. A quarter is _____. We can also write _____.
5. A loonie is _____. We can also write _____.
6. A toonie is _____. We can also write _____.

Exercise 2

Fill in the blanks with the word or number of these Canadian bills.

- a. a five dollar bill \$ 5.00
- b. a _____ dollar bill \$ 10.00
- c. a twenty dollar bill _____
- d. a _____ dollar bill \$ 50.00
- e. a hundred dollar bill _____



Activity:
How Much Is ... ?

SHOPPING FOR WINTER CLOTHING

Jennifer has \$400. She wants to buy winter clothes. She needs a coat. Her husband needs a jacket. Her daughter needs a snowsuit. Her son needs boots and mittens. Everybody needs a winter hat.

Look at the prices in the box:

Women's coats	40% off!	NOW \$ 125.00
Children's snowsuits	regular price	NOW \$ 49.98
Men's jackets	20% off!	NOW \$ 75.50
Kids' boots	30% off!	NOW \$ 39.98
Kids' mittens	regular price	NOW \$ 9.99
Hats (adult)	10% off	NOW \$ 12.49
Hats (kids')	10% off	NOW \$ 8.59

1	coat	\$125.00
1	_____	\$ _____
1	_____	\$ _____
1	pair of _____	\$ _____
1	pair of _____	\$ _____
2	adult hats	\$ _____
2	kids' hats	\$ _____
TOTAL		\$ _____

- How many discounts does Jennifer get?
- What is the best discount?



Activity:

At The Lost And Found

INSTRUCTOR NOTES

A listening passage introduces learners to the services of a lost and found department.

Timing: 30 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ Lost and Found
 - ~ colours, including silver, red, blue, green, white, brown.
- Warm-up discussion: Ask learners if they've ever lost anything important.
 - ~ What was it? How did you feel? What did you do? Did you get the item back?

ACTIVITY

- Play the audio (Track 16). Learners listen for gist.
- Distribute and go over the transcript on the worksheet. Model pronunciation and intonation.
- Pair learners off and have them practise reading the dialogue orally together a few times until they can do it spontaneously with little or no reading. Then have them practise the variations at the bottom of the worksheet.
- Have each pair choose 1 situation and role-play it for the class.

FOLLOW-UP

- Discussion: Tell learners an anecdote, real or fictional, about an honest person who returned a valuable item which you had lost. (e.g. Last year, I was at the Eaton Centre. I had a beautiful ring. It was from my grandmother. I left it in the washroom when I washed my hands. I was very upset. An honest girl returned it. I was so happy. I gave her a \$10 reward.) Encourage learners to share similar stories.

CROSS-REFERENCE

- Health & Safety – *Elena Makes An Appointment*
- Banking, Customer Service & Telephone – *Taking Voice-Mail Messages*

ASSESSMENT

- Instructors use the role-plays to evaluate speaking.
- CLB Performance Indicators:
 - ~ requests assistance in a situation
 - ~ responds to questions regarding personal data with required information
 - ~ listener can understand and use the information



Activity:

At The Lost And Found

INSTRUCTOR NOTES CONTINUED

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 308-313.

VOCABULARY

- lose; keys; upset; Lost and Found; missing; key chain; found; good luck; report; item; glasses; case; umbrella; gloves; leather



Activity:
At The Lost And Found

Ming loses her keys at the mall. She's upset. She goes to the Lost and Found office. Listen to her talk to the receptionist.

Ming: *Can you help me, please? I had my keys an hour ago. Now they're missing.*

Receptionist: *What are they like?*

Ming : *Four silver keys.They're on a red key chain.*

Receptionist: *Sorry.We don't have them.What's your name, please?*

Ming : *Ming Zhao.*

Receptionist: *Can you spell that?*

Ming: *Ming: M-i-n-g, Zhao: Z-h-a-o*

Receptionist: *What's your phone number?*

Ming: *905-555-3958.*

Receptionist: *We'll call you if your keys are found. Good luck!*



keys

With a partner change the conversation above to report a different lost item. Give your name. Spell it. Give your phone number.

You lose:

a. your glasses / in a blue case

b. your umbrella / green and white

c. your gloves / brown leather



umbrella



glasses



gloves



Activity:

Pharmacy Shopping Lists

INSTRUCTOR NOTES

Learners review drug store lexicon and are introduced to vocabulary that describes the packaging of pharmacy products.

Timing: 35 minutes

WARM-UP

- For vocabulary review, ask the class “What can we buy in a drug store/pharmacy?” Write responses on the blackboard. Supplement the list with items from the Vocabulary section below.
- Bring a variety of containers (bottle, box, jar, etc) into the classroom to teach packaging vocabulary. Demonstrate the pattern with *indefinite article + noun (container) + of + noun (product)*, for example, *a bottle of pills*.

ACTIVITY

- Distribute Exercise 1. Clarify instructions and vocabulary as required. Allow time for learners to complete the activity and then correct their responses.
- Follow the same procedure for Exercise 2.
- Circulate to help learners with vocabulary and spelling for Exercise 3.

FOLLOW-UP

- *Pharmacy Shopping and Services*

ANSWER KEY

- Exercise 2: a bottle/jar of painkillers; a bottle of shampoo; a bottle/tube of sunscreen; a tube of toothpaste; a bottle of cough medicine; a box/package of diapers

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 308-313.

VOCABULARY

- pharmacy; bottle; box; tube; roll; package; bag; bar; jar; vitamin pills; tissues; hand cream; toilet paper; cotton balls; soap; face cream; painkillers; shampoo; sunscreen; toothpaste; cough medicine; baby diapers



Activity:
Pharmacy Shopping Lists

Exercise I

Sun-Hee is going to the pharmacy. This is her shopping list. Match each item on the list with a picture. Write the number under the picture.

- Shopping List**
1. a bottle of vitamin pills
 2. a box of tissues
 3. a tube of hand cream
 4. 7 rolls of toilet paper
 5. a bottle of shampoo
 6. cotton balls
 7. 4 bars of soap
 8. a jar of face cream







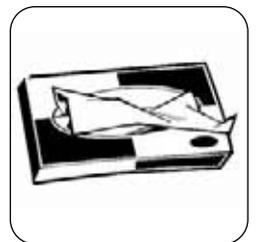
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Activity: Pharmacy Shopping Lists

Exercise 2

Complete this shopping list. Sometimes, two answers are correct.

- a _____ of painkillers
- a _____ of shampoo
- a _____ of sunscreen
- a _____ of toothpaste
- a _____ of cough medicine
- a _____ of baby diapers

tube**bottle****package****Exercise 3**

Make your shopping list for the pharmacy. Write three things you want to buy.

My Shopping List

- a _____ of _____
- a _____ of _____
- a _____ of _____



Activity:

Pharmacy Shopping And Services

INSTRUCTOR NOTES

A series of readings about drug store products and services is followed by an optional field trip to a pharmacy.

Timing: 30-40 minutes

- WARM-UP**
- Health and Safety – *The Doctor’s Message* (Optional)
 - *Pharmacy Shopping Lists* – or
 - Ask the class “What can we buy in a large Canadian drug store/pharmacy?” Write responses on the blackboard under two headings, *Medicines (Drugs)* and *Other Products*. Supplement the lists with items from the Vocabulary section below.
- ACTIVITY**
- Distribute Exercise 1 and read through it with the class. Clarify instructions and vocabulary as required. Allow time for learners to complete the activity, and then correct their responses. Follow the same procedure for Exercises 2 and 3.
- FOLLOW-UP**
- Class field-trip to a large pharmacy (or individual homework research). Distribute the Worksheet and divide the class into pairs to find the information and complete the sheet together.
- VARIATION**
- Exercise 3: After reading the entire page with the class, divide the learners into 4 groups, one group for each section. Every group masters the pronunciation and vocabulary of its assigned paragraph, and a chosen representative re-reads and explains it to the class.
- ANSWER KEY**
- Exercise 1: 1.a. 1. b 2. a
 - Exercise 2: 1. a 2. b
 - Exercise 3: a. cough syrup, antacids b. dental floss, toothbrushes c. makeup
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 308-313.
- VOCABULARY**
- surprised; product; prescription; over-the-counter; strong; vitamins; teeth; health/healthy; toothbrush; beauty; aftershave; detergent; notebook; dental floss; makeup; cough medicine; antacid



Activity:

Pharmacy Shopping And Services

Exercise 1

Jacob is surprised. In his home country, pharmacies (drug stores) are small. They only sell medicine. In Canada, some pharmacies are very big. They sell medicine and many other products too.

Circle the correct answers:

1. Jacob is surprised because:
 - a. pharmacies in Canada are expensive.
 - b. pharmacies in Canada are big.
2. Pharmacies in Canada sell:
 - a. many products.
 - b. only medicine.



pharmacist

Exercise 2

Prescription Drugs

Mona has an earache. She goes to the doctor. The doctor writes a prescription on a paper. Mona takes the prescription to the pharmacist. The pharmacist gives Mona some medicine.

1. Who writes the prescription?
 - a. the doctor
 - b. the pharmacist
2. Who sells the medicine?
 - a. the doctor
 - b. the pharmacist



Activity:
Pharmacy Shopping And Services

Exercise 3

Over-the-Counter Drugs

Some medicines are not strong. You don't need a prescription for them. They are called "over-the-counter" drugs. You can find over-the-counter medicine for headaches, stomach aches, colds and coughs.

Health Products

Pharmacies sell vitamins. Some people take them for good health. You can also buy products for healthy teeth at the pharmacy. You can buy toothpaste and toothbrushes.

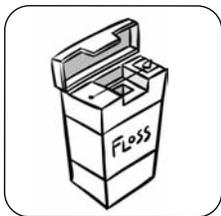
Beauty Products

Most pharmacies in Canada sell beauty products. For example, Mona buys face cream at the pharmacy. Her husband buys aftershave.

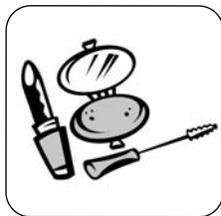
Other Products

Big pharmacies in Canada sell other things. For example, they sell birthday cards. Some pharmacies sell laundry detergent, and some sell school note-books and pens.

Add these words to the correct lists below:



dental floss



makeup



cough medicine



toothbrush



antacids

Over-the-Counter Medicine

painkillers, cold medicine, _____ , _____

Health Products

vitamins, toothpaste, _____ , _____

Beauty Products

face cream, aftershave, _____



Activity:
Pharmacy Shopping And Services

WORKSHEET***At The Drug Store***

1. Where is the pharmacist?

- a. at the front of the store
- b. at the back of the store

2. What time does the pharmacy open? _____

3. What time does it close? _____

4. Write the names of 2 over-the-counter medicines.

5. Write the name of

a. one kind of toothpaste _____

b. one kind of shampoo _____

6. Write the name of one product not for health.



Activity:
Pharmacy Customers Ask

INSTRUCTOR NOTES

In a four-skills activity, learners hear questions frequently asked in a pharmacy and then match the questions to answers.

Timing: 25-30 minutes

- WARM-UP**
- Question for class discussion: *What questions do we need to ask when we buy medicine? (Should I take it with food? Is it safe with alcohol?)*
- ACTIVITY**
- Distribute the worksheet. Read the Listening Transcript to the class slowly, while learners number the sentences in Exercise 1. Take up the answers.
 - Learners complete Exercise 2 in pairs, and then practice the dialogue together. Assist learners with correct stress and intonation.
- FOLLOW-UP**
- Ask for volunteers to perform some of the dialogues as role plays without reading.
 - Bring pill bottles into class, and assist small groups of learners in reading and understanding the labels.
 - Do further role play practice with the expressions to get attention (*Excuse me. Can you help me?*).
- ANSWER KEY**
- Exercise 1: 2, 4, 5, 1, 3
 - Exercise 2:
 - Can you help me? Is this medicine okay for children?*
 - I'm not sure. Do I take this medicine with food?*
 - Excuse me. Where's the cold medicine?*
 - Excuse me. Do you sell shampoo?*
 - I don't understand. Do I take these pills twice a day?*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 308-313.
- VOCABULARY**
- okay; twice; adults; aisle



Activity:

Pharmacy Customers Ask

LISTENING TRANSCRIPT (To be read by Instructor)

1. Write the number one on the line in front of this question:

I don't understand. Do I take these pills twice a day?

2. Write the number two on the in front of this question:

Excuse me. Do you sell shampoo?

3. Write "3" in front of this question:

I'm not sure. Do I take this medicine with food?

4. Write "4" in front of this question:

Excuse me. Where's the cold medicine?

5. Write "5" in front of this question:

Can you help me? Is this medicine okay for children?



Activity:

Pharmacy Customers Ask

Exercise I

Listen to your teacher read five questions. They are questions that customers ask in the drug store.

Write the question number on the line in front of the question.

_____ *Excuse me. Do you sell shampoo?*

_____ *Excuse me. Where's the cold medicine?*

_____ *Can you help me? Is this medicine okay for children?*

_____ *I don't understand. Do I take these pills twice a day?*

_____ *I'm not sure. Do I take this medicine with food?*



Activity: Pharmacy Customers Ask

Exercise 2

Read the five answers below. Match the answers to the questions in Exercise 1.

Copy each question onto the line above the answer.

a. _____?

No, it's only for adults. Children under 12 can't take it.

b. _____?

Yes. Take it with food and a glass of water.

c. _____?

It's over there in aisle five.

d. _____?

Sorry, we don't. We only sell medicine.

e. _____?

No. Three times a day.

Practise the conversations with a partner.

LINC 1

Community & Government Services

Based on Canadian Language Benchmarks



Activity:
Public Buildings

INSTRUCTOR NOTES

Learners read a map and describe the location of public buildings.

Timing: 30 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ public buildings in the community (including those in the vocabulary list below)
 - ~ prepositions of place related to asking directions (See vocabulary list below.)
 - ~ *north, south, east, west*

ACTIVITY

- Divide the class into pairs, and give each partner a different worksheet. Clarify the procedure for the jigsaw.
- Circulate to assist learners as necessary.
- Draw the map on the board to take up the answers.

FOLLOW-UP

- Use some of the other buildings on the map for more practice in asking about and telling locations (e.g. “Where’s the park?” “It’s on Main Street, between the city hall and the community centre.”)
- Extend practice with a map of the neighbourhood around the school or the downtown area of your city.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 340-345.

VOCABULARY

- on; beside; across from; on the corner of; between; north; south; east; west; park; community centre; supermarket; bank; post office; gas station; daycare centre; library; police station



Activity: **Public Buildings**

WORKSHEET A
Where Is It?

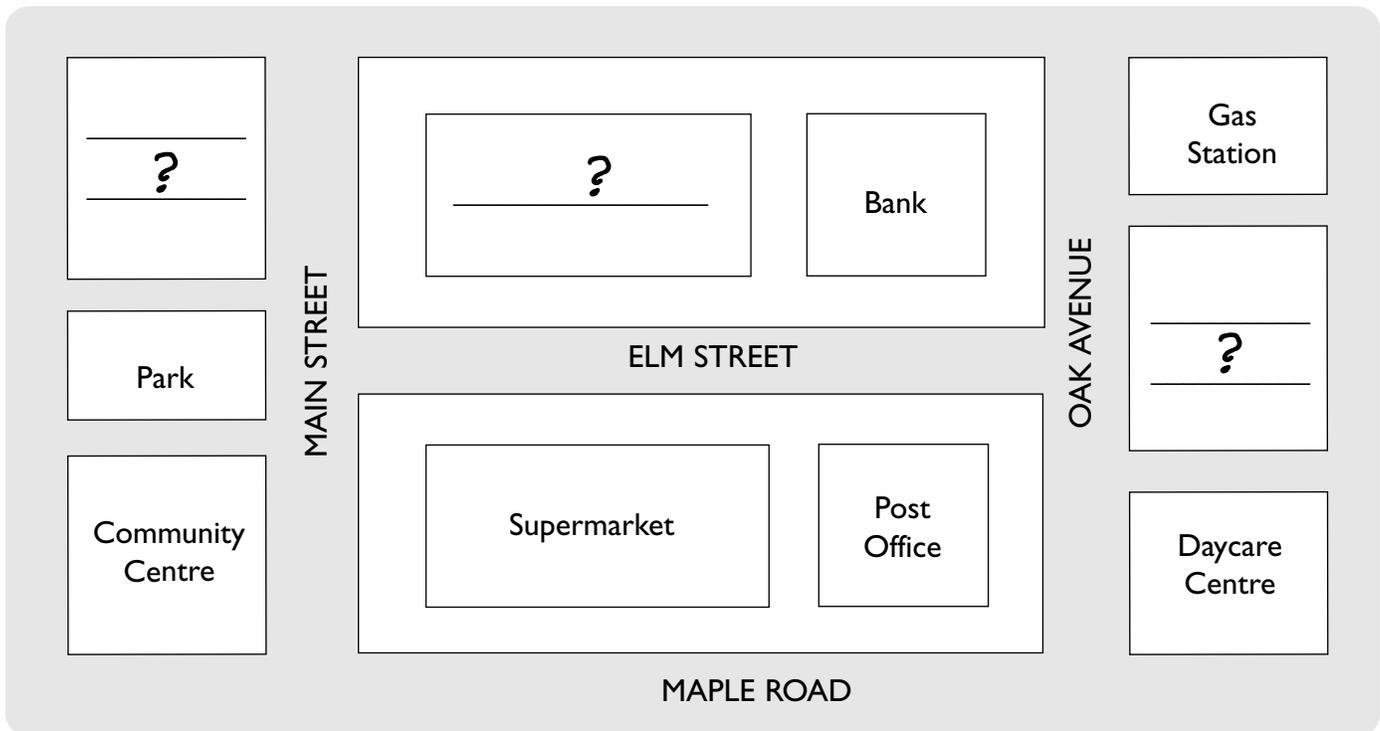
Ask your partner:

- Where is the library?
- Where is city hall?
- Where is the police station?

Write the answers on your map.

Tell your partner about three other places. Use some of these words:

on _____ Street
 beside the _____
 across from the _____
 north/south/east/west of _____
 on the corner of _____ and _____
 between _____ and _____





Activity: Public Buildings

WORKSHEET B
Where Is It?

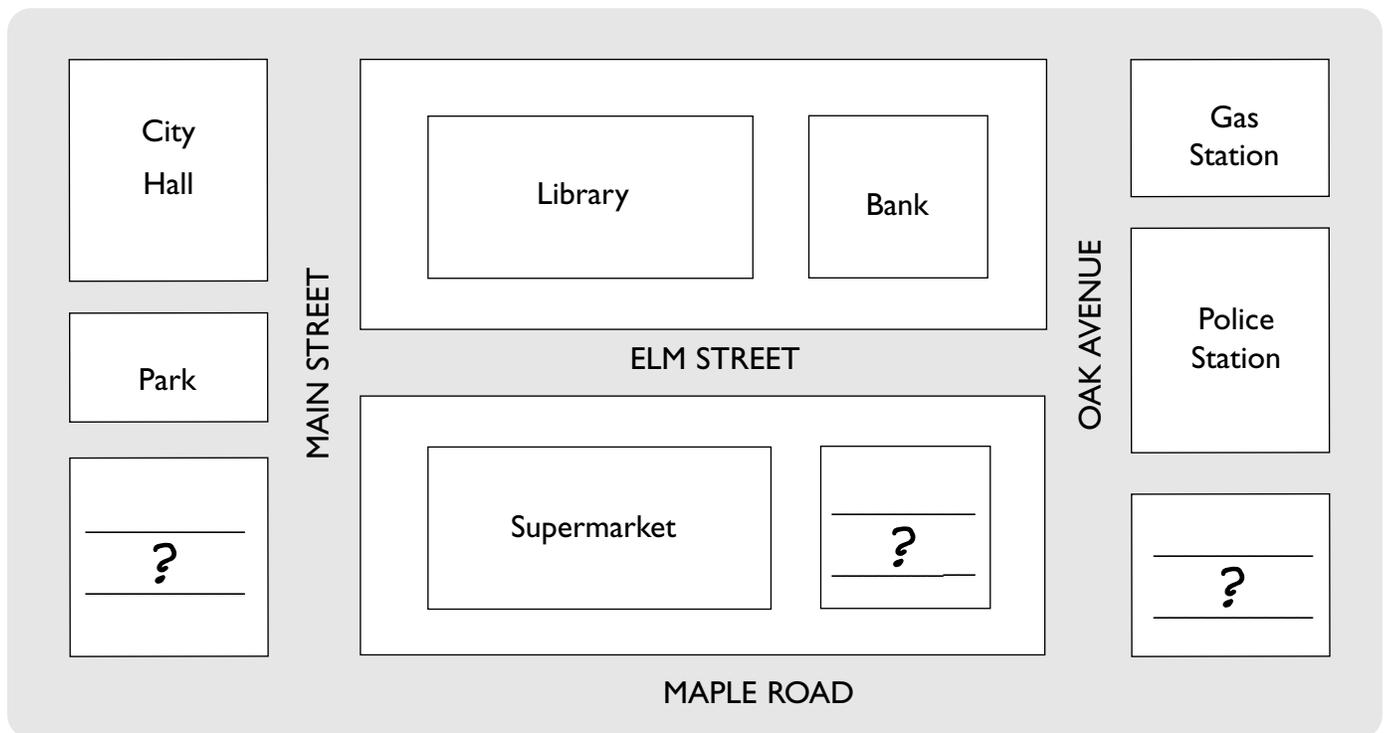
Ask your partner:

- Where is the post office?
- Where is daycare centre?
- Where is the community centre?

Write the answers on your map.

Tell your partner about three other places. Use some of these words:

- on _____ Street
- beside the _____
- across from the _____
- north/south/east/west of _____
- on the corner of _____ and _____
- between _____ and _____





Activity:
Can You Help Me?

INSTRUCTOR NOTES

Learners match problems with services and then practice formulating requests for help.

Timing: 20-25 minutes

- WARM-UP**
- List the 6 government or community organizations on the board (*police station, community or recreation centre, immigration or settlement agency, city or town hall, public library and post office*).
 - Ask the class what service or help people can get at each location. (*Why do people go to city hall? To pay parking tickets, to ask about tax/water bills, etc.*) Record responses on the blackboard.
- ACTIVITY**
- Distribute the worksheet. Clarify instructions and vocabulary as required. Allow time for learners to complete the activity, and then correct their responses.
 - Focus attention onto Marta's expressions for getting attention (*Excuse me...*) and for requesting assistance (*Can you help me?*). Referring back to the list of services recorded on the blackboard during the warm-up, learners practice using the expressions to formulate requests for help, for example, *Excuse me. Where can I go to pay my parking ticket? or Can you help me? I have a question about my tax bill.*
 - Each class member takes a turn formulating an additional request for help with one of the attention-getting expressions.
- FOLLOW-UP**
- If any class member has used one of the six services, ask them to recount their experience. *"My daughter joined the library. I want to join too."*
- ANSWER KEY**
- 1. d 2. f 3. b 4. e 5. a 6. c
- ASSESSMENT**
- For informal speaking assessment, instructors evaluate learners' speaking as they formulate requests for help.
 - CLB Performance Indicators:
 - ~ attracts attention to a situation.
 - ~ requests assistance in a situation.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 340-345.
- VOCABULARY**
- problem; (water) bill; explain; package; stamps; cost; swimming; stole; wallet; visa



Activity:

Can You Help Me?

Marta needs help with six problems. Where can she go to ask these questions?
Write the letter beside the question.

- a. police station
- b. community recreation centre
- c. immigration services
- d. city hall
- e. public library
- f. post office

- _____ 1. Excuse me. I don't understand my water bill. Can you explain it, please?
- _____ 2. I want to send this package to Peru. How much do the stamps cost, please?
- _____ 3. Excuse me. Do you have swimming classes for children?
- _____ 4. Good morning. Can you help me find ESL books and CDs?
- _____ 5. Can you help me, please? Someone stole my wallet.
- _____ 6. Excuse me. I have a problem with my visa. Can you help me?



Activity:
At The Post Office

INSTRUCTOR NOTES

Learners address a parcel and fill in a customs declaration form.

Timing: 25-30 minutes

WARM-UP

- Begin a class discussion by asking these questions:
 - ~ Who has family and friends in other countries?
 - ~ Do you sometimes send presents? When?

ACTIVITY

- Distribute the reading “Addressing A Parcel” and go through it with the class. Hand out Exercise I. Learners should use the real or imagined address of somebody who lives outside of Canada.
- Distribute “Filling In A Customs Form” and clarify as necessary. Learners refer back to the text in the “Addressing A Parcel” exercise in order to fill out the required information.

FOLLOW-UP

- Ask learners to bring stamps from their countries of origin to describe and show to classmates.
- Discuss what services are offered by the post offices in other countries and whether postage is cheaper or more expensive than in Canada.

ASSESSMENT

- Instructors correct individual learner worksheets for format, accuracy and legibility.
- CLB Performance Indicators:
 - ~ responds to short instructions
 - ~ copies addresses following North American conventions
 - ~ has legible handwriting or printing
 - ~ writes personal identification (i.e. name and address) as required

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 340-345.

VOCABULARY

- present; parcel (package/packet); address (v.); sweater; calendar; sender; outside (of Canada); receiver; fill in; (Canada) Customs; contents; declared value



Activity:
At The Post Office

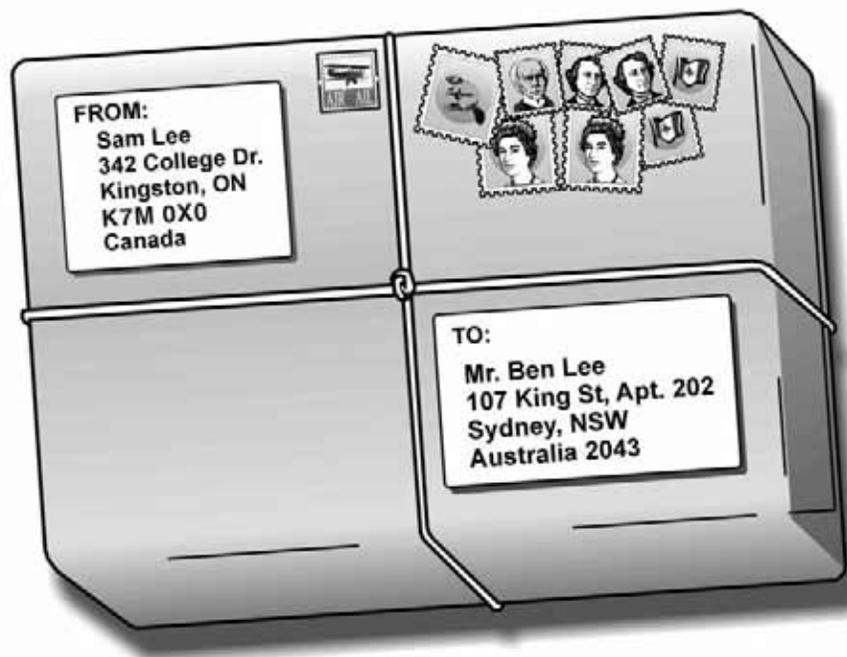
Addressing A Parcel

Sam Lee lives in Kingston, Ontario. He is sending a birthday present to his brother Ben.

Ben lives in Sydney, Australia. Sam is the sender. Ben is the receiver.

The present is a sweater. It cost \$25.

Sam takes the parcel to the post office. It looks like this:





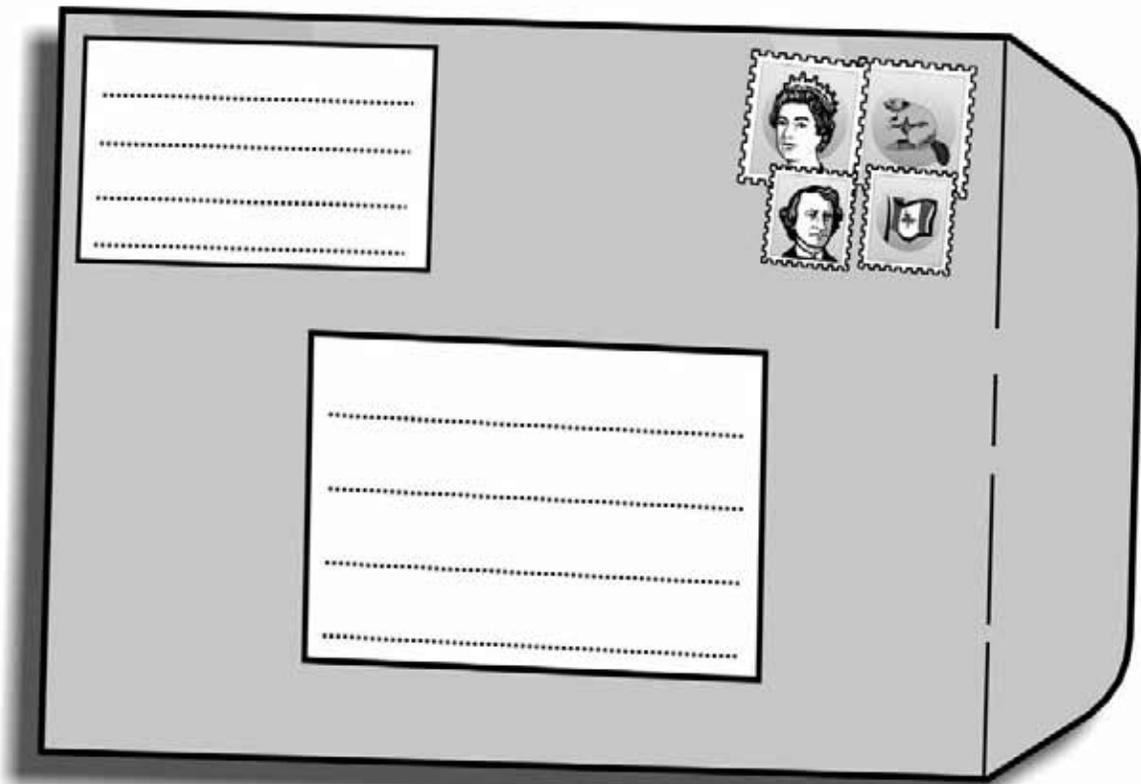
Activity: At The Post Office

Exercise I

You are sending a present to a friend or family member. The present is a calendar with beautiful pictures of Canada. It cost \$15.

Address the package. Use your address for the sender.

Use the address of someone you know outside of Canada for the receiver.





Activity: At The Post Office

Filling In A Customs Form

When you send a parcel outside of Canada, you must fill in a Customs form. It looks like this:

Small Packet:	
From:	
Sam Lee 342 College Dr. Kingston, ON K7M 60X0 Canada	
To:	
Ben Lee 107 King St., Apt. 202 Sydney, NSW, Australia 2043	
List of contents:	Declared value:
1 sweater	\$25.00

Exercise 2

Complete this customs form for the calendar you are sending.

Small Packet:	
From:	

To:	

List of contents:	Declared value:
_____	_____



Activity:
At The Public Library

INSTRUCTOR NOTES

A reading and writing activity focuses on library services and rules.

Timing: 30 minutes

WARM-UP

- Questions for class discussion:
 - ~ *Who likes to read? What kind of books do you read in your native language? Do you read to your children? Do you like libraries? Why? Has anyone in your family joined a library here in (name of community) yet?*
- Ask learners to list services provided by the public library. Write responses on the board.
- Discuss the concept of “rules”. (No smoking in the school building. No leaving garbage on the floor in the apartment building.) Ask learners to guess/predict rules in a library.

ACTIVITY

- Distribute the reading passage “At The Public Library”. Read through it with the class, explaining vocabulary as necessary.
- Hand out Exercises 1 and 2, and clarify the instructions. The first question in Exercise 1 can be answered together as an example. Learners work alone if the activity is intended for assessment; otherwise, working with a partner adds a listening and speaking component to the task.

FOLLOW-UP

- Arrange a class field trip to your nearest public library.

ANSWER KEY

- Exercise 1: 1. books / C; DVDs / C; cars / X
 2. read / C; buy / X; write / X
 3. dogs and cats / X; children and teens / C; seniors / C
 4. cooking / X; computer / C; swimming / X
 5. librarian / C; doctor / X; waiter / X
- Exercise 2 : 1. F 2. T 3. T 4. F 5. T

ASSESSMENT

- Instructors correct individual learner worksheets for reading assessment.
- CLB Performance Indicators:
 - ~ responds to short instructions
 - ~ identifies factual details in a reading text
 - ~ circles or checks appropriate answers



Activity:

At The Public Library

INSTRUCTOR NOTES CONTINUED

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 340-345.

VOCABULARY

- services; borrow; CDs; DVDs; newspapers; magazines; story hour; large print; librarian; quiet; on time; lose; change; in good condition



Activity:
At The Public Library

Library Services:

- You can borrow books.
- You can borrow CDs.
- You can borrow DVDs.
- You can read newspapers and magazines.

- We have books for children, teens and adults.
- We have children's story hour.
- We have large print books for seniors.
- We have ESL books and CDs.

- We give computer classes.

- Our librarians can help you.

Library Rules:

- Always be quiet in the library.
- Keep library books in good condition.
- Return library books on time.
- Tell us if you lose your library card.
- Tell us if you change your address or phone number.



Activity: At The Public Library

Exercise 1

Write “C” beside the correct words. Write “X” beside the wrong words.

1. You can borrow books _____ at the library.
 DVDs _____
 cars _____

2. You can read _____ newspapers at the library.
 buy _____
 write _____

3. The library has books for dogs and cats. _____
 children and teens. _____
 seniors. _____

4. The library gives cooking _____ classes.
 computer _____
 swimming _____

5. A librarian _____ works in a library.
 doctor _____
 waiter _____

Exercise 2

T (for True) or **F** (for False)?

1. It is good to be noisy in a library. **T** **F**

2. It is good to keep library books clean. **T** **F**

3. It is bad to bring library books back late. **T** **F**

4. It is good to lose your library card. **T** **F**

5. If you move, tell the librarian. **T** **F**



Activity:

Community Centre Activities

INSTRUCTOR NOTES

Learners read about four community centre clubs and then fill in a table and answer true/false questions.

Timing: 40 minutes

WARM-UP

- Review days of the week, months and dates, time (including concept of “a.m.” and “p.m.”).
- Questions for class discussion: What is a community or recreation centre? Do any learners already belong to one? Do they exist in learners’ countries of origin? What kinds of activity do they offer?

ACTIVITY

- Distribute the reading and go through it with the class, clarifying vocabulary and modeling pronunciation as necessary.
- Hand out the exercises, and explain the instructions. Allow learners time to complete the tasks, and then take up the answers.

FOLLOW-UP

- *At The Community Centre* – or -
- Provide copies of an authentic brochure from a local community centre, and guide the class as they preview it.

ANSWER KEY

- Exercise 1:

Activity	Day	Time	Cost
MUSIC CLASS	Saturday	10-11 a.m.	\$60
SPORTS CLUB	Friday	6:30-8 p.m.	\$4 per evening
PHOTOGRAPHY CLUB	Monday	12:30-2 p.m.	\$85
SENIORS’ FITNESS CLASS	Wednesday Friday	10:30 –11:30 a.m. 10:15 -11:15 a.m.	\$90

- Exercise 2: 1. F 2. T 3. T 4. F

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 340-345.

VOCABULARY

- community; recreation; activities; timetable; pre-school; music; parent; sports; club; basketball; soccer; volleyball; photography; seniors; fitness; local



Activity:

Community Centre Activities

Read about four activities in a community recreation centre.

The Local Community Recreation Centre

PRE-SCHOOL MUSIC CLASS

Ages 2-4 years.
Parent must come with child.
Saturdays, 10 – 11 a.m.
September 27th –
November 22nd (8 weeks)
\$60



BOYS' AND GIRLS' SPORTS CLUB.

Ages 8-11 years.
Basketball, soccer, volleyball.
Fridays, 6:30 – 8 p.m.
September 26th – December 12th
\$4 per evening

PHOTOGRAPHY CLUB FOR ADULTS

Mondays, 12:30 – 2 p.m.
September 29th – November 21st
(8 weeks)
\$85



SENIORS' FITNESS

Wednesdays, 10:30 a.m. – 11:30 a.m.
Fridays, 10:15 a.m. – 11:15 a.m.
12 weeks, beginning September 30th
\$90



Activity: Community Centre Activities

Exercise 1

Write information about the community centre activities in this table.

ACTIVITY	DAY	TIME	COST
MUSIC CLASS			
SPORTS CLUB			per evening
PHOTOGRAPHY CLUB			
SENIORS' FITNESS CLASS			

Exercise 2

T (for True) or **F** (for False)?

1. The music class begins in October. **T** **F**
2. Children in the sports club play soccer. **T** **F**
3. The photography club ends in November. **T** **F**
4. The seniors' fitness class is for 10 weeks. **T** **F**



Activity:

At The Community Centre

INSTRUCTOR NOTES

Learners match short listening passages with five different community centre classes or clubs.

Timing: 20 minutes

- WARM-UP**
- *Community Centre Activities*
 - Question for class discussion: *What words do you hear in a music class/a sports club/a photo club/an exercise or fitness class, etc.?*
 - ~ List responses on the board (e.g. music – sing, song; sports – ball, goal, pool).
- ACTIVITY**
- Distribute the worksheet “What Do You Hear At The Community Centre?” and review it with the learners.
 - Have learners listen as the instructor reads 5 short passages. Ask them to match the passages they hear with the 5 different classes or clubs listed on the worksheet.
 - Clarify the procedure for marking responses on the worksheets.
 - Repeat each passage as necessary for learners to complete the activity.
 - Take up the answers.
- FOLLOW-UP**
- Provide copies of an authentic brochure from a local community centre, and guide the class as they preview it. Question for class discussion: *What classes or courses would you enjoy?*
- ANSWER KEY**
- 1. photo class 2. newcomers’ club 3. sports club 4. music class
5. fitness class
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 340-345.
- VOCABULARY**
- music; sing; drum; teen; photo (photography); camera; warm clothes; to score a goal; exercise (fitness); bend; touch; stretch; newcomers; conversation; club



Activity:
At The Community Centre

LISTENING TRANSCRIPT (To be read by Instructor)

Speaker 1: *Can you help me with this camera, please?*

Speaker 2: *Some of you come from hot countries. The Canadian winter is very cold. You need warm clothes!*

Speaker 3: *Good Lee! You scored a goal! Now give the ball to someone else.*

Speaker 4: *Children, sing with me. Kim, you can play the drum.*

Speaker 5: *Bend your knees. Touch your toes. Stretch your arms up high.*



Activity:
At The Community Centre

What Do You Hear At The Community Centre?

There are five new classes at the Community Centre:

1. Children's music class
2. Teen sports club
3. Photo class
4. Seniors' fitness class
5. Newcomers to Canada club

Listen to five speakers. Write:

- music class
- sports club
- photo class
- fitness class
- newcomers' club

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 4:

Speaker 5:



Activity:

Contacting Community & Government Services

INSTRUCTOR NOTES

Learners listen and then record street addresses, phone numbers and email addresses of local community and government services.

Timing: 25-30 minutes

WARM-UP

- Introduce/review how phone numbers, addresses and email addresses are communicated orally and in writing. Include:
 - ~ common street abbreviations (St., Ave. Rd.)
 - ~ @ and dot (.)

MATERIALS

- Look up and record the following information for government and social service offices in your community:

City Hall	Phone number:
Post Office	Phone number:
Police Station	Phone number:
Public Library	Address:
Community Centre	Address:
Immigration or settlement agency	Address:
An organization or club for seniors	E-mail address:
An organization or club for youth	E-mail address:

ACTIVITY

- Review the names of important places in the community.
- Distribute the worksheet and clarify vocabulary and procedure for the dictation.
- Read the contact information from the chart you have compiled above, for example, “*The phone number of the Burlington City Hall is ...*” Read at slightly slower than normal speed and repeat 2-3 times. You may need to spell street names on the board.

FOLLOW-UP

- Assign learners to research 2-3 other authentic phone numbers and addresses of community or government offices/agencies in your community (e.g. the fire station, a charitable organization where they might one day be able to volunteer, a food bank, a women’s organization, a counselling service).



Activity:

Contacting Community & Government Services

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors collect and correct learner worksheets for assessment.
 - CLB Performance Indicators:
 - ~ responds to short instructions
 - ~ comprehends numbers
 - ~ copies, following North American conventions, numerals, addresses and phone numbers
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 340-345.
- VOCABULARY**
- city (town) hall; post office; immigration (services); library; police station; recreation centre; seniors; teens; club; youth



Activity:

Contacting Community & Government Services

Contact Information

Listen to your teacher. Write the phone numbers, addresses and email addresses.

Writing addresses: St. = Street Rd.= Road Ave. = Avenue

A phone number looks like this: 905-555-3687

An e-mail address looks like this: *pinevillesoccer@sports.ca*

Phone number of City Hall

Phone number of the post office

Phone number of the police station

Address of the public library

Address of the community centre

Address of the immigration office

E-mail address of a club for seniors

E-mail address of a club for children or teens



Activity:

Who Can Help?

INSTRUCTOR NOTES

A listening activity introduces some of the government and community services that are available in Ontario.

Timing: 25 minutes

WARM-UP

- *Can You Help Me?*
- Introduce the names of some counselling and social work services which are available in most Ontario communities (see Listening Transcript). Ask class members to suggest the kinds of problems these agencies might help with (e.g. physical or sexual abuse, depression, family conflict, etc.).
- Introduce the terms toll-free number; 1-800 number and 1-888 number. Explain that Ontario has many toll-free helplines for people with various problems.

ACTIVITY

- Distribute the Worksheet. For Exercise 1, clarify instructions and then read the dictation in the *Listening Transcript* below.
- Read through Exercise 2 with the class, and ensure that learners understand the purpose or mandate of the seven agencies that are listed.
- Dictate the telephone numbers 2-3 times slowly (from the *Listening Transcript*) while learners fill in the blanks.

FOLLOW-UP

- *Telehealth Ontario*

ASSESSMENT

- Instructors correct individual learner worksheets for listening assessment.
- CLB Performance Indicators:
 - ~ responds to short instructions
 - ~ identifies factual details in a listening text
 - ~ circles appropriate answers
 - ~ comprehends numbers

ANSWER KEY

- Exercise : 1. F 2. F 3. T 4. T 5. F 6. T

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 340-345.

VOCABULARY

- fix; parking ticket; noisy; police officer; fight; expensive; sad; angry; important; “info”; citizenship; immigration; legal aid; rental; tribunal; pension; driver’s licence; extension (ext.)



Activity:
Who Can Help?

LISTENING TRANSCRIPT (To be read by Instructor)
Exercise 1

Listen to these 6 sentences. Circle **T** (for True) or **F** (for False).

- | | | |
|---|----------|----------|
| 1. <i>You can buy food at the post office.</i> | T | F |
| 2. <i>The Immigration Office can fix your fridge.</i> | T | F |
| 3. <i>You can pay a parking ticket at City Hall.</i> | T | F |
| 4. <i>Your neighbours are noisy every night. They have many bad fights. You can go to the police station.</i> | T | F |
| 5. <i>Books are expensive at the public library.</i> | T | F |
| 6. <i>Betty's son is always sad and angry. She can get help at the Family Counselling Service.</i> | T | F |

Exercise 2

These are some important Ontario phone numbers. You can call them about problems. They are free. You don't pay. Listen and write down the phone numbers.

- | | |
|--|-------------------------|
| 1. <i>The telephone number of Ontario Seniors' Info. Line is:</i> | 1-888-910-9999. |
| 2. <i>The telephone number of the Citizenship and Immigration Canada Call Centre is:</i> | 1-888-242-2100. |
| 3. <i>The telephone number of Legal Aid is:</i> | 1-800-668-8258. |
| 4. <i>The telephone number of the Ontario Rental Housing Tribunal is:</i> | 1-888-332-3234. |
| 5. <i>The telephone number for Canadian Pension Plan is:</i> | 1-800-277-9914. |
| 6. <i>The telephone number for an Ontario Driver's Licence is:</i> | 1-800-387-3445. |
| 7. <i>The telephone number for Find a Doctor Service is:</i> | 1-800-268-7096 ext. 626 |



Activity: **Who Can Help?**

Exercise 1

Listen to six sentences. Circle **T** (for True) or **F** (for False) for each one.

- 1. **T** **F**
- 2. **T** **F**
- 3. **T** **F**
- 4. **T** **F**
- 5. **T** **F**
- 6. **T** **F**

Exercise 2

Listen to your teacher, and write the numbers in the blanks.

Some important Ontario phone numbers:

Ontario Seniors' Info Line	1- 888 - 910 - _____
Citizenship and Immigration	1- 888 - _____ - _____ 00
Canada Call Centre (Ontario)	
Legal Aid	1-800 - _____ - _____
Ontario Rental Housing Tribunal	1-888 - _____ - _____
Canadian Pension Plan	1-800 - _____ - _____
Ontario Driver's Licence	1- _____ - _____ - 34 _____
Find a Doctor Service	1 - 800 - _____ -7096 ext. 626



Activity:

Telehealth Ontario

INSTRUCTOR NOTES

Learners find out about Telehealth Ontario in a four-skills unit.

Timing: 30 minutes

WARM-UP

- *Who Can Help?* introduces other community and government services in Ontario.
- Provide this background information about Telehealth Ontario, and explain that the class will learn more in the listening activity:
 - ~ Telehealth Ontario phone number: 1-866-797-0000
 - ~ available 24/7
 - ~ a person with no English skills can call and be connected to a three-way translator service

ACTIVITY

- Play the audio (Track 17). Learners listen for the gist.
- Hand out Exercise 1 and read through the questions with the class before re-playing the audio. Direct attention to the vocabulary prompts in the box.
- Divide the class into pairs for Exercise 2. Clarify the instructions and then circulate to assist pairs as they write their question.

FOLLOW-UP

- Each pair reads their question to the class.
- Encourage learners to make a Telehealth call on their own.

ANSWER KEY

- Exercise 1: 1. nurse 2. advice 3. number 4. clinics

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 340-345.

VOCABULARY

- immigrated; OHIP card; clinic; sore; knee; trained; advice



Activity:
Telehealth Ontario

LISTENING TRANSCRIPT

Hi. My aunt immigrated to Ontario. She doesn't have an OHIP card yet. I need to take her to a clinic. She has a sore knee. Is there a free clinic in Toronto where I can take her?

Hello, I am going to have my first baby. I want to know where in Mississauga can I take a course for new mothers?

Listen to information about Telehealth Ontario.

When you call Telehealth Ontario, you talk to a trained nurse. The nurse gives you advice.

You do not need an OHIP number to talk to a nurse.

*The nurse can tell you where to find doctors and clinics in your city.
Are you too sick to go out?*

In Toronto and Ottawa, the nurse can even find a doctor to come to your home.

So, next time you have a health question, just phone the Telehealth service at 1-866-797-0000 and speak to an Ontario nurse.



Activity: Telehealth Ontario

Exercise 1

Write the correct word in the blank.

1. At Telehealth Ontario, you talk to a _____.
2. The nurse gives _____.
3. You don't need an OHIP _____.
4. The nurse can help you find doctors and _____.

advice**nurse****clinics****number****Exercise 2**

Work with a partner.

Write a question you could ask a nurse at Telehealth Ontario.

LINC 1

Education

Based on Canadian Language Benchmarks



Activity:
Classroom Language

LISTENING TRANSCRIPT
Exercise 1

Write the number beside the correct picture.

PART 1

Sentence Number 1: *Please sit down.*
Number 2: *Write in your notebook.*

PART 2

Sentence Number 1: *Listen to me.*
Number 2: *Write on the board.*
Number 3: *Please stand up.*

PART 3

Sentence Number 1: *Raise your hand.*
Number 2: *Close your book.*
Number 3: *Open your book.*

Exercise 2

1. *Good morning, class.*
2. *I hope you had a good weekend.*
3. *Please sit down at your desks.*
4. *Take out your pens and notebooks.*
5. *Look at the new words on the board.*
6. *Read them with me.*
7. *Copy them in your vocabulary notebook.*
8. *Practice them for homework.*



Activity: Classroom Language

Exercise I

Listen to the sentences.

Write the number beside the correct picture.

PART I

a.



b.

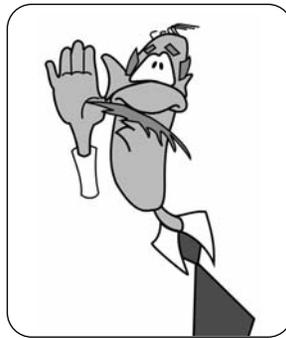


PART 2

a.



b.



c.



PART 3

a.



b.



c.





Activity: Classroom Language

Exercise 2

The teacher will read 8 sentences.

If the sentence you hear is the same as the sentence on your paper, write **S** (for same).

If the sentence you hear is different, write **D** (for different).

1. *Good afternoon, class.* _____
2. *I hope you had a good weekend.* _____
3. *Please sit down on the floor.* _____
4. *Take out your pencils and binders.* _____
5. *Look at the new words on the board.* _____
6. *Write them with me.* _____
7. *Copy them in your vocabulary notebook.* _____
8. *Practice them for homework.* _____



Activity:

Can You Do Me A Favour?

INSTRUCTOR NOTES

Learners listen to and practice asking for help or favours in the classroom.

Timing: 20-30 minutes

WARM-UP

- Begin a class discussion with the question “How do students help their classmates in the classroom?” List responses on the blackboard (for example, lending dictionaries, collecting homework if a partner is absent).
- Ask learners to formulate ways to ask for help, and introduce the expression *Can you do me a favour?*
- Inform the class they are going to listen to two people asking for favours. Instruct learners to listen to what the two favours were.

ACTIVITY

- Play the audio (Track 18). Ask what the two favours were. Ask whether the two students got the help they wanted, and replay the audio for learners to listen and respond.
- Hand out Exercise 1 and allow time for learners (working individually or in pairs) to read and complete the task before replaying the audio for corrections.
- Repeat the procedure for Exercise 2.
- Model the pronunciation of common questions and responses (see Exercise 3); learners repeat them chorally. Focus on intonation. Allow time for learners to practice the expressions with a partner.
- Read through the examples of favours in Exercise 4, and list learners’ responses (additional favours) on the blackboard.
- Divide the class into pairs to choose one of the examples (on the worksheet or the blackboard) as a prompt for a short role play dialogue. Partners model their role plays on the conversations and expressions seen in Exercises 1 to 3. Circulate to assist pairs where necessary.

FOLLOW-UP

- Volunteers perform their role plays for their classmates.

VARIATION

- Introduce expressions to refuse a favour:
 - ~ *I’m sorry, I can’t.*
 - ~ *I’m sorry, but I don’t have time.*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 372-377.

VOCABULARY • (do someone a) favour; absent; borrow; lend; mine; for a minute



Activity:
Can You Do Me A Favour?

LISTENING TRANSCRIPT
Part 1

- Angela: *Excuse me, Clara. Can you help me?*
- Clara: *Sure. How can I help you?*
- Angela: *Can you do me a favour? Can you tell me about last week's homework? I was absent. My daughter was sick.*
- Clara: *Okay, let's stay after class. I can show you.*
- Angela: *Thanks.*

Part 2

- Lela: *Hi Beth, can you do me a favour?*
- Beth: *Sure. What can I do for you?*
- Lela: *Can I borrow a pen from you? I think I lost mine.*
- Beth: *Yes, here you are.*
- Lela: *Thanks very much.*



Activity:
Can You Do Me A Favour?

Exercise 1

Fill in the blanks with words from this list.

absent do Excuse I stay

Angela: _____ me, Clara. Can you help me?

Clara: Sure. How can _____ help you?

Angela: Can you _____ me a favour? Can you tell me about last week's homework? I was _____.
 My daughter was sick.

Clara: Okay, let's _____ after class. I can show you.

Angela: Thanks.

Exercise 2

Fill in the blanks with words from this list.

very favour lost

Lela: Hi Beth, can you do me a _____?

Beth: Sure, what can I do for you?

Lela: Can I borrow a pen from you? I think I _____ mine.

Beth: Yes, here you are.

Lela: Thanks _____ much.

Activity: **Can You Do Me A Favour?****Exercise 3**

Can you help me, please?

Can you please help me?

Can you do me a favour?

Can you please do me a favour?

Sure. How can I help you?

Sure. What can I do for you?

Sure. What?

Thank you very much.

Thanks.

Exercise 4

We often ask our classmates for favours:

- *Can you help me with my homework?*
- *Can you lend me a dollar for a coffee?*
- *Can you please lend me your notes from class?*
- *Can you lend me your book for a minute? (for a minute = for a short time)*

Can you think of another favour to ask?



Activity:

Learning A Second Language

INSTRUCTOR NOTES

Partners share their opinions on learning a second language.

Timing: 25 minutes

WARM-UP

- On the board, list all the languages spoken by members of the class and any other world languages which they have heard of.
- List the language skills (listening, speaking, reading and writing) on the board and talk about the meanings. (Option: also explain how grammar, vocabulary and pronunciation relate to the four skills.)

ACTIVITY

- Distribute worksheets, pair learners up and clarify interviewing procedure.
- Circulate to help partners express themselves and complete the task.
- Learners report back to the whole class 1 or 2 facts about their partners and their home countries (e.g. *I talked to Fatima. She says that in Somalia, students learn English or Arabic.*).
- Conduct a class survey and list the results of the opinion questions on the board.

FOLLOW-UP

- *Language Class Puzzles*
- For those with children in the school system, talk about languages taught in the Ontario school system, especially French instruction.

ASSESSMENT

- If doing assessment, instructors circulate and observe conversations.
- CLB Performance Indicators:
 - ~ responds to questions regarding basic personal data with required information.
 - ~ listener can understand and use the information

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 372-377.

VOCABULARY

- second language; native language (mother tongue); age/years old; easiest; hardest; best



Activity:

Learning A Second Language

Ask your partner these questions:

- What is your native language?
- How many languages can you speak?
- What are they?
- Do you like learning languages?
- In the country you come from ...
 - ~ do many students study English in school?
 - ~ do they study other languages too?

Ask your partner these opinion questions:

- What do you think? Why?
 - ~ What is the best age to learn a second language?
a. 2-12 years old b. 13-20 years old c. 21-100 years old
 - ~ Which is easiest?
a. reading b. writing c. listening d. speaking
 - ~ Which is the hardest?
a. reading b. writing c. listening d. speaking



Activity:
Language Class Puzzles

INSTRUCTOR NOTES

Puzzles related to language class vocabulary can be done independently or as a follow-up to Learning A Second Language.

Timing: 20 minutes

- WARM-UP**
- Ask the question, “*What do we study in a language class?*” and list learners’ responses on the board.
- MATERIALS**
- Prepare the sheet in advance by cutting the page into three.
- ACTIVITY**
- Distribute the word list to each learner. Go over the meaning and pronunciation of each word, and point out any “tricky” spelling patterns.
 - Learners study the words for a few minutes and then either hand back their papers or else turn them over.
 - Distribute the spelling puzzle and then the reading puzzle. Learners solve the puzzles individually or in pairs.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 372-377.
- VOCABULARY**
- puzzle; speaking; listening; reading; writing; vocabulary; grammar; pronunciation; spelling; noun; verb



Activity:
Language Class Puzzles

Study these important words:

speaking	listening	reading	writing
spelling	vocabulary	grammar	noun
verb	pronunciation		



Spell the new words. Fill in the missing letters.

li ___ te ___ ing	rea ___ in ___	wr ___ ___ ing
___ oca ___ ular ___	___ ra ___ ___ ar	___ ro ___ unciation
sp ___ l ___ ing	___ oun	ver ___
s ___ e ___ king		



Circle the word that doesn't belong.

- reading:** books movies newspapers
- spelling:** radio letters alphabet
- listening:** letter CD radio teacher
- nouns:** table run doctor bank
- verbs:** computer sit stand speak



Activity:

Why Do I Need English?

INSTRUCTOR NOTES

Learners read about people's different reasons for learning English and then discuss their own motivation.

Timing: 30 minutes

WARM-UP

- Question for class discussion:
~ *Why are you learning English?*
- List responses on the board. Introduce the word *reason*.

ACTIVITY

- Distribute the worksheet.
- Go over the list of reasons why people learn another language. Clarify the vocabulary and ask for examples of family and social reasons.
- Read the scenarios with the class and clarify vocabulary as necessary.
- Pair the learners up and have them reread the paragraphs, matching the stories of language learners with their motivations for learning English (NB: more than one reason may be correct).
- Discuss the answers.

FOLLOW-UP

- Divide the class into small groups for learners to discuss their own reasons for wanting to learn English.

ANSWER KEY

- 1. social 2. employment 3. family (or education) 4. shopping
5. education (or employment) 6. family

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 372-377.

VOCABULARY

- reason; need (verb); neighbours; social; boss; employment; cashier; pharmacy; nurse; college



Activity:

Why Do I Need English?

Why Do People Learn Another Language?

Reasons:

- employment
- family
- education
- social
- shopping

Read the stories of six LINC students.

Beside each story, write the reason why he or she needs to learn English.

1. I want to make Canadian friends. I want to talk to my neighbours. I need English for _____ reasons.
2. I need more money. I want to get a job in a restaurant. I need to understand my boss. I need English for _____.
3. I have two children. I want to help them with homework. I need to talk to their teachers. I need English for _____ reasons.
4. In the supermarket, I can't talk to the cashier. In the pharmacy, I can't ask for help. I need English for _____.
5. I want to be a nurse in Ontario. I need English to study nursing at college. I need English for my _____.
6. My parents live with me. They don't speak any English. Sometimes, I need to take them to the doctor. I need English for _____ reasons.

Why do you want to learn English?



Activity:

Good Habits For Language Learning

INSTRUCTOR NOTES

A paired jigsaw activity focuses on good habits for language learning.

Timing: 30 minutes

- WARM-UP**
- Have a class discussion about the learners' elementary or high-school days. Were there any rules about behaviour?
 - Ask learners who have previously learned a second language about what makes a successful language learner. List a few tips on the board.
- ACTIVITY**
- Distribute Worksheet 1 to half of the learners and Worksheet 2 to the others.
 - Group all the learners with similar worksheets together to read the text and help each other with pronunciation, vocabulary and general comprehension.
 - Pair up learners from the first group with those from the second to complete the jigsaw.
- FOLLOW-UP**
- Continue the class discussion about school rules. Did class members have similar rules where they went to school? What happened if students smoked in the classroom or cheated on a test?
- ASSESSMENT**
- Instructors circulate to perform informal listening and speaking assessment.
 - CLB Performance Indicators:
 - ~ follows short instructions
 - ~ identifies factual details in a listening text as required
 - ~ listener can understand and use the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 372-377.
- VOCABULARY**
- rule; copy (cheat); pay attention; politely; classmates; on time; notes; native language; practise; outside; shy; dictionary; radio; watch (TV); movies; correct

Activity: **Good Habits For Language Learning****Worksheet I**

Here are six rules for students at Parkwood Language School.
Read them and tell your partner about them.

1. Do your own work. Don't copy!
2. Pay attention to your teacher.
3. Listen politely to your classmates.
4. Come on time to class every day.
5. Bring your books, pen and notes to class every day.
6. Do homework every night.

Listen to your partner tell you six good ways to learn English.
Fill in the missing words.

1. Try to speak _____ in class – not your _____ language.
2. Practice English outside the _____. Don't be shy!
3. Use an English/English _____ .
4. _____ to English radio.
5. _____ English TV and movies.
6. _____ good speakers of English to _____ and correct you.

Activity: **Good Habits For Language Learning****Worksheet 2**

Listen to your partner tell you six rules for students at Parkwood School.
Fill in the missing words.

1. Do your own _____ . Don't _____ !
2. Pay attention to your _____ .
3. _____ politely to your classmates.
4. Come on _____ to class every day.
5. Bring your _____ , pen and notes to _____ every day.
6. Do _____ every night.

Here are six ways to learn English.
Read them and tell your partner about them.

1. Try to speak English in class – not your native language.
2. Practise English outside the classroom. Don't be shy!
3. Use an English/English dictionary.
4. Listen to English radio.
5. Watch English TV and movies.
6. Ask good speakers of English to help and correct you.



Activity:

The Registration Form

INSTRUCTOR NOTES

Learners fill in a simple school registration form.

Timing: 30 minutes

WARM-UP

- Vocabulary and skills review/introduction:
 - ~ the order of names in English
 - ~ format of addresses, including postal code
 - ~ telephone numbers, including pausing (416//555//5231)
 - ~ format of e-mail addresses
 - ~ order in dates
 - ~ the term N/A

ACTIVITY

- Distribute worksheets.
- Read the introduction and the form with the class, eliciting or explaining new vocabulary.
- Allow time for learners to complete their forms individually.

FOLLOW-UP

- For review and oral practice, distribute the same form in a future class. Pair up the learners and have them dictate their personal information while their partners record it.

CROSS-REFERENCE

- At Home In Our Community & The World – *Rental Application Form*
- Employment – *Job Application Form*

ASSESSMENT

- Instructors collect and mark the registration forms for writing assessment.
- CLB Performance Indicators:
 - ~ writes personal identification and basic personal details as required in appropriate sections
 - ~ spells accurately and follows punctuation conventions
 - ~ has legible printing
 - ~ makes no major omissions in providing information

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 372-377.

VOCABULARY

- country of origin; native language; sex; male; female; level; beginner; intermediate; advanced



Activity:
The Registration Form

It is Jolanta's first day at her new school. She has a registration form to fill in. It looks like this. Fill in the form with information about **you**.

MACKENZIE HIGH SCHOOL					
Please print clearly.					
FULL NAME:					
First name			Family name		
ADDRESS: .					
Apt.		Street number		Street name	
City or town				Postal code	
TELEPHONE NUMBER(S):					
Home			Work		
E-MAIL ADDRESS:					
COUNTRY OF ORIGIN:			NATIVE LANGUAGE:		
WHAT IS YOUR LEVEL OF ENGLISH? Check (✓) one.				DATE OF BIRTH:	
Beginner		Intermediate		Advanced	
				Day / Month / Year	



Activity:

Notes On A Calendar

INSTRUCTOR NOTES

Learners listen to an audio passage and enter dates on a calendar.

Timing: 20 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ dates and the pronunciation of ordinal numbers, such as February 6th
 - ~ time-telling, especially a.m. and p.m.

ACTIVITY

- Distribute the worksheets. Read through the introduction with the class. Explain the new vocabulary and clarify instructions for the listening task.
- Play the audio (Track 19). Learners note the dates on their calendars.
- Replay the audio. Learners add the time to their annotations.

FOLLOW-UP

- *A Family Calendar*

ASSESSMENT

- Collect the worksheets for listening and writing assessment.
- CLB Performance Indicators:
 - ~ follows short instructions
 - ~ identifies factual details in a listening text
 - ~ comprehends time, dates, letters
 - ~ has legible handwriting or printing

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 372-377.

VOCABULARY

- event; calendar; quiz; test; homework; oral presentation (talk, speech); birthday party; holiday



Activity:

Notes On A Calendar

LISTENING TRANSCRIPT

You will hear about 6 school events in February.

Listen and mark them on your calendar. Listen again. Add the time of each.

- *Our next vocabulary quiz is on Thursday February 5th at 10 a.m.*
- *The grammar test is on Wednesday February 18th after lunch at 1 p.m.*
- *Please give me your reading homework tomorrow.
That's Tuesday February 3rd. Any time before 2:30 p.m. is fine.*
- *Your oral presentations about your home towns are on Wednesday February 25th.
We will start at 9:30 a.m.*
- *Friday the 20th is Amina's birthday. Let's have a party for her at lunch time.
How about 12:30?*
- *Don't forget that Monday February 16th is an Ontario holiday. It's Family Day.
There isn't any school on the 16th. You can have fun with your family!*



Activity:
Notes On A Calendar

Listen to your teacher, and mark six dates on your calendar.
 Listen again. Add the time.

- For vocabulary quiz, write **VQ**
- For reading homework, write **RH**
- For birthday party, write **BP**
- For grammar test, write **GT**
- For oral presentation, write **OP**
- For holiday, write **H**

FEBRUARY 20__

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28



Activity:
A Family Calendar

INSTRUCTOR NOTES

Timing: 30 minutes

WARM-UP

- *Notes On A Calendar*
- Vocabulary review/introduction:
 - ~ notice (noun)
 - ~ parent-teacher interviews
 - ~ PA/Professional Activity Days
 - ~ multicultural

ACTIVITY

- Distribute the reading “*Notices From School*” and read through them with the class, clarifying as necessary.
- Hand out the exercises and one February calendar from *Notes On A Calendar* for each learner.
- Clarify the instructions. Learners work individually if the activity is intended for assessment; otherwise, pair work adds a listening and speaking component to the task.

FOLLOW-UP

- Ask any learners with children or teens in their families to try to bring in real school notices for “show and tell” in an upcoming class.

ASSESSMENT

- Instructors correct individual learner responses for reading and writing assessment.
- CLB Performance Indicators:
 - ~ follows short instructions
 - ~ identifies factual details in a reading text
 - ~ comprehends time, dates and key words
 - ~ has legible handwriting or printing

ANSWER KEY • 1.T 2.F 3.T 4.F 5.F

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 372-377.

VOCABULARY

- elementary school; notices; parent-teacher interview; confirm; multicultural; special; welcome (adj.); soccer; registration; PA (Professional Activity); arrange; babysitting



Activity:

A Family Calendar

Notices From School

Sara and Victor Martinez have a son named David. He's in Grade 5 at Pinegrove Elementary School. Ms. Jane Hall is his teacher. Sometimes, she sends notices to the parents.

NOTICE!
Parent-Teacher Interviews
Tuesday, February 10
6:30 -- 9:30 p.m.

Please call or e-mail Jane Hall
to confirm interview time.
905-555-2390
hallj@pinegrove.ca

NOTICE!

Pinegrove School Multicultural Day
At our school, we have students from
20 countries!

On Friday, February 27th, let's celebrate!

Time: 10 a.m. – 3 p.m.
Food, music and dancing
from many countries

Parents are welcome.

Boys and Girls 10-13

Join the soccer club!

Registration
February
4th and 5th

For more information,
call
905-555-3938

Teachers' P.A. Day

Friday, February 13th
No classes.

Please arrange babysitting for your children.



Activity:
A Family Calendar

Exercise 1

1. Mark *Parent-Teacher Interviews* and *Multicultural Day* on your February calendar. Add the times.
2. Add *Soccer Registration* and *P.A. Day* to your calendar.

Exercise 2

Read these sentences. Circle **T** (for True) and **F** (for False).

- | | | |
|--|----------|----------|
| 1. Parents can phone David's teacher about their interview time. | T | F |
| 2. All the children at Pinegrove School were born in Canada. | T | F |
| 3. Mothers and fathers are invited to Multicultural Day. | T | F |
| 4. Girls can't join the soccer club. | T | F |
| 5. David has school on February 13th. | T | F |

LINC 1

Employment

Based on Canadian Language Benchmarks



Activity:
Looking For A Job

INSTRUCTOR NOTES

A class discussion about job search tips is followed by a listening activity and comprehension activities.

Timing: 30 minutes

- WARM-UP**
- Warm-up discussion:
 - ~ Does anyone have a job in Canada?
 - ~ How did you find it? (List some methods.)
 - ~ What about in your first countries? (List some methods. Talk about cultural differences, if any.)
- ACTIVITY**
- Distribute Exercise 1: Read the job search tips with the class and clarify together any new concepts or vocabulary.
 - Distribute Exercise 2: Read each scenario in the Listening Transcript aloud once or twice. Learners listen and select the correct response for Part A. Repeat the procedure for Part B.
- FOLLOW-UP**
- Bring “*Help Wanted*” classified ads from recent newspapers. Learners read them over in small groups for a general orientation.
 - *Understanding The Ads*
- ANSWER KEY**
- 1. her cousin 2. the computer 3. a job fair 4. a volunteer 5. a sign
 6. in the newspaper 7. F 8. F 9. F 10. F 11. T 12. T
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 404-409.
- VOCABULARY**
- classified ads; volunteer; experience; important; job fair; “*Help Wanted*”; cousin; cashier; apply; accountant; booth; daycare centre; get paid; sign; application form; computer programmer



Activity:

Looking For A Job

LISTENING TRANSCRIPT (To be Read by Instructor)

1. Lina's cousin works in a store. Lina asks, "Does your store need cashiers?" Her cousin says, "Yes, they do. Why don't you apply?"
2. Juan is working on the computer. He sees a good job ad on the Internet.
3. Kristina is an accountant. She goes to a job fair. She sees a booth for a big Toronto bank. She asks about jobs there.
4. Samar wants to work in a daycare centre. Three afternoons a week, she helps with the children at Danforth Daycare. She doesn't get paid now. Maybe she can get a job there next year.
5. Dong is at the mall. He sees a sign at Chicken Palace Restaurant. It says, "Kitchen Help Wanted." Dong was a cook in China. He asks for an application form.
6. Kumar goes to the corner store. He buys a newspaper. He finds the classified ads. He circles all the computer jobs with a red pen. He was a computer programmer in India.



Activity:
Looking For A Job

Exercise 1

How can you find a job in Canada?
 Read about some good ways.

- Ask your family and friends.



- Buy a newspaper. Read the classified ads.
 Wednesday and Saturday are good days.



- Look for job ads on the Internet.



- Be a volunteer. Canadian experience is important!



- Visit job fairs. Learn about jobs.



- Look for “Help Wanted” signs.
 Shops and restaurants are good places to start.





Activity: Looking For A Job

Exercise 2

Listen to your teacher tell six stories about job searches.
Circle the correct answers.

1. Lina asks (**her teacher** **her cousin**) about jobs.
2. Juan uses (**the computer** **the newspaper**) to look for jobs.
3. Kristina is (**in the bank** **at a job fair**).
4. Samar is (**a volunteer** **a daycare teacher**).
5. Dong sees (**a sign** **a classified ad**) at the mall.
6. Kumar looks for jobs (**on the Internet** **in the newspaper**).

Listen again. Circle **T** (for True) or **F** (for False).

- | | | |
|--|----------|----------|
| 7. Lina's cousin works in a bank. | T | F |
| 8. Juan doesn't find any job ads on the computer. | T | F |
| 9. Kristina asks about jobs in a bank. | T | F |
| 10. Samar volunteers 4 mornings a week at the daycare. | T | F |
| 11. The Chicken Palace needs kitchen workers. | T | F |
| 12. Kumar wants to work with computers. | T | F |



Activity:
Understanding The Ads

INSTRUCTOR NOTES

Learners read authentic want ads and answer comprehension and true/false questions.

Timing: 30 minutes

- WARM-UP**
- Hand out several classified ads from recent newspapers to small groups of learners. Have them compile a list of words and abbreviations they don't understand. List some of these on the board and discuss the meanings with the entire class.
- ACTIVITY**
- Distribute Exercise 1. Read each help wanted ad aloud and discuss the vocabulary and abbreviated words as necessary (e.g., \$10/hr, in person, live-out).
 - Distribute Exercises 2 and 3. Learners work individually if the activity is intended as assessment.
- FOLLOW-UP**
- In their original small groups, have each learner choose a job that interests them. Have them tell the class 2 or 3 facts about that job.
- ANSWER KEY**
- Exercise 2: 1. wages 2. live-out 3. necessary 4. immediately
5. Apply in person.
 - Exercise 3: 1. F 2. F 3. T 4. T 5. F 6. F 7. T
- ASSESSMENT**
- Instructors correct individual learner exercises for reading assessment.
 - CLB Performance Indicators:
 - ~ follows short instructions
 - ~ locates detailed information in a commonly formatted text (i.e. a classified ad)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 404-409.
- VOCABULARY**
- cleaners; experience; necessary; wages; salary; truck driver; immediately; driver's licence; cook; server; apply; in person; live-out; nanny; earn; weekends



Activity:
Understanding The Ads

Exercise I

Look at the help wanted ads.

Ad 1**BUILDING CLEANERS**

No experience necessary

Wages: \$10/hr.

613-555-0986

Ad 2

**TRUCK DRIVER
START IMMEDIATELY
DRIVER'S LICENCE
CALL 613-555-0757**

Ad 3**Breakfast cook, servers
for coffee shop**

Restaurant experience necessary

Monday to Friday

\$14/hr.

Apply in person: 1448 Wood Rd.

Ad 4**Live-out nanny**

West End

2 girls, 18 months and 4 years

Call after 5:30 p.m.

613-555-0064



Activity: Understanding The Ads

Exercise 2

Choose words from the box.

wages	necessary	
immediately	Apply in person	live-out

1. • the money you earn every week _____
2. • You stay in **your** house or apartment at night. _____
3. • You need it. You must have it. _____
4. • now _____
5. • You must come to meet the boss.
Don't just phone or e-mail. _____

Exercise 3

Read the four ads again. Circle **T** (for True) or **F** (for False).

- | | | |
|--|----------|----------|
| 1. You need experience for Ad 1. | T | F |
| 2. The wages for building cleaners are \$10 a day. | T | F |
| 3. You can telephone about Ad 2. | T | F |
| 4. You need experience for Ad 3. | T | F |
| 5. You can telephone about Ad 3. | T | F |
| 6. For Ad 3, you work weekends. | T | F |
| 7. We don't know about the nanny's pay. | T | F |



Activity:

Job Skills: What Can I Do?

INSTRUCTOR NOTES

Learners read about job skills and interview partners about their job skills in an activity that focuses on the modal 'can'.

Timing: 30-40 minutes

WARM-UP

- Review *can/can't*:
 - ~ Can you swim/ride a bicycle/play the guitar?
 - ~ List on the board examples of
 - affirmative and negative short answers (*Yes, I can. No, I can't.*)
 - complete sentences (*Mohammed can play soccer. He can't skate.*)

ACTIVITY

- Distribute Exercise 1 and read through it with the class.
- Continue with Exercise 2, focusing on pronunciation. Demonstrate that in the affirmative (e.g. *I can drive*), the stress is on the main verb or on the object. In the negative (e.g. *I can't ski*), the stress is on "can't". With short answers, it is important to pronounce the final /t/ clearly in order to distinguish between "can" and "can't". Also, the vowel is lengthened in "can't". Have learners practise these pronunciation points.
- Have each learner tell about his/her own skill(s) in Exercise 3.
- In Exercise 4, learners interview 2 partners and report some of their findings back to the class.

FOLLOW-UP

- Ask learners to think about more skills (including household and volunteer skills) which they have and make a list of 4 or 5 in sentence form (*I can...*) for homework.

ASSESSMENT

- Instructors circulate to assess individual speaking ability in Exercise 4.
- CLB Performance Indicators:
 - ~ express ability/inability (*can/can't*)
 - ~ listener can understand and use the information

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 404-409.

VOCABULARY

- interview; skills; mechanic; bus driver; office clerk; computer; pharmacist; fill a prescription; high school; math; drive; cook; sew; fix; language; take care of



Activity: Job Skills: What Can I Do?

Exercise 3

Talk about your job skills.

1. Tell the class about one thing you can do.
2. Tell about one thing you can't do.

Exercise 4

Interview two classmates about their job skills. Write their names at the top.
Write their answers (Yes or No) below.

	Name:	Name:
Can you drive?		
Can you cook?		
Can you sew?		
Can you fix a car?		
Can you use a computer?		
Can you speak 2 languages?		
Can you take care of children?		
Can you take care of sick people?		

Tell the class two things your classmates can do. Tell two things they can't do.



Activity:

Job Application Forms

INSTRUCTOR NOTES

Learners learn the parts of a job application form and practice filling in forms.

Timing: 30-40 minutes

WARM-UP

- Ask learners to name some information that may be required in a job application form. Make a list on the board, including these items:
 - ~ name (given, surname, initials)
 - ~ address (Explain the parts of an address, including provincial abbreviations and postal code.)
 - ~ telephone number(s)
 - ~ e-mail address
 - ~ SIN number
 - ~ the question *Are you legally eligible to work in Canada?* (Explain that Canadian citizens, permanent residents and some refugees may answer “Yes”.)
 - ~ N/A (Explain some ways this term is used, e.g., no e-mail address, don’t live in an apartment.)

ACTIVITY

- Distribute Exercise 1. Read the introduction and discuss the format of application forms in general.
- Have learners read the application form and answer questions as necessary. Learners complete the exercise individually if intended as assessment.

FOLLOW-UP

- Pair learners up and distribute Exercise 2. One partner dictates real or imaginary information while the other fills in the form, and then vice versa.
- Read through Exercise 3 with the learners and answer questions as necessary. Learners use the information provided to fill in the hours of availability.

CROSS-REFERENCE

- Additional forms can be found in these activities:
 - ~ Health & Safety – *Filling Out A New Patient’s Form*
 - ~ At Home In Our Community & The World –*The Rental Application Form*
 - ~ Education - *The Registration Form*



Activity:

Job Application Forms

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors collect Exercise I for writing assessment.
 - CLB Performance Indicators:
 - ~ writes personal identification and basic personal and familiar details as required in appropriate sections of a simple form
 - ~ spells accurately
 - ~ has legible printing
 - ~ makes no major omissions in providing information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 404 – 409.
- VOCABULARY**
- application form; cell phone; social insurance number; legally; eligible; contact; business; status; availability



Activity:
Job Application Forms

Application forms in Canada usually have 3 parts.

- Part 1 is about **personal information**.
- Part 2 is about **education**.
- Part 3 is about **work experience**.

Exercise 1

Fill out Part 1 of an application form about you.

Delicious Donut Shop		
Application for Employment		
Please print clearly.		
FULL NAME:		
<input type="text"/>	<input type="text"/>	
<i>First Name</i>	<i>Family Name</i>	
STREET ADDRESS:		
<input type="text"/>		
CITY	PROVINCE	POSTAL CODE
<input type="text"/>	<input type="text"/>	<input type="text"/>
HOME PHONE	CELL PHONE	
<input type="text"/>	<input type="text"/>	
E-MAIL ADDRESS:		
<input type="text"/>		
SOCIAL INSURANCE NUMBER (S.I.N.):		
<input type="text"/>		
ARE YOU LEGALLY ELIGIBLE TO WORK IN CANADA?	YES <input type="checkbox"/>	NO <input type="checkbox"/>



Activity: Job Application Forms

Exercise 2

Fill out this application form about **your classmate**.

Ted's Toy Shop

Full Name: _____
Family Name *First Name* *Middle Initial*

Date of Birth: _____
Day *Month* *Year*

Address: _____
Apt. *Number* *Street*

City *Province* *Postal Code*

Contact Information: _____
Home Phone Number

Cell Phone Number

Business Phone Number

E-mail Address



Activity: Job Application Forms

Exercise 3

Many application forms ask when you can work. John can work part-time on Friday from 5 to 9 p.m. and on Saturday and Sunday from 9 a.m. to 2 p.m.

Fill in John's form.

Status: <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time							
Hours of Availability:							
	Mon.	Tues.	Wed.	Thu.	Fri.	Sat.	Sun.
From							
To							



Activity:
What's My Job?

INSTRUCTOR NOTES

A card game and listening activity build vocabulary about jobs.

Timing: 40–50 minutes

WARM-UP

- Ask the class to brainstorm the names of common occupations, and list responses on the board. Include also: *teacher, nurse, server in restaurant, cleaner, mechanic, sales clerk, taxi driver, hairstylist*
- Review the concepts of part-time, full-time, and shift work, as well as the days of the week.

ACTIVITY

- Exercise 1: Cut up and shuffle one set of picture cards and word cards for each pair of learners. The partners play a game of Memory (Concentration) to reinforce the vocabulary. Procedure: Learners place the picture and word cards face down on the table in front of them in random order without looking. They take turns turning over any 2 cards. If the picture of the occupation and the word match, the partner keeps the pair of cards. If they don't, the partner puts them back, trying to memorize their position on the table. The winner is the learner in each pair with the most cards.
- Exercise 2: Play the audio (Track 20). Have learners listen for the gist. Distribute the worksheet and read over the 12 questions with the class, ensuring that learners understand the vocabulary. Replay the audio as learners listen and circle the answers.
- Exercise 3: Replay the audio as necessary while learners complete work schedules for each of the 4 employees.
- Exercise 4: Learners interview each other about present and past jobs. Circulate and clarify as necessary.

FOLLOW-UP

- Cross-cultural discussion:
 - ~ Did many learners have part-time jobs in their native countries?
 - ~ Was shift work common?

ANSWER KEY

- Exercise 2: 1. a 2. b 3. b 4. b 5. b 6. a 7. a 8. a 9. b
10. b 11. b 12. c
- Exercise 3: a. Mona: 4 p.m. to midnight (12 a.m.).
b. Hoa: Thursday 5-9:30 p.m.; Friday 5-9:30 p.m.; Saturday-noon (12 p.m.) to 11 p.m.
c. Saman: Monday, Tuesday, Thursday, Friday, Saturday 8 a.m.- 5 p.m.
d. Carmen: midnight (12 a.m.) - 8 a.m.



Activity:

What's My Job?

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Collect worksheets for Exercises 2 and 3 for listening assessment.
 - CLB Performance Indicators:
 - ~ identifies factual details in a listening text by circling and filling in blanks
 - ~ comprehends time, dates and a few key words
 - ~ provides basic personal information related to the context of work experience
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 404-409.
- VOCABULARY**
- teacher; nurse; server; cleaner; mechanic; sales clerk; taxi driver; hairstylist; day/evening/night shift; part-time/full-time job; hospital; restaurant; garage; office building; day off; closed



Activity:
What's My Job?

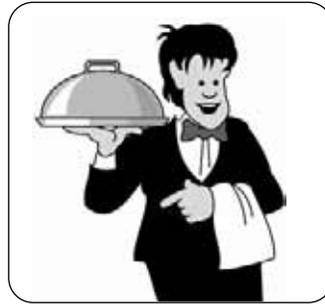
LISTENING TRANSCRIPT (To be Read by Instructor)

1. *Hello. I'm Mona. I'm a nurse. I work in a hospital. I work the evening shift. It's from 4 p.m. to midnight.*
2. *Hi. I'm Hoa. I'm a server. I work in a restaurant. It's a part-time job. I work Thursday and Friday evenings from 5 to 9:30. I also work Saturdays from noon to 11 p.m.*
3. *Hello. I'm Saman. I'm a mechanic. I work in a garage. It's a full-time job. I work from 8 a.m. to 5 p.m. Wednesday is my day off. The garage is closed on Sundays.*
4. *Hi. I'm Carmen. I'm a cleaner. I work in an office building. I work the night shift. It's from midnight to 8 a.m.*



Activity:
What's My Job?

Exercise I



teacher

nurse

server

cleaner

mechanic

sales clerk

taxi driver

hairstylist

Activity: **What's My Job?****Exercise I**

Listen to the four stories. Circle the correct answers.

1. Mona is a. a nurse b. a doctor
2. Mona works in a. a clinic b. a hospital
3. Mona works on the a. day shift b. evening shift c. night shift

4. Hoa is a. a teacher b. a server
5. Hoa works a. in a cafeteria b. in a restaurant
6. Hoa has a. a part-time job b. a full-time job

7. Saman is a. a mechanic b. a taxi driver
8. Saman works a. in a garage b. in an office
9. Saman has a. a part-time job b. a full-time job

10. Carmen is a. a hairstylist b. a cleaner
11. Carmen works a. in a school b. in an office building
12. Carmen works on the a. day shift b. evening shift c. night shift



Activity: What's My Job?

Exercise 3

Listen again. Fill in the work hours for Mona, Hoa, Saman and Carmen.

a. Mona:

Evenings: From _____ to _____ .

b. Hoa:

Day: _____ from _____ to _____ .

Day: _____ from _____ to _____ .

Day: _____ from _____ to _____ .

c. Saman:

Days (circle):

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Hours: From _____ to _____ .

d. Carmen:

Nights: From _____ to _____ .

Activity: **What's My Job?****Exercise 4**

- a. Talk to a partner. Ask these questions if your partner has a job **now**.

Do you **have** a job in Canada?

What is **your** job?

Is it part-time or full-time?

What days and hours **do** you work?

- b. Talk to a partner. Ask these questions if your partner had a job **before now**.

Did you have a job before you came to Canada?

What **was** your job?

Was it part-time or full-time?

What days and hours **did** you work?



Activity:

Her First Job In Ontario

INSTRUCTOR NOTES

True/False statements follow a listening passage about a nurse who has found her first job in Ontario.

Timing: 25-30 minutes

WARM-UP

- *What's My Job?* (Optional)
- Question for class discussion: *What are some night jobs?*
List responses on the blackboard.

ACTIVITY

- Play the audio (Track 21). Learners listen for the gist.
- Hand out Exercise 1 and explain the procedure. Then, read the comprehension statements to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Repeat the sentences as necessary.

FOLLOW-UP

- For speaking practice:
 - ~ Divide the class into pairs. Give one partner a copy of "Speaking Practice". This learner then reads the first statement. The partner consults his answer sheet and responds with a "true" or "false" answer. The first learner checks this response against the answer key. Pairs continue with the remaining statements and answers.

ANSWER KEY • 1. F 2. F 3. T 4. F 5. F

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 404-409.

VOCABULARY • nurse; seniors; residence; alone; night; midnight; always; hospital



Activity: Her First Job In Ontario

LISTENING TRANSCRIPT

Nellie is happy because she got her first job in Ontario. Nellie works as a nurse in a senior's residence. She works at night from 12 midnight to 8 in the morning. She works alone at night, but she likes her job. Sometimes she is busy. Sometimes, when most of the seniors are asleep, she is not busy.

Comprehension Statements (Read by Instructor):

1. Nellie works in a hospital.
2. Nellie works during the day.
3. Nellie works alone at night.
4. Nellie doesn't like her job.
5. Nellie is always busy.



Activity:
Her First Job In Ontario

Exercise I

Listen to the sentence. Circle **T** (for True) or **F** (for False).

1. **T** **F**

2. **T** **F**

3. **T** **F**

4. **T** **F**

5. **T** **F**



Activity: Her First Job In Ontario

Speaking Practice

Sentences

1. Nellie works in a hospital.
2. Nellie works during the day.
3. Nellie works alone at night.
4. Nellie doesn't like her job.
5. Nellie is always busy.

Answers

1. True
2. False
3. True
4. False
5. False



Activity:

First Day On The Job

INSTRUCTOR NOTES

Learners practise courtesy expressions in the workplace using dialogues and matching exercises.

Timing: 40 minutes

WARM-UP

- Ask the class to brainstorm common greetings, ways of saying “thank you”, and farewells, and make a list on the board, for example,
 - ~ Hi! How’s it going?
 - ~ Thanks a lot.
 - ~ Goodbye.
- Follow a similar procedure for requests, for example, what to say if
 - ~ you don’t understand somebody’s English
 - ~ you can’t perform some function on the computer
 - ~ you can’t find a place in the building
- Go over these lists again to distinguish between formal and informal expressions.

ACTIVITY

- Distribute Exercise 1. Read the courtesy expressions in the right column with the class.
- Learners individually or in pairs draw lines connecting the courtesy expressions on the right to the situations on the left. Discuss the answers or collect worksheets for assessment.
- Follow the same procedure with Exercise 2.
- Read the dialogues in Exercise 3 with the class. Model pronunciation and intonation as necessary. Learners practise the dialogues in pairs. Ask for volunteers to perform each dialogue for the class.

FOLLOW-UP

- Compare the gestures/body language for greetings and farewells in the various cultures represented in your class. (e.g. Do they shake hands, bow, embrace?) Are these gestures different when speaking to a. a colleague of the opposite sex; b. the boss; c. a co-worker?

ASSESSMENT

- Instructors circulate to assess speaking in Exercise 3.
- CLB Performance Indicators:
 - ~ responds to greetings, courtesy, leave-taking
 - ~ indicates problems in communicating, verbally and non-verbally
 - ~ requests assistance in a situation



Activity:

First Day On The Job

INSTRUCTOR NOTES CONTINUED

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 404 – 409.

VOCABULARY

- orderly; repeat; need; explain; machine; “won’t start”; borrow; welcome; “join us”; show around; coffee break; fill out (a form); employee; push a button; cafeteria; elevators; would



Activity: First Day On The Job

Exercise I

Chad has a job at the hospital. He's a cleaner.
Match **When Chad talks** with **What Chad says**.

When Chad talks:

Chad thanks a co-worker who invited him for lunch.

Chad is going home. He talks to his boss.

Chad meets a co-worker.

Chad thanks his boss.

Chad is going home. He talks to a co-worker.

Chad meets his boss.

What Chad says:

Hello. It's nice to meet you. My name is Chad Dubinski.

Thanks a lot. That would be great.

Thank you very much.

Bye. See you tomorrow.

Goodbye, Mr. Lee. I'll see you tomorrow.

Hi, nice to meet you. I'm Chad.



Activity: First Day On The Job

Exercise 2

Match Chad's question with his problem.

Chad's Question:

Sorry. Could you please repeat that?

I don't understand "gender". Can you explain it, please?

Excuse me. Can you help me, please? This machine won't start.

Excuse me. Where's the cafeteria, please?

May I borrow your pen, please?

Chad's Problem:

Chad needs to write.

The floor cleaning machine won't work.

Chad doesn't understand his co-worker's English.

Chad doesn't understand a word on a form.

Chad wants to buy his lunch.



Activity: First Day On The Job

Exercise 3

Practise Chad's conversations with a partner.

1. Chad meets a co-worker.

Hi, welcome to Hopetown Hospital. I'm Sue.

Hi, nice to meet you. I'm Chad.

2. Chad meets his boss.

Good morning. You must be the new orderly.

Hello, Mr. Lee. It's nice to meet you. I'm Chad Dubinski.

3. Chad thanks a co-worker.

Would you like to join us for lunch, Chad?

Thanks a lot, Sue. That would be great.

4. Chad thanks his boss.

Let me show you around the second floor, Chad.

Thank you very much, Mr. Lee.

5. Chad says goodbye to a co-worker.

Bye, Chad.

Bye, Sue. See you in the morning.

6. Chad says goodbye and thank you to his boss.

Goodbye, Chad. Good work today!

Thank you so much, Mr. Lee. I'll see you tomorrow.



Activity: First Day On The Job

Exercise 3 (continued)

7. Chad doesn't understand his co-worker's English.
See you in Room 479B after coffee break.
Sorry. Could you please repeat that?

8. Chad doesn't understand a word on a form.
Please fill out this form for new employees.
I don't understand "gender". Can you explain it, please?

9. The floor cleaning machine won't work.
Excuse me. Can you help me, please? This floor cleaner won't start.
Sure. Just push the red button twice.

10. Chad wants to buy lunch.
Excuse me. Where's the cafeteria, please?
It's on the first floor, near the elevators.

11. Chad needs to write.
May I borrow your pen, please?
No problem!



Activity:
Job Talk

INSTRUCTOR NOTES

A reading and a fill-in-the-blanks exercise expand vocabulary related to the workplace.

Timing: 25-30 minutes

- WARM-UP**
- *Job Skills*, or a review of the modals *can/can't*.
 - Questions for class discussion:
 - ~ What do you like about your job?
 - ~ What do you dislike about your job?
- ACTIVITY**
- Distribute Exercise 1 and read through it with the class.
 - Distribute Exercise 2. Have students complete the exercise individually, and collect it for assessment.
- FOLLOW-UP**
- Discuss with students some of the workplace-related issues suggested by the vocabulary in these activities, for example:
 - ~ Legal issues regarding vacations and vacation pay in Ontario
 - ~ Legal issues regarding maximum hours of work and days off
 - ~ Uniforms. Which jobs require wearing a uniform? Are workers responsible for paying for their own uniforms?
 - ~ Deductions from pay cheques (e.g. income tax)
- ANSWER KEY**
- Exercise 2: 1. a. likes b. like c. likes d. like
 2. a. don't like b. doesn't like c. don't like d. doesn't like
 3. can, can't (in each sentence)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 404-409.
- VOCABULARY**
- journalist; vacations; polite; impolite; friendly; tips; traffic jam; fix; cut hair; give/prescribe medicine; uniform; co-workers; customer; snowy; problems; boss; good/bad service; income tax; fly a plane



Activity:
Job Talk

**Teacher's Fact Sheet (2009)
for
Employment and Canadian Law Themes**

Employment laws are constantly changing; for up-to-date information, check the websites www.labour.gov.on.ca or www.cleo.on.ca (Community Legal Education Ontario).

Not all jobs are covered by the Ontario Employment Standards Act. For example, if an employee has signed on as an “independent contractor” or works in one of the industries regulated by the federal government (e.g. banks, airlines, trucking and broadcasting companies), the ESA does not apply. (Workers in the latter industries are covered by the Canada Labour Code.) Students in work-experience (co-op) or workers in Ontario Works programmes have their own special agreements. Immigration status does not matter, however. You do not need to be a Canadian citizen or permanent resident to be covered by the ESA.

Ontario Employment Standards Act

- a. Pay-stubs must indicate rate of pay, period covered, wages before and after deductions and which deductions apply. These deductions normally include income tax, EI and CPP.
- b. Vacation, time off and breaks:
 - After working for an employer for 12 months, an employee is entitled to at least 2 weeks paid vacation.
 - Employees are also entitled to all statutory holidays, provided they work the previous and following working days. Employees may work on statutory holidays if they agree in writing, but they must be paid “time and a half” or be given another day off in lieu.
 - Employees are entitled to 10 days sick leave per year. (Please see the websites above regarding compassionate and family leave, pregnancy and parental leaves).
 - Employees are guaranteed 1 day off in a 7 day work week or 2 consecutive days off in 2 weeks.
 - Employers must give employees at least one 30 minute break in 5 hours.
- c. Working hours:

In most cases, employers can require employees to work 8 hours per day and up to 13 hours a day under special circumstances with the written permission of the employee. The maximum for a work week is 48 hours. After 40 hours, an overtime rate of time-and-a-half must be paid.
- d. Uniforms

Some employees, other than obvious ones such as nurses, police officers and the military, are required to wear uniforms. Sometimes, a special dress code exists. Employers are entitled to deduct costs for this from an employee's wages.



Activity: Job Talk

Exercise I

Susie Sands is a journalist. She talks to Canadians about their jobs.

Susie Sands: **What do you like about your job?**

Leila, a teacher: *I like children. I like long summer vacations!*

Mona, a nurse: *I like to help sick people.*

Julio, a sales clerk: *I like polite customers.*

Ahmed and Marc,
taxi drivers: *We like friendly passengers. Of course, we like big tips!*

Susie Sands: **What do you dislike about your job?**

Hoa, a server: *I don't like impolite customers.*

Carmen, a cleaner: *I don't like the night shift.*

Ahmed and Marc: *We don't like traffic jams.*

Susie Sands: **Tell me one thing you can do well.**

Saman, a mechanic: *I can fix cars.*

Natalia, a hairstylist: *I can cut hair.*

Mona, a nurse: *I can give medicine, but I can't prescribe medicine.*



Activity: Job Talk

Exercise 2

1. Fill in the blanks with **like** or **likes**.

- a. Mona _____ her white uniform.
- b. I _____ my co-workers.
- c. Julio _____ his day off.
- d. The customers at Hoa's restaurant _____ the food.

2. Fill in the blanks with **don't like** or **doesn't like**.

- a. Ahmed and Marc _____ snowy days.
- b. Natalia _____ problems with her boss.
- c. We _____ bad service.
- d. Saman _____ paying income tax.

3. Fill in the blanks with **can** or **can't**.

- a. Leila is a Grade I teacher. She _____ teach young children, but she _____ teach teenagers.
- b. Hoa is a server. He _____ serve food, but he _____ cook.
- c. Ahmed and Marc are taxi drivers. They _____ drive cars, but they _____ fly planes.



Activity:

Work Schedules And Pay Statements

INSTRUCTOR NOTES

Learners identify information in a work schedule and pay statement by reading text and transferring information to a personal calendar.

Timing: 40 minutes

- WARM-UP**
- If anyone in the class has a job in Canada (or had a job in their first country), ask:
 - ~ What hours do you work?
 - ~ Are they the same every week?
 - ~ How do you find out about your hours for the next week?
 - Ask if they get paid (or got paid in their first country)
 - ~ in cash
 - ~ by cheque
 - ~ through direct deposit

- ACTIVITY**
- Distribute Exercise 1. Read the introduction and review the schedule with the class, clarifying as necessary. Learners work individually if the activity is intended for assessment.
 - Distribute Exercise 2. Read the Pay Statement with the class, clarifying technical vocabulary as necessary. Learners work individually if the activity is intended for assessment.

- ANSWER KEY**
- Exercise 1a:

Monday	Tuesday	Wednesday	Thursday	Friday
Noon - 5 pm	11 a.m. - 4 p.m.	3 p.m. - 8 p.m.		10 a.m. - 2 p.m.

- Exercise 1b: Thursday
- Exercise 2: 1. \$9.50 2. 28 3. \$266.00 4. \$253.90 5. \$12.10

- ASSESSMENT**
- Instructors correct individual learner exercises for assessment.
 - CLB Performance Indicators:
 - ~ follows short instructions
 - ~ locates detailed information in a common formatted text (work schedule, pay statement)
 - ~ copies information from a time sheet onto a personal calendar

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 404-409.

- VOCABULARY**
- schedule; wall; calendar; maybe; busy; pay statement; pay period; total; earnings (earn); keep; gross; net; deductions; EI; CPP



Activity:

Work Schedules And Pay Statements

Exercise I

Sophie has a part-time job. She works at Sami's Sandwich Shop in an office building. It's open Monday to Friday. Every Friday, her boss puts the work schedule on the wall for next week.

Read the schedule.

Don	Sophie	Lara	Yassir
Monday 10 a.m. - 4 p.m.	Monday Noon - 5 p.m.	Monday 4 p.m. - 8 p.m.	Tuesday 10 a.m. - 3 p.m.
Tuesday 4 p.m. - 8 p.m.	Tuesday 11 a.m. - 4 p.m.	Wednesday 10 a.m. - 3 p.m.	Wednesday Noon - 8 p.m.
Thursday 10 a.m. - 4 p.m.	Wednesday 3 p.m. - 8 p.m.	Thursday 4 p.m. - 8 p.m.	Thursday Noon - 5 p.m.
Friday 3 p.m. - 9 p.m.	Friday 10 a.m. - 2 p.m.	Friday 10 a.m. - 4 p.m.	Friday 10 am - 2 p.m.

1. Find Sophie's hours and write them on her calendar.

Monday	Tuesday	Wednesday	Thursday	Friday

2. Sophie's day off: _____

Activity: **Work Schedules And Pay Statements****Exercise 2**

1. Read Sophie's pay statement.

Sami's Sandwich Shop													
PAY STATEMENT	Sophie Dubinski												
For pay period ending: 26/06/2010	Regular: 28 hours @ \$9.50/hr												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Gross:¹</td> <td style="padding: 5px; text-align: right;">\$266.00</td> </tr> <tr> <td style="padding: 5px;">Deductions</td> <td style="padding: 5px; text-align: right;">\$ 12.10</td> </tr> </table>	Gross: ¹	\$266.00	Deductions	\$ 12.10	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">Deductions:³</td> </tr> <tr> <td style="padding: 5px;">EI⁴</td> <td style="padding: 5px; text-align: right;">\$ 5.00</td> </tr> <tr> <td style="padding: 5px;">CPP⁵</td> <td style="padding: 5px; text-align: right;">\$ 7.10</td> </tr> <tr> <td style="padding: 5px;">Total:</td> <td style="padding: 5px; text-align: right;">\$ 12.10</td> </tr> </table>	Deductions: ³		EI ⁴	\$ 5.00	CPP ⁵	\$ 7.10	Total:	\$ 12.10
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Net²</td> <td style="padding: 5px; text-align: right;">\$253.90</td> </tr> </table>	Net ²	\$253.90											
Net ²	\$253.90												
<p>¹ Gross = total money that you earn</p> <p>² Net = money that you keep</p> <p>³ Deductions = money the government/employer keeps</p> <p>⁴ EI = Employment Insurance (for people who lose their jobs)</p> <p>⁵ CPP = Canada Pension Plan (for people who retire)</p>													

2. Circle the correct answers.

1. Sophie earns (**\$9.50** **\$5.00**) an hour.
2. Sophie worked (**26** **28**) hours in this pay period.
3. Sophie's total earnings are (**\$266.00** **\$253.90**) in this period.
4. Sophie keeps (**\$266.00** **\$253.90**).
5. Government deductions are (**\$9.50** **\$12.10**).

LINC 1

Family and Relationships

Based on Canadian Language Benchmarks



Activity:

Gloria's Family

INSTRUCTOR NOTES

A study of a family tree is followed by comprehension questions and a student-led interview.

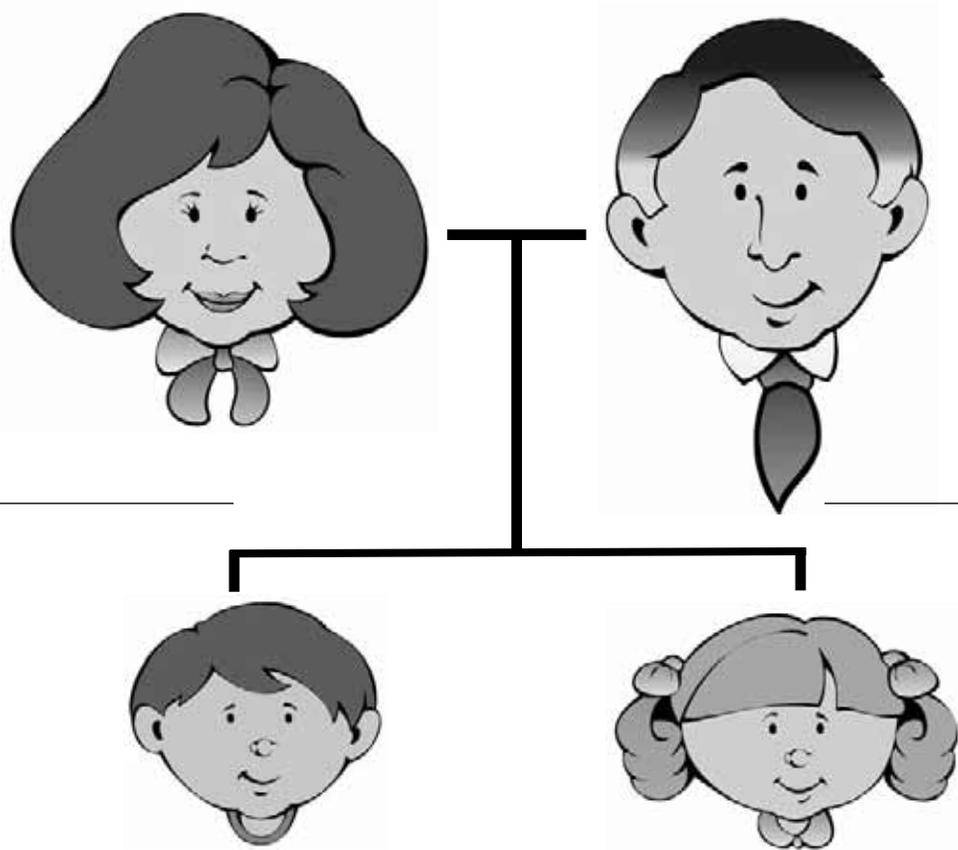
Timing: 60 minutes

- WARM-UP**
- Vocabulary introduction/review: wife, mother, husband, father, daughter, sister, son, brother, children, single, married.
- ACTIVITY**
- Distribute “Gloria’s Family” and review the family tree, identifying the relationships pictured. Students label the picture individually (Exercise 1).
 - For Exercise 2 (and Exercise 4), learners complete the chart individually and then interview two classmates.
 - Distribute Exercise 3. Learners work individually if the task is intended for assessment.
- FOLLOW-UP**
- Based on the makeup of your class, ask these questions:
 - How many children do families usually have...
 - ...in Iraq?
 - ...in China?
 - ...in Mexico?
 - Talk about how many children families in Canada usually have now.
- VARIATION**
- After the class has completed Exercise 2, allow a time gap of one day before continuing with Exercises 3 and 4.
- ANSWER KEY**
- Exercise 3: 1. mother 2. brother 3. wife 4. father 5. single
6. sister 7. married
- ASSESSMENT**
- Instructors correct individual learner worksheets.
 - CLB Performance Indicators:
 - ~ identifies a few key words in a text as required
 - ~ writes in appropriate blanks
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 436-441.
- VOCABULARY**
- married; husband; children; son; daughter; wife; mother; father; sister; brother; single



Activity:
Gloria's Family

Exercise I



Gloria is Manuel's wife. Write **Gloria** under her picture.

Manuel is Gloria's husband. Write **Manuel** under his picture.

Their son is Ricardo. Write **Ricardo** under his picture.

Their daughter is Rosa. Write **Rosa** under her picture.



Activity: **Gloria's Family**

Exercise 2

Read the questions in this box. Then write “Yes” or “No” in the spaces under “Me”.

Next, ask two partners the questions and write “Yes” or “No” in the spaces under “My Classmates”.

	Me	My Classmates	
Are you married?			
Do you have children?			
Do you have a son?			
Do you have a daughter?			



Activity: Gloria's Family

Exercise 3

Fill in the blanks with these family words.

wife**mother****father****sister****brother****single****married**

1. Gloria is Rosa and Ricardo's _____.
2. Ricardo is Rosa's _____.
3. Gloria is Manuel's _____.
4. Manuel is Rosa and Ricardo's _____.
5. Their neighbour, Omar, isn't married. He's _____.
6. Rosa is Ricardo's _____.
7. Gloria and Manuel are _____.



Activity: Gloria's Family

Exercise 4

Read the questions in this box. Then write your answers in the spaces under “Me”.

Next, ask two partners the questions and write their answers in the spaces under “My Classmates”.

	Me	My Classmates	
How many brothers do you have?			
How many sisters do you have?			
How many brothers and sisters live in Canada?			



Activity:

More Family Members

INSTRUCTOR NOTES

A study of family trees extends vocabulary about relationships. Comprehension questions follow.

Timing: 60 minutes

WARM-UP

- Vocabulary introduction/review: aunt, uncle, cousin, niece, nephew, mother-in-law.
- Talk about the extended family.
 - ~ Do any learners have extended family in Canada?
 - ~ Do they live in the same community?
 - ~ Do any of them live in the same house?
 - ~ If not, do they visit often?

ACTIVITY

- Distribute “More Family Members” and review the visuals, identifying the relationships pictured. Learners complete Exercises 1 and 2 individually.
- Hand out Exercise 3 and review the visuals, identifying the relationships pictured. Go through the reading with the class, clarifying vocabulary as required. Continue with Exercise 4.
- Exercise 5 requires learners to use the marital status adjectives (without an article) in the first sentence and then the family member nouns (with articles) for the next two sentences.

FOLLOW-UP

- Ask students to bring photos of their extended families and talk about the relationships.

ANSWER KEY

- Exercise 2: 1. Carlos-father, grandfather 2. Maria-mother, grandmother
3. Ricardo-son, grandson (brother would also be acceptable)
4. Rosa and Emma – daughters, granddaughters
- Exercise 3: 1. a 2. c 3. b 4. b 5. b 6. a
- Exercise 4: 1. mother-in-law 2. cousin 3. aunt 4. uncle 5. nephew, niece

ASSESSMENT

- Exercises 1–4 can be corrected for reading assessment; Exercise 5 is intended for writing assessment.
- CLB Performance Indicators:
 - ~ identifies factual detail (a few key words) in a text as required.
 - ~ completes a short guided text about self and family.



Activity:

More Family Members

INSTRUCTOR NOTES CONTINUED

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 436-441.

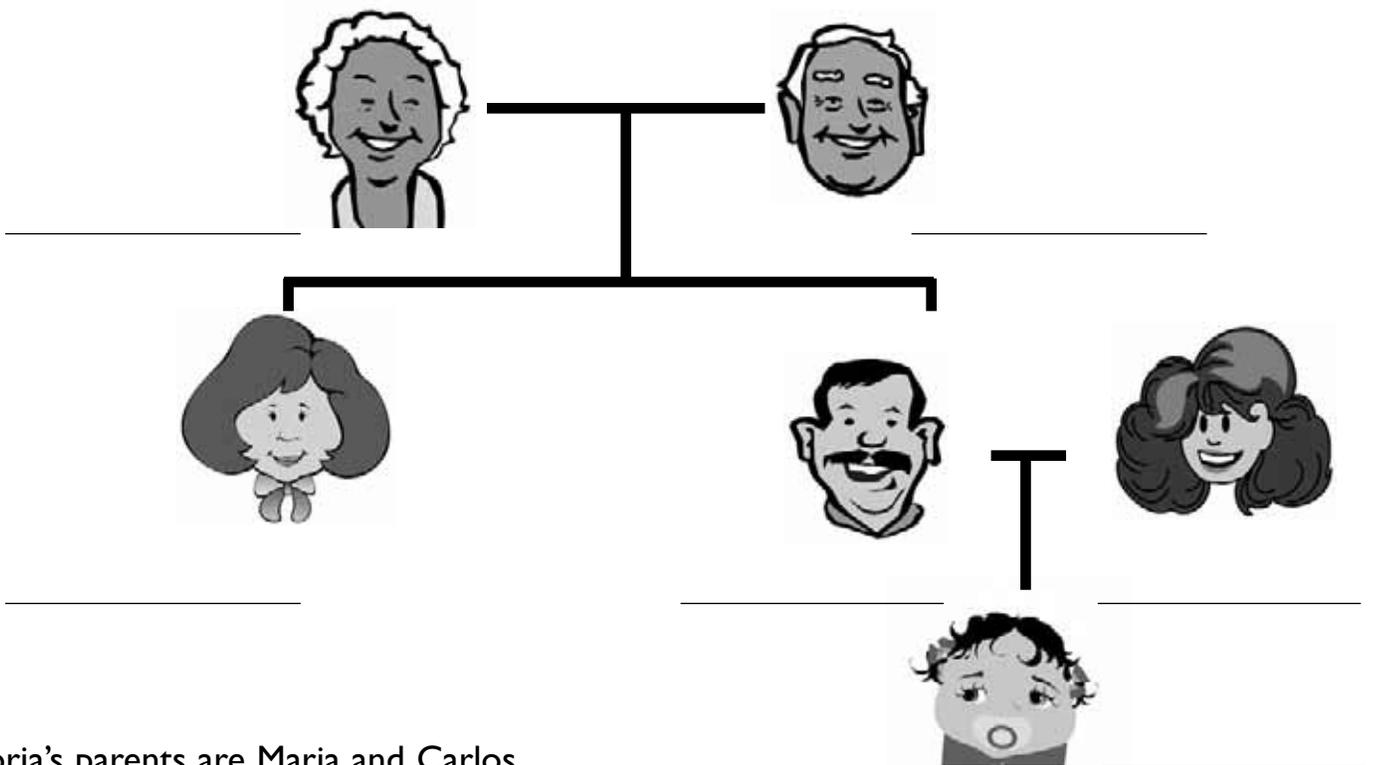
Vocabulary

- parents; grandmother; grandfather; baby; widowed; seniors; often; divorced; aunt; uncle; niece; nephew; mother-in-law



Activity:
More Family Members

Exercise I



Gloria's parents are Maria and Carlos.

Maria is Gloria's mother. She is Rosa and Ricardo's grandmother. Write **Maria** under her picture.

Carlos is Gloria's father. He is Rosa and Ricardo's grandfather. Write **Carlos** under his picture.

Gloria has a brother named Daniel. Write **Daniel** under his picture.

Daniel's wife is Silvia. Write **Silvia** under her picture.

Daniel and Silvia have a new baby daughter. Her name is Emma. Write **Emma** beside the baby's picture.

Carlos and Maria love their grandchildren.



Activity: More Family Members

Exercise 2

Fill in the blanks with these family words.

mother**father****grandmother****grandfather****son****daughters****grandson****granddaughters**

1. Carlos is a _____ and a _____.
2. Maria is a _____ and a _____.
3. Ricardo is a _____ and a _____.
4. Rosa and Emma are _____ and _____.



Activity: More Family Members

Exercise 3



Manuel



Ana - sister



Teresa - mother

Manuel's mother is Teresa. She is widowed. She is 75. She lives with Manuel and Gloria. She loves her grandchildren too!

Gloria's parents, Maria and Carlos, don't live with Gloria and Manuel. They live in an apartment for seniors. Their building is near Gloria's house. They visit their family often.

Manuel has a sister. Her name is Ana. Ana is divorced.

Circle the correct answers:

1. Teresa is Rosa and Ricardo's –
 - a. grandmother
 - b. grandfather
 - c. mother
2. Teresa is –
 - a. married
 - b. single
 - c. widowed
3. Who lives with Manuel and Gloria?
 - a. Maria and Carlos
 - b. Teresa
4. Maria and Carlos visit their children and grandchildren –
 - a. every day
 - b. often
 - c. never
5. Ana is –
 - a. widowed
 - b. divorced
 - c. married
6. Ana is Manuel's –
 - a. sister
 - b. brother
 - c. mother



Activity: More Family Members

Exercise 4

Fill in the blanks. Spell the words about Gloria's family.

aunt	uncle	cousin
niece	nephew	mother-in-law

1. Maria is Manuel's m_____ - in - l_____.

2. Emma is Rosa and Ricardo's c_____.

3. Ana is Rosa and Ricardo's _____.

4. Daniel is Rosa and Ricardo's _____.

5. Ricardo is Ana's _____.

Rosa is her _____.



Activity: More Family Members

Exercise 5

Write about yourself. Use family words.

married	single	widowed	divorced
mother	father	son	daughter
grandmother	grandfather	grandson	nephew
granddaughter	aunt	uncle	niece

1. I am _____.
2. I am a/an _____ and a/an _____.
3. I have a _____.



Activity:
Marital Status

INSTRUCTOR NOTES

Titles and marital status are reviewed using authentic forms.

Timing: 20 minutes

- WARM-UP**
- Vocabulary introduction/review:
 - ~ Mrs., Miss, Ms., Mr.
 - ~ single, married, divorced, widowed
- ACTIVITY**
- Distribute the Worksheet. Review the instructions and answer questions as necessary.
 - Learners complete the exercise individually.
- FOLLOW-UP**
- Ask about learners' cultures. Do they have different titles for a single and a married woman? ... a single and a married man?
- CROSS-REFERENCE**
- Health & Safety – *Filling Out A New Patient's Form*
- ANSWER KEY**
- 1. Ms. or Mrs., Divorced 2. Mr., Married 3. Mrs. or Ms., Widowed
4. Mr., Single
- ASSESSMENT**
- Instructors correct worksheets.
 - CLB Performance Indicators:
 - ~ fill out simple forms
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 436-441.
- VOCABULARY**
- single; married; divorced; widowed; die



Activity:
Marital Status

WORKSHEET

Read the information. Put a mark (X) in the boxes.

1. Ana is a woman. She is divorced.

Family name: Gomez	First name: Ana			
Title:	<input type="checkbox"/> Mr.	<input type="checkbox"/> Mrs.	<input type="checkbox"/> Ms.	<input type="checkbox"/> Miss
Marital status:	<input type="checkbox"/> Married	<input type="checkbox"/> Single	<input type="checkbox"/> Widowed	<input type="checkbox"/> Divorced

2. Manuel is Gloria's husband.

Family name: Gomez	First name: Manuel			
Title:	<input type="checkbox"/> Mr.	<input type="checkbox"/> Mrs.	<input type="checkbox"/> Ms.	<input type="checkbox"/> Miss
Marital status:	<input type="checkbox"/> Married	<input type="checkbox"/> Single	<input type="checkbox"/> Widowed	<input type="checkbox"/> Divorced

3. Teresa is Manuel's mother. Her husband died four years ago.

Family name: Gomez	First name: Teresa			
Title:	<input type="checkbox"/> Mr.	<input type="checkbox"/> Mrs.	<input type="checkbox"/> Ms.	<input type="checkbox"/> Miss
Marital status:	<input type="checkbox"/> Married	<input type="checkbox"/> Single	<input type="checkbox"/> Widowed	<input type="checkbox"/> Divorced

4. Omar is Manuel's neighbour. He isn't married.

Family name: Daoud	First name: Omar			
Title:	<input type="checkbox"/> Mr.	<input type="checkbox"/> Mrs.	<input type="checkbox"/> Ms.	<input type="checkbox"/> Miss
Marital status:	<input type="checkbox"/> Married	<input type="checkbox"/> Single	<input type="checkbox"/> Widowed	<input type="checkbox"/> Divorced



Activity:
Members Of The Family

LISTENING TRANSCRIPT (Read by Instructor)

Exercise 1

1. Marie is a woman. She is married to Paul. She is Paul's ...
2. Tim is a boy. His parents are John and Sue. He is their ...
3. Helen and I have the same mother and father. We are both women.
Helen is my ...
4. Nancy and Ted are David's children. David is their ...
5. I am Louise's daughter. She is my ...
6. Ivan is a man. He is married to Tanya. Ivan is Tanya's ...
7. Suleiman and Leila have 3 children. Two of them are boys.
They are Suleiman and Leila's sons. One child is a girl. Her name is Dana.
She is their ...
8. Dan and Peter have the same mother and father. They are boys.
Dan is Peter's ...

Exercise 2

1. Lihua is very happy. Her family is visiting from China. Her grandmother is here in Canada. Her uncle is here too.
2. Suzanne is cleaning her house. Tomorrow her mother-in-law is coming for dinner!
3. I give a book to my nephew for his birthday every year. He likes to read.



Activity: Members Of The Family

WORKSHEET**Exercise 1**

Listen to your teacher. Circle the family word.

1. sister wife
2. son daughter
3. mother sister
4. brother father
5. mother brother
6. wife husband
7. daughter wife
8. husband brother

Exercise 2

Listen to your teacher. Put “X” beside the family words you hear.

1. grandmother _____ grandfather _____ aunt _____ uncle _____
2. mother-in-law _____ father-in-law _____
3. nephew _____ niece _____



Activity:
Everybody Helps

INSTRUCTOR NOTES

Learners practice household vocabulary by doing jigsaw and matching exercises.

Timing: 30 minutes

WARM-UP

- *Gloria's Family, More Family Members, Marital Status, Members Of The Family*
- Write *housework* on the board and make a list of words that are associated with it.
- Ask *Who does the housework in your families? What do you do? What household tasks do you like? ...dislike?*

ACTIVITY

- Pair learners up. Cut the "Everybody Helps" jigsaw into two, and give each partner one section.
- Read the introductory paragraph and then explain the procedure. Review vocabulary and answer questions as necessary.
- After pairs have completed the jigsaw, give Partner 1 the 6 pictures of "Housework" (cut into squares and shuffled). Give Partner 2 the six sentence strips (cut up and shuffled). Pairs match sentences and pictures, practising reading and pronouncing the new vocabulary.

FOLLOW-UP

- Classmates talk about their home countries. Ask these questions:
 - ~ *Which family members do housework? What tasks do they do?*
 - ~ *Do people commonly have servants or paid help?*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 436-441.

VOCABULARY

- widower; housework; put away; toys; take out; garbage; make a bed; sweep the floor; do the laundry; wipe the counters



Activity:
Everybody Helps

Everybody Helps – Partner 1

Claire is married. Her husband is Robert. Their son Pierre is 12 years old. Their daughter Nicole is 7. Claire's father, Paul, is a widower. He lives with them. Everybody helps with the housework.

Ask your partner these questions:

- Who puts away the toys?
- Who takes out the garbage?
- Who makes their beds?
- Who sweeps the floor?
- Who does the laundry?
- Who wipes the counters?

**Everybody Helps – Partner 2**

Claire is married. Her husband is Robert. Their son Pierre is 12 years old. Their daughter Nicole is 7. Claire's father, Paul, is a widower. He lives with them. Everybody helps with the housework.

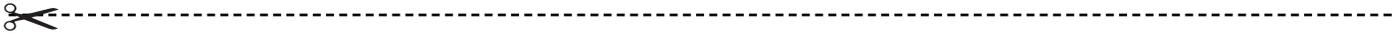
Answer your partner's questions. Use this information.

- Claire does the laundry.
- Everybody makes their beds.
- Grandpa Paul wipes the counters.
- Nicole puts away the toys.
- Pierre takes out the garbage.
- Robert sweeps the floor.



Activity: Everybody Helps

Housework



Housework

Everybody makes their beds.

Claire does the laundry.

Pierre takes out the garbage.

Robert sweeps the floor.

Nicole puts away the toys.

Paul wipes the counters.



Activity:
Is It My Turn?

INSTRUCTOR NOTES

A listening dictation reinforces vocabulary that describes indoor and outdoor household chores.

Timing: 25-30 minutes

- WARM-UP**
- *Everybody Helps*
 - Review days of the week and seasons.

- ACTIVITY**
- Distribute “*Is It My Turn?*” Read the sentences in Exercise 1 and discuss the picture, answering questions as necessary. Read Dictation A as students fill in the calendar.
 - Follow the same pattern for Exercise 2, reading Dictation B as students fill in the calendar.
 - Distribute “*Helping Outside.*” Discuss the pictures and answer questions as necessary. Read Dictation C as students complete the exercise.

- FOLLOW-UP**
- *Family Responsibilities*

- ANSWER KEY**
- Exercise 1:

SUN	MON	TUES	WED	THURS	FRI	SAT
C	C	R	GP	C	TO	R

- Exercise 2:

SUN	MON	TUES	WED	THURS	FRI	SAT
N	P	N	P	N	---	P

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 436-441.

- VOCABULARY**
- work hard; tired; share; cooking; take-out (n.); wash/dry the dishes; plant seeds; cut the grass; mow the lawn; rake leaves; shovel snow; save/earn money; bicycle; job



Activity:
Is It My Turn?

LISTENING TRANSCRIPT (Read by Instructor)

Dictation A

Write “C” on the days when Claire cooks dinner. Claire cooks dinner on Sunday, Monday and Thursday.

Write “R” on the days when Robert cooks dinner. Robert cooks dinner on Tuesday and Saturday.

Grandpa Paul cooks spaghetti on Wednesday. Write “GP” on Wednesday.

On Friday, everyone is tired. The family gets take-out. Write “TO” on Friday.

Dictation B

Pierre washes the dishes on Monday, Wednesday and Saturday. Write “P” on those days.

Nicole dries the dishes on Sunday, Tuesday and Thursday. Write “N” on those days.

Dictation C

1. Nicole is raking leaves. Write 1 under the picture.
2. Pierre is planting flowers. Write 2 under the picture.
3. Pierre is shovelling snow. Write 3 under the picture.
4. Pierre is cutting the grass. Write 4 under the picture.



Activity: Is It My Turn?

Exercise 1

Claire and Robert work hard. They are tired after work. They share the cooking.



SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.

Exercise 2



Pierre and Nicole help too.

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.



Activity: Is It My Turn?

Helping Outside

Look at the pictures. Listen to your teacher.









Copy the names of the seasons in the boxes.

winter

summer

spring

fall



Activity:

Housework Interview

INSTRUCTOR NOTES

Partners interview each other about housework duties and complete a chart.

Timing: 30 minutes

- WARM-UP**
- Teach/review how *can* and *can't* are pronounced differently (in terms of stress and vowel length).
 - ~ *Can you bake?*
 - ~ *I can cook, but I can't sew.*
 - Review simple present endings, e.g.,
 - ~ *I make my bed.*
 - ~ *My husband cooks.*
- ACTIVITY**
- Distribute the Worksheet. Discuss the pictures together, and answer questions as necessary.
 - Read the questions for Exercise 1 together to review vocabulary.
 - Have learners write Yes or No. Then pair off learners to complete the chart.
 - In Exercise Two, students tell the class one or two facts about their partner, e.g.
 - ~ *Ali can cook.*
 - ~ *Suna can't sew.*
 - ~ *Mona washes the dishes.*
 - ~ *Ben does the laundry.*
- FOLLOW-UP**
- *Family Responsibilities*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 436-441.
- VOCABULARY**
- iron; sew; laundry



Activity:
Housework Interview

Exercise 1

Read the questions. Under “Me” write “Yes” or “No.”
Talk to your partner. Under “Partner” write “Yes” or “No.”

	Me	Partner
Can you cook?		
Can you iron?		
Can you sew?		
Do you make your bed?		
Do you wash the dishes?		
Do you do your laundry?		



Exercise 2

Tell the class about your partner.

Example: _____ can cook.

_____ can't sew.



Activity:

Family Responsibilities

INSTRUCTOR NOTES

Learners write sentences in the present and simple past tenses following a review of family responsibilities vocabulary.

Timing: 30-40 minutes

WARM-UP

- *Housework Interview*

ACTIVITY

- Distribute Exercise 1. Read the verbs together, reviewing the vocabulary and contrasting simple past forms with simple present.
- Read the instructions for a. and b. and answer questions as necessary.
- Distribute Exercise 2. Review vocabulary for family members.
- Read the instructions and answer questions as necessary.

FOLLOW-UP

- *Nadia's New Life*
- Learners refer back to the list of household chores and rank them in order of personal preference. They share and compare their opinions about housework in small groups.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 436-441.

VOCABULARY

- clean the floors; laundry; roommate



Activity:
Family Responsibilities

WORKSHEET
Exercise I

Present (Now, in Canada)	Past (When I was young)
cook dinner	cooked dinner
wash the dishes	washed the dishes
iron the clothes	ironed the clothes
clean the floors	cleaned the floors
put away the toys	put away the toys
cut the grass	cut the grass
take out the garbage	took out the garbage
do the laundry	did the laundry
make the bed	made the bed

a. What do you do in your Canadian home now? Write three sentences.

1. _____.

2. _____.

3. _____.

b. What did you do before, in your home country? Write three sentences.

1. _____.

2. _____.

3. _____.



Activity: Family Responsibilities

WORKSHEET
Exercise 2

My husband	washes the dishes.
My wife	puts away the toys.
My mother	shovels snow.
My father	makes the bed.
My brother	does the laundry.
My sister	cleans the floors.
My son	takes out the garbage.
My daughter	cuts the grass.
My landlord	cooks dinner.
My roommate	irons the clothes.

Who helps in your Canadian home?
Write three sentences.

Example: My husband takes out the garbage.

My _____.

My _____.

My _____.



Activity:
Nadia's New Life

INSTRUCTOR NOTES

Yes/No comprehension questions follow a listening passage about a woman whose household responsibilities change when she comes to Canada.

Timing: 25- 30 minutes

WARM-UP

- *Family Responsibilities*
- Vocabulary introduction/review: maid, never

ACTIVITY

- Play the audio (Track 22). Learners listen for the gist.
- Play the audio again in two sections (Nadia's life in her home country and her life in Canada). Pause at the end of each section to clarify vocabulary and ask questions:
 - ~ What are some things that Nadia never did in her home country?
 - ~ What are some things that Nadia does in Canada?
- Distribute Exercise 1 and explain the procedure. Then, read the yes/no comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Repeat the questions as necessary.

FOLLOW-UP

- For question-formation practice:
 - ~ Divide the class into pairs. Give one partner a copy of "Speaking Practice". This learner then asks his/her partner the first question. The partner consults his answer sheet and responds with a "yes" or "no" answer. The first learner checks this response against the answer key. Pairs continue with the remaining questions and answers.

ANSWER KEY • 1. No 2. Yes 3. Yes 4. No

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 436-441.

VOCABULARY • housework; vacuum; maid; garbage; iron; never



Activity:
Nadia's New Life

LISTENING TRANSCRIPT

When she was in her home country, Nadia never did housework. She never washed floors. She never had to vacuum the house and she never washed clothes. She never made school lunches for her children. Two maids did all this work for her.

Life in Canada is very different for Nadia. She is busy all the time. She washes all the dishes, floors and clothes. She shops for food. She makes school lunches for her children. She even takes the garbage out. Nadia likes her busy new life, but there is one thing she doesn't like to do. Nadia hates to iron.

Comprehension Questions (Read by Instructor):

1. Did Nadia do housework in her home country?
2. Did Nadia have maids in her home country?
3. Is Nadia busy in Canada?
4. Does Nadia love to iron?



Activity:
Nadia's New Life

Exercise I

Listen to the questions. Circle "Yes" or "No".

1. **Yes** **No**
2. **Yes** **No**
3. **Yes** **No**
4. **Yes** **No**



cooking



ironing



washing dishes



Activity: Nadia's New Life

SPEAKING PRACTICE**Questions**

1. Did Nadia do housework in her home country?
2. Did Nadia have maids in her home country?
3. Is Nadia busy in Canada?
4. Does Nadia love to iron?



ironing

Answers

1. No
2. Yes
3. Yes
4. No



Activity:
Stop This Arguing!

INSTRUCTOR NOTES

A listening passage about twin brothers who argue over their household chores is followed by comprehension questions.

Timing: 30 minutes

WARM-UP

- *Everybody Helps, Is It My Turn?, Housework Interview, Family Responsibilities*
- Vocabulary review/introduction:
 - ~ fair, fight, argue, dishwasher
- Inform the class they are going to listen to a conversation between two boys and their mother about a household chore. Ask them to use the list of new vocabulary (above) to predict what the conversation will be about.

ACTIVITY

- Play the audio (Track 23). Learners listen for the gist.
- Replay Part 1 of the audio. Clarify vocabulary and ask:
 - ~ What are they doing?
 - ~ What are they arguing about?
- Replay Part 2 of the audio. Clarify vocabulary and ask:
 - ~ What does Mrs. Gibson want to know?
 - ~ What do the twins tell her?
- Hand out the worksheet and explain the procedure for Part 1. Then, read the comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Repeat the questions as necessary.
- Read the three sentences (See Listening transcript below) to the class for Part 2.

FOLLOW-UP

- Take up the correct answers or else collect the worksheets for assessment.

ANSWER KEY

- Part 1: 1. b 2. b 3. a 4. b
- Part 2: fight; stop; Buy

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 436-441.

VOCABULARY

- twins, argue, fight, supper, dirty, fair, dishwasher



Activity: Stop This Arguing!

LISTENING TRANSCRIPT
It's Not Fair

Listen to Part 1 of the story “Stop This Arguing!”

Mrs. Gibson has twin boys and they fight a lot. They are washing and drying the supper dishes. Then their mother comes into the kitchen.

- Conner: *Jason, I do not have to wash the dishes again.*
- Jason: *Yes, you do, Conner. You didn't do a good job washing them. The dishes are still dirty.*
- Conner: *They are not.*
- Jason: *Yes, they are.*
- Mrs. Gibson: *Both of you stop this arguing right now!*

Now listen to Part 2:

- Jason: *Ma, he's not doing a good job washing the dishes.*
- Conner: *It's not fair! I am doing a good job, mom. Look at this dish.*
- Jason: *Oh yeah. It's clean because I made you wash it again.*
- Conner: *Did not.*
- Jason: *Did so!*
- Mrs. Gibson: *Boys, please! What can I do to stop you from fighting?*
- Conner and Jason: *We know.*
- Mrs. Gibson: *What?*
- Conner and Jason: *Buy a dishwasher!*



Activity: Stop This Arguing!

Comprehension Questions (Read by Instructor)**Part 1**

Listen to the question, and then circle the correct answer on your paper.

1. Where are the people?
2. Who is Mrs. Gibson?
3. What job are the boys doing?
4. What do the boys want Mrs. Gibson to do?

Part 2

1. Mrs. Gibson has twin boys, and they fight a lot.
2. Both of you stop this arguing right now!
3. Buy a dishwasher!



Activity: Stop This Arguing!

Part I

Listen to your teacher ask four questions. Circle the correct answer.

Question 1

- a. at the shopping mall
- b. in the kitchen
- c. in the dining room

Question 2

- a. the dishwasher
- b. the boys' mother
- c. the twins

Question 3

- a. washing and drying dishes
- b. washing and drying the baby
- c. washing and drying the dirty clothing

Question 4

- a. get a maid
- b. get a dishwasher
- c. get new dishes



Activity: Stop This Arguing!

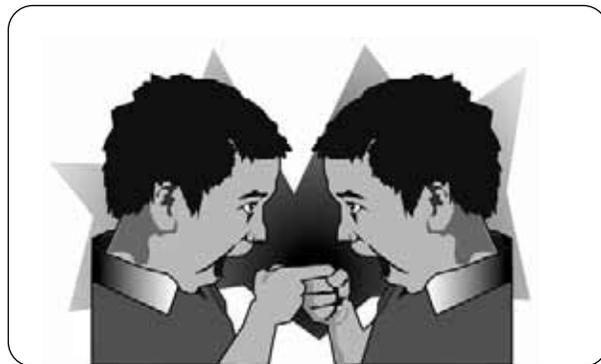
Part 2

Listen, and write the correct word on the line.

Mrs. Gibson has twin boys and they _____ a lot.

Both of you _____ this arguing right now!

_____ a dishwasher!



LINC 1

Health & Safety

Based on Canadian Language Benchmarks



Activity:
Sara's Shopping List

INSTRUCTOR NOTES

A grocery shopping list is used to introduce common food items.

Timing: 30-40 minutes

- WARM-UP**
- Distribute Exercise 1. Have the class look at the pictures and elicit the name of each food.
 - Write the names on the board; teach the pronunciation.
- ACTIVITY**
- Distribute Exercise 2. Read “*Sara's Shopping List*” and identify any new vocabulary.
 - Read the list (see Listening Transcript) and have students check off each item they hear.
- FOLLOW-UP**
- Ask learners to make their own shopping lists of five items.
 - *Find Someone Who . . .*
- VARIATION**
- Cut the food pictures into individual squares and give one set of squares to each pair of learners. Teach the terms “fruit and vegetables,” “meat and fish,” “dairy products” and “cereal products.” Pairs group their cards into these four categories.
- ASSESSMENT**
- Instructors correct Exercise 2.
 - CLB Performance Indicators:
 - ~ identifies factual details in a listening discourse (e.g., checks off)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 468-473.
- VOCABULARY**
- bananas; peas; carrots; chicken; fish; steak; rice; bread; cereal; milk; cheese; eggs; apples; broccoli; cookies; yogurt



Activity:
Sara's Shopping List

Listening Transcript (Read by Instructor)

This is Sara's shopping list:

rice

eggs

fish

bananas

peas

bread

chicken



Activity: Sara's Shopping List

Exercise I

Write the name of the food on the line.



bananas





Activity: Sara's Shopping List

Exercise 2

Put an "X" beside each word you hear.

Sara's Shopping List

- _____ bananas
- _____ apples
- _____ broccoli
- _____ peas
- _____ rice
- _____ cookies
- _____ bread
- _____ yogurt
- _____ milk
- _____ eggs
- _____ chicken
- _____ fish



Activity:
Find Someone Who . . .

INSTRUCTOR NOTES

Learners practice question formation as they interview classmates about their food likes and dislikes.

Timing: 25-30 minutes

- WARM-UP**
- *Sara's Shopping List*
 - Distribute the worksheet and read through it with the class. Review instructions and answer questions as necessary.
 - Review question formation in the simple present:
 - ~ Do you like...?
 - ~ Do you eat...?
 - ~ Do you drink...?
- ACTIVITY**
- Learners circulate and interview classmates about food.
- FOLLOW-UP**
- Learners report back on their findings.
"Leo likes bananas." "Jun eats apples every day."
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 468-473.
- VOCABULARY**
- like; eat; bananas; apples; peas; rice; cereal; steak; bread; chicken; eggs; milk



Activity:
Find Someone Who ...

Instructions:

- Walk around the classroom. Talk to your classmates.
- Ask them questions like this:
 - ~ “Do you like?”
 - ~ “Do you eat.....?”
 - ~ “Do you drink.....?”
- If your classmate says “yes”, write his or her name in the space. He or she will help you spell it!
- When you finish, talk about your classmates. For example, “*Leo likes bananas.*”

1. _____ likes bananas.

2. _____ eats apples every week.

3. _____ likes peas.

4. _____ eats rice every day.

5. _____ eats cereal for breakfast.

6. _____ eats steak.

7. _____ eats bread for lunch.

8. _____ eats chicken for dinner.

9. _____ likes eggs.

10. _____ drinks milk.



Activity:

The Grocery Receipt

INSTRUCTOR NOTES

A review of a grocery receipt is followed by comprehension questions.

Timing: 20-30 minutes

WARM-UP

- Vocabulary introduction/review:
 - ~ receipt; total; cash
- Ask learners where they shop for groceries, and how often they go shopping.

ACTIVITY

- Distribute “Sara And Victor’s Grocery Receipt” and read it with the class. Clarify any new vocabulary and answer questions as necessary.
- Distribute the Worksheet and explain the exercise.
- Learners answer the questions individually.
- Collect the worksheet for assessment

FOLLOW-UP

- Ask learners to study a grocery receipt and report back to the class:
 - ~ When did they go shopping?
 - ~ What was the name of the store?
 - ~ Where was it?

ANSWER KEY

- Part 1: 1. Lee’s Food Market 2. 341 Riverside Drive 3. 08/02/2009
- Part 2: 4. 900 grams 5. one dozen 6. \$4.40
- Part 3: 7. \$1.99 8. 5 9. \$2.89
- Part 4: 10. \$23.80 11. cash

ASSESSMENT

- Instructors correct one or more parts of the learner worksheets.
- CLB Performance Indicators:
 - ~ locates detailed information in a common formatted text (e.g., receipt)

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 468-473.

VOCABULARY

- receipt; bag; loaf; frozen; subtotal; GST; PST; total; transaction; cash; retain; records; gram; kg; dozen



Activity:

The Grocery Receipt

Sara And Victor's Grocery Receipt

WELCOME TO LEE'S FOOD MARKET
341 RIVERSIDE DRIVE

Bag rice	900 grams	3.29
Eggs (brown)	1 dozen	2.19
Fish	400gm@\$11kg.	4.40
5 bananas	800gm@\$1.30kg.	1.04
Bag peas (frozen)	1 kg.	1.99
Loaf brown bread		2.89
1 chicken	1.214 kg.	8.00

SUBTOTAL		\$23.80
	GST (5%)	0.00
	PST (8%)	0.00
TOTAL		\$23.80

TRANSACTION RECORD # 53278
DATE: 08/02/2009 TIME: 4:25 LANE: 4

DIRECT PAYMENT: CASH
PLEASE RETAIN THIS COPY FOR YOUR RECORDS

THANK YOU FOR SHOPPING AT LEE'S!



Activity: The Grocery Receipt

WORKSHEET**Part 1**

1. What is the name of the store? _____
2. What is the address? _____
3. What is the date of the receipt? _____

Part 2

4. How much rice can you buy for \$3.29? _____ grams
5. How many eggs did they buy? _____
6. How much did their fish cost? _____

Part 3

7. How much did the bag of peas cost? _____
8. How many bananas did they buy? _____
9. How much was the loaf of bread? _____

Part 4

10. What was the total? _____
11. How did they pay?

(Mark **X**.) cash cheque credit card debit card



Activity:

My Menu

INSTRUCTOR NOTES

A personal menu is used to introduce common food vocabulary.

Timing: 30 minutes

WARM-UP

- *Sara's Shopping List* (optional)
- Distribute Exercise 1. Go through it and answer questions as necessary.
- Write the names on the board; teach the pronunciation.
- Make three columns on the board with the headings "breakfast," "lunch" and "dinner". Ask the class to name several foods served at these meals and write them in the appropriate column.

ACTIVITY

- Distribute Exercise 2. Read "*What I Plan To Eat Tomorrow*" and clarify as necessary. Learners can refer to "*My Menu*" and "*Sara's Shopping List*" for help with spelling.
- Collect the exercise for assessment.

FOLLOW-UP

- *Anything Else?*

ASSESSMENT

- Instructors correct individual learner worksheets for writing assessment.
- CLB Performance Indicators:
 - ~ copies words for personal use
 - ~ exhibits legible handwriting or printing

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 468-473.

VOCABULARY

- tea; juice; coffee; sandwich; soup; salad; apple; strawberries; orange; broccoli; beans; noodles; breakfast; lunch; dinner; menu; plan (v.)



Activity:
My Menu

Exercise I

Write the name of the food on the line.



























Activity: My Menu

Exercise 2

What I Plan To Eat Tomorrow

Write three foods or drinks for every meal.

For breakfast I will have:

1. _____
2. _____
3. _____

For lunch I will have:

1. _____
2. _____
3. _____

For dinner I will have:

1. _____
2. _____
3. _____



Activity:
Anything Else?

INSTRUCTOR NOTES

A listening passage about a woman and her husband discussing a grocery list is followed by comprehension questions.

Timing: 30 minutes

WARM-UP

- *Sara's Shopping List*
- *My Menu*
- Questions for class discussion:
 - ~ Who does the grocery shopping at your home?
 - ~ Do you make shopping lists each week for groceries you need?
 - ~ Do your spouses ever go shopping?
- Discuss the meaning of the word "retired".

ACTIVITY

- Play the audio (Track 24). Learners listen for the gist.
- Clarify the expression "Anything else?"
- Distribute Part 1 and explain the procedure. Read aloud the comprehension questions (see Listening Transcript) as learners listen and then circle the correct answers on their worksheets.
- Distribute Part 2 and explain the procedure. Replay the audio as learners listen and write the correct word in the blanks.
- Replay the audio as necessary.
- Take up the correct answers or else collect the worksheets for assessment.

FOLLOW-UP

- Pair off learners and have them practice the dialogue. Circulate to monitor and assess pronunciation.

ANSWER KEY

- Part 1: 1. a 2. b 3. a 4. b 5. b
- Part 2: peas, rice, fish, milk

ASSESSMENT

- Instructors correct individual learner responses for listening assessment.
- CLB Performance Indicators
 - ~ Identifies factual details in a listening text as required

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 468-473.

VOCABULARY

- treat; retired; chocolates



Activity:
Anything Else?

LISTENING TRANSCRIPT

Victor does not work now. He is retired. His wife Sara thinks that he should help her more, now that he is at home. Listen to their conversation.

- Sara: *Would you go shopping for me today?*
- Victor: *Again? What do you need?*
- Sara: *Could you get some peas, please?*
- Victor: *Sure. Anything else?*
- Sara: *We need apples and bananas. They're so good for you.*
- Victor: *Sure. Anything else?*
- Sara: *Some rice would be nice.*
- Victor: *Sure. Anything else?*
- Sara: *Don't forget the broccoli. We'll have it with fish. Buy some chicken and chops, too.*
- Victor: *Sure. Anything else?*
- Sara: *Oh yes. I need bread and yogurt and milk.*
- Victor: *Stop, I can't carry any more!*
- Sara: *One more thing I need, my sweet. A box of cookies, your favourite treat.*
- Victor: *Okay, no problem!*

Comprehension Questions (Read by Instructor):

1. Why doesn't Victor work now?
2. Why does Sara think he should help her?
3. What does Sara want Victor to do today?
4. What fruit does Sara want Victor to buy?
5. What is Victor's favourite treat?



Activity:
Anything Else?

Part I

Listen to your teacher ask five questions. Circle the correct answer.

Question 1

- a. He is retired.
- b. He is sick.

Question 2

- a. He is a good worker.
- b. He is at home more.

Question 3

- a. go shopping
- b. clean the kitchen

Question 4

- a. apples and oranges
- b. apples and bananas

Question 5

- a. chocolates
- b. cookies

Activity: **Anything Else?****Part 2**

Listen, and write the correct word on the line.

Sara: *Would you go shopping for me today?*

Victor: *Again? What do you need?*

Sara: *Could you get some _____, please?*

Victor: *Sure. Anything else?*

Sara: *We need apples and bananas. They're so good for you.*

Victor: *Sure. Anything else?*

Sara: *Some _____ would be nice.*

Victor: *Sure. Anything else?*

Sara: *Don't forget the broccoli. We'll have it with _____ .
Buy some chicken and chops, too.*

Victor: *Sure. Anything else?*

Sara: *Oh yes. I need bread and yogurt and _____.*

Victor: *Stop! I can't carry any more!*

Sara: *One more thing I need, my sweet. A box of cookies, your
favourite treat.*

Victor: *Okay, no problem!*



Activity:

The Doctor's Message

INSTRUCTOR NOTES

A listening passage about a doctor's office hours is followed by comprehension questions.

Timing: 30-45 minutes

- WARM-UP**
- Distribute Exercise 1. Introduce/review the vocabulary for parts of the body, including pronunciation and spelling.
 - Ask learners to point to parts of their body and indicate, for example, "This is my head." "This is my arm." "This is my foot."
 - Distribute Exercise 2. Introduce/review vocabulary for medical problems, including pronunciation and spelling.
 - Ask learners to point to parts of their body and indicate, for example, "I have a sore throat." "I have a stomach ache."
- ACTIVITY**
- Play the audio (Track 25). Learners listen for the gist.
 - Distribute Exercise 3. Read the instructions, answering questions as necessary.
 - Read the instructions for Exercise 4. Replay the audio as learners listen and complete the exercise.
- FOLLOW-UP**
- *Elena Makes An Appointment*
- ANSWER KEY**
- Exercise 3: 1. b 2. b 3. a 4. b
 - Exercise 4: 1-866-555-0546
- ASSESSMENT**
- Instructors correct learner worksheets for listening assessment.
 - CLB Performance Indicators:
 - ~ responds to short instructions
 - ~ identifies factual details in a listening text
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 468-473.
- VOCABULARY**
- head; eye; ear; nose; teeth; tooth; neck; throat; chest; stomach; arm; leg; hand; foot; a sore throat; a cold; a fever; a headache; a stomach ache; a toothache



Activity:

The Doctor's Message

LISTENING TRANSCRIPT

Listen to the doctor's voice-mail message.

*Dr. Naveen's office is closed. It opens on Monday morning at 8:30 a.m.
For emergencies, please call 1-866-555-0546.*

*The office is open from 8:30 to 5:30, Monday to Friday.
Please call Monday morning for an appointment.*

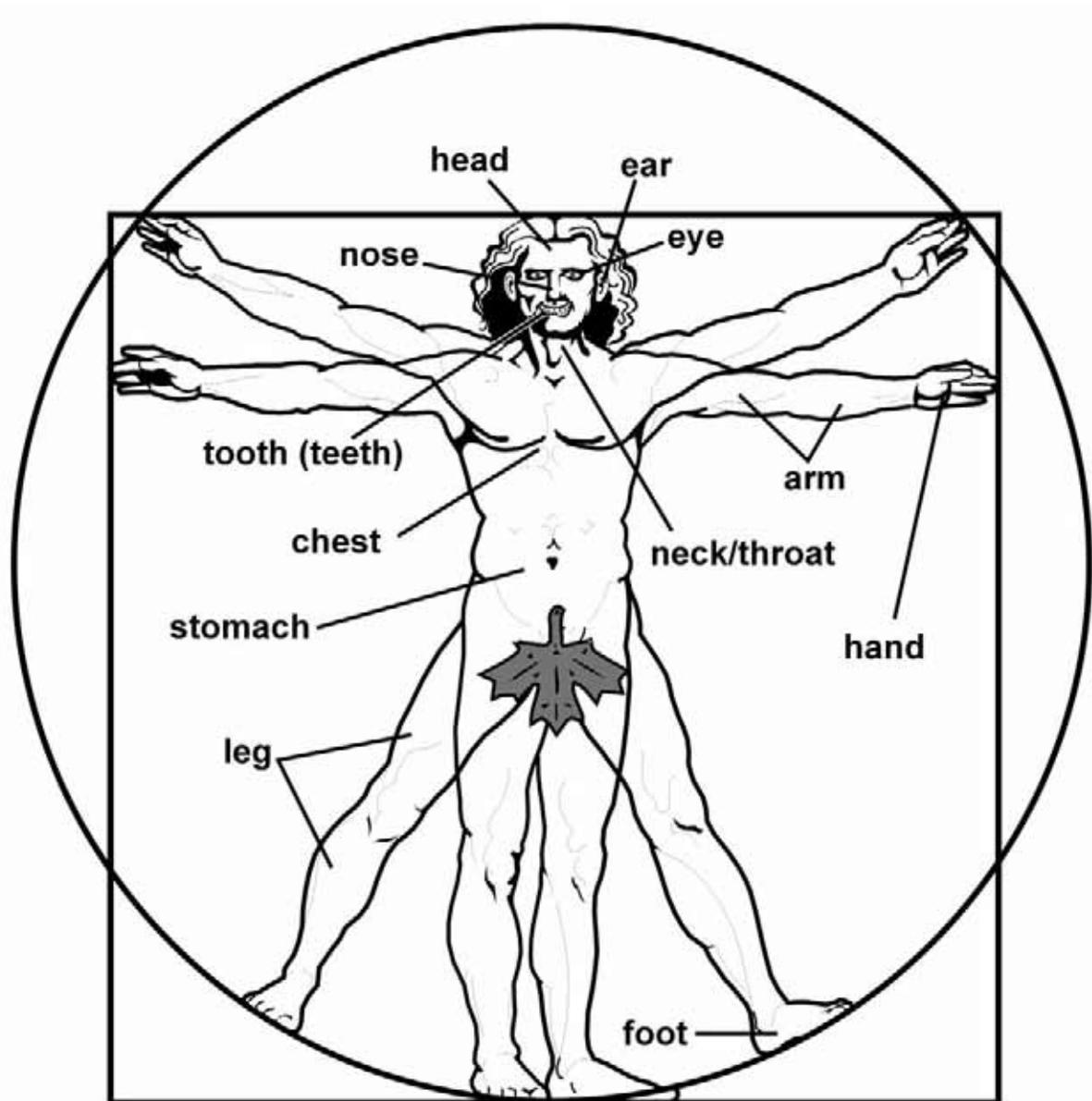
For directions to Dr. Naveen's office, please press 5.



Activity: The Doctor's Message

Exercise I

The Body





Activity: The Doctor's Message

Exercise 2

Health Problems

People sometimes have ...



... a sore throat.



... a cold.



... a fever.



... a headache.



... a stomach ache.



... a toothache.



Activity: The Doctor's Message

Exercise 3

Listen to the telephone message. Circle the correct answers.

1. Dr. Naveen's office is
 - a. open
 - b. closed

2. Dr. Naveen's office is open from
 - a. 8:00 to 5:30 pm
 - b. 8:30 to 5:30 pm

3. Please call for an appointment
 - a. on Monday
 - b. on Tuesday

4. For directions to Dr. Naveen's office, please press
 - a. 15
 - b. 5

Exercise 4

Listen again. Write the number that you hear.

“For emergencies, please call 1 - ____ ____ ____ - 5-5-5 - ____ ____ ____.”



Activity:

Elena Makes An Appointment

INSTRUCTOR NOTES

Yes/No comprehension questions and role plays follow a listening passage about a woman phoning the doctor.

Timing: 30 minutes

WARM-UP

- *The Doctor's Message*

ACTIVITY

- Play the audio (Track 26). Learners listen for the gist.
- Play the audio again in shorter sections. Pause at the end of each section to clarify vocabulary and ask questions:
 - ~ *What day is it? Who is sick? What's wrong with her? Who does Elena phone? What time is it?*
 - ~ *What does Elena tell the receptionist? What does the receptionist ask Elena to do?*
 - ~ *What does the receptionist ask Elena? What does Elena answer? Who is Olga? What does Elena want/need? What time is the appointment? What should Elena bring?*
- Hand out Worksheet 1 and explain the procedure. Then, read the yes/no comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Repeat the questions as necessary.

FOLLOW-UP

- Hand out Worksheet 2. Have students practice the conversation, taking turns being the patient and the receptionist.
- Follow the same procedure for Worksheet 3.
- *Rosa's Mistake*

ANSWER KEY

- Worksheet 1: 1. Yes 2. No 3. No 4. No 5. Yes

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 468-473.

VOCABULARY

- daughter; still; phone (v.); receptionist; appointment; health card; sore throat; fever; earache; headache



Activity:

Elena Makes An Appointment

LISTENING TRANSCRIPT

Listen and read about Elena and her daughter.

It is Monday morning. Elena's daughter is still sick. She has a sore throat. She has a fever, too. Elena phones Dr. Naveen at 8:30.

Now listen to their phone conversation.

- Receptionist: *Good morning. Dr. Naveen's office.*
- Elena: *Good morning. This is Elena Timkova.*
- Receptionist: *How do you spell that, please?*
- Elena: *Elena – E-l-e-n-a. Timkova – T-i-m-k-o-v-a.*
- Receptionist: *What's wrong?*
- Elena: *My daughter Olga is sick. She has a sore throat and a fever. Can we have an appointment?*
- Receptionist: *The doctor can see Olga at 2:30 this afternoon.*
- Elena: *Thank you. That's great.*
- Receptionist: *We'll see you at 2:30. Don't forget her health card.*

Comprehension Questions (Read by Instructor):

1. Is Elena's daughter sick?
2. Does she have a stomach ache?
3. Does Elena speak with Dr. Naveen?
4. Can the doctor see Olga at 12:30 this afternoon?
5. Is Olga's appointment at 2:30?



Activity:
Elena Makes An Appointment

WORKSHEET I

Listen to the question. Circle “Yes” or “No”.

- | | |
|---------------|-----------|
| 1. Yes | No |
| 2. Yes | No |
| 3. Yes | No |
| 4. Yes | No |
| 5. Yes | No |



Activity: Elena Makes An Appointment

WORKSHEET 2

Practice the telephone conversation, taking turns being the caller and the receptionist.

Making An Appointment

- Receptionist: Hello.
- Caller: Hello. Can I make an appointment, please?
- Receptionist: Are you a new patient?
- Caller: No, I'm not.
- Receptionist: What's your name, please?
- Caller: Luis Gomez.
- Receptionist: What's the problem?
- Caller: I have an earache.
- Receptionist: Can you come this morning at 11:15?
- Caller: Yes, I can. Thank you.





Activity: Elena Makes An Appointment

WORKSHEET 3

Practice the telephone conversation, taking turns being the caller and the receptionist.

Making An Appointment

Receptionist: Hello.

Caller: Hello. Can I make an appointment, please?

Receptionist: Are you a new patient?

Caller: Yes, I am.

Receptionist: What's your name, please?

Caller: Mei Ling.

Receptionist: What's wrong?

Caller: I have a bad headache.

Receptionist: Dr. Banks can see you at 4:00. Please come 10 minutes early. You need to fill in a form.

Caller: Thank you. I'll be there at 3:50.

Receptionist: We'll see you at 3:50. Don't forget your health card.





Activity:
Rosa's Mistake

INSTRUCTOR NOTES

A listening activity about a woman who phones a medical centre can be used as a follow-up to Elena Makes An Appointment.

Timing: 25- 30 minutes

WARM-UP

- *Elena Makes An Appointment*
- Vocabulary review/introduction:
 - ~ renew/refill prescription
- Inform the class they are going to listen to a conversation between a medical centre receptionist and a woman who needs to renew her prescription.

ACTIVITY

- Play the conversation between Rosa and the receptionist (Track 27). Learners listen for the gist.
- Ask these questions, and then re-play the audio:
 - ~ *Who is Rosa calling?*
 - ~ *Why is she calling?*
- Hand out the worksheet and explain the procedure for Part 1. Then, read the comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Replay the dialogue and/or repeat the questions as necessary.
- Hand out Part 2. Play the audio exercise. Students listen to the instructions and complete the exercise. Replay the audio as necessary.
- Take up answers or collect worksheets for assessment.

ASSESSMENT

- Instructors collect worksheets for assessment.
- CLB Performance Indicator:
 - ~ Identifies factual details in a listening text

ANSWER KEY

- Part 1: 1. a 2. b 3. c 4. c
- Part 2: 1. c 2. b 3. b 4. a 5. c

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 468-473.

VOCABULARY

- medical centre; refill; renew; prescription; opening (n.)



Activity: Rosa's Mistake

LISTENING TRANSCRIPT
Rosa Makes A Mistake

Listen as Rosa Varez tries to make an appointment to see her doctor.

Receptionist: *Good morning. This is Sarnia Medical Centre.*

Rosa: *Hello. I am Rosa Varez. I want to make an appointment.
I need the doctor to refill my prescription.*

Receptionist: *Rosa, who is your doctor here at the Centre?*

Rosa: *Dr. Tymchuk is my doctor.*

Receptionist: *Okay. Doctor Tymchuk is here on Thursday. I have an opening
this Thursday at 2:30. That's Thursday, November the 30th at
2:30. Can you come in then?*

Rosa: *Let me write that down. T-U-E-S-D-A-Y. Tuesday, November 30th,
2:30. Yes, I can come then.*

Receptionist: *No Rosa. I said Thursday. That's T- H- U- R- S-D- A -Y,
not Tuesday. Thursday at 2: 30. Okay?*

Rosa: *I'm sorry. T-H-U-R-S-D-A-Y, 2:30. Yes. I will come then.
Goodbye.*



Activity: Rosa's Mistake

Now, listen to the receptionist. She will tell five patients about their appointments. Circle the day, date, and time you hear for each appointment.

1. Your appointment is for Tuesday the 6th at 9:45.
2. Can you come in on Friday the 15th at 11:30?
3. Yes, we have to do some tests. Can you be here next Thursday the 20th, at 8 in the morning?
4. I'm sorry. Our office is closed on Friday. I have an opening on Monday morning the 17th at 10. Can you make that?
5. Mr. Jones, please come in on Wednesday the 22nd at 10:45. The doctor can renew your prescription for you then.

Comprehension Questions (Read by Instructor)

1. Why is Rosa calling?
2. What does Rosa want the doctor to do?
3. When is her doctor at the Centre?
4. When is Rosa's appointment?



Activity: Rosa's Mistake

Part I

Listen to your teacher ask four questions. Circle the correct answer.

Question 1

- a. to make an appointment
- b. to change an appointment
- c. to make a plan

Question 2

- a. to repair her prescription
- b. to refill her prescription
- c. to change her prescription

Question 3

- a. on Tuesday
- b. on Wednesday
- c. on Thursday

Question 4

- a. Tuesday, November 30th, at 2:30
- b. Thursday, November 13th, at 2:30
- c. Thursday, November 30th, at 2:30



Activity: Rosa's Mistake

Part 2

Circle the correct answer.

Question 1

- a. Tuesday the 15th at 9:45.
- b. Thursday the 6th at 9:45.
- c. Tuesday the 6th at 9:45.

Question 2

- a. Friday the 13th at 11:30.
- b. Friday the 15th at 11:30.
- c. Friday the 16th at 11:30.

Question 3

- a. Tuesday the 30th at 8 a.m.
- b. Thursday the 20th at 8 p.m.
- c. Thursday the 20th at 8 a.m.

Question 4

- a. Monday the 17th at 10:00 a.m.
- b. Monday the 17th at 10:00 p.m.
- c. Monday the 7th at 10:00 a.m.

Question 5

- a. Wednesday the 27th at 10:45.
- b. Wednesday the 21st at 10:45.
- c. Wednesday the 22nd at 10:45.



Activity:

Elena's Appointment Card And Note For The Teacher

INSTRUCTOR NOTES

Two readings and True/False questions about medical appointments are followed by a sequencing activity.

Timing: 30 minutes

- WARM-UP** • *Elena Makes An Appointment*
- ACTIVITY**
- Read “Elena’s Appointment Card” with the class. Clarify any vocabulary problems.
 - Instructors circulate and monitor students as they answer the True/False comprehension questions.
 - Read “A Note For The Teacher” with the class. Clarify any vocabulary problems.
 - Have learners complete the exercise on a separate sheet of paper.
- FOLLOW-UP** • Ask learners to name other places where appointment cards are used
~ (dentists, hairdressers, counsellors, social workers).
- ANSWER KEY** • Elena’s Appointment Card: 1. F 2. T 3. F 4. T 5. F 6. F
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 468-473.
- VOCABULARY** • check; prescribe; medicine; millilitre; check-up; front desk



Activity:

Elena's Appointment Card And Note For The Teacher

Elena's Appointment Card

Dr. Naveen checks Olga's throat. She prescribes medicine for Olga. She says, "Give Olga one millilitre with breakfast and one millilitre with dinner for eight days."

Answer these questions. Circle **T** (for True) and **F** (for False).

- | | | |
|--|----------|----------|
| 1. Dr. Naveen checks Olga's ear. | T | F |
| 2. She prescribes medicine. | T | F |
| 3. Olga will take her medicine with lunch. | T | F |

Then Dr. Naveen says, "Elena, you have your check-up next month. Please get an appointment card at the front desk." This is Elena's appointment card.

Dr. Tina Naveen	
1105 Prince Street, Suite 500,	
Hamilton, ON L8P 0X0	
905-555-0098	
www.centralhamiltonfho.ca	
Name:	Elena Timkova
Appointment:	Annual check-up
Date:	February 9th
Time:	2:15 p.m.

- | | | |
|--|----------|----------|
| 4. Dr. Naveen's phone number is on the card. | T | F |
| 5. Elena's appointment is on February 8th. | T | F |
| 6. Elena's appointment is in the morning. | T | F |



Activity: Elena's Appointment Card And Note For The Teacher

A Note For The Teacher

On Wednesday, Elena's daughter, Olga, feels better. Elena writes this note to Olga's teacher.

January 18, 20--
Dear Miss Jackson,
 Olga was absent on Monday and Tuesday because she was sick. She had a sore throat and a fever. Now she is better.
 Sincerely,
 <i>Elena Timkova</i>

Write a note to David's teacher, Mr. Malik. Use this information in the correct order.

1. January 18, 20 ____ ____
2. David was sick on Wednesday and Thursday.
3. Sincerely,
4. Sara Greene
5. He is better now.
6. Dear Mr. Malik,



Activity:

Filling Out A New Patient's Form

INSTRUCTOR NOTES

A new patient application form is used for writing practice.

Timing: 40 minutes

- WARM-UP**
- Ask learners these questions: “Who has a doctor in Canada?”
“Did you fill out a form on your first visit?”
 - Vocabulary introduction/review:
 - ~ family name, first name, middle name, OHIP (Ontario Health Insurance Plan)
- ACTIVITY**
- Read the form with the class. Clarify any vocabulary problems.
- ASSESSMENT**
- Instructors collect worksheet for writing assessment.
 - CLB Performance Indicators:
 - ~ copies accurately, following North American conventions, personal information such as name, address, telephone number
 - ~ completes a simple note with appropriate salutation and conclusion
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 468-473.
- VOCABULARY**
- form; family name; first name; middle name; initial; date of birth; male; female; address; apartment; street; city; province; area code; valid; OHIP (Ontario Health Insurance Plan); smoke; (get) exercise; sleep well; frequent; coughs; pills; medicine



Activity:
Filling Out A New Patient's Form

Name:

Family Name

First name:

Middle name or initial:

Date of birth:

Male

Female

Day

Month

Year

Address:

Apartment number

Street number

Street name

City

Province

Postal Code

Do you have a valid Ontario Health Card? Yes No

Check "Yes" or "No"

Do you smoke? Yes No

Do you get exercise? Yes No

Do you sleep well? Yes No

Do you eat healthy food? Yes No

Check where you have problems:

Eyes Ears Back Shoulders

Heart Stomach Knees Headaches

Frequent colds and coughs

LINC 1

Travel & Transportation

Based on Canadian Language Benchmarks



Activity:

Travelling Around Ontario: Understanding Schedules

INSTRUCTOR NOTES

An introduction to train, bus and plane schedules is followed by comprehension questions.

Timing: 30-40 minutes

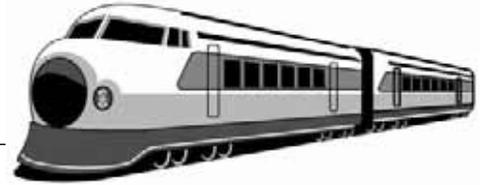
- WARM-UP**
- Ask learners to name various forms of transportation and write the responses on the board.
 - Vocabulary review/introduction:
 - ~ arrival, departure, duration, detail
 - ~ hour (h., hr., hrs.), minute (min.)
 - Ask how learners travel, for example:
 - ~ I go by train to visit my friend.
 - ~ I go by plane to my home country.
 - Review the 24-hour clock and write some equivalencies on the board (13 h. = 1 p.m.).
- ACTIVITY**
- Distribute Worksheet 1. Read “*Train Schedule*” with the class and clarify any vocabulary problems.
 - Learners complete the comprehension questions.
 - Follow the same procedure for “*Bus Schedule*” and “*Plane Schedule*”.
 - Take up answers or collect worksheets for assessment.
- FOLLOW-UP**
- *Travelling Around Ontario: Travel Announcements*
- ANSWER KEY**
- Worksheet 1: 1. a 2. b 3. b 4. a
 - Worksheet 2: 1. Bus #1 2. 8:40 p.m. 3. 5 hr. 15 min. 4. Bus 4
 - Worksheet 3: 1. 7769 2. 11:25 3. 2 hours 4. 2 hours 45 minutes
5. 56 minutes
- ASSESSMENT**
- Instructors correct individual learner worksheets.
 - CLB Performance Indicators:
 - ~ locates detailed information in a common formatted text
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 500-505.
- VOCABULARY**
- departure; arrival; duration; additional; information; change (train/ plane); schedule; direct (flight)



Activity: Travelling Around Ontario: Understanding Schedules

WORKSHEET I

Anna lives in Windsor. She is going to take a train to Kitchener. Read “Train Schedule”. Answer the questions.



TRAIN SCHEDULE	
Departure (Windsor)	18:00 h.
Arrival (Kitchener)	21:41 h.
Additional information	Change in London, Ontario. Windsor-London 18:00 -- 20:01 London-Kitchener 20:12 -- 21:41

- When does Anna’s train leave Windsor?
 - 6 p.m.
 - 6 a.m.
- Anna’s train arrives in Kitchener
 - in the morning.
 - in the evening.
- Anna changes trains in
 - Toronto.
 - London.
- How many minutes does she have to change trains?
 - 11 minutes
 - 41 minutes



Activity: Travelling Around Ontario: Understanding Schedules

WORKSHEET 2

Hassan lives in Sudbury. He is going to take a bus to Toronto.
Read "Bus Schedule". Answer the questions.



BUS SCHEDULE			
Bus #	Departures	Arrivals	Duration
1	12:50 a.m.	5:50 a.m.	5 hrs.
2	10 a.m.	3:15 p.m.	5 hrs. 15 min.
3	1 p.m.	6:45 p.m.	5 hrs. 45 min.
4	1:30 p.m.	8:40 p.m.	7 hrs. 10 min.

- Which bus takes 5 hrs.? _____
- When does Bus #4 arrive? _____
- What is the duration of Bus #2? _____ hr. _____ min.
- Which bus takes 7 hrs. 10 min.? _____



Activity: Travelling Around Ontario: Understanding Schedules

WORKSHEET 3

Brigitte lives in Ottawa. She is going to take a plane to Thunder Bay. Read “Plane Schedule”. Answer the questions.



PLANE SCHEDULE			
Flight	Departure	Arrival	Other Details
#7769 Direct flight	11:25	13:25	2 hours
#445 Change planes in Toronto	9:00 11:00	10:04 12:45	Ottawa to Toronto Toronto to Thunder Bay

1. What is the flight number of the direct flight? _____
2. When does the direct flight depart from (leave) Ottawa? _____
3. How long is the direct flight? _____
4. Brigitte takes Flight #445. How long is her trip from Ottawa to Thunder Bay? _____ hours _____ minutes
5. How many minutes does Brigitte have to change planes in Toronto? _____



Activity:

Travelling Around Ontario: Travel Announcements

INSTRUCTOR NOTES

Learners listen for numbers in a passage about travel announcements.

Timing: 20 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ announcement, gate, track, platform, boarding, bus station, train station, airport
- Inform learners they will listen to three announcements that we hear in bus stations, train stations and airports.

ACTIVITY

- Play the audio (Track 28) Part A. Learners listen for the gist.
- Distribute the worksheet and draw learners' attention to Part A. Answer questions as necessary.
- Replay Part A of the audio as students listen and fill in the blanks.
- Repeat the procedure with Parts B and C.
- Take up the answers or collect worksheets for assessment.

FOLLOW-UP

- Make a list of places where announcements are made and name some things that are announced there, e.g.
 - ~ hospital (doctors are paged for emergency)
 - ~ school (extracurricular activities)
 - ~ bus, subway (stops are called out, emergency or delay announced)

ANSWER KEY

- See *Listening Transcript* below.

ASSESSMENT

- Instructors correct individual learner worksheets.
- CLB Performance Indicators:
 - ~ identifies factual details in a listening text, filling in appropriate blanks
 - ~ comprehends numbers and times

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 500-505.

VOCABULARY

- announcement; boarding; track; platform; depart; gate; due to/expect(ed) to arrive; flight; level



Activity:

Travelling Around Ontario: Travel Announcements

LISTENING TRANSCRIPT Travel Announcements

Part A

Anna is at the train station. She hears three announcements. Listen and fill in the blanks.

Train 75 for Sarnia is now boarding on Platform 12, Track 1.

The next train for Toronto departs from Platform 7, Track 2 in 15 minutes.

The train for Niagara Falls departs from Platform 3, Track 1 in 24 minutes.

Part B

Hassan is at the bus station. He hears three announcements. Listen and fill in the blanks.

Bus number 11 for Hamilton and St. Catharines is now boarding at Gate 4.

Bus number 8 for Toronto and Oshawa leaves from Gate 6 in 20 minutes.

*Bus number 23 from Sault Ste. Marie is 2 hours late due to the snow storm.
We expect it to arrive at 4:30 p.m.*

Part C

Brigitte is at the airport. She hears three announcements. Listen and fill in the blanks.

Flight 419 to Toronto is now boarding at Gate 27.

Flight 390 to London, Ontario will depart from Gate 39 in 30 minutes.

For all flights to the U.S.A, please go to Departure Level 2.



Activity: Travelling Around Ontario: Travel Announcements

WORKSHEET**Part A**

1. Train _____ for Sarnia is now boarding on Platform _____
Track _____.
2. The next train for Toronto departs from Platform _____ Track _____
in _____ minutes.
3. The train for Niagara Falls departs from Platform _____ Track _____
in _____ minutes.

Part B

1. Bus number _____ for Hamilton and St. Catharines is now boarding
at Gate _____.
2. Bus number _____ for Toronto and Oshawa leaves from Gate _____
in _____ minutes.
3. Bus number _____ from Sault Ste Marie is _____ hours late due to
the snow storm. We expect it to arrive at _____ p.m.

Part C

1. Flight _____ to Toronto is now boarding at Gate _____.
2. Flight _____ to London, Ontario will depart from Gate _____
in _____ minutes.
3. For all flights to the _____, please go to Departure Level _____.



Activity:

Travelling Around Ontario: Buying A Ticket

INSTRUCTOR NOTES

Three conversations about buying travel tickets are followed by a role play.

Timing: 30 minutes

WARM-UP

- *Travelling Around Ontario: Understanding Schedules; Travelling Around Ontario: Travel Announcements*
- Vocabulary introduction/review:
 - ~ one-way, round trip, credit card, debit card, cash

ACTIVITY

- Distribute Conversation 1.
- Read the dialogue several times together as a class, clarifying vocabulary as necessary. Model intonation of Yes/No and Wh-questions and stress, as in “*Oh, now I understand.*”
- Pair learners and have them practice the dialogue several times.
- Repeat the procedure for Conversations 2 and 3, changing partners as desired.

FOLLOW-UP

- Pairs of learners role play one situation in front of the class.

VARIATION

- Play Conversation 2 (Track 29) to the class to model pronunciation.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 500-505.

VOCABULARY

- ticket seller; one-way; return; credit card; debit card; cash



Activity: Travelling Around Ontario: Buying A Ticket

WORKSHEET I
Conversation I

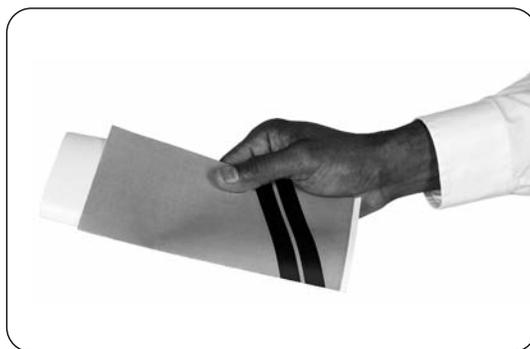
Read this conversation with your partner.

Anna: Excuse me. How much is a one-way train ticket to Kitchener?

Ticket seller: A one-way ticket is \$85.00.

Anna: Can I pay in cash?

Ticket seller: Yes, that's fine. Have a nice trip.





Activity: Travelling Around Ontario: Buying A Ticket

WORKSHEET 2
Conversation 2

Read this conversation with your partner.

Hassan: Excuse me. How much is a bus ticket to Toronto?

Ticket seller: Is that one-way or return?

Hassan: Sorry. I don't understand "return".

Ticket seller: Return means two ways. Sudbury to Toronto and Toronto to Sudbury.

Hassan: Oh, now I understand. I need a return ticket.

Ticket seller: That will be \$93.80.

Hassan: Can I use my debit card?

Ticket seller: Yes, that's fine. Have a nice trip.





Activity: Travelling Around Ontario: Buying A Ticket

WORKSHEET 3
Conversation 3

Read this conversation with your partner.

Brigitte: Excuse me. How much is a plane ticket to Thunder Bay?

Ticket seller: Is that return?

Brigitte: Yes. I need a return ticket.

Ticket seller: That will be \$490.

Brigitte: Can I use my credit card?

Ticket seller: Yes, that's fine. Have a nice trip.





Activity:
The Big Event

INSTRUCTOR NOTES

A listening passage about a couple making travel plans is followed by comprehension questions.

Timing: 30 minutes

- WARM-UP**
- Write “big event” on the board.
 - Ask the class what a big event is and write some answers, for example, wedding, graduation, new baby, birthday, engagement, first job, getting citizenship
 - Inform students they will hear a story about a couple who attend a big event for their daughter.
- ACTIVITY**
- Play the audio once or twice (Track 30). Learners listen for the gist.
 - Distribute the worksheet and explain the procedure for Part 1. Then, read the comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Replay the audio and/or repeat the questions as necessary.
 - Explain the procedure for Part 2. Replay the audio as learners listen and copy the appropriate words onto the blank lines.
- FOLLOW-UP**
- Students share one “big event” with classmates.
- ANSWER KEY**
- Part 1: c, b, c, c
 - Part 2: traffic, parking, weather, drivers
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 500-505.
- VOCABULARY**
- travel; worry; driving; traffic; parking; doctor; enjoy; train



Activity:
The Big Event

LISTENING TRANSCRIPT

Mr. and Mrs. Shastri live in Toronto. They want to travel to Ottawa to see their daughter. Listen to their conversation about the trip.

Mrs. Shastri: *I think we should drive to Ottawa.*

Mr. Shastri: *Let's not drive. I don't want to worry about traffic or parking. This is a big event. In two weeks, our only daughter will become a doctor. We want to be there to enjoy that special day with her. Why don't we take the train to Ottawa? Then we won't have to worry about bad weather or bad drivers.*

Mrs. Shastri: *That's a great idea. Let's take the train.*

Comprehension Questions(Read by Instructor):

1. Where do Mr. and Mrs. Shastri want to travel?
2. How does Mrs. Shastri want to travel?
3. Why are Mr. and Mrs. Shastri going to Ottawa?
4. How does Mr. Shastri want to travel?



Activity: The Big Event

Part I

Listen to your teacher ask four questions. Circle the correct answer.

Question 1

- a. to Toronto
- b. to Ottawa
- c. to Oshawa

Question 2

- a. She wants to fly.
- b. She wants to drive.
- c. She wants to take a train.

Question 3

- a. Their daughter will become a dentist.
- b. Their daughter will become a nurse.
- c. Their daughter will become a doctor.

Question 4

- a. He wants to fly.
- b. He wants to drive.
- c. He wants to take a train.



Activity: The Big Event

Part 2

Listen, and write the correct word on the line.

traffic**weather****parking****drivers**

Mr. Shastri doesn't want to drive.

"I don't want to worry about _____ or _____."

"Why don't we take the train to Ottawa? Then we won't have to worry about

bad _____ or bad _____."



Activity:

My First Train Trip In Canada

INSTRUCTOR NOTES

A listening passage about a man buying train tickets is followed by comprehension questions.

Timing: 30 minutes

WARM-UP

- Vocabulary review/introduction:
 - ~ return trip, super discount, clerk
- Inform the class they are going to listen to a conversation between a clerk at a train station and a man who is buying tickets for his first train trip in Canada.

ACTIVITY

- Play the audio (Track 31). Learners listen for the gist.
- Distribute the worksheet and explain the procedure for Part 1. Then, read the comprehension questions to the class (See Listening Transcript below). Learners listen and then circle the correct answers on their worksheets. Replay the audio and/or repeat the questions as necessary.
- Direct learners' attention to Part 2. Replay the audio as learners listen and then copy the appropriate numbers onto the blank lines.

ASSESSMENT

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

ANSWER KEY

- Part 1: 1. c 2. b 3. b 4. b 5. c
- Part 2: 9:30 a.m. 2:12 p.m. 4 hours, 42 minutes

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 500-505.

VOCABULARY

- train; trip; Union Station; return trip; super discount; credit card; excited



Activity:

My First Train Trip In Canada

LISTENING TRANSCRIPT

On Tuesday, Mr. Shastri went downtown to Union Station. He wanted to buy tickets for the train trip to Ottawa.

Listen as he speaks to the clerk.

- Clerk: *May I help you, sir?*
- Mr. Shastri: *I want to buy two tickets from Toronto to Ottawa for May 1st.*
- Clerk: *Do you need return tickets to Toronto?*
- Mr. Shastri: *Yes, I do. We are coming back to Toronto on May 8th.*
- Clerk: *Okay, the first train to Ottawa leaves here at 9:30 a.m. It arrives in Ottawa at 2:12 p.m. The trip takes 4 hours and 42 minutes.*
- Mr. Shastri: *Yes, that's good. How much are the tickets for two people?*
- Clerk: *You are buying your tickets three weeks early, so you get a super discount. It's only \$59 for each ticket.*
- Mr. Shastri: *Thank you. Here's my credit card. I'm very excited; this is my first train trip in Canada.*
- Clerk: *I'm happy to hear that, sir. I hope you have a nice trip.*

Comprehension Questions (Read by Instructor)

1. Why did Mr. Shastri go downtown?
2. Where will Mr. Shastri go?
3. How many tickets does Mr. Shastri want to buy?
4. When is Mr. Shastri buying his tickets?
5. How will Mr. Shastri pay for his tickets?



Activity:

My First Train Trip In Canada

Part I

Listen to your teacher ask five questions. Circle the correct answer.

Question 1

- a. to buy plane tickets
- b. to buy bus tickets
- c. to buy train tickets

Question 2

- a. from Timmins to Oshawa
- b. from Toronto to Ottawa
- c. from Thunder Bay to Oakville

Question 3

- a. one ticket
- b. two tickets
- c. three tickets

Question 4

- a. two weeks early
- b. three weeks early
- c. four weeks early

Question 5

- a. in cash
- b. by debit card
- c. by credit card



Activity: My First Train Trip In Canada

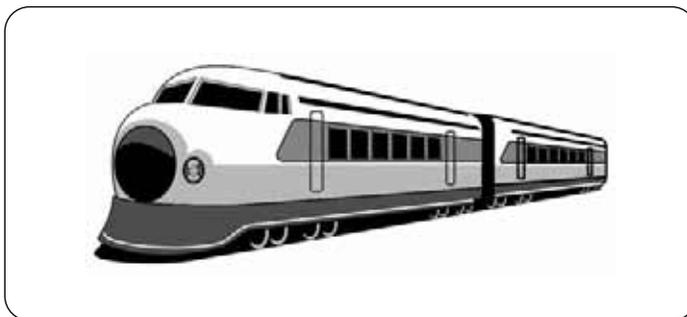
Part 2

Listen, and write the correct numbers on the lines.

The first train to Ottawa leaves here at _____ a.m.

It arrives in Ottawa at _____ p.m.

The trip takes _____ hours and _____ minutes.





Activity:

How Do You Come To School?

INSTRUCTOR NOTES

Partners ask each other about ways they travel to school.

Timing: 30-40 minutes

WARM-UP

- Distribute “How Do You Come To School?”.
- Look at the pictures and read through the handout with the class. Clarify vocabulary as needed.
- Describe how you come to school every day.

ACTIVITY

- Hand out the worksheet, reviewing the instructions and the questions together.
- Ask the class to interview two partners. After learners have completed their first interview, regroup them for a second interview. Circulate and assess their fluency and comprehension.

FOLLOW-UP

- Have learners report back to the class about one partner, for example:
 - ~ Mehmet comes to school by bus. It takes 30 minutes.
 - He leaves for school at 8 a.m.
- Compare and contrast public transportation in learners’ home towns.

ASSESSMENT

- Instructors circulate and evaluate individual learner responses.
- CLB Performance Indicators:
 - ~ responds to questions regarding basic personal data
 - ~ listener can understand and use the information

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 500-505.

VOCABULARY

- on foot; by bike (bicycle); bus; subway; streetcar; car; walk; ride; take the bus/subway/streetcar; drive; get a ride



Activity:
How Do You Come To School?



I come on foot.
 I walk.



I come by bike.
 I ride my bike.



I come by bus.
 I take the bus.



I come by subway.
 I take the subway.



I come by streetcar.
 I take the streetcar.



I come by car.
 I drive.
 I get a ride.



Activity: How Do You Come To School?

WORKSHEET

Talk to two classmates. Ask these questions. Circle the answers and fill in the blanks.

Classmate 1

1. How do you come to school?

- a. on foot
- b. by bus
- c. by car
- d. by bike
- e. by streetcar
- f. by subway

2. How long does it take?

- a. _____ minutes
- b. _____ hour(s)

3. What time do you leave for school?

- a. _____ a.m.
- b. _____ p.m.

Classmate 2

1. How do you come to school?

- a. on foot
- b. by bus
- c. by car
- d. by bike
- e. by streetcar
- f. by subway

2. How long does it take?

- a. _____ minutes
- b. _____ hour(s)

3. What time do you leave for school?

- a. _____ a.m.
- b. _____ p.m.



Activity:

Natasha's Trip To School

INSTRUCTOR NOTES

Transportation vocabulary is expanded as students put scrambled sentences in order and complete a guided writing exercise.

Timing: 35-40 minutes

- WARM-UP**
- *How Do You Come To School?*
 - Vocabulary review/introduction: subway, streetcar, bus pass, token, pull the cord
- ACTIVITY**
- Distribute Worksheet 1.
 - Together, read the sentences in scrambled order. Clarify vocabulary as necessary, aided by the pictures.
 - Learners reread the sentences and work out the order, copying them in the lines.
 - Follow the same procedure with Worksheet 2.
- FOLLOW-UP**
- Hand out Worksheet 3. Read the instructions together. Learners write about their own trip to school.
 - Collect Worksheet 3 for assessment.
- ANSWER KEY**
- Worksheet 1:
 1. Natasha walks two blocks from her house to the bus stop.
 2. She waits five minutes for her bus.
 3. She gets on the bus and shows the driver her bus pass.
 4. She sits down and reads her newspaper for twenty minutes.
 - Worksheet 2:
 5. The bus is getting near to Natasha's school.
 6. Natasha walks to the back door of the bus and pulls the cord.
 7. The bus stops and Natasha gets off.
 8. She crosses the street and walks into her school.
- ASSESSMENT**
- Instructors correct Worksheet 3 for writing assessment.
 - CLB Performance Indicators:
 - ~ write personal and familiar details in appropriate blanks
 - ~ spells and follows punctuation conventions
 - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 500-505.
- VOCABULARY**
- in order; back door; get on/off the bus; show; bus pass; pull the cord; streetcar; subway; token



Activity:
Natasha's Trip To School

WORKSHEET I
Part I

Put these sentences in the correct order. Copy them in the lines below.

She gets on the bus and shows the driver her bus pass.

Natasha walks two blocks from her house to the bus stop.

She sits down and reads her newspaper for twenty minutes.

She waits five minutes for her bus.



getting on bus



walking to bus stop



reading newspaper



waiting for bus

1. _____.

2. _____.

3. _____.

4. _____.



Activity: Natasha's Trip To School

WORKSHEET 2
Part Two

Finish Natasha's story. Put these four sentences in order. Tell how she got to school.

She crosses the street and walks into her school.

Natasha walks to the back door of the bus and pulls the cord.

The bus stops and Natasha gets off.

The bus is getting near to Natasha's school.



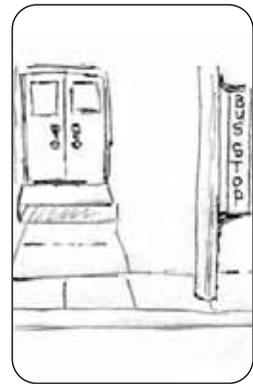
walking into school



pulling cord on bus



getting off bus



bus stop at school

5. The bus is getting _____.

6. _____.

7. _____.

8. _____.



Activity: Natasha's Trip To School

WORKSHEET 3
My Trip To School

Write about your trip to school. Fill in the blanks with the words.

My name is _____.

I _____ to school.
walk / take the bus / drive / take the streetcar / take the subway

On the _____, I _____.
bus / streetcar *show my pass/put my ticket (token) (money) in the box*

OR

I like to _____ when I walk to school.
listen to music / think about my family / practice English

My trip takes _____.
minutes / hours



Activity:

Travel Songs

INSTRUCTOR NOTES

Songs introduce learners to travel vocabulary and teach rhythm and intonation.

Timing: 20-25 minutes

WARM-UP

- *How Do You Come To School?*
- Vocabulary review/introduction:
 - ~ subway, streetcar, Go-Train, taxi, (bus) pass

ACTIVITY

- Play the audio (Track 32). Learners listen for the gist.
- Hand out the worksheet. Direct learners' attention to the first travel song, reading it together and answering any questions.
- Replay the first travel song and have students read along orally, underlining the four forms of transportation.
- Read the second travel song with the class and answer any questions.
- Replay the audio as students read along orally, underlining the last four forms of transportation.
- Circulate and listen for rhythm and intonation as the audio is replayed.

FOLLOW-UP

- Make up a version of the travel song about the members of your current class and how they get to school/work/downtown, etc.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 500-505.

VOCABULARY

- downtown; Go-Train; taxi; rich; far; (save on) gas; (bus) pass; get a ride



Activity:
Travel Songs

WORKSHEET



*Maggie takes the subway, the subway, the subway,
 Maggie takes the subway to go downtown.*

*Tim takes the streetcar, the streetcar, the streetcar,
 Tim takes the streetcar to go to school.*



*Nancy takes the Go-Train, the Go-Train, the Go-Train,
 Nancy takes the Go-Train to go to work.*

*We'll all take a taxi, a taxi, a taxi,
 We'll all take a taxi, when we get rich.*



On Monday, each Monday, I go to school by car.

On Tuesday, I ride my bike. It isn't very far.

On Wednesday, I go on foot. I want to save on gas.

On Thursday, I take the bus. Oh, no, I've lost my pass!

Can't take the bus on Friday. I don't know what to do!

Maybe I can get a ride with Tom or Mary-Lou.



Activity:
At The Bus Stop

INSTRUCTOR NOTES

Learners listen to 4 bus stop conversations and then answer comprehension questions.

Timing: 30 minutes

WARM-UP

- Ask the learners these questions:
 - ~ *How long do you wait for the bus/subway train/streetcar?*
 - ~ *Are other people waiting too?*
 - ~ *Do you talk to them?*
 - ~ *What do they talk about?*

ACTIVITY

- Play the audio (Track 33). Learners listen for the gist.
- Distribute Worksheet 1. Explain the procedure for Part A and answer questions as arising.
- Replay the audio (introduction and Part A) as necessary while students complete the exercise.
- Explain the procedure for Part B and answer questions as arising.
- Replay the audio Part B – Conversation 1. Learners circle the correct answers.
- Follow the same procedure for Conversations 2, 3 and 4, replaying the audio as necessary while learners complete the exercises.

FOLLOW-UP

- Replay the four conversations, focussing on these expressions:
 - ~ *“Good morning.”*
 - ~ *“Hello/Hi.”*
 - ~ *“Thank you.”/“Thanks.”*
 - ~ *“How are you?”*
 - ~ *“Excuse me.”*
 - ~ *“Can you repeat, please?”*
- Hand out Worksheet 2. Students fill in the blanks with an appropriate expression.

ANSWER KEY

- Worksheet 1: Part A: 1. 1718, 12 minutes 2. 1596, 7 minutes
 Part B.: Conversation 1: 1. b 2. T 3. c
 Conversation 2: 1. F 2. a 3. b
 Conversation 3: 1. c 2. d
 Conversation 4: 1. b 2. c 3. a
- Worksheet 2: Part C: 1. Good morning / Good afternoon / Good evening / Hello
 2. Hi
 3. Excuse me.
 4. Can you repeat, please?
 5. How are you?



Activity:

At The Bus Stop

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors correct Worksheet 2.
 - CLB Performance Indicators:
 - ~ identifies factual detail (e.g., a few key words, short expressions) in a text as required (e.g., writes in appropriate blanks)
 - ~ exhibits legible handwriting or printing, with no major omissions in copying information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 500-505.
- VOCABULARY**
- arrive; conversation; passenger; driver; cash; ticket; correct change; fare; station; weather; teenager; worried; interview; party



Activity:
At The Bus Stop

LISTENING TRANSCRIPT

In some Ontario towns and cities, you can call your bus stop number. You can find out when the next bus arrives.

Listen to two phone messages. Fill in the information on your worksheet.

- A.** 1. This is the schedule for bus stop number 1718. The next bus arrives in 12 minutes.
2. This is the schedule for bus stop number 1596. The next bus arrives in 7 minutes.

Listen to four bus stop conversations. Circle the best answers.

B. Conversation 1: A passenger is talking to the bus driver.

Passenger: *Excuse me. I don't have bus tickets today. Can I pay cash?*

Driver: *Yes, but you need the correct change.*

Passenger: *How much is it?*

Driver: *\$2.25.*

Passenger: *Thank you.*

Conversation 2: A passenger is talking to the bus driver.

Passenger: *Excuse me. Does this bus go downtown?*

Driver: *No. You have to change at Hillside Station.*

Passenger: *What bus do I take from Hillside?*

Driver: *The 187.*

Passenger: *Can you repeat, please?*

Driver: *Bus number 187.*

Passenger: *Thanks.*



Activity:
At The Bus Stop

LISTENING TRANSCRIPT
Part B (continued)

Conversation 3: Two neighbours are talking at the bus stop.

Mr. Andrews: *Good morning, Mrs. Patel.*

Mrs. Patel: *Hello, Mr. Andrews. How are you?*

Mr. Andrews: *Fine, but a little cold. Is this your first Canadian winter?*

Mrs. Patel: *Yes, it is. The snow is beautiful, but it is very cold.*

Mr. Andrews: *Oh, good. Here comes our bus.*

Conversation 4: Two teenage friends are talking at the bus stop.

Jung: *Hi, May.*

May: *Hi, Jung.*

Jung: *This bus is 10 minutes late.*

May: *I know. I'm so worried!*

Jung: *Why?*

May: *I have a summer job interview downtown at 11 o'clock.*

Jung: *Good luck. Oh, good. Here comes our bus now.*



Activity:
At The Bus Stop

WORKSHEET I**Part A**

1. This is the schedule for bus stop number _____.
The next bus arrives in _____ minutes.
2. This is the schedule for bus stop number _____.
The next bus arrives in _____ minutes.

Part B

Conversation 1

1. The passenger doesn't have
a. cash b. bus tickets c. train tickets
2. He can pay cash. **T** **F**
3. The bus fare is
a. \$2.35 b. \$1.25 c. \$2.25

Conversation 2

1. The first bus goes downtown. **T** **F**
2. You have to change at
a. Hillsdale Station b. Hillsdale Avenue c. Hill Station
3. The number of the second bus is
a. 87 b. 187 c. 177



Activity: At The Bus Stop

WORKSHEET I**Part B (continued)**

Conversation 3

1. Mrs. Patel and Mr. Andrews are talking about

- a. houses b. jobs c. weather d. family

2. It is

- a. spring b. summer c. fall d. winter

Conversation 4

1. The bus is

- a. on time b. late c. early

2. May is

- a. happy b. hungry c. worried

3. May is going to

- a. a job interview b. high school c. a party



Activity: At The Bus Stop

WORKSHEET 2

Part C

Fill in the blanks with these words. More than one answer is correct.

Excuse me**Can you repeat, please?****Good morning****Good afternoon****Good evening****Hello****Hi****How are you?**

1. _____, Mrs. Brown. I'm your new neighbour.
2. _____, Ali. Are you going to the basketball game?
3. _____. Can you please help me for a minute?
4. _____. I don't understand. My English isn't very good.
5. A. _____ ?
B. Very well, thank you.



Activity:
Understanding Signs

INSTRUCTOR NOTES

An introduction to courtesy signs found on public transit vehicles is followed by matching exercises.

Timing: 20-25 minutes

WARM-UP

- Write *courtesy* on the board.
- Discuss its meaning and ask learners to name ways people can be courteous, e.g.,
 - ~ holding a door for someone
 - ~ letting an older person get on a bus ahead of you
 - ~ turning off a cell phone during dinner
- Have students list places where they have seen courtesy signs or pictures.

ACTIVITY

- Distribute Worksheet 1.
- Look at the pictures and read the text with the class. Answer questions as necessary.
- Learners complete the task by filling in the blanks with the appropriate vocabulary.
- Distribute Worksheet 2.
- Direct attention to the sentences. Read the sentences together, ensuring that everyone understands.
- Have learners complete the matching exercise and then collect it for assessment; otherwise, correct and discuss together.

FOLLOW-UP

- For a future class, ask learners to find one sign not included in this activity, draw a picture of it or copy the words, and try to explain the meaning.

ANSWER KEY

- Worksheet 1: disabled toddlers elderly pregnant
- Worksheet 2: a. 6 b. 2 c. 4 d. 1 e. 5 f. 3

ASSESSMENT

- Instructors correct individual learner worksheets.
- CLB Performance Indicators:
 - ~ follow short instructions
 - ~ match written instructions with pictures

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 500-505.

VOCABULARY

- sign; passenger; courtesy; polite; politeness; difficult; elderly; seniors; pregnant; disabled; blind; wheelchair; exit; centre; step down; until



Activity:
Understanding Signs

WORKSHEET I

Look at these pictures and read the sentences.



Give your seat to _____ people.



Give your seat to people with babies
 or _____ in their arms.



Give your seat to a _____ woman.



Give your seat to _____ people.

Finish each sentence. Use these words:

elderly = old people, seniors

pregnant = woman going to have a baby

babies, toddlers = children too young to walk

disabled = blind people, people in wheelchairs



Activity: Understanding Signs

WORKSHEET 2

1.



2.



3.



4.



5.



6.



Put the number of the sign beside the sentence.

- a. Wait until the doors open. Then get off the bus. _____
- b. Don't eat food on the bus. _____
- c. Don't put your arm outside the window. _____
- d. Don't smoke on the bus. _____
- e. Go out by the door in the middle of the bus. _____
- f. Don't drink on the bus. _____