

# LINC

## Classroom Activities



Language  
Instruction  
for Newcomers  
to Canada

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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





# LINC 2 Contents













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  **YOUTH**     
  **SENIOR**

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# LINC 2

## At Home In Our Community and The World

---

Based on Canadian Language Benchmarks





Activity:  
**Nice To Meet You**

**INSTRUCTOR NOTES**

*Learners listen to a dialogue between two women who meet for the first time, and then they practice greeting and introducing.*

Timing: 30 minutes

**WARM-UP**

- Ask learners if they know what to say when they meet someone for the first time.
- List responses on the board, for example:
  - ~ Hello. It's nice to meet you.
  - ~ Hello. My name is . . . . It's very nice to meet you.
  - ~ Good morning. I'm . . . . It's very nice to meet you.

**ACTIVITY**

- Play the audio (Track 1). Learners listen for the gist.
- Hand out and review comprehension Exercise 1 .
- Learners listen again and answer the comprehension questions.
- Take up the answers with the class, replaying the audio as necessary.
- Hand out the speaking activity (Exercise 2 and 3) and review the instructions with the learners.
- Learners practice Exercise 2 with a partner and then regroup several times with a different partner to practice greeting.
- Learners practice Exercise 3 with two partners and then regroup several times with different partners to add the introducing component to the activity.

**FOLLOW-UP**

- The learners take turns practising greetings and introductions in front of their classmates.

**ANSWER KEY** • 1.A 2.B 3.A 4.B 5.A 6.A

**FURTHER REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 154-159.

**VOCABULARY**

- neighbour, daughter, pleased to meet you, how are you, welcome, see you later, about (approximately); appointment



Activity:  
**Nice To Meet You**

**LISTENING TRANSCRIPT**

Mona and her children moved to a new neighbourhood a week ago. This morning, Mona and her daughter, Sara, are waiting for Sara's kindergarten bus. A woman speaks to her. Listen to the conversation.

Sandy: *Hi. You must be our new neighbour. I'm pleased to meet you. My name is Sandy. This is my daughter, Sara.*

Mona: *Yes, hello. How are you? I'm Mona and this is my daughter, Sara.*

Sandy: *Isn't that funny. Our daughters have the same name. They look about the same age. How old are you, Sara?*

Sara #1: *I'm five years old.*

Sara #2: *So am I!*

Sandy: *We'll have to get together and let the two Saras play.*

Sara #2: *Can she come over on Saturday, Mom?*

Sandy: *Sure. How about Saturday afternoon at 3:00?*

Mona: *That would be nice. Thank you. Oh, here's the bus.*

Sandy: *Mona, I would like to talk more, but I have to go. I have a dentist's appointment in thirty minutes. Anyway, welcome to the neighbourhood. I'll see you later, okay?*

Mona: *Nice meeting you. Goodbye.*



Activity:  
**Nice To Meet You**

**Exercise I**

Circle the correct answer to each question.

1. Who has just moved to a new neighbourhood?
  - a. Mona and her children.
  - b. Sandy and her daughter.
  
2. What is Mona doing with Sara this morning?
  - a. Waiting for a city bus.
  - b. Waiting for the kindergarten bus.
  
3. What does Sandy say about their daughters?
  - a. Our daughters have the same name and they look about the same age.
  - b. Our daughters are both taking the same bus.
  
4. How old are the two daughters?
  - a. Four years old.
  - b. Five years old.
  
5. What does Sandy say they should do?
  - a. They should get together to let the two Saras play.
  - b. They should put the two Saras on the bus.
  
6. Why does Sandy have to go quickly?
  - a. She has a dentist's appointment in 30 minutes.
  - b. She has a doctor's appointment in 20 minutes.



Activity: **Nice To Meet You**

**Exercise 2**

Work in groups of two. Practise greeting. Use your own names. Find another partner. Practice again.

Student 1: *Hi! My name is \_\_\_\_\_ . I'm pleased to meet you.*

Student 2: *Hello, \_\_\_\_\_ . I'm \_\_\_\_\_ . It's nice to meet you, too.*



**Exercise 3**

Practise greeting and introducing. Work in groups of three. Use you own names. Find two new partners. Practice again.

Student 1: *Hi! My name is \_\_\_\_\_ . I'm pleased to meet you.*

Student 2: *Hello, \_\_\_\_\_ . How are you? I'm \_\_\_\_\_ . This is my friend, \_\_\_\_\_ .*

Student 1: *Hi, \_\_\_\_\_ . It's nice to meet you.*

Student 3: *Nice to meet you too, \_\_\_\_\_ .*





Activity:  
**Can You Fix It? – Part I**

**INSTRUCTOR NOTES**

*A reading text introduces the topic of household repair.*

Timing: 20 minutes

**ACTIVITY**

- Hand out the reading. Review it with the class. Clarify the concept of a *do-it-yourselfer*.
- Continue with a class discussion. Use learner input to compile a list of common home maintenance tasks. Write items on the board as they arise in discussion, for example, fixing a leaking refrigerator or repairing a hole in the wall.
- Questions for further discussion:
  - ~ Who does the repair work in your house? Do you or your spouse fix anything in the home?
  - ~ Which jobs do you enjoy doing and which jobs do you hate doing?

**FOLLOW-UP**

- *Can You Fix It? – Part II*

**FURTHER  
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 154-159.

**VOCABULARY**

- household; do-it-yourselfer; ago



Activity:  
**Can You Fix It? – Part I**

Many years ago, Canadian men never cooked for their families because that was “women’s work”. Also, Canadian women didn’t fix their homes or their cars, because that was “men’s work”.

Now, things are different. Men are learning to cook, and women are learning to fix household problems. It is very expensive to pay someone else to do the work, so people are becoming “do-it-yourselfers”.





Activity:  
**Can You Fix It? – Part 2**

### INSTRUCTOR NOTES

*Learners fill in a chart listing the household problems they can fix, and then compare and share information with classmates.*

Timing: 20-30 minutes

- WARM-UP**
- *Can You Fix It? – Part 1*
- ACTIVITY**
- Hand out the “Can You Fix It” chart and clarify vocabulary as necessary. Most learners will require assistance with items 6 and 7.
  - Hand out and go over the instructions for the “Find Someone Who...” listening and speaking activity.
  - While students are comparing answers and sharing information, circulate around the classroom to help and prompt learners as necessary.
  - If desired, have learners practice these questions and responses:
    - ~ *No, I can't... (fix a leaking tap)..., **but I can...***
    - ~ *When did you (fix a leaking tap)?*
      - *I (fixed a leaking tap) (one week) **ago.***
      - *I (fixed a leaking tap) **yesterday/Saturday/etc...***
- FOLLOW-UP**
- Questions for discussion:
    - ~ What household problem is the most difficult to fix?
    - ~ Who can fix it? How?
  - *Nice To Meet You*
  - *How To Keep Out The Cold*
- ASSESSMENT**
- Instructors circulate to assess speaking.
  - CLB Performance Indicators:
    - ~ greets familiar and unfamiliar people
    - ~ indicates communication problems verbally in a number of ways
    - ~ responds to simple questions with required information
    - ~ listener can follow the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp 154-159.
- VOCABULARY**
- tap; to fix; to leak; to be plugged; to drain; to drip; weatherstripping










Activity:  
**Can You Fix It? – Part 2**

**CAN YOU FIX IT?**

Read the list of household problems below.

- Write (✓) if you know how to fix this problem.
- Write (X) if you don't know what to do.

<b>Household Problems</b>		✓ - I can fix it! X - I can't do it!
1. The tap leaks.		
2. The toilet is plugged.		
3. There are cockroaches in my home.		
4. A light bulb is burned out.		
5. The bath water drains very slowly.		
6. Candle wax is on the tablecloth.		
7. Cold air comes into the house under the front door.		



Activity: Can You Fix It? – Part 2

**Find Someone Who...**

Walk around the classroom and talk to other students. Ask these questions. Write your classmate's name on the blank line if your classmate answers "Yes, I can."

**Questions**

Can you ...

fix a leaking tap?

---

get rid of cockroaches?

---

change a light bulb?

---

fix the bathtub drain?

---

get candle wax off a table?

---

put on weatherstripping?

---



**Answers**

Yes, I can.

No, I can't.





Activity:  
**An Expensive Weekend**

**INSTRUCTOR NOTES**

*A reading passage about a household problem is followed by comprehension questions.*

Timing: 20-30 minutes

- WARM-UP**
- Questions for class discussion:
    - ~ Does anybody in the class have small children (or can you remember when your children were small)? Do you have problems with your children throwing things in the toilet?
    - ~ Does anybody have problems with children writing on the walls? Tearing pages out of books and magazines?
- ACTIVITY**
- Learners read the passage “An Expensive Weekend” and then answer the questions. If the activity is not intended for assessment, learners compare responses to correct their own answers.
- FOLLOW-UP**
- *How To Unplug A Toilet*
- ANSWER KEY**
- 1. Hallie, Gloria
  - 2. children
  - 3. son
  - 4. toilet
  - 5. plumber, toilet
- ASSESSMENT**
- The length of the reading passage exceeds the requirements for CLB level two. However, the assessment questions cover only the first part of the reading text.
  - CLB Performance Indicators:
    - ~ gets key information/main idea from texts
    - ~ identifies factual details in a text as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp 154-159.
- VOCABULARY**
- favourite; unplug; plugged; plumber; rubber gloves; plunger; tool



Activity:

## An Expensive Weekend

Hallie and her friend Gloria were early for their ESL class.

“Did you have good weekend, Gloria?” Hallie asked.

“Yes,” Gloria replied, “but my children kept me very busy! My youngest son, Alonso, is a little monkey! His favourite toy is the toilet! He loves to throw things into it. Then he flushes the toilet and watches the things go around and around! Yesterday, I had to call a plumber to unplug the toilet. It was very expensive!”

“Oh, no!” Hallie said. “I can tell you how to do it. Don’t call a plumber unless you really need to. “First, put on some rubber gloves. It’s a dirty job. “Next, put old newspapers all around the toilet. You might get water on the floor. “Third, get a plunger. It’s the most important tool. “Take some of the water from the toilet, if you can. “Then you are ready to plunge. Push and pull the plunger up and down in the toilet. You don’t have to be fast, just keep going. Keep plunging for a few minutes.

“If that doesn’t work, call me, not a plumber.”



Toilet



Rubber gloves



Plunger

### Comprehension Questions

Write the missing words on the blank lines.

1. The two ESL students are \_\_\_\_\_ and \_\_\_\_\_.
2. Gloria is busy on the weekends because of her \_\_\_\_\_.
3. Alonso is Gloria’s \_\_\_\_\_.
4. Alonso likes to throw things into the \_\_\_\_\_.
5. Gloria called a \_\_\_\_\_ to come to her house because her \_\_\_\_\_ was plugged.





Activity:  
**How To Unplug A Toilet**

**INSTRUCTOR NOTES**

*Learners sequence six steps for unplugging a toilet in a listening and speaking activity.*

Timing: 20 minutes

- WARM-UP** • *An Expensive Weekend*
- ACTIVITY**
- Cut out one set of six strips for each group of two. Give each partner half of the Strips, in random order, and instruct learners *not to show their strips*.
  - The two partners silently read their own three strips. The one who thinks s/he has the first strip in the series reads it aloud.
  - If both learners agree that this is the first strip in the series, the strip is placed on the desk.
  - The student who thinks s/he has strip number two reads it aloud, and the procedure continues in the same manner until all six strips are on the desk in order.
- VARIATION**
- For reading assessment, the strips can be given to an individual learner, who is then required to sequence them.
- FOLLOW-UP**
- Using the blackboard, the class composes steps for solving other common household problems. The teacher copies down the instructions, and later makes them into strip stories for additional sequencing activities.
- ANSWER KEY**
- First, put on rubber gloves.  
 Then, put old newspapers around the toilet.  
 Before you start to plunge, remove some of the water from the toilet.  
 Next, use your plunger. Push and pull the plunger up and down in the toilet.  
 Keep plunging for a few minutes.  
 If this doesn't work, there are other ways to unplug the toilet.
- ASSESSMENT**
- Instructors circulate to assess speaking and to check completed strip stories.
  - CLB Performance Indicators:
    - ~ gets key information/main idea from text
    - ~ listener can follow the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 154-159.
- VOCABULARY** • chore; unplug; rubber gloves; plunger





Activity:  
**How To Unplug A Toilet**

Next, use your plunger. Push and pull the plunger up and down in the toilet.

Before you start to plunge, remove some of the water from the toilet.

Then, put old newspapers around the toilet.

First, put on rubber gloves.

Keep plunging for a few minutes.

If this doesn't work, there are other ways to unplug the toilet.



Activity:

# How To Keep Out The Cold

## INSTRUCTOR NOTES

*This is a listening activity about a woman teaching a friend how to insulate her home for winter. The characters in the listening passage were introduced in Nice To Meet You.*

Timing: 40 Minutes

- WARM-UP**
- *Can You Fix It? - Part 2*
- ACTIVITY**
- Play Part 1 of the audio (Track 2). Learners listen for the gist.
  - Hand out listening comprehension questions Part 1 (Worksheet 1), and review the questions with the class.
  - Replay Part 1 while learners answer the comprehension questions.
  - Repeat the procedure for Part 2 (Worksheet 2).
  - Continue with the pronunciation exercise. Hand out Worksheet 3. Read “Pronunciation Practice” to the class (see Listening Transcript, Part 3). Learners listen and repeat.
- FOLLOW-UP**
- A demonstration of how to install plastic shrink wrap on a window may be found at: [http://www.youtube.com/watch?v=3B22z\\_Pm2tc](http://www.youtube.com/watch?v=3B22z_Pm2tc)
- ASSESSMENT**
- Instructors correct Worksheet(s) 1 and 2 for listening assessment.
  - CLB Performance Indicators:
    - ~ listener identifies key words and factual details in a dialogue/discourse
- ANSWER KEY**
- Worksheet 1: 1.T 2.T 3.F 4.F 5.T 6.T 7.F 8.T
  - Worksheet 2: 1.B 2.A 3.B 4.B 5.A
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 154-159.
- VOCABULARY**
- townhouse; already; temperature; Celsius; hardware store; weatherstripping; door frame; nail; hammer



Activity:

## How To Keep Out The Cold

### LISTENING TRANSCRIPT

#### Part 1 – Listening

Mona likes her new townhouse. It has lots of room for her and her children. But winter is coming and she is already cold in the townhouse. She has to pay for the heat herself, so she is careful to keep the temperature at exactly 22 degrees Celsius. Today, she can feel cold air coming in near the front door. Listen to Mona ask her friend about the problem.

Mona: *What do I do about the cold coming in?*

Sandy: *Oh, I know how to keep out the cold. You have to go a hardware store and buy weatherstripping. It is for the front door. Call me when you get back. I will help you.*

#### Part 2 – Listening

Mona and Sandy put the weatherstripping around the door together. Mona holds the stripping on the inside of the doorframe. Sandy nails it down with her hammer. It doesn't take them long to put the weatherstripping around the door frame. Listen to their conversation.

Sandy: *There. Now the cold air won't come in through the door.*

Mona: *Thanks Sandy. It's good to have a friend like you.*



Activity:

## How To Keep Out The Cold

### Part 3 – Pronunciation Practice (To be read by Instructor)

Now, listen and repeat these words and sentences

**temperature**

What's the temperature outside?

**Celsius**

The temperature in the room is 22 degrees Celsius.

**hardware**

I need to buy some nails at the hardware store.

**weather**

The weather is cold.

**stripping**

Mona held the stripping while Sandy nailed it.

**weatherstripping**

I put weatherstripping around my door frame to keep my house warm.

Now, just for fun, try saying these words slowly and then faster. Practice the new words and sentences with a partner.

**weather / leather**

**stripping /dripping**

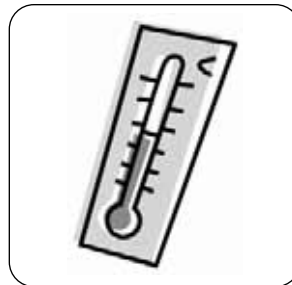


## Activity: How To Keep Out The Cold

**WORKSHEET I****Part I**

Write **T** (True) or **F** (False) for each sentence.

1. Mona likes her new townhouse. \_\_\_\_\_
2. Winter is coming. \_\_\_\_\_
3. Her landlord pays for the heat. \_\_\_\_\_
4. Mona keeps the temperature at 25 degrees Celsius. \_\_\_\_\_



5. Mona feels cold air near the front door. \_\_\_\_\_
6. Sandy knows how to keep out the cold. \_\_\_\_\_
7. Sandy tells Mona to go to the supermarket. \_\_\_\_\_
8. Sandy will help Mona after she returns from the store. \_\_\_\_\_



## Activity: How To Keep Out The Cold

**WORKSHEET 2****Part 2**

Read each question and then circle the correct answer.

1. Where did Mona and Sandy put the weatherstripping?

- a. Under the window.
- b. Around the door.

2. Who holds the weatherstripping?

- a. Mona.
- b. Sandy.

3. What does Sandy use to nail it down?

- a. A knife.
- b. A hammer.



4. How long does it take them to finish the weatherstripping?

- a. Four hours
- b. Not long.



5. How will Mona's house feel now?

- a. Warm and comfortable.
- b. Cold and uncomfortable.



## Activity: How To Keep Out The Cold

**WORKSHEET 3**

*Listen, and repeat these words and sentences.*

**temperature**

What's the temperature outside?

**Celsius**

The temperature in the room is 22 degrees Celsius.

**hardware**

I need to buy some nails at the hardware store.

**weather**

The weather is cold.

**stripping**

Mona held the stripping while Sandy nailed it.

**weatherstripping**

I put weatherstripping around my door frame to keep my house warm.

Now, just for fun, try saying these words slowly and then faster:

**weather / leather**

**stripping / dripping**



Activity:  
**A Letter To The Landlord**

**INSTRUCTOR NOTES**

Learners read a scenario about a landlord-tenant problem, and then correct and copy a letter of complaint.

Timing: 20-30 Minutes

- WARM-UP**
- Discuss the steps involved in requesting a repair to an apartment.
    - ~ What repairs are you responsible for and what is the landlord responsible for?
    - ~ Have you ever asked the landlord to make a repair?
    - ~ Did you follow-up the oral request with a letter, and did you keep a copy of the letter?
- ACTIVITY**
- Hand out “A Letter To The Landlord”. Allow learners time to read Aida’s letter individually. Then, read through it with the class.
  - Hand out Aida’s Letter. Learners rewrite it, correcting five errors.
- FOLLOW-UP**
- Ask the class to name common landlord-tenant problems, for example, broken steps or noisy neighbours. Choose one problem and lead the class as they compose an appropriate letter. Write the letter on the blackboard.
- CROSS-REFERENCE**
- *What Must A Landlord Do?* – Canadian Law
- ANSWER KEY**
- Elm; told; the; stairs; Sincerely,
- ASSESSMENT**
- Instructors collect letters for formal writing assessment.
  - CLB Performance Indicators:
    - ~ copies words, numbers, letters, sentences, including capitalization, lower case, punctuation
    - ~ has legible handwriting or printing. Makes no major omissions in copying information. Makes only a few occasional copying mistakes. Poses only slight difficulties for the reader to decode a letter or number.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp 154-159.
- VOCABULARY**
- landlord; elevator; repair; difficult; copy; out of order





Activity:

## A Letter To The Landlord

Aida is unhappy. The elevator in her apartment block is always out of order. Aida is very unhappy because she lives on the fifth floor and has four children. When the elevator is out of order, it is difficult for Aida to walk up all the stairs with her children.

When Aida got to her ESL class on Monday, she told her teacher, Jane, about her problem.

“I told the landlord many times, Jane,” Aida said. “I told him I couldn’t walk up all the stairs with kids and groceries. But, nothing has changed.”

“You should write a letter to the landlord, Aida. Write a letter and keep a copy of it,” Jane told her. “After you write it, you can show it to me and I will correct it.”

Aida agreed to write the letter.



## Activity: A Letter To The Landlord

**AIDA'S LETTER**

Here is the letter that Aida wrote to her landlord. She made five mistakes. The mistakes are underlined. Write the letter again, and correct the mistakes.

16 elm Street, Apt. 53  
Chelsea, Ontario  
L79 0X0

October 15, 2009

Bernard Bevin  
Property Manager  
Live-Well Rental Corporation  
279 First Avenue  
Chelsea, Ontario  
L79 0X0

Dear Mr. Bevin:

I live in Apartment 53 in the Ashbury Apartments.

I tolds you several times that an elevator is often out of order. It was out of order again today. My children and I get tired walking up the stares.

I am asking you to fix the elevator, please.

Thank you.

**Sincerely**

*Aida Scad*

Aida Scad



Bernard Bevin

---

---

---

---

Dear \_\_\_\_\_ :

---

---

---

---

---

---

---

---



Activity:

# Saturday At The Bazaar

## INSTRUCTOR NOTES

A listening passage on a local school bazaar is followed by comprehension questions.

Timing: 20-30 Minutes

- WARM-UP**
- Introduce the concept of second-hand sales as well as associated vocabulary: *flea markets, garage sales, yard sales, trash and treasure sales, used clothing sales, bazaars, bargains*
  - Questions for discussion:
    - ~ *Have you ever been to one of these in Canada? If yes, what did you find there? Did you buy anything?*
    - ~ *Are there sales like these in your former country? How are they different from the ones in Canada?*
    - ~ *Why are these sales so popular?*
    - ~ *Do you ever buy second-hand clothes or furniture?*
- ACTIVITY**
- Play the audio (Track 3) once. Hand out the comprehension questions and give the class time to read and begin to answer the questions before playing the audio a second time.
  - After the comprehension questions sheets have been collected, play the audio again to focus on and clarify some of the basic courtesy formulas (for example, “*Come on in*” and “*There goes the diet*”).
- FOLLOW-UP**
- Hand out copies of a local or community newspaper, for learners to find advertisements for second-hand sales events in their neighbourhoods.
- CROSS-REFERENCE**
- *Guess What I Paid For Them!* – Commercial Services & Business
  - *Nice Boots!* – Community & Government Services
- ANSWER KEY**
- 1. school    2. Saturday    3. home baking    4. 9 am  
5. Cedar Street and Grant Avenue    6. will go
- ASSESSMENT**
- Instructors collect and mark the question sheets to assess listening comprehension.
  - CLB Performance Indicators:
    - ~ identifies factual details in a listening text as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 154-159.
- VOCABULARY**
- muffin; diet; jewellery; delicious; convinced  
Refer to Warm-up section for additional vocabulary.



Activity:

## Saturday At The Bazaar

### LISTENING TRANSCRIPT

Marta and Ashoka meet for coffee every Friday morning. This was their conversation last Friday in Marta's apartment.

Marta: *Hi, Ashoka. Come on in. The coffee's hot.*

Ashoka: *Thanks. Oh, it smells good. I love the smell of fresh coffee! I brought some muffins.*

Marta: *Great! There goes the diet. Well, Ashoka, what do you have planned for the weekend? Do you have some time tomorrow morning? I'm going to my son's school bazaar. They have a bazaar every year and there are always lots of bargains. Would you like to come with me?*

Ashoka: *A bazaar? Is it the same as the bazaars I used to go to in my home country? There were lots of fruits and vegetables.*

Marta: *No, not exactly the same, Ashoka, but I think you will enjoy it. The bargains are mostly in second-hand clothes, jewellery, books, and furniture. There's also lots of delicious home baking. It's at the Barrhaven Elementary School on the corner of Cedar Street and Grant Avenue. It begins at 9 in the morning. People go to bazaars early to get the best bargains.*

Ashoka: *You've convinced me. I'll call on you at 8:30 in the morning so we can go together.*

Marta: *Great!*



## Activity: Saturday At The Bazaar

## Comprehension Questions

Circle the correct answer.

1. Marta is going to a bazaar at a **school** **store** **apartment.**
2. She is going on **Monday** **Friday** **Saturday.**
3. The bazaar sells **home baking** **newspapers** **cars.**
4. It begins at **8 am** **9 am** **9:30 am.**
5. The bazaar is on the corner of **Cedar Street and Beech Avenue**  
**Cedar Street and Elm Street**  
**Cedar Street and Grant Avenue.**
6. Ashoka said she **will go** **might go** **can't go** to the bazaar.



LINC 2

**Banking,  
Customer Service  
and Telephone**

---

Based on Canadian Language Benchmarks







Activity:

# Amir Gets His Paycheque

## INSTRUCTOR NOTES

*Learners practice listening and speaking in an information-gap activity that can be used in conjunction with a lesson on stress patterns in the pronunciation of numbers.*

Timing: 20 Minutes

### WARM-UP

- Questions for class discussion:
  - ~ *What bills do you pay each month? (List the items as they are mentioned.)*
  - ~ *What is the most expensive item of your monthly bills? (Rent? Food? Transportation?)*
- Write a number on the board, for example, \$67.52, and demonstrate that this amount can be pronounced *sixty-seven dollars and fifty-two cents* or *sixty-seven fifty-two*.

### ACTIVITY

- Divide the class into pairs and distribute the Instructions sheet. In addition, give Handout – Student A to one learner and Handout – Student B to the other. Partners follow the instructions to check their answers by comparing the two Handout sheets.

### FOLLOW-UP

- *What Good Luck!*
- *Writing Cheques*

### ANSWER KEY

- \$124.20

### ASSESSMENT

- Instructors circulate to perform informal speaking assessment.
- CLB Performance Indicators:
  - ~ indicates communication problems verbally in a number of ways
  - ~ responds to simple questions with required information
  - ~ spells words related to personal identification and information
  - ~ listener can follow the information

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 186-191.

### VOCABULARY

- paycheque; groceries; deposit; pay-as-you-go; gloves; scarf



Activity:  
**Amir Gets His Paycheque**

### INSTRUCTIONS

Work with a partner.

#### Student A

Read the first sentence aloud to your partner.

#### Student B

Listen and write the missing word on your handout.

#### Student B

Read the second sentence aloud.

#### Student A

Listen and fill in the missing number on the handout. Continue until you finish the exercise.

Compare the two Handout sheets and check your answers.

**If you want your partner to repeat, say:**

*“Could you repeat that, please?”*

*“Can you speak slower, please?”*

*“I don’t understand.”*

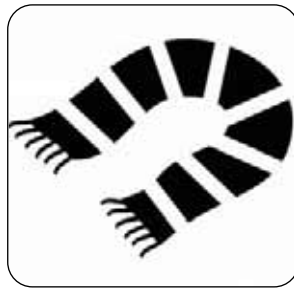


## Activity: Amir Gets His Paycheque

## HANDOUT

## Student A

1. Amir gets his paycheque every Friday. His pay is **\$345.55**.
2. He buys his groceries for the week. They cost \$ \_\_\_\_\_.
3. He fills his car with gas. The gas costs **\$40.15**. He hopes it will be enough for the week.
4. He buys a pay-as-you-go card for his cell phone. It costs \$ \_\_\_\_\_.
5. He will buy his mother a birthday present. He will spend **\$38.95** for gloves and a scarf.



scarf



gloves

6. He needs \$ \_\_\_\_\_ to pay his rent and other bills.

**How much money does Amir have left to spend during the rest of the week?**

**Answer:**

\$ \_\_\_\_\_.



## Activity: Amir Gets His Paycheque

**HANDOUT****Student B**

1. Amir gets his paycheque every Friday. His pay is \$\_\_\_\_\_.
2. He buys his groceries for the week. They cost \$56.75.
3. He fills his car with gas. The gas costs \$\_\_\_\_\_.  
He hopes it will be enough for the week.
4. He buys a pay-as-you-go card for his cell phone. It costs \$10.00.
5. He will buy his mother a birthday present. He will spend \$\_\_\_\_\_ for  
loves and a scarf.



scarf



gloves

6. He needs \$75.50 to pay his rent and other bills.

**How much money does Amir have left to spend during the rest of the week?**

**Answer:**

\$\_\_\_\_\_.



Activity:  
**What Good Luck!**

### INSTRUCTOR NOTES

*A listening activity about a man who is buying a birthday present for his mother is followed by comprehension questions and speaking exercises.*

Timing: 30 Minutes

- WARM-UP**
- *Amir Gets His Paycheque*
  - Introduce the terms salesperson and customer, and introduce the listening text by reminding the class that Amir planned to buy his mother a birthday present.  
 ~ *What did he want to buy for his mother?*
- ACTIVITY**
- Play audio (Track 4). Learners listen for the gist.
  - Hand out the listening comprehension questions (Worksheet 1), and clarify any unknown vocabulary.
  - Replay the audio while learners answer questions.
  - Take up the answers or collect Worksheet 1 for assessment.
  - Hand out Worksheet 2. Learners read the model dialogue and then practice with a partner.
  - Divide the class into small groups and hand out Worksheet 3 for discussion.
- FOLLOW-UP**
- Ask a few learners to share their answers to the discussion questions with the class.
  - Ask the class if, like Amir, they have had good luck when they did not expect it.
- ANSWER KEY** • 1.A    2.B    3.A    4.A    5.B    6.B    7.A
- ASSESSMENT**
- Instructors correct Worksheet 1.
  - CLB Performance Indicators:  
 ~ identifies factual details in a listening text as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp.186-191.
- VOCABULARY**
- department store; scarf; gloves; expensive; wonderful; within your budget; favourite; set; itch; wool; set



Activity:

## What Good Luck!

Amir got his paycheque today. Now he can buy his mother her birthday present. Tomorrow is her birthday. She will be seventy-five years old.

Listen as he goes to a department store to buy her a present.

*Amir: Excuse me. Can you help me, please? I want to buy a scarf and some gloves for my wonderful mother. It's her birthday. I wish I could buy the most expensive scarf and gloves you have, but I can't.*

*Salesperson: Please tell me, how much money do you want to spend?*

*Amir: I have forty dollars.*

*Salesperson: Well, I'll try and help you stay within your budget. Tell me, what is your mom's favourite colour?*

*Amir: She likes blue very much.*

*Salesperson: Okay. Let me see what I have that's blue. Oh, here's a nice wool set. A woman returned it yesterday because it made her itch. Does your mother like wool?*

*Amir: Yes, she does. How much is the wool set?*

*Salesperson: With taxes, the scarf and gloves cost \$38.95.*

*Amir: What good luck! I'll buy them. Thank you for your help.*

Activity: **What Good Luck!****WORKSHEET I**

Listen to Amir's story again. Circle the correct answers.

1. *How old will Amir's mother be tomorrow?*
  - a. 75 years old.
  - b. 74 years old.
  
2. *What does Amir want to buy her?*
  - a. A hat and gloves.
  - b. A scarf and gloves.
  
3. *How much money does Amir have for the present?*
  - a. Forty dollars.
  - b. Fourteen dollars.
  
4. *What will the salesperson try to do?*
  - a. She will try to help Amir stay within his budget.
  - b. She will sell him the best scarf and gloves.
  
5. *What colour does Amir's mother like?*
  - a. Red.
  - b. Blue.
  
6. *How much do they cost?*
  - a. With taxes, \$29.95.
  - b. With taxes, \$38.95.
  
7. *What does Amir say he will do?*
  - a. He will buy them.
  - b. He doesn't know.



Activity: **What Good Luck!**

## WORKSHEET 2

Read and practice this conversation with your partner. Someone is asking for help in a store.

Customer: *Excuse me. Can you help me, please?*

Salesperson: *Of course. How can I help you?*

Customer: *I need to buy a scarf and some gloves.*

Salesperson: *Yes, I can show you what we have.*

Customer: *Thank you.*

Now, think of something you need to buy. Practice asking the salesperson (your partner) about it.

Customer: *Excuse me. Can you help me, please?*

Salesperson: *Sure.*

Customer: *I'm looking for some \_\_\_\_\_ .*

Salesperson: *Yes, they are over there.*

Customer: *Thanks.*





## Activity: What Good Luck!

## WORKSHEET 3

Talk about these things in a small group:

1. Amir had good service when he bought the scarf and glove set for his mother. Did you have good service the last time you went shopping?

2. What did the salesperson say or do to give you good service?



3. Tell your group about a time when did you not have good service in a store.



4. A woman returned the scarf and gloves because they made her itch. Did you ever return something to a store because something was wrong? Why did you return it?



Activity:

# Writing Cheques

## INSTRUCTOR NOTES

Learners are introduced to the names for parts of a cheque, and then fill in a blank cheque.

Timing: 30 Minutes

- WARM-UP**
- Questions for class discussion:
    - ~ Do you use cheques?
    - ~ Do you pay your bills by ATM? By Interac?
    - ~ Could all banking be done electronically, or do you think we still need cheques?
    - ~ Are there any dangers in paying bills by computer? What are they?
- ACTIVITY**
- Draw a blank cheque on the blackboard, and also write a name, address, telephone number, a sum of money, the name of a well-known local furniture vendor and “To pay for sofa”. Ask the class to specify where each of the above should be entered on the blank cheque, and follow learners’ instructions to fill in the cheque correctly.
  - After this is finished, ask, *What is missing?* (the signature).
  - Learners continue with Exercises 1 and 2.
- FOLLOW-UP**
- *Find the Differences*
- ASSESSMENT**
- Collect the two completed tasks for evaluation.
  - CLB Performance Indicators:
    - ~ copies words, numbers, letters ... including capitalization, lower case, punctuation
    - ~ has legible handwriting or printing. Makes no major omissions in copying information. Makes only a few occasional copying mistakes. Poses only slight difficulties for the reader to decode a letter or number.
    - ~ writes personal identification and basic personal and familiar details as required, in appropriate sections
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines, pp. 186-191.*
- VOCABULARY**
- ATM; cheque (check); signature; payment; landlord



Activity:  
**Writing Cheques**

**Exercise I**

Draw a line from the parts of the cheque below to the correct word(s).

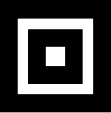
**TELEPHONE NUMBER  
OF CHEQUE WRITER**

**CHEQUE NUMBER**

**NAME OF BANK**

**NAME OF PERSON OR COMPANY  
THAT WILL RECEIVE PAYMENT**

**DATE**

John Doe 123 Anywhere Street Ottawa, ON 555-555-5555	No. 155  February 19, , 20__ __
Pay To The Order Of <u>Bill's Appliances</u> \$ <u>350.00</u> <u>three hundred and fifty dollars</u> /100 DOLLARS	
 Bank of Canada Ottawa, ON	Memo <u>stove</u> <u>John Doe</u>

**AMOUNT OF MONEY WRITTEN  
IN WORDS**

**AMOUNT OF MONEY  
WRITTEN IN NUMBERS**

**NOTE FOR CHEQUE WRITER**

**SIGNATURE OF CHEQUE WRITER**




## Activity: Writing Cheques

## Exercise 2

Use the cheque below to write the rent cheque for Marleen.  
Here is the information you need:

- **Marleen Marlin** is writing a cheque for the monthly rent.
- The landlord is **Richdale Corporation**.
- The rent is **\$875.50**.
- Marleen lives at **67 Elm Street, Southbury, Ontario, S4T 2D5**.
- Her telephone number is **318-555-8734**.

0/0	_____	No. 155	0/0
	_____	_____, 20____	
	_____	\$ _____	
		_____/100 DOLLARS	
	 Bank of Canada Ottawa, ON	<i>Marleen Marlin</i> _____	0/0
0/0	Memo _____		



Activity:  
**Find The Differences**

**INSTRUCTOR NOTES**

*Pairs of learners find the differences between two cheques in a speaking exercise.*

Timing: 30 Minutes

- WARM-UP** • *Writing Cheques (Optional)*
- ACTIVITY** • Divide the class into pairs. Hand out the Set One “Partner A” sheet to one learner and the Set One “Partner B” sheet to the other. The instructions can be clarified by role-playing the example provided on the sheets:  
 ~ Partner A: *The name on my cheque is Fatima Azar.*  
 ~ Partner B: *The name on my cheque is Fatima Arar. So it’s different from the name on your cheque.*  
 • Cut apart Set Two to hand out after the pairs have completed the first task. The same procedure is followed.
- FOLLOW-UP** • Invite a guest speaker (who has been told he will be speaking to new Canadians who are learning English) from a bank to address the class.
- VARIATION** • Re-group the class for Set 2.
- ANSWER KEY** • Set 1 differences: name, date, telephone number, address (lane and street), amount of money, bank, signature, memo  
 • Set 2 differences: name, date, street number, amount of money (two places), bank, signature
- ASSESSMENT** • Instructors circulate to perform informal speaking assessment.  
 • CLB Performance Indicators:  
 ~ indicates communication problems verbally in a number of ways  
 ~ responds to simple questions with required information  
 ~ spells words related to personal identification and information  
 ~ Listener can follow the information
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 186-191.
- VOCABULARY** • cheque; signature; date; memo; fare; different; repeat



Activity:  
**Find The Differences**

**SET I**

**Partner A**

**Do not show this page to your partner!**


- Your partner also has a cheque on his or her page, but it is not the same.
- Slowly read the different parts of your cheque (below) to your partner.
- Your partner is going to listen carefully, and circle any part of his/her cheque that is different from yours.

**Example:**

Partner A: *“The name on my cheque is Fatima Azar.”*

Partner B: *“The name on my cheque is Fatima Arar. So it’s different from the name on your cheque.”*

After you finish, look at the two cheques and compare them.

Name: Fatima Azar Address: 33 Rainbow Lane, Toronto Telephone Number: 416-555-0967	No. 155 <u>October 3, 20 08</u>
Pay To The Order Of <u>The Redline Taxi Company</u> \$ <u>33.65</u> <u>Thirty-three</u> <span style="float: right;">65/100 DOLLARS</span>	
 Canadian Provincial Bank of Ontario	
Memo <u>Taxi fare from Newport to Southend</u> <span style="float: right;"><u>Fatima Azar</u></span>	

If you want your partner to repeat, say:

*“Could you repeat that, please?”*

*“Can you speak slower, please?”*

*“I don’t understand.”*



## Activity: Find The Differences

## SET I

## Partner B

**Do not show this page to your partner!**


- Your partner also has a cheque on his or her page, but it is not the same.
- Your partner will slowly read the parts of his/her cheque to you. If you hear anything that is different from your cheque (below), circle it.

**Example:**

Partner A: *“The name on my cheque is Fatima Azar.”*

Partner B: *“The name on my cheque is Fatima Arar. So it’s different from the name on your cheque.”*

After you finish, look at the two cheques and compare them.

Name: Fatima Arar Address: 33 Rainbow Street, Toronto Telephone Number: 416-555-0977	No. 155 October 5, 20 08
Pay To The Order Of <u>The Redline Taxi Company</u> \$ <u>32.65</u> <u>Thirty-two</u> <u>65/100</u> DOLLARS	
 Canadian Toronto Bank of Ontario	
Memo <u>Taxi fare from Newport to Southbend</u>	<u>Fatima Arar</u>

If you want your partner to repeat, say:

*“Could you repeat that, please?”*


*“Can you speak slower, please?”*

*“I don’t understand.”*




Activity: Find The Differences

**SET I  
Partner A**

	Name: Sally Black Address: 50 Grand Street, Ottawa Telephone Number: 613-555-9823	No.156  November 21, 20 08
	Pay To The Order Of <u>Ball Telephone Company</u> \$ <u>57.63</u> <u>Fifty-seven</u>	<u>63</u> /100 DOLLARS
	 Canadian Provincial Bank of Ottawa	
	Memo <u>Telephone Bill</u>	



**SET I  
Partner B**

	Name: Charlie Black Address: 15 Grand Street, Ottawa Telephone Number: 613-555-9823	No.156  November 1, 20 08
	Pay To The Order Of <u>Ball Telephone Company</u> \$ <u>56.73</u> <u>Fifty-six</u>	<u>73</u> /100 DOLLARS
	 Canadian Provincial Bank of Ontario	
	Memo <u>Telephone Bill</u>	<u>C. Black</u>





Activity:  
**Telephone Fraud I**

**INSTRUCTOR NOTES**

A sequencing exercise follows a reading passage about telephone fraud.

Timing: 20 Minutes

**WARM-UP**

- Questions for class discussion:
  - ~ *Have you heard of telephone fraud? (explain fraud)*
  - ~ *Do you get many calls in the evening from people who want to sell you something?*
  - ~ *Have you ever had a call from someone who told you that you won something?*
  - ~ *Can someone tell the class about an experience with telephone fraud?*
- Write these words on the board and explain their meanings:  
*hang up, shipping, broke, fraud*
- Ask the learners to use the word list to guess what the reading is about.

**ACTIVITY**

- Learners read the “Telephone Fraud” handout.
- Collect the handouts.
- Cut out one set of strips for each class member, and shuffle them into random order.
- Learners arrange the strips in order, and then read their story to a partner.

**FOLLOW-UP**

- Refer the class to the Phone-busters website ([www.phonebusters.com](http://www.phonebusters.com)). Ask learners how they can protect themselves with Phone-busters.

**ASSESSMENT**

- Reading assessment can be done individually by observing the order of the strips.
- CLB Performance Indicators:
  - ~ gets the gist of the text

**FURTHER REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 186-191.

**VOCABULARY** • hang up; shipping; broke; fraud



Activity:

## Telephone Fraud I

**Do you get many calls in the evening from people you don't know?**

**Read about one person who does.**

### TELEPHONE FRAUD

One day, Jun was talking to her friend Chad. "I get many calls every evening from people I don't know. I don't know what to do."

"I get those calls too," answered Chad. "I hang up."

"My friend Alex got a phone call," said Jun, "and the caller told Alex that he had won a car! Alex was very excited. The caller told him to send \$1200 to pay for the shipping."

"What happened?" asked Chad. "Did Alex get the car?"

"No," replied Jun. "He didn't have \$1200 to send them."

"Well, sometimes it is good to be broke! Alex would lose his \$1200, and he would never get a car. That is telephone fraud. Alex was a lucky man!" laughed Chad.





## Activity: Telephone Fraud I

**TELEPHONE FRAUD STORY STRIPS**

-----

One day, Jun was talking to her friend Chad. “I get many calls every evening from people I don’t know. I don’t know what to do.”

-----

“I get those calls, too,” answered Chad. “I hang up.”

-----

“Well, sometimes it is good to be broke! Alex would lose his \$1200, and he would never get a car. That is telephone fraud. Alex was a lucky man!” laughed Chad.

-----

“What happened?” asked Chad. “Did Alex get the car?”

-----

“No,” replied Jun. “He didn’t have \$1200.00 to send them.”

-----

“My friend Alex got a phone call,” said Jun, “and the caller told Alex that he won a car! Alex was very excited. The caller told him to send \$1200 to pay for the shipping.”

-----



Activity:

## Telephone Fraud 2

### INSTRUCTOR NOTES

Learners listen to a telephone conversation between a senior citizen and a con artist, and then answer multiple choice questions.

Timing: 20 Minutes

#### WARM-UP

- *Telephone Fraud 1*
- Review *fraud*, and discuss the meaning of *targeted* and *tricked*.
- Questions for discussion:
  - ~ *Do you think seniors are targeted for fraud?*
  - ~ *Have you met any seniors who were tricked? How were they tricked?*

#### ACTIVITY

- Play the audio (Track 5). Learners listen for the gist.
- Hand out Part One (questions 1-5). Play Part One of the listening passage twice, and allow time for the class to answer the questions. Ask learners to speculate about Question 5.
- Continue the same pattern for Part Two (questions 6-10).

#### FOLLOW-UP

- *Telephone Fraud Warnings*

#### ANSWER KEY

- Part 1: 1. a    2. c    3. c    4. c    5. Answers will vary
- Part 2: 6. b    7. b    8. c    9. a    10. b

#### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 186-191.

#### VOCABULARY

- elderly; con artist; to target (verb); senior; lottery ticket; fraud; trick



Activity:

## Telephone Fraud 2

### BE CAREFUL!

Telephone conversations are difficult because we cannot see the other person's face. Sometimes the caller is a con artist who is trying to take your money. Many con artists target seniors because they think seniors are easier to trick than other people.

Listen to a telephone call between a senior and a con artist. Questions For Part One:

### Part 1

- Mrs. James: *Hello?*
- Smooth talker: *Hello. May I speak to Mrs. James, please?*
- Mrs. James: *This is Mrs. James.*
- Smooth talker: *Good evening, Mrs. James. And how are you tonight?*
- Mrs. James: *Fine, thank you.*
- Smooth talker: *I'm SO pleased to hear that, Mrs. James. I've got WONDERFUL news for you. Are you ready for some really WONDERFUL news?*

### Part 2

- Mrs. James: *I ...I ...who are you?*
- Smooth talker: *Well, Mrs. James, I'm your good luck fairy. Do I have a surprise for you!! You, Mrs. James, have won a half a million dollars in the Metropolitan Lottery.*
- Mrs. James: *I never bought a ticket in a lottery.*
- Smooth talker: *Well, you ARE lucky! Do you have children or grandchildren, Mrs. James?*
- Mrs. James: *Oh yes. Four children and twelve grandchildren.*
- Smooth talker: *Lucky, lucky you. One of your children or grandchildren bought you a ticket. What a wonderful surprise! Now, Mrs. James, please tell me the bank where you have your account, and tell me the account number so we can deposit the money today! Your children are going to be so happy for you!*

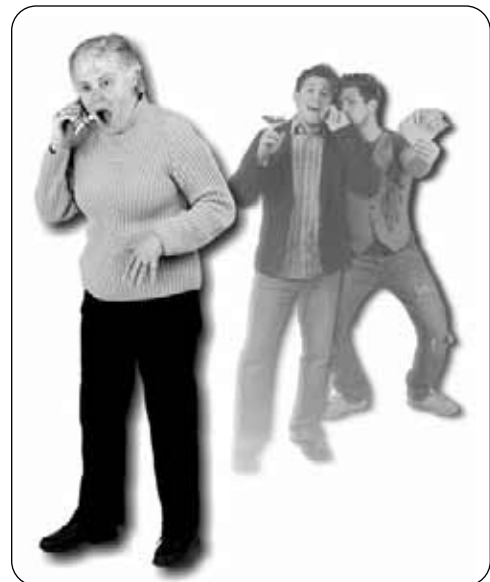


## Activity: Telephone Fraud 2

## Part I

Circle the correct answer.

1. Who are the two people on the phone?
    - a. A husband and wife
    - b. Teenagers
    - c. An elderly woman and a telephone caller
  
  2. What is the woman's name?
    - a. Alice
    - b. Mrs. Brown
    - c. Mrs. James
  
  3. How old is the woman?
    - a. 15 years old
    - b. 50 years old
    - c. 75 years old
  
  4. What time is it?
    - a. Morning
    - b. Afternoon
    - c. Evening
  
  5. Can you guess what the wonderful news is?
- 





## Activity: Telephone Fraud 2

## Part 2

Circle the correct answer.

6. How much money does the caller say Mrs. James won?

- a. A million dollars
- b. A half a million dollars
- c. Millions of dollars



7. Did Mrs. James buy a lottery ticket?

- a. Yes
- b. No
- c. Maybe



8. The caller said that this person bought the ticket:

- a. Mrs. James' husband
- b. Her neighbour
- c. One of her children or grandchildren

9. What information does the caller want?

- a. Where Mrs. James' bank is and the number of the account
- b. The number of Mrs. James' credit card
- c. Mrs. James' driver's license

10. Do you think Mrs. James really won a lot of money?

- a. Yes
- b. No
- c. Maybe





Activity:

# Telephone Fraud Warnings

## INSTRUCTOR NOTES

Learners read about four signs that warn a telephone call might be a fraud.

Timing: 20 Minutes

- WARM-UP**
- *Telephone Fraud 1 and Telephone Fraud 2*
  - Explain new vocabulary (refer to list below).
- ACTIVITY**
- Students read four warning signs of a telephone fraud and then match the warnings with four scenarios.
- FOLLOW-UP**
- Discuss how to identify a genuine charity.
  - Ask the class to list additional warnings or signals of telephone fraud.
  - Invite a police officer to come into the class to speak about fraud (or more specifically for a seniors' class, fraud that targets seniors).
  - Discuss other common forms of fraud, and continue with *A Debit Card Problem*.
- VARIATION**
- The reading may be too onerous for some learners. In this case, read "Telephone Fraud Warnings" and then divide the class into small groups. Two people in each group read the telephone dialogue aloud, and then the answer is discussed briefly.
- ANSWER KEY**
- 1, 4, 2, 3
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 186-191.
- VOCABULARY**
- warning signs; prize; charity; written information; bank inspector; business group; register; thief; lonely; budget





Activity:

## Telephone Fraud Warnings

There are **four warning signs** that a telephone call may be a fraud.

### Sign Number 1

The caller tells you that you won a prize, but asks you for money to get it.

### Sign Number 2

The caller says he or she can make a lot of money for you and himself if you send him some money.

### Sign Number 3

The caller asks you for money for a charity, but will not send you any written information about the charity.

### Sign Number 4

The caller says he or she is a bank inspector, and asks for your bank account number.

**Read these four phone conversations. Match each conversation with one of the four warning signs:**

*“Hello. Mr. Barsi? How are you tonight, sir? I have great news for you! You have won ten thousand dollars in the city lottery! I will mail you the money as soon as you send me a small cheque of one hundred and fifty dollars for the tax.*

**Click. (Mr. Barsi hung up.)**

Warning sign number \_\_\_\_\_



## Activity: Telephone Fraud Warnings (continued)

*Hello. Mrs. Babbitt? I'm Bank Inspector William Hobin. One of our bank employees may be stealing money from the bank. Please give me your bank account and credit card numbers so I can check your account.*

**I'm sorry. I never give that information over the phone. I think you are a thief!**

Warning sign number \_\_\_\_\_

*Good evening, Madam. A really good evening! Our business group is going to make more than a million dollars, and we are inviting you to be a member of our group. First, send five hundred dollars to register in the group.*

**I'm not crazy! Don't call me again.**

Warning sign number \_\_\_\_\_

*Hello. I wonder if you would like to give money to the "Lonely Child Society" to help poor children in Ontario.*

**I'm sorry. I've never heard of your charity. Could you send me some information about it, please?**

*No. We are a very small group with a very small budget. We have no money to mail out information.*

**I'm sorry. I can't help you.**

Warning sign number \_\_\_\_\_



Activity:

# A Debit Card Problem

## INSTRUCTOR NOTES

A woman talks to her bank manager about a problem with her debit card. Comprehension questions follow.

Timing: 40 Minutes

### WARM-UP

- Write *debit card*, *PIN*, and *ATM* on the board and clarify their meaning.
- Ask students if they use debit cards, and write some examples on the board of where a debit card is used (for example, at the ATM, paying for groceries, paying for gas).
- Ask if anyone has had a bad experience with their debit card.
- Tell the class they will hear about someone whose PIN number was copied by a thief.

### ACTIVITY

- Play the audio (Track 6). Learners listen for the gist.
- Ask some global comprehension questions. (*Did Christina have good luck or bad luck with her debit card? What was the problem?*) Clarify unknown vocabulary as needed.
- Hand out the comprehension questions.
- The listening passage may be too long for some LINC 2 classes. If so, divide the activity into segments. Refer to the listening transcript and the table below:

Part 1	Questions 1 and 2	Part 2: Questions 3 to 6
Part 3	Questions 7 and 8	Part 4: Questions 9 and 10

- For each part, read through the questions with the class, clarifying vocabulary. Play the audio for each part twice as students answer the questions.
- Take up answers in class.

### FOLLOW-UP

- Learners discuss the advantages and disadvantages of debit cards. Work in pairs, or brainstorm as a class. Refer to the chart below.

Advantages of Debit Cards	Disadvantages of Debit Cards
<ul style="list-style-type: none"> <li>• Easy.</li> <li>• Fast.</li> <li>• Convenient if you don't have cash.</li> <li>• You don't have to write a cheque.</li> <li>• Widely accepted by merchants.</li> <li>• You're only spending the money you have.</li> </ul>	<ul style="list-style-type: none"> <li>• You can lose it and someone might use it.</li> <li>• Thieves use ATM machines to record account numbers and PIN numbers. They can steal money from your account.</li> <li>• Thieves can obtain PIN numbers and account information when you use a debit card to make purchases.</li> </ul>

**ANSWER KEY** • 1.A 2.A 3.B 4.B 5.A 6.A 7.B 8.A 9.A 10.B

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 186-191.

**VOCABULARY** • bank manager; debit card; ATM machine; copied; PIN number; thief; steal; cover



Activity:  
**A Debit Card Problem**

**LISTENING TRANSCRIPT****Part 1**

Yesterday, Cristina got a call from her bank manager. She was surprised. The bank manager asked her to come to the bank and talk about a problem.

**Part 2**

Listen to the conversation.

- Manager: *Excuse me, Ms. Silva. We have a problem with your debit card. When was the last time you used your debit card at an ATM machine this week?*
- Cristina: *I didn't use the ATM this week.*
- Manager: *Did you go to Barrie this week?*
- Cristina: *No, I didn't. I worked here in Brampton.*

**Part 3**

Listen to the bank manager ask more questions.

- Manager: *Did you use your debit card anywhere this week?*
- Cristina: *I paid for gas with my debit card on Monday night.*
- Manager: *Is that the last time you used it?*
- Cristina: *Yes.*

**Part 4**

In Part 4, listen to the bank manager explain what happened.

- Manager: *Then somebody copied your PIN number that night. The thief used it in Barrie to take money out of the bank.*
- Cristina: *Pardon me, but I have my debit card here in my wallet.*
- Manager: *Ms. Silva, a thief can use your PIN number to steal money. Always hide your number at the ATM machine. Cover the numbers with your hand. Then no one can see your PIN number.*



## Activity: A Debit Card Problem

Listen to the story again. Then listen to each part. Work with a partner. Circle the correct answer to each question.

**Part 1**

1. *When did Cristina receive a call from her bank manager?*
  - a. Yesterday.
  - b. Last week.
  
2. *Why did the bank manager ask Cristina to come in?*
  - a. He wanted to talk about a problem.
  - b. He wanted Cristina to sign a paper.



A debit card

**Part 2**

3. *What is the problem?*
  - a. Cristina's bank account.
  - b. Cristina's debit card.
  
4. *Did Christina use the ATM machine this week?*
  - a. Yes, she did.
  - b. No, she didn't.
  
5. *Did Christina go to Barrie this week?*
  - a. No, she didn't.
  - b. Yes, she did.
  
6. *Where was Christina this week?*
  - a. Working in Brampton.
  - b. Working in Toronto.



Using a debit card



## Activity: A Debit Card Problem

## Part 3

7. What night did Christina use her debit card?
- Wednesday night.
  - Monday night.
8. Why did she use her debit card?
- To pay for gas.
  - To pay for food.



Using a debit card

## Part 4

9. What happened at the gas station?
- Someone copied Christina's PIN number.
  - Someone took her wallet.
10. What should you do so a thief can't see your PIN number?
- Always keep your debit card in your pocket.
  - Cover the numbers with your hand.



A man is using his debit card at an ATM.

Is the man behind him looking at his watch,  
or is he a thief with a small camera?



Activity:  
**Bartle's Umbrella**

**INSTRUCTOR NOTES**

Learners listen to a customer service telephone conversation and then answer comprehension questions.

Timing: 20 Minutes

**WARM-UP**

- Questions for discussion:
  - ~ *Have you ever left anything on the bus? Did you get it back? What did you do to get it back?*
  - ~ *Have you ever lost or left anything valuable any other place? What was it? Did you get it back? How?*

**ACTIVITY**

- Hand out and go through the reading *Bartle's Umbrella* with the class. Clarify vocabulary where necessary.
- After the reading is complete, play the audio once (Track 7).
- Hand out Exercise 1 and replay the audio.
- Take up the answers or else collect the handouts for formal listening assessment.

**FOLLOW-UP**

- Ask the class members to find out what they should do if they lose something in their ESL school: What office should they go to? Has anyone used this service? Did they get the item back? What is this office sometimes called? (*The Lost and Found*)

**ANSWER KEY**

- 1. a    2. b    3. c    4. c    5. c    6. b

**ASSESSMENT**

- Instructors correct Exercise 1.
- CLB Performance Indicators:
  - ~ identifies factual details in a listening text as required

**FURTHER REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 186-191.

**VOCABULARY**

- to get something back; to repeat; details; to get on/to get off; describe; a good chance; polka dots; briefcase; notice; customer; customer service



Activity:  
**Bartle's Umbrella**

**LISTENING TRANSCRIPT**

Sometimes, lost things can come back. Listen to this phone conversation between Bartle Brown, a customer, and an employee of the Markdown Bus Company.

Employee: *Markdown Bus Company. How can I help you?*

Bartle: *I lost my umbrella on the bus this morning. How can I get it back?*

Employee: *We have hundreds and hundreds of umbrellas that have been lost on the buses. But you may find your umbrella because you are telling me today. First, I need your name and telephone number.*

Bartle: *Bartle Brown. That's Bartle B -A -R -T -L -E Brown. My number is 325-555-4356. I'll repeat: 325-555-4356. Okay?*

Employee: *Okay. Bartle Brown at 325-555-4356. Now, give me some details about your umbrella. What bus did you leave it on?*

Bartle: *It was the number 2. I got on it at Albert Street at 7:30 this morning. I got off at 8:15 at Cranberry College.*

Employee: *Let me repeat. It was the number 2 at 7:30 a.m. at Albert Street going to Cranberry College at 8:15 a.m.*

Bartle: *Right.*

Employee: *Okay. Describe it.*

Bartle: *Pink with green polka dots.*

Employee: *Pink! Did you say pink?*

Bartle: *Yes, with green polka dots.*

Employee: *I think you have a very good chance of getting it back. I will call you if we find it.*



Activity: **Bartle's Umbrella**

Bartle takes the bus to his ESL class every morning. He carries his lunch, his briefcase, and an umbrella.



This morning, after he arrived at school, he noticed he did not have his umbrella. He had left it on the bus!



One of the students in the class gave Bartle a cell phone to call the Markdown Bus Company. The teacher gave him the telephone book to find the bus company's phone number.



Listen to the conversation between Bartle and the Markdown Bus Company.



Bartle's name with polka dots.

Activity: **Bartle's Umbrella****Exercise I**

Circle the correct answers as you listen to the story of Bartle and his lost umbrella.

1. Bartle lost his umbrella:

a. today

b. yesterday

c. last week



2. Bartle's phone number is:

a. 305-555-4356

b. 325-555-4356

c. 345-555-4556

3. Bartle's bus is number:

a. 22

b. 32

c. 2



4. Bartle got on the bus at:

a. Cranbrook Crescent

b. Albert Avenue

c. Albert Street

5. Bartle got off the bus at:

a. 9:15 a.m.

b. 7:15 a.m.

c. 8:15 a.m.

6. The umbrella has:

a. pink polka dots

b. green polka dots

c. pink and green polka dots





Activity:

# Banking, Customer Service and Telephone Crossword Puzzle

## INSTRUCTOR NOTES

*This puzzle provides learners with additional practice using the vocabulary introduced in earlier activities.*

Timing: 20 Minutes

- WARM-UP**
- The puzzle uses lexicon introduced in these activities:
    - ~ Amir Gets His Paycheque – deposit, groceries
    - ~ Writing Cheques – cheque, signature
    - ~ Find The Differences – different, repeat
    - ~ Telephone Fraud 1 – hang up, fraud, broke
    - ~ Telephone Fraud 2 – con artist, senior
    - ~ Telephone Fraud Warnings – budget, charity
    - ~ Bartle’s Umbrella – customer
- ACTIVITY**
- Go over the instructions with the class, focusing on the example clue and answer. If necessary, do another example from the clues list to ensure that everyone understands the procedure.
  - Some learners may not be familiar with the crossword puzzle format and will require further explanation.
- VARIATION**
- Encourage learners to work with a partner to add a listening and speaking component to the activity.
  - If the puzzle is too difficult for some pairs, write the word bank on the blackboard.
- ANSWER KEY** • See page 68.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 186-191.
- VOCABULARY**
- conversation; million  
Refer to Warm-up.



Activity:

# Banking, Customer Service and Telephone Crossword Puzzle

## BANKING, CUSTOMER SERVICE AND TELEPHONE VOCABULARY

The clues are definitions of words. Think of the word, and then write it into the puzzle. You must spell the word correctly.

**Example:**

**Clue:** Down: 8 *Put money into the bank*

**Answer:** *deposit*

The crossword puzzle grid contains 15 numbered starting points for words:

- 1: Down, 2 squares
- 2: Down, 2 squares
- 3: Across, 10 squares
- 4: Across, 4 squares
- 5: Down, 3 squares
- 6: Down, 2 squares
- 7: Across, 8 squares
- 8: Down, 6 squares (Clue: Put money into the bank)
- 9: Across, 12 squares
- 10: Across, 4 squares
- 11: Across, 4 squares
- 12: Across, 10 squares
- 13: Across, 10 squares
- 14: Across, 6 squares
- 15: Across, 6 squares

**Activity: Banking, Customer Service and Telephone Crossword Puzzle****BANKING, CUSTOMER SERVICE AND TELEPHONE VOCABULARY (Cont'd)****CLUES****Across**

- 3 Somebody who tricks or cheats people to get money from them  
[2 words (3+6 letters)]
- 7 The food we buy
- 9 Talking
- 10 A group that gives money or help to people who need it
- 12 Illegally get money from people by cheating or tricking them
- 13 Not the same
- 14 A plan to show how much money you will receive and how much you will spend
- 15 Say or do again

**Down**

- 1 Having no money!
- 2 1,000,000
- 4 Your name written by yourself
- 5 Somebody who is buying something
- 6 Old person
- 8 Put money into the bank
- 9 A form we fill out and use like money to make payments from our bank account
- 11 End a telephone conversation  
[2 words (4+2 letters)]



# LINC 2

Canada

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Based on Canadian Language Benchmarks







Activity:  
**Quick Facts About Canada**

### INSTRUCTOR NOTES

*Learners listen for specific factual details in an audio text about Canadian geography.*

Timing: 20 Minutes

- WARM-UP**
- Review the superlative form and introduce the topic with these questions:
    - ~ *What is the longest river in the world?* [Amazon River]
    - ~ *What is the name of the world's highest mountain?* [Mt. Everest]
    - ~ *What is the biggest country in the world?* [Russia]
    - ~ *What country has the biggest population?* [China]
- ACTIVITY**
- Inform the class that they are going to learn some quick facts about Canada, and hand out the Listening Worksheet. Allow time for learners to skim through the worksheet before playing the audio (Track 8).
  - Students listen to the audio text and circle the correct answers on their worksheets.
- FOLLOW-UP**
- Provide maps of Canada for learners to locate the places mentioned in the listening passage.
- VARIATION**
- This activity can be used to introduce the superlative form.
- ANSWER KEY**
- Canada: A Big Country – 10 provinces; 3 territories; population 32,000,000; 5047 km  
 Cities: Toronto (1); Montreal; Vancouver; Ottawa-Gatineau; Calgary (5)  
 Mountains: 5,959 meters  
 Rivers: 4,241 kilometers  
 Lakes: 5 Great Lakes; contain 1/5
- ASSESSMENT**
- Collect the worksheets for formal listening assessment.
  - CLB Performance Indicators:
    - ~ Identifies factual details in a listening text as required.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 218-223.
- VOCABULARY**
- population; populated; flows; highest; longest; border



Activity:

## Quick Facts About Canada

### LISTENING TRANSCRIPT

You are going to listen to some quick facts about Canada. Circle the word or number that you hear.

#### Canada Is A Big Country

There are ten provinces in Canada and three Territories. The population of Canada is 32,000,000. From east to west, Canada is 5,047 kilometers.

#### Canada's Largest Cities

Number these names of Canadian cities from one for the largest to 5 for the 5th largest city in Canada.

Toronto is Canada's largest city, so it is number one. Montreal is Canada's 2nd largest, while Vancouver is number 3. Ottawa-Gatineau is number 4 and Calgary is Canada's 5th largest city.

#### Canada's Highest Mountain

The highest mountain in Canada is Mount Logan in Yukon Territory. It is 5,959 meters high. It is the second highest mountain in North America.

#### Canada's Longest River

The longest river in Canada is the Mackenzie River, which flows for 4,241 kilometers through the Northwest Territories.

#### Lakes

There are five Great Lakes: Lake Huron, Lake Ontario, Lake Michigan, Lake Erie and Lake Superior.

(Notice that the first letters of **H**uron, **O**ntario, **M**ichigan, **E**rie and **S**uperior spell HOMES.) These Great Lakes are on the border between Canada and the U.S.A. The Great Lakes contain one-fifth of the world's fresh water.



## Activity: Quick Facts About Canada

**LISTENING WORKSHEET**

You are going to listen to some quick facts about Canada. Circle the word or number that you hear.

**Canada Is A Big Country**

There are (12 10 15) provinces in Canada and (2 3 5) Territories.

The population of Canada is (23,000,000 32,000,000 3,200,000).

From east to west, Canada is (5,047 kilometers 5,047 miles 504 kilometers).

**Canada's Largest Cities**

Number the names of these Canadian cities from 1 for the largest to 5 for the 5th largest city in Canada:

Ottawa-Gatineau \_\_\_\_\_

Calgary \_\_\_\_\_

Toronto \_\_\_\_\_

Montreal \_\_\_\_\_

Vancouver \_\_\_\_\_

Activity: **Quick Facts About Canada****LISTENING WORKSHEET (Continued)****Canada's Highest Mountain**

The highest mountain in Canada is Mount Logan in Yukon Territory.

It is **(15,959 5,959 9,595)** meters high. It is the second-highest mountain in North America.

**Canada's Longest River**

The longest river in Canada is the Mackenzie River, which flows for

**(4,245 4,241 4,200)** kilometers through the Northwest Territories.

**Lakes**

There are **(fifteen five thirteen)** Great Lakes: Lake Huron, Lake Ontario, Lake Michigan, Lake Erie and Lake Superior.

(Notice that Huron, Ontario, Michigan, Erie and Superior spell HOMES.)

These Great Lakes are on the border between Canada and the U.S.A.

The Great Lakes contain **(1/5 1/3 1/6)** of the world's fresh water.



Activity:  
**The Aboriginal Peoples**

**INSTRUCTOR NOTES**

*This four-skills information gap activity focuses on Canada's First Nations Peoples.*

Timing: 20-30 Minutes

- WARM-UP**
- Questions for class discussion:
    - ~ *Who were the first Canadians?*
    - ~ *Do you know where they came from?*
    - ~ *Can you name any of the tribes (groups) of first Canadians? (Cree, Mohawk, etc.)*
    - ~ *Are there Aboriginal people in the country you lived in before you came to Canada?*
  - Review the pronunciation of the names of the letters of the alphabet, particularly the vowels.
  - Clarify the meaning of the new vocabulary learners will encounter in the information gap exercises. (See vocabulary list below.)
- ACTIVITY**
- Divide the class into pairs. Give one partner the “Student A” handout and the other the “Student B” handout. Draw attention to the empty lines and explain that the task is for partners to take turns reading to each other so they can fill in the gaps.
  - Go over the expressions to seek clarification that are listed at the top of both handouts.
- FOLLOW-UP**
- Allow pairs to look at one another's sheets to correct their spelling.
  - The Indian and Northern Affairs Canada website provides links to many relevant sites is: <http://www.ainc-inac.gc.ca>
  - *Early Canadian History*
- ANSWER KEY**
- The first people in Canada were the aboriginal peoples. The Iroquois lived in southern Ontario, and the Algonquin lived in northern Ontario.
  - The Algonquin hunted and fished. They did not farm. They moved around a lot.
  - They had portable houses, called “wigwams,” which they took with them when they moved. They used toboggans and snowshoes.
  - The Iroquois lived on land that was good for farming. They planted corn, beans and other vegetables. They lived in houses and villages.
  - In the early 1600s, the lives of these Aboriginals changed when the Europeans started to arrive in North America.
- ASSESSMENT**
- Instructors circulate to perform informal speaking assessment.
  - CLB Performance Indicators:
    - ~ indicates communication problems verbally in a number of ways
    - ~ responds to simple questions with required information
    - ~ listener can follow the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 218-223.
- VOCABULARY**
- toboggan; snowshoes; aboriginal; portable; wigwam



Activity:  
**The Aboriginal Peoples**

**Student A**

- Do not show your partner your paper.
- If you do not know how to spell a word, ask:
  - ~ *“How do you spell that?”*
- If you want your partner to repeat, say:
  - ~ *“Could you repeat that, please?”*
  - ~ *“Can you speak slower, please?”*
  - ~ *“I don’t understand.”*

**The Aboriginal Peoples**

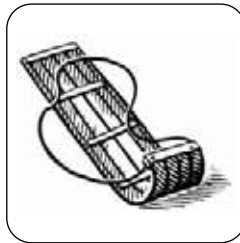
The first people in Canada were the Aboriginal peoples.

The Iroquois lived in \_\_\_\_\_, and the Algonquin lived in northern Ontario.

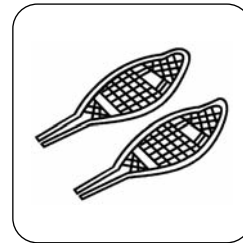
The Algonquin \_\_\_\_\_ and fished. They did not farm. They moved around a lot. They had portable \_\_\_\_\_, called “wigwams,” which they took with them when they moved. They used toboggans and \_\_\_\_\_



wigwam



toboggan



snowshoes

The Iroquois lived on land that was good for farming. They planted corn, beans and other \_\_\_\_\_. They lived in houses and villages.

In the early 1600s, the \_\_\_\_\_ of these Aboriginals changed when the Europeans started to arrive in North America.



## Activity: The Aboriginal Peoples

## Student B

- Do not show your partner your paper.
- If you do not know how to spell a word, ask:
  - ~ “How do you spell that?”
- If you want your partner to repeat, say:
  - ~ “Could you repeat that, please?”
  - ~ “Can you speak slower, please?”
  - ~ “I don’t understand.”

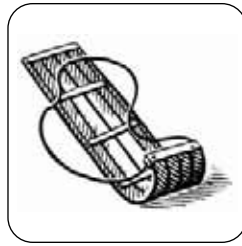
## The Aboriginal Peoples

The first people in \_\_\_\_\_ were the Aboriginal peoples. The Iroquois lived in southern Ontario, and the \_\_\_\_\_ lived in northern Ontario.

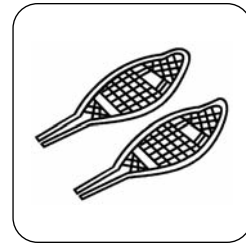
The Algonquin hunted and fished. They did \_\_\_\_\_ farm. They moved around a lot. They had portable houses, called “wigwams,” which they took with them when they \_\_\_\_\_. They used toboggans and snowshoes.



wigwam



toboggan



snowshoes

The Iroquois lived on land that was \_\_\_\_\_ for farming. They planted corn, beans and other vegetables. They lived in \_\_\_\_\_ and villages.

In the early 1600s, the lives of these Aboriginals changed when the \_\_\_\_\_ started to arrive in North America.



Activity:  
**Early Canadian History**

**INSTRUCTOR NOTES**

*Students learn new vocabulary and then read and listen to information on the first European explorers and settlements in Canada.*

Timing: 30 Minutes

- WARM-UP**
- *The Aboriginal Peoples*
  - Hand out the “Learn Some New Words” Exercise (2 pages).
  - Encourage learners to complete the exercises with a partner for mutual instruction and added speaking practice.
- ACTIVITY**
- Divide the class into pairs and distribute the reading and questions for Student A as well as the reading and questions for Student B.
  - Explain that each partner has a different reading, and that they will need to ask questions in order to find out the information on the other reading. Direct attention to the questions below the reading on both worksheets, and point out that the partner with “Reading 2” will ask questions first.
  - Circulate through the class to ensure that each group understands the procedure, and to help individuals who may not have understood all the historical facts in their reading.
- FOLLOW-UP**
- Take up the correct answers.
  - Instruct the pairs to go through the readings together again, this time finding and underlining the new vocabulary words.
  - For further information, refer to <http://www.thecanadianencyclopedia.com/>
  - *The Story Of Laura Secord*
- VARIATION**
- Simplify the activity. Remove the listening and speaking component and use the exercise as two sets of readings followed by comprehension questions. This rearrangement can be accomplished by cutting and re-ordering the photocopy masters.





Activity:  
**Early Canadian History**

**ANSWER KEY**

- *Learn Some New Words*

Part A:

WORD(S)	DEFINITION
15th Century	- one hundred years from 1400 to 1499
spice	- things like pepper that we put into food to make it taste good
trade	- buying and selling
fur	- thick hair on the bodies of some animals; it is sometimes used to make warm clothing
settlement	- a place where people stay and live
by accident	- without planning
explorer	- someone who travels to new places to see what is there
silk	- very soft and smooth cloth

- Part B. 1. silk 2. fur 3. by accident 4. explorer 5. settlements  
 6. 15th Century 7. spice 8. Trade

Questions about Reading 1:

1. the Fifteenth Century
2. India and China
3. no
4. furs
5. furs were expensive in Europe

Questions about Reading 2:

1. the Aboriginals to become Christian
2. Fur traders/buy furs
3. 670
4. farmers

**FURTHER  
 REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 218-223.

**VOCABULARY** • fur; explorer; by accident; 15th century; silk; spice; settlement; trade



## Activity: Early Canadian History

## Learn Some New Words

## Part A

Fill in the chart by writing the correct word(s) beside the definition.

<b>explorer</b>	<b>15th Century</b>
<b>settlement</b>	<b>spice</b>
<b>fur</b>	<b>silk</b>
<b>by accident</b>	<b>trade</b>

WORD(S)	DEFINITION
	one hundred years from 1400 to 1499
	things like pepper that we put into food to make it taste good
	buying and selling
	thick hair on the bodies of some animals; it is sometimes used to make warm clothing
	a place where people live and stay without planning
	someone who travels to new places to see what is there
	very soft and smooth cloth



This woman is wearing a fur.



These men are explorers.



Spices



## Activity: Early Canadian History

## Part B

Finish these sentences by adding the correct new words.

1. Her beautiful scarf is made of \_\_\_\_\_.
2. Many Russian people wear \_\_\_\_\_ hats in winter.
3. I deleted your email \_\_\_\_\_  
while I was working at the computer.

4. In 1969, an \_\_\_\_\_ named Neil Armstrong  
walked on the moon.



Neil Armstrong

5. Many of the earliest human \_\_\_\_\_ were in  
the Middle East.

6. The explorer Columbus crossed the Atlantic Ocean in  
the \_\_\_\_\_



Christopher Columbus

7. This food has no taste.  
It needs more \_\_\_\_\_
8. \_\_\_\_\_ with America is very important to Canadian businesses.

Activity: **Early Canadian History****Student A**  
**Reading 1**

1. Read this paragraph about the first European explorers who came to Canada.
2. Your partner is going to ask you some questions about it. Answer your partner's questions without showing him or her this page.
3. Next, ask your partner some questions about Reading 2. Listen to your partner and then write the answers.

**The First European Explorers**

French explorers came to Canada in the 15th and 16th centuries. They found Canada by accident while they were looking for a way to go to China and India. The explorers wanted to find silk and spices. They did not find these things in Canada, but they did find animals with beautiful fur. Furs were very expensive in Europe, so the French decided to stay in Canada.

Soon after, in 1608, Samuel de Champlain, a great French explorer, started to build a settlement that became Quebec city.



Europeans meet Aboriginals.



## Activity: Early Canadian History

**Student A**  
**Questions About Reading 2**  
**(The First European Settlers)**

Ask your partner these four questions. Listen carefully to what he or she says, and then use the information to write your answers.

1. Why did French church people come to Canada?

- They came to Canada because they wanted \_\_\_\_\_  
\_\_\_\_\_.

2. What other group of French people built settlements in Canada, and what were the settlements for?

- \_\_\_\_\_ also built settlements in Canada because they wanted to  
\_\_\_\_\_.

3. When did the British begin to come to Canada to trade for the Hudson Bay Company?

- They began to come to Canada to trade for the Hudson Bay Company in  
\_\_\_\_\_.

4. What other group of British people settled in Canada?

- British \_\_\_\_\_ also came to Canada.



A British farmer.



## Activity: Early Canadian History

**STUDENT B  
READING 2**

1. Read this paragraph about the first European settlers in Canada.
2. Next, ask your partner some questions about Reading 1. Listen to your partner and then write the answers.
3. After that, your partner is going to ask you some questions about Reading 2 (below). Answer your partner's questions without showing him or her this page.

**The First European Settlers**

The French who came to early Canada were not all explorers. Others who came here were church people who wanted the Aboriginals to become Christians. The church people often built settlements.

The French also build many fur-trading settlements. These were places where fur-traders bought furs from the Aboriginals to send back to Europe.

British traders also came to Canada. In 1670 they started a fur-trading company called the Hudson Bay Company.

Later, many more British people came to Canada to start farming.



Fur-trading settlement

Activity: **Early Canadian History****Student B**  
**Questions About Reading I**  
**(The First European Explorers)**

Ask your partner these five questions. Listen carefully to what he or she says, and then use the information to write your answers.

1. When did the French explorers come to Canada?
  - They came to Canada in \_\_\_\_\_.
2. Why did the French explorers come?
  - They were looking for \_\_\_\_\_.
3. Did the French explorers find what they were looking for? (Answer “yes” or “no.”)
  - \_\_\_\_\_
4. What did the explorers find in Canada?
  - They found \_\_\_\_\_.
5. Why did the French decide to stay?
  - They decided to stay because \_\_\_\_\_.



The French explorers found Canada by accident.



Activity:  
**The Story Of Laura Secord**

**INSTRUCTOR NOTES**

Learners read about Laura Secord's role in Canadian history and then answer true/false questions.

Timing: 20 Minutes

- WARM-UP**
- *The Aboriginal Peoples*
  - *Early Canadian History*
  - Ask the class if they have seen Laura Secord chocolates or ice cream for sale in Canada. Explain that the Laura Secord stores are named after a Canadian heroine.
  - Hand out the reading and ensure that everyone understands the words *soldier*, *army*, *war* and *attack*.
- ACTIVITY**
- Learners read the text and answer the true/false comprehension questions that follow.
- FOLLOW-UP**
- Refer to the images of Laura Secord. Point out her tattered dress in the painting, and ask if anyone has seen the statue in Ottawa.
  - An excellent website where students can read more about Laura Secord is <http://www.canadianheritage.gc.ca/>
  - Ask learners to tell the story of one of the heroes or heroines in their home country.
- ANSWER KEY**
- 1. T    2. F    3. T    4. F    5. F
- ASSESSMENT**
- Instructors correct individual learner responses.
  - CLB Performance Indicators:
    - ~ gets key information/main idea from texts
    - ~ identifies factual details in a text as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 218-223.
- VOCABULARY**
- soldier; army; attack; war





Activity:

## The Story Of Laura Secord



Statue of  
Laura Secord  
in Ottawa

This painting is called  
*Laura Secord Warns Fitzgibbons*.  
Fitzgibbons was a  
British soldier.



In 1812, America and Canada (Britain) were at war. American soldiers entered Canada near Niagara Falls. A Canadian woman named Laura Secord heard the American men making plans for an attack. She knew she had to tell the British army the information she heard. She walked thirty kilometres to find the British soldiers, and she told them about the American plans. The British used this information to attack the Americans. After this, the American army left Canada.

Are these sentences true or false? Circle the correct answer.

- |  |          |          |
|--|----------|----------|
| 1. American soldiers entered Canada near Niagara Falls.        | <b>T</b> | <b>F</b> |
| 2. There was never a war between America and Canada (Britain). | <b>T</b> | <b>F</b> |
| 3. A Canadian woman helped the British soldiers.               | <b>T</b> | <b>F</b> |
| 4. Laura Secord wanted to help the American soldiers.          | <b>T</b> | <b>F</b> |
| 5. The British soldiers attacked Laura Secord.                 | <b>T</b> | <b>F</b> |

### New Vocabulary



Soldier

An army



These soldiers are attacking.



Activity:

# The Canadian Fifty-Dollar Bill

## INSTRUCTOR NOTES

*This listening activity about the history of the people on the Canadian fifty-dollar bill can be used in conjunction with the Canadian Coins reading activity.*

Timing: 40-50 Minutes

### WARM-UP

- Ask how many learners sometimes carry Canadian fifty-dollar bills.
- Ask learners if they know or remember the colour of a fifty-dollar bill.
- Explain that all Canadian bills feature pictures of people who are important in the history of Canada.
- Explain the words *equal* and *rights* to learners.
- Ask learners if they think women have the same rights as men in Canada.
- Explain that they will hear a story about people who helped Canadian women obtain equal rights.

### MATERIALS

- Canadian fifty-dollar banknote (optional)

### ACTIVITY

- Play Part 1 of the audio (Track 9). Learners listen for the gist.
- Hand out Exercise One. Clarify unknown vocabulary.
- Learners answer the questions in pairs.
- Take up the answers to Exercise 1.
- Repeat this procedure for Part 2, using Exercise 2. If necessary, clarify these points:
  - ~ the role of the Supreme Court of Canada.
  - ~ women are referred to as *persons* (rather than people) because of the legal context.
  - ~ “The Famous Five” was the nickname given to this group of early feminists.
- Hand out the Pronunciation Practice exercise. Model the pronunciation for learners to practice.

### FOLLOW-UP

- Ask learners to provide information about famous women from their cultures or countries of origin who fought for women’s rights.
- Tell learners that if they visit Ottawa, they can see a statue of The Famous Five on Parliament Hill.
- *Canadian Coins*

**ANSWER KEY** • 1.A 2.A 3.B 4.A 5.B 6.A 7.A

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 218-223.

### VOCABULARY

- fifty-dollar bill; important; William Lyon Mackenzie King; Prime Minister; tenth; equal; law; Supreme Court; persons; agree; rights; Famous Five; heroes



Activity:

## The Canadian Fifty-Dollar Bill

### LISTENING TRANSCRIPT

We can learn about the history of Canada when we look at the money. Listen to the information about the fifty-dollar bill.

In Part 1, you learn about the picture on the front of the bill.

*Have you ever seen a Canadian fifty-dollar bill? Who are the people on the fifty-dollar bill? Why are they important to Canadians?*

On the front of the fifty-dollar bill is a picture of William Lyon Mackenzie King. He was our tenth Prime Minister. He was Prime Minister for more than 21 years.

In Part 2, you learn about the picture on the back.

On the back of the bill, there is a picture of five women. They came from Alberta. They wanted women to be equal to men in Canadian law. In 1927, the five women came to Ottawa. They told the Supreme Court of Canada that women are **persons** just like men.

The Supreme Court agreed. Now women and men have equal rights in Canadian law. The Famous Five are heroes. They worked hard for women's rights. You can see their statue on Parliament Hill if you come to Ottawa.

### Pronunciation Practice (To be read by Instructor)

Listen, and repeat these words and sentences.

**woman / women:** My doctor is a woman. Those five doctors are women.

**fifty:** Is he fifty years old?

**bill:** Did you say a Canadian bill or a Canadian pill?

**tenth:** He was the tenth prime minister of Canada.

**equal:** We are all equal people.

**famous:** Who is a famous person from your home country?



## Activity: The Canadian Fifty-Dollar Bill

### Exercise I

#### Part I

Circle the correct answers.

1. What pictures are on the Canadian fifty-dollar bill?
  - a. Pictures of important Canadians.
  - b. Pictures of Canadian animals.
  
2. Who is on the front of the fifty-dollar bill?
  - a. William Lyon Mackenzie King.
  - b. The Queen.
  
3. How long was William Lyon Mackenzie King prime minister?
  - a. Over 25 years.
  - b. Over 21 years.





## Activity: The Canadian Fifty-Dollar Bill

**Exercise 2****Part 2**

Circle the correct answers.

4. Who is on the back of the Canadian \$50 bill?
  - a. Five famous Canadian women.
  - b. The first Canadian prime minister.
  
5. Where did the “Famous Five” come from?
  - a. Ottawa.
  - b. Alberta.
  
6. When did the “Famous Five” come to Ottawa?
  - a. In 1927.
  - b. In 1937.
  
7. Who agreed that women have the same rights as men?
  - a. The Supreme Court of Canada.
  - b. The Prime Minister.



## Activity: The Canadian Fifty-Dollar Bill

**Pronunciation Practice**

Listen, and repeat these words and sentences.

**WOMAN – WOMEN**

My doctor is a woman. Those five doctors are women.

**FIFTY**

Is he fifty years old?

**BILL**

Did you say a Canadian bill or a Canadian pill?

**TENTH**

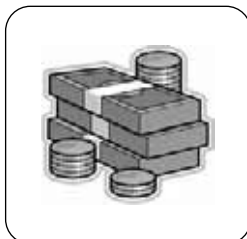
He was the tenth prime minister of Canada.

**EQUAL**

We are all equal people.

**FAMOUS**

Who is a famous person from your home country?



money



Activity:

# Canadian Animals – Part I

## INSTRUCTOR NOTES

Learners are introduced to new vocabulary and read short descriptions of native Canadian animals.

Timing: 20 Minutes

- WARM-UP**
- Ask the class what wild animals they have seen since coming to Canada. Make a list as they describe them. [Students may not be able to provide the names.]
- ACTIVITY**
- Distribute Exercise 1 (Parts A and B). Read the sentences with the class; learners should refer to the pictures to aid comprehension. Next, the class completes the labeling exercise.
  - Hand out Exercise 2. Students should work alone and without the aid of Exercise 1A if the activity is intended for assessment; otherwise, working in pairs provides a speaking component.
- FOLLOW-UP**
- Divide the class into small groups for Exercise 3 (conversation questions).
  - *Canadian Animals, Part II*
  - *Canadian Animals, Part III*
  - *The Canadian Moose*
- VARIATION**
- Show the class visuals of the animals introduced in this activity (beaver, skunk, bear, moose, raccoon). There is a handout with pictures in *Canadian Animals, Part III*.
- ANSWER KEY**
- Exercise 2
    1. leaves, branches, and the bark of trees
    2. to stay away
    3. afraid
    4. on top of their heads
    5. raccoons
    6. nocturnal
    7. black mask around its eyes
- ASSESSMENT**
- Instructors correct Exercise 2 for reading and writing assessment.
  - CLB Performance Indicators:
    - ~ gets key information from texts
    - ~ copies words, numbers, letters, sentences
    - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 218-223.
- VOCABULARY**
- beaver; skunk; bear; moose; raccoon; bark; branches; claws; stripes; antlers; hollow; nocturnal; mask; humpbacked



Activity:  
**Canadian Animals – Part I**

**Exercise I**  
**Part A**

Read about Canadian animals.

1. Many animals, such as the beaver, eat leaves, branches, and the bark of trees.
2. The skunk has two white stripes on its back. These stripes warn other animals to stay away.
3. The bear's sharp, powerful claws make other animals afraid.
4. Male moose have large antlers on top of their heads.
5. Hollow trees are homes for many animals, such as raccoons.
6. Some animals sleep during the day and do not come out until night. They are nocturnal.
7. The moose looks funny because it has a hump on its back. The raccoon looks funny too, because it looks like it has a black mask around its eyes.





Activity: Canadian Animals – Part I

Exercise I  
Part B

Write these words under the correct pictures:

- |           |        |         |           |
|-----------|--------|---------|-----------|
| branch    | leaves | stripes | tree bark |
| nocturnal | claws  | hump    | mask      |
| antlers   | hollow |         |           |

<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>		



## Activity: Canadian Animals – Part I

## Exercise 2

Choose and copy the correct ending for each sentence.

**nocturnal**

**on top of their heads**

**raccoons**

**leaves, branches, and the bark of trees**

**black mask around its eyes**

**to stay away**

**afraid**

1. Many animals such as the beaver eat \_\_\_\_\_.
2. The skunk has two stripes down its back. These stripes warn other animals \_\_\_\_\_.
3. The bear's sharp, powerful claws make other animals \_\_\_\_\_.
4. Male moose have large antlers \_\_\_\_\_.
5. Hollow trees are homes for many animals such as \_\_\_\_\_.
6. Some animals sleep during the day and do not come out at night.  
They are \_\_\_\_\_.
7. The moose looks funny because it has a hump on its back. The raccoon looks funny too, because it looks like it has a \_\_\_\_\_.



## Activity: Canadian Animals – Part I

## Exercise 3

## Questions For Conversation

Answer these questions together in small groups. Use dictionaries if you need them.

1. A skunk has **stripes**. What other animals have stripes? Can you name some other things that have stripes (for example, a shirt)?

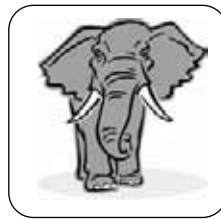
2. Which of these animals eats **leaves, branches** or the **bark** of trees?



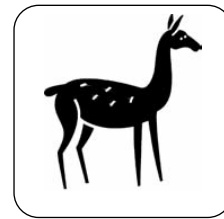
beaver



lion



elephant

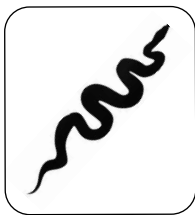


deer

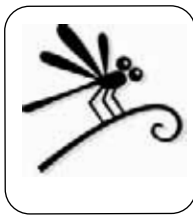


wolf

3. Which of these animals has **claws**?



snake



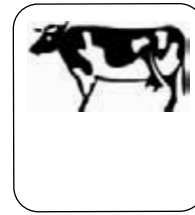
insect



fish



cat



dog



cow

4. A moose has **antlers**. What other animal (from questions 2 and 3 above) also has antlers?

5. Old trees are sometimes **hollow**. What other things can be hollow?

6. Name some other animals that are **nocturnal**.



Activity:  
**Canadian Animals – Part 2**

**INSTRUCTOR NOTES**

*Learners listen to descriptions of six native animals and identify factual details.*

Timing: 20 Minutes

- WARM-UP** • *Canadian Animals, Part I*
- ACTIVITY** • Hand out the Listening Activity worksheets. Explain to the class that they are going to hear descriptions of six different animals.  
• Read aloud the Listening Transcript slowly and clearly enough for the learners to read along, identify the correct words and underline them.
- FOLLOW-UP** • *Canadian Animals, Part III*  
• The Canadian Moose
- VARIATION** • Show the class visuals of the animals described in this activity (beaver, skunk, bear, moose, raccoon, white-tailed deer). A handout with pictures can be found in *Canadian Animals, Part III*.  
• Divide the listening into two separate exercises.
- ANSWER KEY** • I. • Correct answers are underlined in the Listening Transcript.
- ASSESSMENT** • Instructors correct individual worksheets for listening assessment.  
• CLB Performance Indicators:  
~ responds to an expanded range of short one-sentence commands and requests  
~ identifies factual details in a listening text as required  
~ identifies words related to colour, size, number, time reference,
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 218-223.
- VOCABULARY** • claws; honey; mask; bark; hump; branches; stripes; hollow; nocturnal; antlers



Activity:  
**Canadian Animals – Part 2**

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

**Read slowly and clearly.**

I am going to describe some common wild animals that live in Canada. I will describe what they look like, where they live, and what they eat.

On your Listening Activity sheet, you will underline the correct information about each animal when you hear it.

Look at number one, the black bear. It is complete. The correct information has already been underlined for you.

The listening for the black bear is:

**1**

The black bear is the smallest bear in North America. It is black or brown and is about 2 meters long. It has sharp claws.

The black bear lives all across Canada. It lives in forests and mountains.

The black bear eats plants, fish, and honey.

**2**

The raccoon is about the size of a dog. The raccoon's fur is grey. The raccoon has a white nose and a white face with black fur around its eyes like a mask.

The raccoon lives in Ontario and other parts of southern Canada. It lives in trees near rivers and lakes.

The raccoon loves to eat small fish, but it also lives in people's yards and eats out of garbage cans.

**3**

The beaver has a large, flat tail. Its tail helps it to swim. The beaver's front teeth are large, sharp and strong, and they can cut down trees.

The beaver lives across Canada, by rivers and lakes near forests.

The beaver eats leaves and the bark of trees and some other plants.



beaver



## Activity: Canadian Animals – Part 2

**LISTENING TRANSCRIPT (To Be Read By Instructor) (Cont'd)****4**

The moose is a funny-looking animal. It has very long legs and a hump on its back. It can be over 3 meters tall and weigh as much as 600 kilograms. Male moose have large antlers almost 2 meters wide.

The moose lives in all parts of Canada. It lives near rivers and lakes in forests.

The moose eats plants that it finds in the water as well as branches and leaves of trees.

**5**

The skunk is about the size of a cat. It is black with two white stripes down its back, and it has another stripe on its forehead.

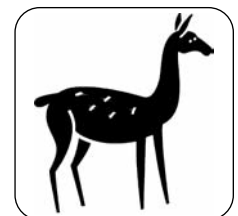
The skunk lives all across southern Canada. It likes to live in grassy areas but it will also live under buildings or in hollow trees.

The skunk is nocturnal. It sleeps during the day. At night, it looks for small insects and animals such as mice.

**6**

The white-tailed deer is about 2 meters long and 1 meter high. The males have antlers. The deer is brown and has a short tail. The tail is white underneath. When the deer is frightened, it lifts its white tail like a flag, and runs away.

The white-tailed deer lives in the southern parts of Canada from British Columbia to Ontario. It lives in forests. The white-tailed deer eats grasses and leaves.



deer



## Activity: Canadian Animals – Part 2

## LISTENING ACTIVITY

## 1

The black bear is the (smallest tallest biggest) bear in North America. It is (black or brown white or grey red or orange), and is about (3 4 2) metres long. It has sharp claws.

The black bear lives (all across Canada in southern Canada in the Arctic). It lives in forests and mountains.

The black bear eats (plants dogs fish chickens honey).

## 2

The raccoon is about the size of a (horse dog bear). The raccoon's fur is (grey white black). The raccoon has a white nose and a white face with black fur around its eyes like a mask.

The raccoon lives in Ontario and other parts of (northern Canada southern Canada New York). It lives in trees near rivers and (schools lakes the ocean).

The raccoon loves to eat (salmon small fish lasagna), but it also lives in people's yards and eats out of (kitchens garbage cans gardens).

## 3

The beaver has a large, flat (head tail nose). Its tail helps it to swim. The beaver's front (teeth claws legs) are large, sharp and strong, and they can cut down trees.

The beaver lives across Canada, by rivers and lakes near forests.

The beaver eats (fish leaves the bark of trees) and some other plants.



## Activity: Canadian Animals – Part 2

**LISTENING ACTIVITY (Continued)****4**

The moose is a funny-looking animal. It has very long legs and a hump on its back. It can be over **(3 6 9)** meters tall and weigh as much as **(600 300 900)** kilograms. Male moose have large antlers almost **(2 6 3)** meters wide.

The moose lives in all parts of Canada. It lives near rivers and lakes in forests.

The moose eats plants that it finds in the **(forest water garden)** as well as branches and leaves of trees.

**5**

The skunk is about the size of a **(bear moose cat)**. It is **(black with white spots black with white stripes white with black stripes)** down its back, and it has another stripe on its forehead.

The skunk lives all across southern Canada. It likes to live in grassy areas, but it will also live under buildings or in **(tall trees hollow trees palm trees)**.

The skunk is **(eternal nocturnal fraternal)**. It sleeps during the day. At night, it looks for small insects and animals such as mice.

**6**

The white-tailed deer is about **(2 4 22)** meters long and **(1 9 10)** meter(s) high. The males have antlers. The deer is brown and has a short tail. The tail is white underneath. When the deer is frightened, it lifts its white tail like a flag, and runs away.

The white-tailed deer lives in the southern parts of Canada from British Columbia to Ontario. It lives in **(forests fields lakes)**.

The white-tailed deer eats **(grasses trees fish)** and leaves.





Activity:

## Canadian Animals – Part 3

### INSTRUCTOR NOTES

Learners use the descriptions from *Canadian Animals, Part II* to label pictures and write about an animal.

Timing: 20 Minutes

- WARM-UP**
- *Canadian Animals, Part I*
  - *Canadian Animals, Part II*
- ACTIVITY**
- Distribute the exercises. Clarify instructions, and then circulate around the classroom to assist learners as required. They may also need to refer to the Listening Exercise from *Canadian Animals, Part II* to find the necessary information.
  - To help learners understand the question “*What does it look like?*”, it may be useful to provide a model:
    - ~ “*What does (name of classmate) look like?*” “*He’s tall and he has grey hair.*”
- FOLLOW-UP**
- Assign learners the computer task of printing an image of their animal. Attach learners’ images to their writing for display on the classroom wall.
  - *The Canadian Moose*
- ASSESSMENT**
- Collect Exercise 2 for writing assessment.
  - CLB Performance Indicators:
    - ~ copies words, numbers, letters, sentences
    - ~ has legible handwriting or printing
    - ~ spells accurately and follows punctuation conventions
    - ~ fills in blanks ...with relevant information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 218-223.
- VOCABULARY**
- See *Canadian Animals – Part II*



Activity:  
**Canadian Animals – Part 3**

**Exercise 1**

Look at the pictures. *Can you name the six animals?*

Their names are:

**skunk**

**moose**

**black bear**

**raccoon**

**white-tailed deer**

**beaver**

Write each name in the correct place. If you need help, read the information you have from the Listening Activity.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## Activity: Canadian Animals – Part 3

## Exercise 2

Use information from the listening activity to write about a Canadian animal.

## Example

**The Black Bear**

*What does it look like?*

**It is black or brown and it is about two meters long.**

*Where does it live?*

**It lives in forests and mountains all across Canada.**

*What does it eat?*

**It eats plants, fish and honey.**

*What does it look like?*

It is \_\_\_\_\_.

*Where does it live?*

It lives \_\_\_\_\_.

*What does it eat?*

It eats \_\_\_\_\_.



Activity:  
**The Canadian Moose**

**INSTRUCTOR NOTES**

*A listening activity about the moose is followed by comprehension questions and a tongue twister.*

Timing: 30 Minutes

**WARM-UP**

- Canadian Animals I – III
- Show illustrations of the moose on this Saskatchewan website:  
<http://www.saskschools.ca/~gregory/animals/moose.html>  
 ~ ask for comments about the appearance of the animal.
- Explain that many people hunt and eat moose.
- Explain also that hitting a moose is an ever-present danger for drivers outside the city because moose often stray onto the roads.
- Tell learners they will hear more interesting facts about this unusual Canadian animal.

**ACTIVITY**

- Play Part 1 of the audio (Track 10). The class listens for the gist.
- Hand out Exercise 1. Allow time for learners to read and begin to answer the comprehension questions. Clarify vocabulary as necessary. Point out that the plural form of moose is moose.
- Replay the audio, pausing it so learners can answer questions after each paragraph as indicated in the table below. Repeat the audio as requested.

Paragraph 1	Questions 1-3
Paragraph 2	Questions 4-6
Paragraph 3	Question 7
Paragraph 4	Question 8

- Play Part 2 of the audio to introduce learners to the tongue-twister. Divide the class into pairs and hand out “A Moose On The Loose”.
- Explain that the exercise is for pronunciation practice and for fun, and that it is unnecessary for them to understand the exact meaning of all the words. Clarify the meaning of a few key terms:
  - ~ *on the loose*
  - ~ *goose, noose*
  - ~ Moose River, Moose Factory and Moose Jaw (Canadian place names)
- Replay the audio while the class listens and reads along.
- Pairs practice together.



Activity:

# The Canadian Moose

## INSTRUCTOR NOTES CONTINUED

- FOLLOW-UP**
- Assign each class member one line in the tongue-twister. The learners rehearse, and then stand up and deliver their lines in order.
  - Ask the learners to describe an unusual or interesting animal from their countries of origin.

**ANSWER KEY** • 1.T 2.F 3.T 4.F 5.T 6.T 7.F 8.T

- ASSESSMENT**
- Exercise 1 can be corrected for listening assessment.
  - CLB Performance Indicators:
    - ~ identifies factual details in a listening text as required
    - ~ identifies words related to size, number, location and movement

- SOURCE**
- **Adapted from:**
    - <http://www.saskschools.ca/~gregory/animals/moose.html>
    - <http://www.hww.ca/media.asp?id=93&cid=0>
    - <http://outdoors.webshots.com/album/551706620giPFsQ>
    - <http://www.sheppardsoftware.com/canadaweb/factfile/Unique-facts-Canada8.htm>

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 218-223.

- VOCABULARY**
- moose; between; 500,000; million; weigh; bump; hit; dive; protect; loose; goose; noose; caught



Activity:

## The Canadian Moose

### LISTENING TRANSCRIPT

#### Part I

Listen to some interesting information about a famous Canadian animal.

Did you ever see a picture of the Canadian moose? It is one of the biggest animals in Canada. It is found in many provinces in Canada. Canada has more moose than any other country in the world. There are between 500,000 and 1 million moose in Canada.

The moose is part of the deer family. It can weigh up to 800 kilograms. It's a funny-looking animal. It has long legs, large ears, a bump on its back and a wide nose. The moose can't see very well, so drivers have to be careful. They don't want to hit a moose!

The moose is an excellent swimmer. It can dive more than 5 metres in water to look for food. Even a baby moose can swim.

But don't get too close to a baby moose and its mother. The mother moose, just like a mother bear, is very dangerous. She will do anything to protect her baby. So be careful if you meet a mother moose.



Activity:  
**The Canadian Moose**

**LISTENING TRANSCRIPT (Continued)**

**Part 2**

Listen to this funny poem about a loose moose. Someone is telephoning the police stations in 3 Canadian cities.

1. *Hello. Moose River, Nova Scotia?*
2. *Yes?*
3. *Do you have a moose loose there?*
4. *No, we don't. We had a loose goose a few weeks ago, but we have no loose moose.*
5. *Did you try Moose Jaw, Saskatchewan?*
6. *No, but I will.*
  
7. *Hello. Moose Jaw, Saskatchewan? Do you have a moose on the loose there?*
8. *No, it's not us, no loose moose here.*
9. *What about Moose Factory, Ontario?*
10. *Okay. I'll call them.*
  
11. *Hi. Moose Factory, Ontario?*
12. *Do you have a moose that's loose there?*
13. *No, we did have a moose loose, but the moose isn't loose anymore. Somebody put a noose on the moose and caught him.*
14. *Oh, I'm so glad. A loose moose is not a good thing.*



## Activity: The Canadian Moose

## Exercise I

Listen again, and circle **T** (for True) or **F** (for False) for each sentence.

1. The moose is one of the biggest animals in Canada.      **T**      **F**
2. The moose is found in only one province.      **T**      **F**
3. Canada has between 500,000 and 1 million moose.      **T**      **F**
4. The moose is part of the horse family.      **T**      **F**
5. The moose weighs up to 800 kilograms.      **T**      **F**
6. A moose cannot see very well.      **T**      **F**
7. A moose can dive more than 10 metres in water.      **T**      **F**
8. Mother moose kill many people in Canada.      **T**      **F**







## Activity: The Canadian Moose

**A Moose on the Loose**

1. *Hello. Moose River, Nova Scotia?*
2. *Yes?*
3. *Do you have a moose loose there?*
4. *No, we don't. We had a loose goose a few weeks ago, but we have no loose moose.*
5. *Did you try Moose Jaw, Saskatchewan?*
6. *No, but I will.*
7. *Hello. Moose Jaw, Saskatchewan? Do you have a moose on the loose there?*
8. *No, it's not us, no loose moose here.*
9. *What about Moose Factory, Ontario?*
10. *Okay. I'll call them.*
11. *Hi. Moose Factory, Ontario?*
12. *Do you have a moose that's loose there?*
13. *No, we did have a moose loose, but the moose isn't loose anymore. Somebody put a noose on the moose and caught him.*
14. *Oh, I'm so glad. A loose moose is not a good thing.*





Activity:  
**Canadian Coins**

**INSTRUCTOR NOTES**

*A reading on the loonie and toonie can be used in conjunction with the Canadian Animals activities or The Canadian Fifty-Dollar Bill listening exercise.*

Timing: 15 Minutes

- WARM-UP**
- *The Canadian Fifty-Dollar Bill*
  - *Canadian Animals I - III*
- ACTIVITY**
- Learners read the passage and then complete the vocabulary exercise alone or in pairs.
- FOLLOW-UP**
- Review the terms for other Canadian coins: *penny, nickel, dime* and *quarter*.
- ANSWER KEY**
- 1. loonie    2. toonie    3. bill    4. coin    5. loon
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 218-223.
- VOCABULARY**
- loonie; toonie; coin; bill; buck; polar bear



Activity:  
**Canadian Coins**



The one-dollar Canadian coin has a picture of Queen Elizabeth on one side and a picture of a water bird on the other side. This water bird is called a *loon*. Canadians call the one-dollar coin a *loonie*.



The government began making loonies in 1987. Before then, people used a one-dollar paper bill.



In 1996, the government began making two-dollar coins to replace the two-dollar paper bill. The two-dollar coin has a picture of Queen Elizabeth on one side and a picture of a polar bear on the other side. What did Canadians call their new coin?

A *Queenie*? No. A *bearie*? No. Canadians call the two-dollar coin a *toonie*.

Find a word in the reading that means -

1. \$1 coin \_\_\_\_\_
2. \$2 coin \_\_\_\_\_
3. piece of paper money \_\_\_\_\_
4. piece of metal money \_\_\_\_\_
5. water bird \_\_\_\_\_



**Did you know?**

*Another slang word for a dollar is a buck.*

*How much do you pay for rent every month?*

**Seven hundred bucks.**



# LINC 2

## Canadian Culture

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Based on Canadian Language Benchmarks





Activity:  
**Fall Festivals**

Two audio passages about Thanksgiving and Halloween are followed by comprehension questions.

Timing: 30 Minutes Each

- WARM-UP**
- Teach or review the 4 seasons in Canada, using visuals if possible. Mention the concept of the harvest in fall/autumn.
  - Talk about holidays or festivals. (*What is a festival in your home country?*)
  - Write *Thanksgiving* on the board and tell learners that it's an important fall festival in Canada and the USA. Explain *give thanks*.
- ACTIVITY**
- Play Parts 1 and 2 of the audio (Track 11). Learners listen for the gist.
  - Distribute "A Family Thanksgiving". Read Exercise 1 with the class to clarify any vocabulary problems. Play Part 1 of the audio once or twice. Give learners time to answer the questions.
  - Repeat this procedure for Exercise 2 and Part 2.
  - Introduce Halloween:
    - ~ *What festivals are most popular with children in learners' countries of origin? Has anyone heard about Halloween? Brainstorm and compile a list on the board of any word associations.*
  - Distribute "Halloween Fun" and follow the above procedure for the audio and Exercises 3 and 4.
- FOLLOW-UP**
- *Joan's Turkey Stuffing And Kim's Halloween Pumpkin*
  - *What Are You Thankful For?*
- VARIATION:**
- This activity can be completed in two parts over two days.
- ANSWER KEY**
- Exercise 1: 1. b    2. c    3-b
  - Exercise 2: 1. T    2. F    3. turkey, soup, vegetables, pumpkin pie  
4. thanks, family
  - Exercise 3: 1. a    2. c
  - Exercise 4: 1. b    2. a    3. b    4. a    5. b    6. b
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp.250-255.
- VOCABULARY**
- festival; grandmother; like best; turkey; delicious; bring; soup; vegetables; pumpkin pie; give thanks; peace; funny; clothes; costume; ghost; *trick or treat*; pizza; candy



## Activity: Fall Festivals

**LISTENING TRANSCRIPT**

Listen to Part 1. Answer the questions in Exercise 1.

We have two fall festivals in Canada. One is Thanksgiving. It is on a Monday, in October. Bob Black of Radio Station CXYZ is talking to Joan Gray. They are talking about Thanksgiving. Joan is a grandmother.

Listen to Part 2. Joan Gray is talking about Thanksgiving. Answer the questions in Exercise 2.

Bob: *Good morning, Mrs. Gray.*

Joan: *Good morning, Bob.*

Bob: *What Canadian holiday do you like best?*

Joan: *I like Thanksgiving best.*

Bob: *What do you do on Thanksgiving?*

Joan: *We cook a big turkey. The family has dinner at our house.*

Bob: *Does everybody help?*

Joan: *Yes. My family brings delicious food.*

Bob: *What do they bring?*

Joan: *My brother brings soup. My sons bring vegetables. My daughter brings pumpkin pie.*

Bob: *That's great. Thanksgiving is the day when Canadians give thanks for good food, family and peace.*

Listen to Part 3. You will hear about Halloween. Answer the questions. Halloween is a fall festival too. It is on October 31st. It is a special evening for children.





## Activity: Fall Festivals

Listen to Part 4. Bob is talking to Kim about Halloween. Answer the questions.

- Bob: *What Canadian festival do you like best, Kim?*
- Kim: *I love Halloween!*
- Bob: *What do you do on Halloween?*
- Kim: *I wear funny clothes.*
- Bob: *What was your costume last year?*
- Kim: *I was a ghost.*
- Bob: *Where do you go?*
- Kim: *We go to the houses on our street.*
- Bob: *What do you say?*
- Kim: *We shout 'trick or treat'! The neighbours give us candy.*
- Bob: *Thank you, Kim. Canadian children love Halloween.*



## Activity: Fall Festivals

## A Family Thanksgiving

## Exercise 1

Circle the correct answer.

1. Thanksgiving is in
  - a. summer
  - b. fall
  - c. winter
2. Thanksgiving is on
  - a. Friday
  - b. Sunday
  - c. Monday
3. Joan Gray is a
  - a. grandfather
  - b. grandmother



## Exercise 2

Bob is talking to Joan Gray about Thanksgiving.  
Circle the correct answer **T** (for True) and **F** (for False):

1. Joan likes Thanksgiving. **T** **F**
2. Her family goes to a restaurant for Thanksgiving. **T** **F**
3. Circle the names of Thanksgiving food: turkey fish soup vegetables  
eggs steak pumpkin pie

Write the missing letters to complete the words:

4. At Thanksgiving, Canadians give th\_\_\_\_\_ for good food, f\_\_\_\_\_ and peace.



## Activity: Fall Festivals

## Halloween Fun

## Exercise 3

Circle the correct answer.

1. Halloween is in
  - a. October
  - b. September
  - c. November



2. Halloween is special for
  - a. grandmothers
  - b. adults
  - c. children



## Exercise 4

Bob is talking to Kim about Halloween. Circle the correct answer.

1. Kim likes
 

a. Thanksgiving	b. Halloween
-----------------	--------------
2. Kim likes to wear
 

a. funny clothes	b. a coat
------------------	-----------
3. Last year, Kim was
 

a. a cat	b. a ghost
----------	------------
4. At Halloween, Kim visits
 

a. the neighbours	b. her grandmother
-------------------	--------------------
5. She shouts
 

a. "Hello!"	b. "Trick or treat!"
-------------	----------------------
6. The neighbours give her
 

a. pizza	b. candy
----------	----------



Activity:

# Joan's Turkey Stuffing and Kim's Halloween Pumpkin

## INSTRUCTOR NOTES

Learners tell their partners how to prepare turkey stuffing or how to make a jack-o'-lantern.

Timing: 30-40 Minutes

- WARM-UP**
- *Fall Festivals*
  - Explain *recipe* and, with class participation, write a simple recipe for rice, tea or coffee on the blackboard. Use imperial measurements (cups).
  - Ask class members who have experienced a Canadian Halloween to describe some Halloween decorations.
- ACTIVITY**
- Divide the class into 2 groups. The first group receives Worksheet A, "Joan Gray makes turkey stuffing"; the second, Worksheet B "Kim's family makes a Halloween pumpkin". Depending on class size, have everyone in these groups work together or subdivide into smaller groups. Encourage learners in each group to help each other with reading, pronunciation, and new vocabulary. Circulate to assist groups or individuals as needed.
  - After everyone has rehearsed the instructions, pair off learners from Group A with learners from Group B; one partner will describe how to make turkey stuffing and the other will explain how to make a Halloween pumpkin. Encourage the listener to seek clarification (I don't understand "bread crumbs," or What does 'sharp' mean?)
- FOLLOW-UP**
- Learners from Group A tell the class about how to make a Halloween pumpkin. Learners from Group B explain the stuffing recipe, following the same procedure.
  - Learners provide recipes of their own to compile a class cookbook.
  - *What Are You Thankful For?*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 250-255.
- VOCABULARY**
- stuffing (dressing); recipe; butter; pan; celery; onion; add; mix; bread crumbs; salt; pepper; together; instructions; buy; funny; face; sharp; knife; careful; empty; candle; light (verb)



Activity: Joan's Turkey Stuffing and Kim's Halloween Pumpkin

## Joan Grey Makes Turkey Stuffing

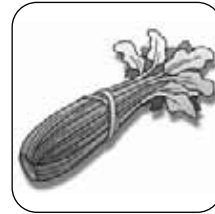
Read the story and recipe. Practice the new words with your teacher and your group. Later, you will tell the recipe to a classmate in the other group.

Every year at Thanksgiving, Joan Gray cooks turkey for her children and grandchildren. She puts stuffing in the turkey. This is her recipe.

- Melt  $\frac{1}{4}$  cup of butter in a pan.



- Chop  $\frac{1}{2}$  cup of celery and  $\frac{1}{4}$  cup of onion.



- Add the celery and onion to the butter. Cook slowly.



- Mix 4 cups of bread crumbs with salt and pepper.
- Mix everything together.
- Put stuffing inside the turkey.
- Cook in the oven.





## Activity: Joan's Turkey Stuffing and Kim's Halloween Pumpkin

**Kim's Family Makes A Halloween Pumpkin**

Read the story and the instructions. Practice the new words with your teacher and your group. Later, you will tell the instructions to a classmate in the other group.

Every year at Halloween, many Canadians make a Halloween pumpkin. Kim's mother and father make one too. This is how they make it.

- Buy a big pumpkin.
- Draw a funny face on the pumpkin with eyes, nose and mouth.
- Get a big, sharp knife. Be careful near the children!
- Cut off the top of the pumpkin.
- Empty the pumpkin.
- Cut out the eyes, nose and mouth.
- Put a candle inside the pumpkin.
- Put the pumpkin in front of your house.
- Light the candle.





Activity:

# What Are You Thankful For?

## INSTRUCTOR NOTES

Learners listen to a passage about the origins of Thanksgiving, answer comprehension questions, and then discuss what they are personally thankful for.

Timing: 30 Minutes

### WARM-UP

- *Fall Festivals and Joan's Turkey Stuffing And Kim's Halloween Pumpkin*
- Inform learners that they are going to listen to the story of how the Thanksgiving festival started many years ago. Clarify the term *Native Americans*.

### ACTIVITY

- Play Part 1 of the audio (Track 12). Learners listen for the gist.
- Clarify new vocabulary.
- Write all the food words on the board (rabbit, deer, duck, corn, onions, squash), and ask if learners know about them or have eaten them. (See pictures on worksheet.)
- Hand out Exercise 1. Allow time for the class to read and begin to answer the comprehension questions, and then replay the audio as necessary. Learners can work in pairs, if desired.
- Take up the answers.
- Play Part 2 of the audio. Demonstrate how the preposition *for* is used with the verb *thank*. Divide the class into pairs (or small groups) to discuss what they are personally thankful for.

### FOLLOW-UP

- Each person in the class reports one thing that their partner is thankful for, for example, *Yoko is thankful for her new home*.
- Ask the class to listen carefully. Then, have a stand-up circle activity in which learners take turns trying to recall all the things that were said by their classmates.

### ANSWER KEY

- 1. B    2. A    3. B    4. A    5. B    6. B    7. A

### SOURCE

- Adapted from: [http://www.scholastic.com/scholastic\\_thanksgiving/feast/.htm](http://www.scholastic.com/scholastic_thanksgiving/feast/.htm)

### FURTHER REFERENCE

- See LINC Curriculum Guidelines, pp. 250-255.

### VOCABULARY

- Thanksgiving; newcomers; native; North America; rabbit; deer; duck; corn; onions; squash



Activity: **What Are You Thankful For?**

## LISTENING TRANSCRIPT

*Listen to the story of how Thanksgiving started.*

### Part 1

*Newcomers first came to North America long ago. They came in winter and their life was very hard. It was cold and they had no food.*

*Native Americans came and helped them to find food, like duck, deer and rabbit. In spring, they showed the newcomers how to plant vegetables, like corn, onions and squash.*

*The land was good and the newcomers grew many vegetables. In the fall, the newcomers had a big dinner. They invited the Native Americans. They were happy to be alive and they thanked the Native Americans for their help. That was the first Thanksgiving.*

### Part 2

*At Thanksgiving, we give thanks for all the good things in our life. We give thanks or we say we are thankful. What are you thankful for? Listen as these people tell you why they are thankful.*

*I am thankful I have a good job.*

*I am thankful that I have a husband.*

*I am thankful that my wife and my children are safe now.*

*I am thankful for my good health.*

*I am thankful for my beautiful new baby.*

*Now, work with a partner. Tell each other what YOU are thankful for.*





## Activity: What Are You Thankful For?

## Exercise I

Circle the right answer.

1. Newcomers first came to North America in

- a. summer.
- b. winter.



2. Why was life hard for newcomers?

- a. They had no food.
- b. They had no friends.



3. Native Americans helped them find food like duck, deer and

- a. chicken.
- b. rabbit.



4. The newcomers planted corn, onions and

- a. squash.
- b. lettuce.



5. The land was good and the newcomers

- a. did not grow many vegetables.
- b. grew many vegetables.

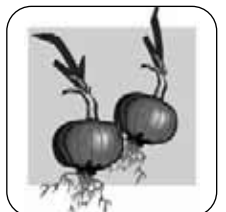


6. In the fall, they had a big dinner and they invited

- a. government leaders.
- b. Native Americans.

7. They thanked the Native Americans for

- a. their help.
- b. their beds.





Activity:  
**Fall Festival Puzzles**

### INSTRUCTOR NOTES

*Two exercises review vocabulary learned in Fall Festivals and Joan's Turkey Stuffing And Kim's Halloween Pumpkin.*

Timing: 20-25 Minutes

- WARM-UP**
- *Fall Festivals and Joan's Turkey Stuffing And Kim's Halloween Pumpkin.*
  - Review the verbs used in *Joan's Turkey Stuffing And Kim's Halloween Pumpkin* (melt, chop, add, mix, cook, buy, draw, cut, empty, light). Encourage learners to read, pronounce and mime the words.
- ACTIVITY**
- Learners follow the instructions on the worksheets. If the activity is not intended for assessment, learners can work in pairs to add a listening and speaking component.
- FOLLOW-UP**
- Ask learners to "interview" a Canadian (a neighbour, another teacher, a friend or relative who has been in Canada for several years) about either Thanksgiving or Halloween and how they celebrate it. Ask for brief reports in a future class.
- ANSWER KEY**
- Worksheet 1: Exercise A: Melt, Chop, Add, Mix, Put, Cook
  - Worksheet 1: Exercise B: Buy, Draw, Be, Cut, Put, Light
  - Worksheet 2: 1. Thanksgiving 2. pumpkin 3. treat 4. knife 5. recipe  
6. eyes Secret word: turkey
- ASSESSMENT**
- This activity can be used for writing assessment.
  - CLB Performance Indicators:
    - ~ fills in blanks in a five- to six-sentence descriptive text with relevant information
    - ~ spells accurately and follows punctuation conventions
    - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 250-255.
- VOCABULARY**
- combine all ingredients; see also *Fall Festivals and Joan's Turkey Stuffing And Kim's Halloween Pumpkin*



Activity:  
**Fall Festival Puzzles**

**WORKSHEET I****Part A**

Choose the correct verb from the box below, and write in on the blank line to complete Joan Gray's stuffing recipe.

**Add      Melt      Put      Cook      Chop      Mix**

\_\_\_\_\_ the butter in a pan. \_\_\_\_\_ the celery and the onions.  
\_\_\_\_\_ the celery and the onions to the butter. Cook slowly. \_\_\_\_\_ the bread crumbs with salt and pepper, and then combine all the ingredients\*. \_\_\_\_\_ the stuffing inside the turkey. \_\_\_\_\_ it in the oven.

\*combine all ingredients = mix everything together

**Part B**

Choose the correct verb from the box below, and write in on the blank line to complete the instructions for making a Halloween pumpkin.

**Be      Light      Cut      Draw      Put      Buy**

1. \_\_\_\_\_ a big pumpkin.
2. \_\_\_\_\_ a funny face on the pumpkin with a pen.
3. \_\_\_\_\_ careful near the children. You are using a sharp knife!
4. \_\_\_\_\_ out the eyes, nose and mouth.
5. \_\_\_\_\_ the pumpkin in front of your house.
6. \_\_\_\_\_ the candle.



## Activity: Fall Festival Puzzles

## WORKSHEET 2

Choose the words. Spell them in the spaces below. You will see a new word from top to bottom in the circles.

1. This is a Canadian holiday. Families eat dinner together. They are thankful for good food.
2. Canadians buy this big fruit at Halloween. They make a funny face on it and put a candle inside.
3. Children say “Trick or \_\_\_\_\_!” to their neighbours on Halloween.
4. Use a sharp \_\_\_\_\_ to cut. Be careful near children!
5. This tells you how to cook something.
6. A pumpkin face has \_\_\_\_\_, a nose and a mouth.

1.     ○  
\_\_\_\_\_

2.     ○  
\_\_\_\_\_

3.     ○  
\_\_\_\_\_

4.     ○  
\_\_\_\_\_

5.     ○  
\_\_\_\_\_

6.     ○  
\_\_\_\_\_

The new word is something Canadian families eat for Thanksgiving dinner. What is it?

\_\_\_\_\_



Activity:  
**Canadian Festivals**

### INSTRUCTOR NOTES

*Learners quiz a partner about Canadian holidays and festivals.*

**Timing: 35-40 Minutes**

- WARM-UP**
- Review the Canadian festivals of Thanksgiving and Halloween. (optional)
  - Review the names of the months and seasons. Ask the class to name some Canadian holidays, and list these on the blackboard as they arise.
- ACTIVITY**
- Distribute Worksheet 1 to half the class and Worksheet 2 to the other half. Read and clarify the opening paragraph. Give everyone time to read and understand their questions. Practise question intonation with each group.
  - Pair up learners from the two different groups. Each partner asks the five questions and circles the partner's answers.
- FOLLOW-UP**
- Discuss the answers together. Ask which of these holidays are celebrated in the learners' countries of origin. *Do they have any similar festivals? Do their countries of origin have national days or independence days? Do they have festivals which celebrate the passing seasons (spring, harvest, etc.)?*
- VARIATION**
- At first the partners ask the questions without providing the multiple choice prompts, for example, "What date is New Year's Day?"
- ANSWER KEY** • 1. b   2. a   3. c   4. a   5. b   6. c   7. a   8. c   9. c   10. c
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 250-255.
- VOCABULARY**
- celebration; special; New Year's Day; Valentine's Day; heart; Easter; flag; Labour Day; the Queen; Remembrance Day; die; war; Christmas; decorate



## Activity: Canadian Festivals

## WORKSHEET 1

## What Do You Know About Canadian Festivals?

Thanksgiving and Halloween are two Canadian festivals. There are many more holidays and celebrations in Canada. Do you know about any of them? Ask your partner the questions on this page. He or she will ask you 5 other questions. Then, talk about these 10 special days with your teacher and the whole class.

1. What date is New Year's Day?

- a. December 31st      b. January 1st      c. April 1st



2. Valentine's Day is on February 14th. What do Valentine's cards have on them?

- a. hearts      b. trees      c. cakes



3. Easter comes in the spring, in March or April. What do some parents give their children at Easter?

- a. chocolate money      b. chocolate hearts      c. chocolate eggs



4. Mother's Day is in May. What do some children give their moms on Mother's Day?

- a. flowers      b. toys      c. pumpkins



5. When is Father's Day?

- a. March      b. June      c. August





## Activity: Canadian Festivals

## WORKSHEET 2

## What Do You Know About Canadian Festivals?

Thanksgiving and Halloween are two Canadian festivals. There are many more holidays and celebrations in Canada. Do you know about any of them? Ask your partner the questions on this page. He or she will ask you 5 other questions. Then, talk about these 10 special days with your teacher and the whole class.

6. What is July 1st called?

- a. Summer Day      b. Flag Day      c. Canada Day



7. Who do we think about on Labour Day in September?

- a. workers      b. children      c. the Queen



8. Who do we remember on Remembrance Day in November?

- a. parents      b. friends      c. people who died in wars



9. Christmas Day is on December 25th. What do many Canadians decorate at Christmas?

- a. shoes      b. hats      c. a tree



10. What is the new Ontario holiday in February?

- a. Snow Day      b. Winter Holiday      c. Family Day





Activity:  
**Spare Time**

### INSTRUCTOR NOTES

*A listening dialogue about two women discussing their pastimes is followed by comprehension exercises and discussion of spare time activities.*

Timing: 30-40 Minutes

#### WARM-UP

- Write examples of a few leisure activities on the board, eg. playing piano, swimming, sewing. Ask learners what they liked to do in their spare time when they were children, and whether they still continue with these activities.
- Ask the class if any of them have gone camping, and invite them to describe their experiences.
- Write the word *photography* on the board, explain its meaning and have learners repeat the pronunciation. Ask if anyone likes to take pictures.

#### ACTIVITY

- Play the audio once for gist (Track 13) and then hand out one or both of the comprehension exercises (Exercise 1 / 2). Allow time for learners to read the questions, and then replay the audio as needed. Take up the answers or collect the exercises for assessment.
- Ask “*What do Katrina and Pamela like to do in their spare time?*” and write the correct responses on the blackboard (Katrina likes to go camping; Pamela likes to take pictures). Referring back to the activities mentioned in the warm-up, model a few more sentences. Briefly point out a few collocations and grammar “trouble spots”, for example: “I like swimming”, not “I like to swimming,” or “I like to watch movies in my own language” instead of “I watching movies in my language.”
- Tell learners they will interview their classmates about what they do in their spare time, and refer them to Exercise 3.

#### FOLLOW-UP

- Learners share information with the class, talking about 1 or 2 classmates (e.g. Juan Carlos likes to play the guitar).
- Ask who had a different or unusual leisure activity, and conclude by having learners discuss who in the class has the most interesting spare time activity.

#### ANSWER KEY

- Exercise 1: 1. F    2. T    3. T    4. T    5. F    6. T    7. T    8. F
- Exercise 2: 1. neighbours    2. camping    3. taking pictures    4. coffee





Activity:  
**Spare Time**

**INSTRUCTOR NOTES CONTINUED**

- ASSESSMENT**
- Exercises 1 and 2 can be used for listening assessment; instructors circulate and perform informal speaking assessment while learners are completing Exercise 3.
  - CLB Performance Indicators:
    - ~ identifies factual details in a listening text as required
    - ~ comprehends requests for personal details
    - ~ responds to simple questions with required information
    - ~ listener can follow the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 250-255.
- VOCABULARY**
- spare time; wonder; curious; weekend; camping; tent; lake; campfire; photography; smiling



Activity:  
**Spare Time**

**LISTENING TRANSCRIPT**

*Listen to the story of Pamela and her neighbour, Katrina.*

*Pamela moved to Ajax two months ago. She likes her friendly new neighbour, Katrina. Katrina says hello to Pamela when she takes her dog for a walk.*

*Every weekend, Pamela sees Katrina and her family drive away in their truck. Then she sees them all come home on Sunday night. She wonders where they go every weekend.*

*Yesterday morning, Katrina invited Pamela for a coffee. They talked and got to know each other.*

*Listen to their conversation.*

Pamela: *I am curious. Where do you go every weekend?*

Katrina: *We go camping. I love camping beside a lake with my family and friends. Each weekend, we choose a different lake in Ontario. We put up our tents and share all our food. At night, we tell stories and sing songs by the campfire.*

Pamela: *You must have fun.*

Katrina: *It is fun. What do you do in your spare time, Pamela?*

Pamela: *I enjoy photography. I like taking pictures, especially of water.*

Katrina: *Water! Then you should come with us to the lake next time we go camping.*

Pamela: *Maybe I will. Thanks so much!*



Activity:  
**Spare Time**

**Exercise I**

Circle **T** (for True) or **F** (for False) for each sentence.

- |  |          |          |
|--|----------|----------|
| 1. Pamela moved from Ajax.   | <b>T</b> | <b>F</b> |
| 2. Katrina says “Hello” when she walks her dog.                                | <b>T</b> | <b>F</b> |
| 3. Katrina’s family drives away every weekend.                                 | <b>T</b> | <b>F</b> |
| 4. Katrina loves to go camping by a lake.                                      | <b>T</b> | <b>F</b> |
| 5. Katrina camps by the same lake each weekend.                                | <b>T</b> | <b>F</b> |
| 6. Katrina’s family and friends love to tell stories and sing by the campfire. | <b>T</b> | <b>F</b> |
| 7. Pamela enjoys photography.  | <b>T</b> | <b>F</b> |
| 8. Katrina doesn’t invite Pamela to go camping.                                | <b>T</b> | <b>F</b> |





## Activity: Spare Time

## Exercise 2

Choose the correct word(s) from the list below, and write it on the line.

camera

camping

coffee

neighbours

shopping

sisters

swim

taking pictures

1. How does Pamela know Katrina?

They are \_\_\_\_\_.

2. What does Katrina do every weekend?

Every weekend, Katrina goes \_\_\_\_\_.

3. Pamela enjoys \_\_\_\_\_.

4. Yesterday morning, Katrina invited Pamela to her home for a \_\_\_\_\_.

## Exercise 3

Ask your classmates these questions:

- What do you like to do in your spare time?
- Why do you like to do it?
- When do you do it?



At night, we tell stories and sing songs by the campfire.



Activity:  
**When In Rome**

**INSTRUCTOR NOTES**

*A reading about a dinner party invitation is followed by a discussion and written comprehension questions.*

Timing: 20 Minutes

- WARM-UP**
- *Spare Time* (Optional)
  - Questions for class discussion:
    - ~ *Have you been invited to a dinner party in Canada yet?*
    - ~ *Was it different from the dinner parties in the country you came from?*
    - ~ *In what ways?*
- ACTIVITY**
- Learners read the text about Hiroko's dinner party invitation.
  - Divide the class into conversation groups for the discussion questions.
  - After the discussion, learners answer the reading comprehension questions individually.
- FOLLOW-UP**
- *Dinner Parties*
- ANSWER KEY**
- In complete sentences  
1. Friday    2. Hiroko    3. She wasn't sure how to behave at a Canadian dinner party.    4. Yes.    5. Write some questions.
- ASSESSMENT**
- The writing exercise can be collected for reading and writing assessment.
  - CLB Performance Indicators:
    - ~ gets key information/main idea from text
    - ~ answers five to six questions about personal or familiar situation
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 250-255.
- VOCABULARY**
- to worry; plans; a saying; behave; proper; raise



Activity:  
**When In Rome**

It was Friday afternoon, and the students in the ESL class were happy that the weekend was coming.

“Does anyone have great plans for the weekend?” the teacher Bonnie asked with a smile.

“I am invited to a dinner party on Saturday night,” Hiroko replied, “but I’m a bit worried about it.”

“Why are you worried, Hiroko?” Bonnie asked. “I think you will have a very enjoyable evening.”

“Well, in Japan, we don’t invite people to our house for dinner. When we entertain, we take our guests to a restaurant. I know the saying ‘When in Rome’, and I want to behave the proper way here in Canada.”

“Maybe we should all talk about this,” Bonnie suggested. “Class, how many of you would like to discuss what to do if you are invited to dinner in Canada?”

Many students raised their hands.

“All right, then, let’s talk about it,” said Bonnie, “but first, write some questions you want answers for, okay?”



Activity: **When In Rome****Group Discussion**

The saying Hiroko was talking about is “When in Rome, do as the Romans do.”

- What does this saying mean?
- Do you know any similar sayings?
- Do you think it is important to “do as the Romans do”? Why or why not?

**Writing Exercise**

Write your answers in complete sentences.

1. What day of the week was it?

---

2. Who was worried about the weekend?

---

3. Why was she worried?

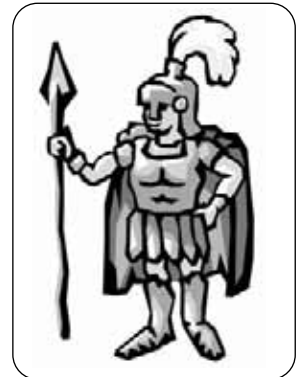
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4. Did the class want to discuss what to do at a dinner party?

(Write yes or no.) \_\_\_\_\_

5. What did the teacher ask the class to do?

---



*When in Rome,  
do as the  
Romans do.*



Activity:  
**Dinner Parties**

**INSTRUCTOR NOTES**

*Learners participate in a class discussion of Canadian dinner party traditions and norms.*

Timing: 15-20 Minutes

**WARM-UP**

- *When In Rome*

**ACTIVITY**

- Write these headings on the board:
  - ~ *Invitation*      ~ *Time*
  - ~ *Gift*              ~ *Conversation*
  - ~ *Dinner*            ~ *Thank You*
- Tell the class that you will discuss each of these stages of a dinner party together. Learners can ask questions or contribute to the discussion when they wish. Possible discussion points include:
  - ~ Invitation – how far in advance, by phone
  - ~ Time – when to arrive, early, late, when to leave
  - ~ Gift – what is usual or appropriate
  - ~ Conversation – normal topics, taboos, how to handle the times when the conversation becomes incomprehensible
  - ~ Dinner – what to say if there is something the guest cannot eat
  - ~ Thank You – how?
- Write notes and vocabulary under each heading as it arises during the class discussion.
- Rewrite the six headings and class notes in simple points or sentences onto six pieces of flip chart paper. Post them on the classroom wall for learners to read and refer to for the duration of the Canadian Culture theme. Possible notes:
  - ~ Invitation – often by phone; about a week before
  - ~ Time – 6–7 pm; don't arrive early; usually 10 minutes late; not more than 20 minutes late
  - ~ Gift – chocolates, wine, flowers
  - ~ Conversation – usually current events, children and other personal information, weather; not sex, death or religion
  - ~ Dinner – if allergies or religious beliefs prevent you from eating some food, tell the host/hostess when you are invited to dinner
  - ~ Thank You – call or send a thank you note; always say “thank you” when leaving, for example “Thank you. I enjoyed the evening. The dinner was delicious.”

**FOLLOW-UP**

- Plan a dinner party to be held at the instructor's or a class member's home.

**FURTHER REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 250-255.

**VOCABULARY**

- invitation; gift; conversation; appropriate; taboo; allergies; religious beliefs; current event





Activity:

# Canadian Gift-Giving Traditions

## INSTRUCTOR NOTES

*Learners listen to a passage on Canadian gift-giving, answer comprehension questions, and discuss their own gift-giving traditions.*

Timing: 20 Minutes

- WARM-UP**
- Hold a general class discussion on gift-giving traditions from different countries.
    - ~ *Do you give gifts when a couple gets married? Does the father-of-the-bride give gifts to the groom or does the father-of-the-groom give gifts to the bride? Do people give gifts to anyone else? What types of gifts do people give?*
    - ~ *Do you bring a gift when you go to dinner at someone's house? What do you bring?*
  - Compile a list of occasions when gifts are given in Canada. (See Answer Key)
- ACTIVITY**
- Play the audio recording once (Track 14). Clarify the meaning of the word *logo*. Hand out Exercise 1 and allow time for the class to read the questions before playing the recording a second time.
- FOLLOW-UP**
- Divide the class into pairs for the “My Gift” conversation.
- VARIATION**
- Instruct learners to copy down the list of Canadian gift-giving occasions from the board and then add a check mark beside the names of occasions when they also give gifts in their country of origin.
- ANSWER KEY**
- Gift-giving occasions:

### Major Life Celebrations

Birthdays  
 Bridal showers  
 Weddings  
 Anniversaries

### School

Graduations  
 Teachers



Activity:

## Canadian Gift-Giving Traditions

### ANSWER KEY Continued

#### Special Occasions / Days

Valentine's Day  
Mother's Day  
Father's Day  
Christmas

#### Other

Dinner party  
Someone leaving  
In business

#### Exercise I:

- 1 c. friends and family members
- 2 b. false
- 3 b. false
- 4 a. true
- 5 a. true

### ASSESSMENT

- Collect Exercise I for listening assessment.
- CLB Performance Indicators:
  - ~ identifies factual details in a listening text as required
- Instructors circulate during the “My Gift” conversation to perform informal speaking assessment
- CLB Performance Indicators:
  - ~ responds to simple questions with required information
  - ~ describes size, colour and number
  - ~ uses basic time reference and basic expressions of location and movement
  - ~ listener can follow the information

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 250-255.

### VOCABULARY

- refill; appropriate; special; occasion; certificate; tricky; logo

Activity: **Canadian Gift-Giving Traditions****LISTENING TRANSCRIPT****Some Gift-Giving Traditions In Canada**

*Canadians love to give gifts. There are many special days when gifts are given. It is important to know what gifts to give, when to give them, and who to give the gifts to.*

*Canadians give gifts to their family and friends on birthdays. The gift depends on the birthday person's interests and wishes. What does he or she want?*

*Children give a gift to their teacher at the end of the school year. The gift may be a box of chocolates, a book, a gift certificate or something similar.*

*Gift-giving in business is tricky. Ask other people in that business to discover what gifts are appropriate. Business gifts often have the business' logo on them.*

*Money is not given as a gift. It can be given in the form of a cheque to close members of the family.*

*When do you give gifts?*

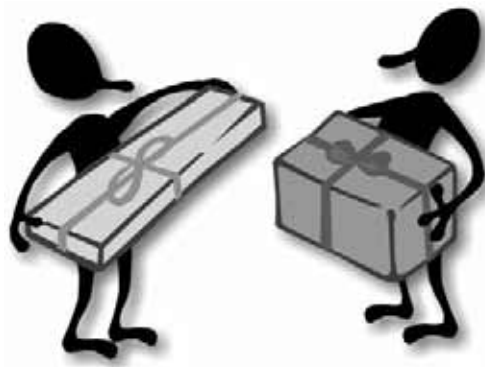


Activity:  
**Canadian Gift-Giving Traditions**

**Exercise I**

Circle the correct answer.

1. On their birthdays, Canadians give gifts to:  
a. teachers                      b. neighbours                      c. friends and family members
  
2. Teachers give children a box of chocolates or a gift certificate at the end of the year.  
a. true                              b. false
  
3. Always give money to business people.  
a. true                              b. false
  
4. A business gift may have a logo on it.  
a. true                              b. false
  
5. Relatives sometimes give a cheque to close family members.  
a. true                              b. false





## Activity: Canadian Gift-Giving Traditions

## CONVERSATION

## My Gift

Think about a time that you gave a gift to somebody. Talk about it with a partner. Ask and answer these questions:

- Who did you give the gift to?
- When did you give the gift?
- What was the gift?
- Was it difficult to choose this gift?
- Was it difficult to find or shop for this gift?
- Describe the gift (say what it looked like).
- Did your gift make the other person (the receiver) very happy?

Here is an old English saying about giving gifts.

*“It isn’t the gift, it’s the thought that counts.”*

This means that the feelings of love and kindness are more important than the gift itself.





Activity:

# A Thank-You Note

## INSTRUCTOR NOTES

Learners read and answer comprehension questions about a newcomer's experience moving into her new apartment. They read and analyze a model thank-you note, and then copy another one in correct sequence.

Timing: 30 Minutes

### WARM-UP

- Questions for class discussion:
  - ~ What were your experiences moving to your first apartment in Canada?
  - ~ Did you have any help moving in?
  - ~ What advice would you give to anyone who has just arrived in Canada about moving in to his or her first apartment?
  - ~ Did anyone give you any other help during your first few days in Canada that you are thankful for? Would you like to write them a thank-you note?

### ACTIVITY

- The class reads "A Thank-You Note" and then completes Exercise 1. Take up the answers in class, or collect the papers to correct learners' writing.
- Hand out the model thank-you note. Read the message and the explanation of the components aloud with the class, explaining and clarifying as necessary.
- Distribute the final writing task (Exercise 2) and the formatted note page.

### FOLLOW-UP

- Encourage learners to follow the model to compose their own thank-you notes.

### ANSWER KEY

- Exercise 1: (Answers will be in complete sentences):
  1. She didn't know where the stores and schools were, and she had so much to do.
  2. Emily
  3. Chicken soup and cookies
  4. Her kindness

Exercise 2:

- 23 Wellmore Place  
Brookfield, Ontario  
N4K 0X0  
Jan. 23, 20--
- Dear Emily,
- I am writing you to thank you for your kindness when I moved into my apartment. I think of you often.
- I am sending you some special cake. I hope you are well and can come to visit me soon. We will have a cup of tea and a talk.
- Thank you again for your kindness. I will never forget how you helped me on my first day in Canada.
- Your friend,  
Saleh



Activity:

## A Thank-You Note

### INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Collect the completed thank-you messages for writing assessment.
  - CLB Performance Indicators:
    - ~ copies ... sentences, including capitalization, lower case, punctuation
    - ~ has legible handwriting or printing. Makes no major omissions in copying information. Makes only a few occasional copying mistakes. Poses only slight difficulties for the reader to decode a note or number
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 250-255.
- VOCABULARY**
- confused; to decide; knock; enough; a special dish; kindness; several; boil; bake; improving; model; sign



Activity:  
**A Thank-You Note**

Saleh felt confused the day she moved into her new Canadian apartment. Where were the grocery stores? Where were the schools?

There was so much to do. Saleh sat in the apartment and tried to decide what to do first.

Then she heard a knock on the door.

“Hello. I’m Emily, your neighbour. I brought you some chicken soup for lunch. There’s enough here for six people. Now, let’s make some tea because I brought some cookies too. Your kids will like them, I’m sure.”

Saleh was very surprised, but she was happy. In a few minutes, she and Emily were having tea, and life looked better to Saleh.

Now, several weeks later, Saleh and Emily are friends. Saleh often remembers the day she moved into her apartment, and Emily’s kindness. She wants to cook something special for Emily and write a thank-you note.

### Exercise 1

Answer these questions in complete sentences:

1. Why did Saleh feel confused?

---

2. Who knocked on the door?

---

3. What did Emily bring to Saleh?

---

4. What did Saleh want to thank Emily for?

---







## Activity: A Thank-You Note

## A Model Thank-You Note

1 345 Aylmer Street  
Ottawa, Ontario  
K2T 0X0

December 1, 20 \_\_ \_\_

2

Dear Jin,

3

Thank you very much for the gift certificate you gave me for my birthday. I will enjoy using it to buy a game at the electronics store.

4

I hope you are enjoying your first winter in Canada. I know that snow is new to you. You will love winter if you dress very warmly.

5

I am very busy at school. I study every day and my English is really improving. Thank you again for the wonderful present. It was very thoughtful of you.

6

Your friend,

7

*Alberto*

1. Your address and the date
2. “Dear” plus the name of the person you are writing to
3. Say “thank you” for the gift. Say what you did with it, or say something nice about it.
4. Ask about the person you are writing to. Give some of your news.
5. Say “thank you again” for the gift.
6. End the note with:
  - “Your friend,” for friends
  - “Love,” or “Lots of love,” for close friends and family
  - “Yours sincerely,” or “Sincerely,” for people you don’t know very well
7. Always sign your note with a pen.



## Activity: A Thank-You Note

## Exercise 2

Rewrite this thank-you note in the correct order:

- Your friend,  
*Saleh*
- Dear Emily,
- Thank you again for your kindness. I will never forget how you helped me on my first day in Canada.
- I am sending you some special cake. I hope you are well and can come to visit me soon. We will have a cup of tea and a talk.
- I am writing you to thank you for your kindness when I moved into my apartment. I think of you often.
- 23 Wellmore Place  
Brookfield, Ontario  
N4K 0X0  
Jan. 23, 20\_\_ \_\_



Activity: A Thank-You Note

A large rectangular box containing a writing template for a thank-you note. The template includes a short horizontal line on the left side for an address, followed by several horizontal lines for the body of the note. On the right side, there are two sets of horizontal lines, each consisting of two parallel lines, intended for a name and a signature.



LINC 2

Canadian Law

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Based on Canadian Language Benchmarks





Activity:  
**Rosa Saves The Day**

### INSTRUCTOR NOTES

*Learners read a short story about a child calling 9-1-1 to help her injured mother, and then complete a vocabulary exercise.*

Timing: 20 Minutes

- WARM-UP**
- Questions for class discussion:
    - ~ *Have you ever been in an accident?*
    - ~ *Did anyone help you? How?*
    - ~ *Have you ever helped anyone in an accident?*
- ACTIVITY**
- Learners read the story and then discuss the highlighted vocabulary with a partner. Encourage pairs to use context and the pictures to help them understand new words, and to use a dictionary only as a last resort. The vocabulary exercise itself will also aid comprehension.
  - Take up the answers to the vocabulary exercise and then continue with the writing exercise.
- FOLLOW-UP**
- *Rules For Children Calling 9-1-1*
- ANSWER KEY**
- Vocabulary Exercise: 1. b    2. a    3. a    4. b    5. a
  - Writing Exercise: 1. the kitchen    2. change [the] light bulb  
 3. hit [her] head [on the] stove    4. six minutes [for] the ambulance  
 5. to the hospital
- ASSESSMENT**
- Instructors correct individual responses.
  - CLB Performance Indicators:
    - ~ answers five to six questions about familiar situation or fills in blanks in a five to six sentence descriptive text with relevant information
    - ~ spells accurately
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 282-287.
- VOCABULARY**
- save the day (idiom); burned out; stepladder; change the light bulb; ambulance



Activity:  
**Rosa Saves The Day**

Read this story about a child who helped her mother.

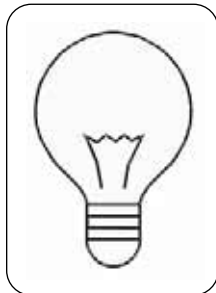
### **Rosa Saves The Day!\***

One afternoon, Mrs Gonzales and her four-year-old daughter Rosa were in the kitchen making dinner. The kitchen light **burned out**.

Mrs. Gonzales got an old **stepladder** and went up the ladder **to change the light bulb**. Mrs. Gonzales fell. When she fell, she hit her head on the stove.

“Mama! Mama!” Rosa **screamed**, but Mrs. Gonzales did not answer. Rosa ran to the telephone and called 9-1-1. An **ambulance** arrived in six minutes. Mrs. Gonzales and Rosa went to the hospital in the ambulance.

Rosa’s telephone call to 9-1-1 saved her mother’s life.



\* saves the day (idiom): stops something bad from happening.

For example, “My pen stopped writing during an examination. My friend had two, and he gave me one of his so I could finish my exam. My friend **saved the day**.”





## Activity: Rosa Saves The Day

## Vocabulary Exercise

Work with a partner. Look at the words that are printed in bold in the reading. Discuss the meanings of these words. Then, read the sentences below and circle the meaning of the underlined words.

1. The kitchen light burned out.

- a. was on fire
- b. stopped working



2. Mrs. Gonzales got on the stepladder.

- a. small ladder
- b. a tall chair

3. Mrs. Gonzales went up the ladder to change the light bulb.

- a. to take out the old light bulb and put in the new one
- b. to buy a new light bulb

4. “Mama! Mama!” Rosa screamed.

- a. laughed
- b. cried loudly



5. The ambulance arrived in six minutes.

- a. special van to take people to hospital
- b. taxi



## Activity: Rosa Saves The Day

## Writing Exercise

Answer these questions. Write one word on each empty line.

1. What room were Mrs. Gonzalez and Rosa in?

They were in \_\_\_\_\_.

2. Why did Mrs. Gonzales go up the stepladder?

She needed to \_\_\_\_\_ the \_\_\_\_\_.

3. What did Mrs. Gonzales hit her head on when she fell down?

She \_\_\_\_\_ her \_\_\_\_\_ on the \_\_\_\_\_.

4. How long did it take for the ambulance to arrive?

It took \_\_\_\_\_ for \_\_\_\_\_  
to arrive.

5. Where did Mrs. Gonzales and Rosa go?

They went \_\_\_\_\_.





Activity:

# Rules For Children Calling 9-1-1

## INSTRUCTOR NOTES

A cloze exercise follows a reading on guidelines for children who need to call 9-1-1.

Timing: 20 Minutes

### WARM-UP

- *Rosa Saves The Day* (optional)
- Questions for class discussion:
  - ~ *Did you ever call 9-1-1? Tell us about it.*
  - ~ *Do you know a story about a child who called 9-1-1? Tell us about it.*
  - ~ *Do your children know how to call 9-1-1?*
  - ~ *What do parents need to teach children about calling 9-1-1?*

### ACTIVITY

- Distribute the reading and go through it with the class. Explain challenging vocabulary (for example, *hang up*) and ensure that everyone understands the reading text before handing out the cloze exercise.

### FOLLOW-UP

- The completed and corrected cloze exercise serves as a poster for parents to bring home and explain to their children.
- *Call 9-1-1!*

### ANSWER KEY

- fire; cell phone; operator; listen; hang up

### ASSESSMENT

- The cloze can function both as a reading and a writing assessment tool.
- CLB Performance Indicators:
  - ~ gets key information/main idea from texts
  - ~ identifies factual details in a text as required
  - ~ fills in blanks in a five- to six-sentence descriptive text with relevant information
  - ~ spells accurately
  - ~ has legible handwriting or printing

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 282-287.

### VOCABULARY

- ambulance; emergency; operator; hang up; cell phone



Activity:

## Rules For Children Calling 9-1-1

A guest speaker came to our ESL class yesterday. He told us to teach our children to use 9-1-1 in an emergency. He gave us some rules to teach our children:

- If there is a fire, children must get out of the house or apartment. They can phone 9-1-1 from the neighbours' house.



- It is better for children to call 9-1-1 from a house phone, not a cell phone.



- Children should speak slowly and clearly to the 9-1-1 telephone operator.
- Children must listen to the 9-1-1 operator and answer all of the questions the operator asks.
- Children must not hang up the phone until the operator tells them to.





## Activity: Rules For Children Calling 9-1-1

**RULES FOR CALLING 9-1-1**

- If there is a \_\_\_\_\_, get out of the house!
- Call 9-1-1 from a house phone, not a \_\_\_\_\_.
- Speak slowly and clearly to the 9-1-1 \_\_\_\_\_.
- \_\_\_\_\_ to the 9-1-1 operator, and answer all the questions the operator asks you.
- Do not \_\_\_\_\_ the telephone until the 9-1-1 operator tells you to.



Activity:  
**Call 9-1-1!**

**INSTRUCTOR NOTES**

Learners listen to a dictogloss about teaching young children to dial 9-1-1.  
In small groups, they then reconstruct the passage.

Timing: 30 Minutes

**WARM-UP**

- *Rosa Saves The Day* (optional)
- *Rules For Children Calling 9-1-1* (optional)

**ACTIVITY**

- Write these words on the board and clarify their meaning: *dial, tape, toy telephone, emergency, mark, teach*. Leave the word list on the board for the duration of the activity.
- Instruct the class to listen carefully, and read the listening transcript at a normal rate of speech.
- Tell the class you are going to read the transcript again at the same speed. Instruct learners to write down important words that will help them remember ideas, and warn them they will have insufficient time to write down complete sentences or clauses. The activity is not a dictation. (The Worksheet for note-taking reinforces this message.)
- Divide the class into groups of three. Their task is to use their notes to reconstruct the listening passage. Together, they will compose and edit one text. Their writing should not be a word-for-word reproduction of the original, but it should reflect the same ideas.
- Circulate through the class to ensure that all groups understand their task.

**FOLLOW-UP**

- After the groups have finished, one person from each group writes their reconstruction on the board. Together, the class and the instructor correct each writing passage.

**VARIATION**

- This activity can be used to teach or review the imperative form.
- *Teaching A Child To Phone 9-1-1*

**FURTHER REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 282-287.

**VOCABULARY**

- See list above.



Activity:  
**Call 9-1-1!**

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

*Very young children can learn to call 9-1-1. Show your child where the numbers 9 and 1 are on the phone. Teach your child how to dial 9-1-1. Mark the numbers on your telephone with tape. Use a toy telephone and practice an emergency 9-1-1 call with your child.*



Activity: Call 9-1-1!

WORKSHEET



Call 9-1-1!



Write notes while the teacher is talking. This is not a dictation.  
Do not try to write everything the teacher says.







Activity:

# Teaching A Child To Phone 9-1-1

## INSTRUCTOR NOTES

Learners preview a chart that outlines methods for teaching small children to phone 9-1-1. In small groups, they dictate and complete a cloze exercise containing the same information.

Timing: 30 Minutes

### WARM-UP

- *Rosa Saves The Day* (optional)
- *Rules For Children Calling 9-1-1* (optional)
- *Call 9-1-1!* (optional)
- Question for class discussion:
  - ~ *What does a small child need to know in order to be able to call 9-1-1?*  
(List skills on the blackboard as they are mentioned in discussion.)

### ACTIVITY

- Distribute the chart “Teaching a Child to Phone 9-1-1”, and read through it with the class. The passage may be challenging, particularly for learners who have not completed any of the previous activities on children phoning 9-1-1. Ensure that everyone understands the chart before collecting it from the learners.
- Divide the class into groups of three. Give each group member a different worksheet. (The Worksheets are labeled 1, 2 and 3.) Direct attention to the empty lines on the worksheets and explain that each group member will take a turn dictating a section of the chart to the others. Challenge the learners to read as slowly and clearly as they can.

### FOLLOW-UP

- *Children’s Safety Songs*

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 282-287.

### VOCABULARY

- dial; tape; poster; hang up; emergency; cell phone; operator; markers; disconnected



Activity:  
**Teaching A Child To Phone 9-1-1**

This chart shows what children need to know and how adults can teach it.

<b>PART 1</b>	
<p style="text-align: center;"><b>A child needs to know -</b></p> <ul style="list-style-type: none"> <li>• how to find and dial the numbers 9-1-1 on the telephone</li> </ul>	<p style="text-align: center;"><b>Adults can -</b></p> <ul style="list-style-type: none"> <li>• practice with a picture of a telephone</li> <li>• mark 9-1-1 on their home telephones with tape or markers</li> </ul>
<b>PART 2</b>	
<p style="text-align: center;"><b>A child needs to know -</b></p> <ul style="list-style-type: none"> <li>• to speak slowly and clearly to the 9-1-1 operator</li> <li>• not to hang up</li> </ul>	<p style="text-align: center;"><b>Adults can -</b></p> <ul style="list-style-type: none"> <li>• practice an emergency phone call:               <ul style="list-style-type: none"> <li>~ the child uses the home phone (disconnected)</li> <li>~ the adult uses a toy telephone</li> </ul> </li> </ul>
<b>PART 3</b>	
<p style="text-align: center;"><b>A child needs to know -</b></p> <ul style="list-style-type: none"> <li>• how to say his or her name, address and telephone number</li> </ul>	<p style="text-align: center;"><b>Adults can -</b></p> <ul style="list-style-type: none"> <li>• tell the child to use the home phone, <b>not the cell phone</b>, so the 9-1-1 operator can see the phone number and address               <ul style="list-style-type: none"> <li>• put a small poster of their telephone number by the phone, and teach their children to say each number</li> <li>• teach names, addresses, and telephone numbers by singing songs with their children</li> </ul> </li> </ul>



## Activity: Teaching A Child To Phone 9-1-1

**WORKSHEET FOR PARTNER I**

Do not show your page to anyone. Read Part I to your partners.

<b>PART 1</b>	
<p style="text-align: center;"><b>A child needs to know -</b></p> <ul style="list-style-type: none"> <li>• how to find and dial the numbers 9-1-1 on the telephone</li> </ul>	<p style="text-align: center;"><b>Adults can -</b></p> <ul style="list-style-type: none"> <li>• practice with a picture of a telephone</li> <li>• mark 9-1-1 on their home telephones with tape or markers</li> </ul>
<b>PART 2</b>	
<p style="text-align: center;"><b>A child needs to know -</b></p> <ul style="list-style-type: none"> <li>• to speak _____ and _____ to the 9-1-1 operator</li> <li>• not to hang up</li> </ul>	<p style="text-align: center;"><b>Adults can -</b></p> <ul style="list-style-type: none"> <li>• practice an emergency _____:</li> <li>~ the _____ uses the home phone (disconnected)</li> <li>~ the adult uses a _____</li> </ul>
<b>PART 3</b>	
<p style="text-align: center;"><b>A child needs to know -</b></p> <ul style="list-style-type: none"> <li>• how to say his or her name, _____ and telephone number</li> </ul>	<p style="text-align: center;"><b>Adults can -</b></p> <ul style="list-style-type: none"> <li>• tell the child to use the home phone, <b>not the cell phone</b>, so the 9-1-1 _____ can see the phone number and address</li> <li>• put a small poster of their telephone number by the phone, and _____ their children to _____ each number</li> <li>• teach names, addresses, and telephone numbers by _____ songs _____ their children</li> </ul>



## Activity: Teaching A Child To Phone 9-1-1

**WORKSHEET FOR PARTNER 2**

Do not show your page to anyone. Read Part 2 to your partners.

**PART 1****A child needs to know -**

- how to \_\_\_\_\_ and dial the numbers 9-1-1 on the \_\_\_\_\_

**Adults can -**

- practice with a \_\_\_\_\_ of a telephone
- mark 9-1-1 on their \_\_\_\_\_ with \_\_\_\_\_ or markers

**PART 2****A child needs to know -**

- to speak slowly and clearly to the 9-1-1 operator
- not to hang up

**Adults can -**

- practice an emergency phone call:
  - ~ the child uses the home phone (disconnected)
  - ~ the adult uses a toy telephone

**PART 3****A child needs to know -**

- how to say his or her name, \_\_\_\_\_ and telephone number

**Adults can -**

- tell the child to use the home phone, **not the cell phone**, so the 9-1-1 \_\_\_\_\_ can see the phone number and address
- put a small poster of their telephone number by the phone, and \_\_\_\_\_ their children to \_\_\_\_\_ each number
- teach names, addresses, and telephone numbers by \_\_\_\_\_ songs \_\_\_\_\_ their children



## Activity: Teaching A Child To Phone 9-1-1

## WORKSHEET FOR PARTNER 3

Do not show your page to anyone. Read Part 3 to your partners.

## PART 1

**A child needs to know -**

- how to \_\_\_\_\_ and dial the numbers 9-1-1 on the \_\_\_\_\_

**Adults can -**

- practice with a \_\_\_\_\_ of a telephone
- mark 9-1-1 on their \_\_\_\_\_  
\_\_\_\_\_ with \_\_\_\_\_ or markers

## PART 2

**A child needs to know -**

- to speak \_\_\_\_\_ and \_\_\_\_\_ to the 9-1-1 operator
- not to hang up

**Adults can -**

- practice an emergency \_\_\_\_\_  
\_\_\_\_\_:
- ~ the \_\_\_\_\_ uses the home phone (disconnected)
- ~ the adult uses a \_\_\_\_\_

## PART 3

**A child needs to know -**

- how to say his or her name, address and telephone number

**Adults can -**

- tell the child to use the home phone, **not the cell phone**, so the 9-1-1 operator can see the phone number and address
- put a small poster of their telephone number by the phone, and teach their children to say each number
- teach names, addresses, and telephone numbers by singing songs with their children



Activity:  
**Children's Safety Songs**

**INSTRUCTOR NOTES**

*This activity is suitable for a class of young mothers. The women learn simple English songs to re-teach their children at home.*

Timing: 30 Minutes

- WARM-UP**
- *Rosa Saves The Day* (optional)
  - *Rules For Children Calling 9-1-1* (optional)
  - *Call 9-1-1!* (optional)
- ACTIVITY**
- Play the audio (Track 15) of the first song, and ask the learners to repeat the words or phrases that they understood.
  - Explain that the song format is intended to help young children remember essential information.
  - The instructor leads the class in singing the song until it has been memorized. The emphasis should be on enjoyment.
  - Follow the same procedure for all three songs.
- FOLLOW-UP**
- Assign pairs, individuals or small groups the task of composing their own original children's safety songs.
  - Groups perform their songs for the class.
- VARIATION**
- Teach the songs in chant format, without the audio.
  - Provide the learners with lyric sheets ("Children's Safety Songs")
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 282-287.
- VOCABULARY**
- careful; watch out; hurt



Activity:  
**Children's Safety Songs**

**LISTENING TRANSCRIPT**

It is important that a child knows his or her name, address and telephone number. You can teach children this information, and other important things, through song. Sing these songs to the tune of Frère Jacques.

**Song 1**

*My name's Rosa  
My name's Rosa  
Gonzales  
Gonzales  
I live on Woodroffe  
Woodroffe Avenue  
601  
601*

**Song 3**

*Please be careful  
Please be careful  
Get out now!  
Get out now!  
Don't touch anything!  
Don't touch anything!  
Please watch out!  
Please watch out!*

**Song 2**

*Someone's hurt  
Someone's hurt  
9-1-1  
9-1-1  
Call emergency  
Call emergency  
9-1-1  
9-1-1*



Activity:  
**Children's Safety Songs**

It is important that a child knows his or her name, address and telephone number. You can teach children this information, and other important things, through song. Sing these songs to the tune of Frère Jacques.

**Song 1**

My name's Rosa  
My name's Rosa  
Gonzales  
Gonzales  
I live on Woodroffe  
Woodroffe Avenue  
601  
601

**Song 3**

Please be careful  
Please be careful  
Get out now!  
Get out now!  
Don't touch anything!  
Don't touch anything!  
Please watch out!  
Please watch out!

**Song 2**

Someone's hurt  
Someone's hurt  
9-1-1  
9-1-1  
Call emergency  
Call emergency  
9-1-1  
9-1-1







Activity:  
**What Should I Do?**

**INSTRUCTOR NOTES**

Learners listen to a passage about a woman calling 9-1-1 to describe a problem she has encountered. Comprehension questions follow.

Timing: 30 Minutes

- WARM-UP**
- Optional: *Rules For Children Calling 9-1-1; Call 9-1-1!; Teaching A Child To Phone 9-1-1*
  - Ask learners if they have been in an emergency situation and, if so, ask what they did in the situation.
  - Tell learners they will listen to a dialogue about someone who called 9-1-1 for a situation that was not an emergency.
- ACTIVITY**
- Play the entire listening passage (Track 16). Learners listen for the gist.
  - Replay the introduction and ask questions to ensure everyone understood the passage, for example, *What was Elvira doing that night? What happened in her kitchen?*
  - Next, replay Elvira's conversation with the 9-1-1 operator and ask students to listen for the word 'blackout'. Clarify what a blackout is and ask if students have been in a blackout.
  - Replay Elvira's conversation with the police officer. Ask them to name the three reasons for calling 9-1-1.
  - Hand out Exercise 1. Allow time for learners to read and begin to answer the questions, and then replay the audio as necessary.
  - Take up answers.
  - As a class, brainstorm for what information you should be prepared to give a 9-1-1 operator in a real emergency situation. (*What happened? Is it a fire department, police or medical emergency? Where did it happen? Where are you calling from? What is your name? What is your phone number?*)
- FOLLOW-UP**
- Have students work with partners to discuss ways they might prepare for emergency situations. These are some examples you can suggest:
    1. *Keep emergency numbers by the phone.*
    2. *Keep photocopies of your driver's license and personal papers in case of loss or theft.*
    3. *Get to know neighbours so you can ask them for help.*
    4. *Request translation when dealing with police.*
    5. *Educate children about calling 9-1-1.*
- ANSWER KEY** • 1. B    2. A    3. A    4. B    5. A    6. B    7. A
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 282-287.
- VOCABULARY** • medical; emergency; blackout; power failure; life or death



Activity:  
**What Should I Do?**

**LISTENING TRANSCRIPT****Part 1**

Listen to Elvira's story.

Elvira was cooking dinner in the kitchen. Suddenly, the stove stopped working. The lights went out. There was no electricity. Elvira was upset. It was her first power failure in Canada. She picked up the phone and called 9-1-1.

Listen to her conversation.

9-1-1 operator: *9-1-1. Is this a fire, police or medical emergency?*

Elvira: *Not any of those. I have no electricity anywhere in the house.*

9-1-1 operator: *There's a blackout in the east end of Toronto. You need to call the Hydro at 416-555-5550. Good-bye.*

**Part 2**

Four days later, a police officer came to Elvira's LINC program. He answered questions from the students.

Listen to Elvira's question and the police officer's reply.

Elvira: *Last week, we had a blackout in my neighbourhood. I called 9-1-1. The operator told me to call the Hydro. He hung up quickly. Please, tell me. When should I call 9-1-1?*

Police officer: *Only call 9-1-1 for real emergencies. Use 9-1-1 to save a life, report a fire or stop a crime.*

Elvira: *Now I understand. A power failure is a problem, but not a matter of life or death!*

Activity: **What Should I Do?****Exercise I**

Listen again. Circle the correct answer to each question.

1. What was Elvira doing when the lights went out?
  - a. She was cleaning the floor.
  - b. She was cooking dinner.
2. Who did she call?
  - a. She called 9-1-1.
  - b. She called the police.
3. What did the 9-1-1 operator tell Elvira to do?
  - a. To call the Hydro.
  - b. To light a candle.
4. Who came to speak to Elvira's LINC classmates?
  - a. A 9-1-1 operator.
  - b. A police officer.
5. What does Elvira ask the police officer?
  - a. She asks when she should call 9-1-1.
  - b. She asks when she should call the Hydro.
6. What does the police officer answer?
  - a. You should call 9-1-1 about problems.
  - b. You should call 9-1-1 only about emergencies.
7. What is an example of a life or death emergency?
  - a. A fire.
  - b. A blackout.

**Speaking**

We don't know when emergencies will happen, but we can prepare for them. For example, parents can teach their small children how to use 9-1-1. Discuss other ways that people can prepare for emergencies.



Activity:

# Can My Landlord Evict Me?

## INSTRUCTOR NOTES

*Learners read and discuss legal grounds for tenant eviction.*

Timing: 30 Minutes

### WARM-UP

- Write these terms on the board and explain them: *landlord, tenant, evict*.
- Distribute the introductory reading (“Can My Landlord Evict Me?”), and ensure that the class understands the word *legal*.

### ACTIVITY

- There are several ways to complete this activity. Please refer to the Variation notes below.
- Divide the class into small groups, and give each group a set of the Questions Cards, face down and in random order.
- Groups turn over one card at a time and discuss the answer. They divide their cards into two piles, one for “yes” and one for “no.”
- Distribute the answers or read them aloud to the class once the groups have completed their discussions.

### FOLLOW-UP

- *Matilda Gets A Smoke Alarm*

### VARIATION

- If most class members are very recent immigrants, they may have insufficient prior knowledge to contribute to a discussion. In this situation, change the activity into a matching exercise for pairs or groups of three. Cut up the answers into separate slips, and hand them out along with the Questions Cards. Learners read the seven questions, find the matching answers, and then discuss the legal reasons for tenant eviction.

### SOURCE

- “Can My Landlord Evict Me?” at [www.settlement.org](http://www.settlement.org)

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 282-287.

### VOCABULARY

- landlord; tenant; evict; legal; repair; broke



Activity:

## Can My Landlord Evict Me?

### Can My Landlord Evict Me?



#### In Canada, can a landlord evict a tenant?

Yes, but the landlord must follow the law. The landlord must have a legal reason for evicting the tenant.

You are going to read and talk about legal reasons why landlords in Ontario can evict their tenants.



### Can My Landlord Evict Me?



#### In Canada, can a landlord evict a tenant?

Yes, but the landlord must follow the law. The landlord must have a legal reason for evicting the tenant.

You are going to read and talk about legal reasons why landlords in Ontario can evict their tenants.



## Activity: Can My Landlord Evict Me?

## QUESTIONS CARDS



Sometimes I pay my rent late, and sometimes I don't pay it at all.

Can my landlord evict me?



I am going to have a baby.

Can my landlord evict me?



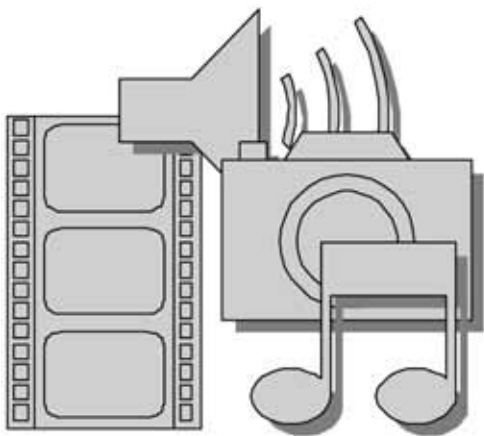
## Activity: Can My Landlord Evict Me?

## QUESTIONS CARDS



I bought a cat.

Can my landlord evict me?



I like loud music and I have a lot of parties late at night.

Can my landlord evict me?



## Activity: Can My Landlord Evict Me?

## QUESTIONS CARDS



I asked my landlord to repair my toilet. It was broken before I moved in.

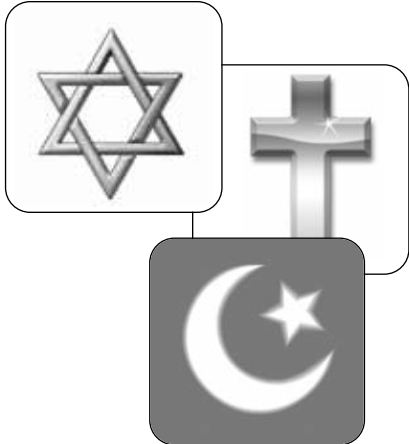
Can my landlord evict me?



I had a party, and one of my guests broke some windows. Another guest threw bottles in the parking area.

Can my landlord evict me?



Activity: **Can My Landlord Evict Me?****QUESTIONS CARDS**

My neighbour is a Jewish man from India. Last week he married a black Moslem woman.

Can our Chinese Christian landlord evict them?



**Activity: Can My Landlord Evict Me?****ANSWERS**

Yes. Tenants must pay their rent.

If a pet is a problem for other people (for example, a dog that makes a lot of noise), then the landlord can evict the tenant.

Most tenants make some noise, and this is normal. However, a tenant cannot make a lot of noise all the time. Landlords can evict tenants who are too noisy.

No. Landlords cannot evict tenants for asking for repairs. Landlords must make sure their apartments are safe and that they have heat, hot and cold water, and electricity.

No. Landlords cannot evict tenants because of children.

No, landlords cannot evict tenants because of their race, sex or religion.

The tenant must pay for the new windows. If the tenant doesn't pay, then the landlord can evict the tenant.



Activity:

# Matilda Gets A Smoke Alarm

## INSTRUCTOR NOTES

A listening passage about a tenant phoning her landlord is followed by comprehension questions.

Timing: 30 Minutes

### WARM-UP

- *Can My Landlord Evict Me?*
- Ask learners if they rent the place they're living in now.
- Inform learners that a working smoke alarm in each rented apartment is the responsibility of the landlord. If there isn't a working smoke alarm in each rental apartment, the landlord might have to pay a large fine.
- Tell learners they can phone the fire department and report this violation.
- Inform learners that they will listen to a story about how one woman handled her smoke alarm problem with her landlord.

### ACTIVITY

- Play the audio (Track 17). Learners listen for the gist.
- Hand out Worksheet 1. The listening objective in this part of the lesson is for the learners to understand the main ideas.
- Replay Part 1 twice while learners answer questions 1-3. Discuss the answers and any vocabulary problems.
- Follow the same procedure with Parts 2 and 3.
- Distribute Worksheet 2 for assessment. Read the questions together to ensure that learners understand the vocabulary.
- Replay the audio while learners underline their responses

### FOLLOW-UP

- Questions for class discussion:
  - ~ *Why did the landlord agree to put in a smoke alarm right away?*
  - ~ *Has anyone in the class had a similar problem with their landlord?*

### ANSWER KEY

- Worksheet 1: 1. F    2. F    3. T    4. T    5. F    6. T    7. T
- Worksheet 2: 1. b    2. a    3. b    4. a    5. b    6. a    7. a    8. b    9. a    10. a

### ASSESSMENT

- Instructors correct Worksheet 2 for listening assessment.
- CLB Performance Indicators:
  - ~ identifies factual details in a listening text as required

### SOURCE

- Office of the Fire Marshall  
<http://www.ofm.gov.on.ca/english/Publications/Press/2008/Sep-08-08.asp>

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 282-287.

### VOCABULARY

- high-rise; smoke alarm; doesn't work; worried; put in; broken; break the law; afraid; report; upset; complain



Activity:  
**Matilda Gets A Smoke Alarm**

**LISTENING TRANSCRIPT**

Listen to Matilda's story.

**Part 1**

Matilda Lamos lives in a high-rise apartment building in Toronto. She lives with her husband and three children. The smoke alarm in her apartment doesn't work. Matilda is worried. She is afraid of fires.

**Part 2**

Matilda called her landlord three weeks ago. She asked him to fix the smoke alarm or put in a new one. The landlord didn't come. Matilda is angry and worried. She calls the landlord again.

**Part 3**

Listen to her conversation with Mr. Wilcox, the landlord.

Matilda: *Hello, Mr. Wilcox. This is Matilda Lamos in Unit 1302. I phoned you three weeks ago about my broken smoke alarm. You still haven't come to fix it.*

Mr. Wilcox: *I'm very busy, Mrs. Lamos. I'll come and fix it next week.*

Matilda: *It's very dangerous. You're breaking the law. I have to report you if you don't fix it now.*

Mr. Wilcox: *Okay, Mrs. Lamos. I can come this afternoon. I'll put in a new smoke alarm.*

Matilda: *Thank you very much, Mr. Wilcox. I'll be home all afternoon.*



Activity:  
**Matilda Gets A Smoke Alarm**

**WORKSHEET I**

Listen to each part of Matilda's story. Answer **T** for (True) or **F** for (False) for each question.

**Part 1**

1. \_\_\_\_\_ Matilda lives in a small house.
2. \_\_\_\_\_ Matilda's smoke alarm works.
3. \_\_\_\_\_ Matilda is afraid of fires.

**Part 2**

4. \_\_\_\_\_ Three weeks ago, Matilda asked her landlord to help her.
5. \_\_\_\_\_ The landlord came.

**Part 3**

6. \_\_\_\_\_ Matilda calls the landlord again.
7. \_\_\_\_\_ The landlord promises to put in a new smoke alarm.



smoke alarm

Activity: **Matilda Gets A Smoke Alarm****WORKSHEET 2**

Underline the sentence that is correct.

1. a. Matilda lives in Hamilton.  
b. Matilda lives in Toronto.
2. a. Matilda is married.  
b. Matilda is single.
3. a. Matilda has 1 child.  
b. Matilda has 3 children.
4. a. Matilda called her landlord 3 weeks ago.  
b. Matilda called her landlord 1 week ago.
5. a. She asked him to fix the fridge.  
b. She asked him to fix the smoke alarm.
6. a. Matilda lives in Unit 1302.  
b. Matilda lives in Unit 1402.
7. a. She complains about the smoke alarm.  
b. She's happy about the smoke alarm.
8. a. The landlord says he's afraid of fires.  
b. The landlord says he's busy.
9. a. Matilda says he's breaking the law.  
b. Matilda says she will fix the smoke alarm.
10. a. The landlord promises to put in the smoke alarm today.  
b. The landlord promises to put in the smoke alarm tomorrow.



Activity:

## What Must A Landlord Do?

### INSTRUCTOR NOTES

A reading about the legal responsibilities of landlords in Ontario is followed by a fill-in-the-blanks exercise and a word search puzzle.

Timing: 30 Minutes+

- WARM-UP**
- *Can My Landlord Evict Me?* (Optional)
  - *Matilda Gets A Smoke Alarm* (Optional)
- ACTIVITY**
- Hand out the reading text. Go through it with the class, clarifying vocabulary and pronunciation as necessary.
  - Ask learners to turn over their papers. Distribute Exercise I. Encourage learners to consult with a classmate rather than looking at the reading text for the correct answers. To assist learners further, copy the word bank from the word search puzzle onto the blackboard.
- FOLLOW-UP**
- The word search puzzle can be used as follow-up. Make sure learners are aware that words may be horizontal, vertical, diagonal (left to right or right to left) or backwards.
- VARIATION**
- This activity can be used to teach or review the modal *must*.

**ANSWER KEY**

E G B U I L D I N G D S  
 B Q T F S F G P K A L S  
 G A R B A G E Y B L N X  
 I E C I M J F R A O S M  
 T W E N T Y U H W S T D  
 S S A R G A U S T B O B  
 D S R O T A V E L E V P  
 I C O C K R O A C H E S

- SOURCE**
- “Maintenance and Repairs – A Guide for Tenants” published by CLEO (Community Legal Education Ontario) on [www.settlement.org](http://www.settlement.org)
  - This source states that the 20°C regulation may vary by municipality.

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 282-287.

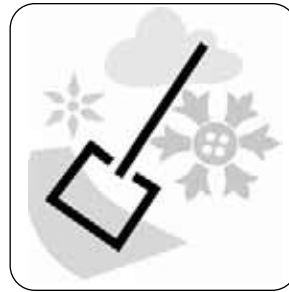
- VOCABULARY**
- shovel; elevators; fix; mice; cockroaches; landlord



Activity:  
**What Must A Landlord Do?**

**READING**

A landlord must cut the grass and shovel the snow.



A landlord must follow safety laws to keep the building safe.



A landlord must keep the halls and elevators clean.



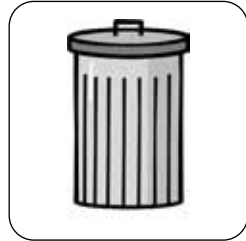




## Activity: What Must A Landlord Do?

## READING

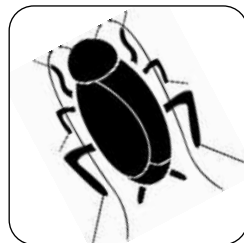
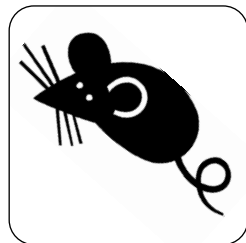
A landlord must keep the garbage room clean.



A landlord must fix things that come with the apartment, for example, a stove.



A landlord must help with animal or insect problems in apartments, for example, mice or cockroaches.



A landlord must keep the building warm in winter (20°C or higher).



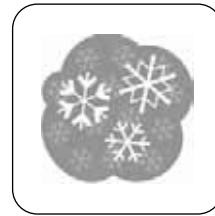


### Activity: What Must A Landlord Do?

#### Exercise I

Write the correct word on the empty line. Look at the pictures for help.

1. A landlord must cut the \_\_\_\_\_ and shovel the \_\_\_\_\_.



2. A landlord must follow safety laws to keep the \_\_\_\_\_ safe.



3. A landlord must keep the \_\_\_\_\_ and \_\_\_\_\_ clean.



4. A landlord must keep the \_\_\_\_\_ room clean.





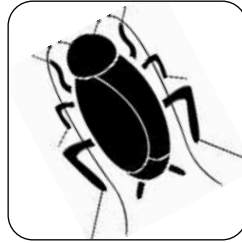
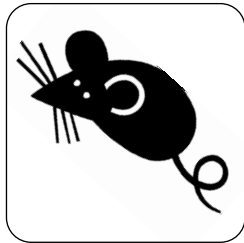
## Activity: What Must A Landlord Do?

## Exercise I (Continued)

5. A landlord must fix things that come with the apartment,  
for example, a \_\_\_\_\_.



6. A landlord must help with animal or insect problems in apartments,  
for example, \_\_\_\_\_ or \_\_\_\_\_.



7. A landlord must keep the building warm in winter ( \_\_\_\_\_°C or higher).





## Activity: What Must A Landlord Do?

## Word Search Puzzle

Find and circle these words:

building

cockroaches

elevators

twenty

garbage

grass

halls

mice

snow

stove

E	G	B	U	I	L	D	I	N	G	D	S
B	Q	T	F	S	F	G	P	K	A	L	S
G	A	R	B	A	G	E	Y	B	L	N	X
I	E	C	I	M	J	F	R	A	O	S	M
T	W	E	N	T	Y	U	H	W	S	T	D
S	S	A	R	G	A	U	S	T	B	O	B
D	S	R	O	T	A	V	E	L	E	V	P
I	C	O	C	K	R	O	A	C	H	E	S

LINC 2

Commercial  
Services  
and Business

---

Based on Canadian Language Benchmarks





Activity:

# Warning Labels On Prescription Bottles

## INSTRUCTOR NOTES

Learners read warning labels that are typically used on prescription bottles.

Timing: 20 Minutes

- WARM-UP**
- Ask class members to talk about their experiences with a pharmacy in Canada. Discussion points:
    - ~ *Has anyone needed a prescription in Canada?*
    - ~ *Did you understand the directions on the bottle?*
  - Clarify the meaning of the words *prescription, bottle, pill, medicine, warning labels*
- ACTIVITY**
- The class reads the warning labels that are commonly found on prescription bottles. Ensure that everybody understands each one. Learners then continue with the matching exercise.
- VARIATION**
- Learners copy the entire warning rather than answering with just the label number.
- FOLLOW-UP**
- Ask the learners to bring in any empty medicine bottles from home so they can be read in class.
  - Ask the local pharmacist for an assortment of warning labels to bring into the classroom.
  - *Read the Label*
  - *Prescription Bottles*
- ANSWER KEY**
- (Example: a. 4)    b. 5    c. 6    d. 1    e. 3    f. 2
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 314-319.
- ASSESSMENT**
- Collect worksheets for formal reading assessment.
  - CLB Performance Indicators:
    - ~ scans text to locate specific details in a common formatted text
    - ~ identifies factual details in a text as required
- VOCABULARY**
- warning; prescription; shake; label; avoid prolonged exposure; discontinue; skip; dose; medication; pill; bottle



Activity:  
**Warning Labels On Prescription Bottles**

Labels on prescription bottles of medicine can be difficult to understand. If you see “shake well” on the bottle, do you jump up and down?

I hope not!



Now, let's look at some of the most common warning labels on medicine bottles.

1. SHAKE WELL

2. TAKE ON AN EMPTY  
STOMACH – TWO HOURS  
OR MORE AFTER EATING

3. DO NOT DISCONTINUE  
OR SKIP DOSES

4. AVOID PROLONGED  
EXPOSURE TO SUNLIGHT

5. TAKE MEDICATION WITH FOOD

6. KEEP IN REFRIGERATOR





Activity: **Warning Labels On Prescription Bottles**


**Match The Labels With These Warnings**

Which warning label matches these sentences? Write the label number on the line.




**Example:**  
A. *Do not spend a lot of time in sunlight.*

  4  




B. Eat something when you take this medicine.




C. This medicine must stay cold. Put it in the refrigerator.



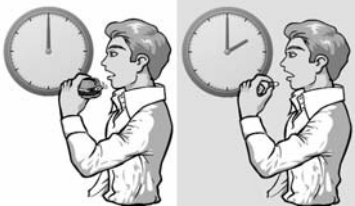
D. Before you take this medicine, shake the bottle a lot.



E. Follow the doctor's directions. Don't stop taking the medicine unless the doctor tells you to do this. Do not miss taking a pill (or a dose).



F. Wait 2 hours or more before you take this medication.



Activity:  
**Read The Label**

**INSTRUCTOR NOTES**

*A listening activity about a senior who does not finish taking her antibiotic medication is followed by comprehension questions and pronunciation practice.*

Timing: 30-40 Minutes

- WARM-UP**
- *Warning Labels On Prescription Bottles*
  - Clarify the meanings of *antibiotics*, *prescription* and *medication*.
  - Identify some reasons for taking antibiotics and compile a list on the board.
- ACTIVITY**
- Play Part 1 of the audio (Track 18). Learners listen for the gist.
  - Discuss any unfamiliar vocabulary.
  - Hand out Worksheet 1. Review the instructions for Part 1 with the class.
  - Allow learners time to answer the comprehension questions. Then, replay the audio as learners self-correct.
  - Follow the same procedure for the remainder of the dialogue (Listening Part 2) and Part 2 of the worksheet.
  - Hand out Worksheet 2 for pronunciation practice. Read the expressions aloud. Learners listen to the intonation, and repeat the expressions.
- FOLLOW-UP**
- *Reading Prescription Bottles*
- ANSWER KEY**
- Part 1: flu, talk, took, pill, more, six  
Part 2: 1. soup    2. pills    3. label, bottle    4. all, sick
- VOCABULARY**
- senior; flu; sore throat; prescribed; antibiotic; medication; pharmacy; nodded; label; bottle; fridge



Activity:

## Read The Label

### LISTENING TRANSCRIPT

#### Part 1

Listen to the story about Mrs. Kouris and her daughter, June.

Last week, Mrs. Kouris had the flu. She had a bad sore throat. She couldn't even talk. Her daughter, June, took her to the doctor. He prescribed antibiotic medication for Mrs. Kouris. June bought the medicine at the pharmacy and took her mother home.

Listen to what June said to her mother.

June: *Mom, take one pill right now. Tomorrow morning, take one more. After that, take one pill every six hours until all the pills are gone. Okay?*

Mrs. Kouris: *Sure.*

#### Part 2

Three days later, June came to see her mother. Mrs. Kouris was making soup in her kitchen.

Listen to their conversation.

June: *Hi. How are?*

Mrs. Kouris: *Oh, I'm fine. I can talk again.*

June: *Did you finish taking all your pills already?*

Mrs. Kouris: *No, I am feeling so good that I put them away in the fridge. I will use them next time I am sick.*

June: *Mom, you have to read the label on the bottle. It said you must finish all the pills.*

Mrs. Kouris: *But I'm not sick now.*

June: *I know, but when you take antibiotics, you have to take all of them or you will get sick again.*

Mrs. Kouris: *I didn't know that.*



Activity:  
**Read The Label**

**WORKSHEET I****Part I**

Use a word from the list to fill in the blanks.

**flu      more      pill      six      talk      took**

Last week, Mrs. Kouris had the \_\_\_\_\_. She had a bad sore throat. She couldn't even \_\_\_\_\_. Her daughter, June, \_\_\_\_\_ her to the doctor. He prescribed antibiotic medication for Mrs. Kouris. June bought the medicine at the pharmacy and took her mother home.

June:                      Mom, take one \_\_\_\_\_ right now. Tomorrow morning, take one \_\_\_\_\_. After that, take one pill every \_\_\_\_\_ hours until all the pills are gone, okay?"

**Part 2**

Use a word from the list to complete the sentences.

**all      bottle      label      pills      sick      soup**

1. Mrs. Kouris was making \_\_\_\_\_ in her kitchen.
2. "Did you finish taking all your \_\_\_\_\_ already?" asked her daughter.
3. "Mom, you have to read the \_\_\_\_\_ on the \_\_\_\_\_."
4. When you take antibiotics, you have to take \_\_\_\_\_ of them or you will get \_\_\_\_\_ again.



## Activity: Read The Label

## WORKSHEET 2

Listen, and repeat these expressions.

- **Hi. How are you?**
- **Oh, I'm fine.**
- **I feel better now.**
- **I didn't know that.**
- **I'm feeling good.**
- **You have to read the label.**
- **I'm not sick now.**





Activity:  
**Reading Prescription Bottles**

**INSTRUCTOR NOTES**

Learners examine a typical prescription bottle label and then copy information onto a blank label.

Timing: 20 -30 Minutes

**WARM-UP** • *Warning Labels On Prescription Bottles*

**ACTIVITY** • Hand out the two-page worksheet. Go over each item on page one, “*How to Read A Prescription Label*”, clarifying as necessary.  
 • Direct learners’ attention to page two of the worksheet, and instruct them to copy the information into the correct places on the prescription label.

**FOLLOW-UP** • *Ask The Pharmacist*  
 • *Where Can I Find Toothpaste?*

**ANSWER KEY**

1. Shakey’s Drug Store 514 Lenore Avenue Mississauga, On.	2. (915-555-0293)
3. 284763	4. SMITH, Helen
5. TAKE 1 TABLET each day before breakfast.	11. <b>SPECIAL WARNING</b>
6. (30)	7. HYDROCHLOROMINE
8. Dr. F. Payne	9. Rep.: 3
	10. Oct. 31, 20--

Question #11: Special Warning: “TAKE ON AN EMPTY STOMACH”

**ASSESSMENT** • Instructors collect the completed labels for writing assessment.  
 • CLB Performance Indicators:  
 ~ copies words, numbers, letters, including capitalization, lower case, punctuation  
 ~ has legible handwriting or printing

**FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 314-319.

**VOCABULARY** • to prescribe; pharmacy; drugstore; to repeat; tablets



Activity:

## Reading Prescription Bottles

### How To Read A Prescription Label

Find each of these things on the label below.

1. Name and address of pharmacy
2. Phone number of pharmacy
3. Prescription number
4. Name of patient
5. How to take the medicine
6. Number of tablets (pills)
7. Name of medicine
8. Name of doctor who prescribed the medicine
9. Number of times the pharmacy can repeat the prescription
10. Date the pharmacy sold the medicine
11. Special warning

1. MACLEANS PHARMACY 2131 SCOTT STREET OTTAWA, ONTARIO	2. (613-555-0982)
3. 917264 4. DOE, JANE	11. TAKE ON AN EMPTY STOMACH
5. TAKE 1 TABLET FOUR TIMES DAILY	
6. (100) 7. Letrothroxine Sodium	9. REP.: 2
8. DR. M. HAMILTON	10. NOV. 18, 20 __ __



Activity: Reading Prescription Bottles

Copy this information onto the prescription label below:

- |   |                      |
|---|----------------------|
| 1. Shakey's Drug Store<br>514 Lenore Ave.<br>Mississauga ON | 6. (30)              |
| 2. 915-555-0293   | 7. HYDROCHLOROMINE   |
| 3. 284763   | 8. Dr. F. Payne      |
| 4. SMITH, Helen   | 9. Rep.: 3           |
| 5. TAKE 1 TABLET EACH DAY<br>BEFORE BREAKFAST.              | 10. Oct. 31, 20__ __ |
|   | 11. SPECIAL WARNING  |

<p>1. _____ _____ _____</p>	<p>2. _____</p>
<p>3. _____</p>	<p>4. _____</p>
<p>5. _____</p>	<p>11. <div style="border: 1px solid black; width: 100%; height: 30px;"></div></p>
<p>6. _____</p>	<p>7. _____</p>
<p>8. _____</p>	<p>9. _____</p>
	<p>10. _____</p>

**Question**

Can you guess what the special warning will be on Question #11? Look at Question #5 to help you.





Activity:

# Ask The Pharmacist

## INSTRUCTOR NOTES

*Learners are introduced to new terms associated with medications, and then hear this terminology in short listening passages and comprehension exercises.*

Timing: 30 Minutes

### WARM-UP

- *Warning Labels On Prescription Bottles & Reading Prescription Bottles – or -*  
Questions for class discussion:
  - ~ *Has anyone in the class bought a prescription from a pharmacy in Canada?*
  - ~ *Did you understand the instructions? Did the pharmacist help you understand what to do with the prescription?*
  - ~ *What should you do if you don't understand the instructions?*
- Write these words on the board, and ask the class to define them:
  - ~ ointment/cream
  - ~ over-the-counter medicine
  - ~ rash
  - ~ sore throat
  - ~ dizzy
  - ~ high blood pressure
  - ~ rub
  - ~ side effects

### ACTIVITY

- Play the audio (Track 19) once. Hand out the Worksheet (listening comprehension questions) and allow learners time to read and begin to answer the questions before repeating the audio as required.

### FOLLOW-UP

- Clarify vocabulary in the audio as needed and take up the answers.

### ANSWER KEY

- 1.a    2.b    3.c    4.a    5.b

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 314-319.

### VOCABULARY

- Refer to list in Warm-up activity.



Activity:

## Ask The Pharmacist

### LISTENING TRANSCRIPT

Listen to these conversations. In each one, a pharmacist is talking to a customer.

#### Conversation 1

Customer: *Could you tell me how I use this ointment, please?*

Pharmacist: *Yes. Rub a little of the cream on the skin where you have a rash three times a day. The rash should be gone in about two weeks.*

#### Conversation 2

Customer: *I have very bad cold, a sore throat, and a cough. I can't sleep at night because I keep coughing. Will this cough medicine stop my coughing?*

Pharmacist: *Well, this is an over-the-counter medicine, but it can have side effects. Do you have high blood pressure?*

Customer: *Yes.*

Pharmacist: *Then this cough medicine is not good for you. Read the warning on the label. It says, "Not to be taken by people who have high blood pressure." Always read the label!*

#### Conversation 3

Pharmacist: *Have you ever taken this medicine before?*

Customer: *No.*

Pharmacist: *Take it in the morning with food. It may make you dizzy. That is one side effect of this medicine. If you feel dizzy, you should not drive a car. And don't drink alcohol when you are taking this medicine.*



Activity:  
**Ask The Pharmacist**

**WORKSHEET**

Circle the correct answer for each question.

**Listening 1**

1. Rub the rash with -
  - a. ointment three times a day.
  - b. cream at night.
  - c. oil.
  
2. The rash will be gone in –
  - a. three weeks.
  - b. two weeks.
  - c. two days.

**Listening 2**

3. Medicine you can buy without a prescription from the doctor is –
  - a. under-the-counter.
  - b. free.
  - c. over-the-counter.
  
4. Always read the label on the medicine. Medicine may have –
  - a. side effects.
  - b. pressure.
  - c. good effects.

**Listening 3**

5. One of the side effects of this medicine is to make the person taking it –
  - a. feel sad.
  - b. feel dizzy.
  - c. drink alcohol.



Activity:

## Where Can I Find Toothpaste?

### INSTRUCTOR NOTES

Learners label a pharmacy floor plan. This activity can be used to teach prepositions and locatives.

Timing: 20-30 Minutes

- WARM-UP**
- Together, the class identifies the names of local pharmacy chains and compiles a list of non-pharmaceutical goods that are commonly found in Canadian drug stores (eg, diapers, cosmetics).
  - Clarify the meaning of the words *department* and *product*, and introduce the words *counter* and *aisle*.
- MATERIALS**
- One floor plan and one set of cards for each pair of learners. The cards should be face down and stacked in order (1-10), with Card 1 at the top of the pile.
  - One Instruction Sheet per pair (optional – see Variation below).
- ACTIVITY**
- The first partner picks up Card 1 and reads it aloud. Together, the pair identifies and labels the appropriate department on their floor plan.
  - The second partner continues with Card 2. Pairs continue in this manner until the floor plan is completely labeled.
- FOLLOW-UP**
- Draw the floor plan on the blackboard. Have pairs come to the board and label the plan.
- VARIATION**
- For extra challenge, do not provide the Instruction Sheet. The teacher gives explanations orally, and pairs are instructed not to show their cards to their partner.



Activity:  
**Where Can I Find Toothpaste?**

**ANSWER KEY**



**FURTHER REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 314-319.

**ASSESSMENT**

- Instructors circulate for informal speaking assessment.
- CLB Performance Indicators:
  - ~ indicates communication problems verbally in a number of ways
  - ~ uses appropriately a number of short one-sentence commands and requests
  - ~ listener can follow the information
  - ~ uses basic time reference and basic expressions of location and movement

**VOCABULARY**

- cosmetics; dental; needs; first aid; pharmacist; floor plan; counter; north; south; east; west; along; department



Activity: **Where Can I Find Toothpaste?**

**INSTRUCTION SHEET**

Work in pairs. You are going to label the floor plan of a pharmacy with the names of the products and departments.

- The first partner turns over Card 1 and reads it aloud.
- Together, mark your floor plan after you read each card.
- Continue with the next card.



newspapers



cosmetics

These are the departments:

✂️ -----

BABY PRODUCTS

✂️ -----

COSMETICS

✂️ -----

DENTAL PRODUCTS

✂️ -----

FIRST AID

✂️ -----

GROCERIES

✂️ -----

NEWSPAPERS AND MAGAZINES

✂️ -----

PHARMACY

✂️ -----

SHAMPOO AND HAIR PRODUCTS

✂️ -----

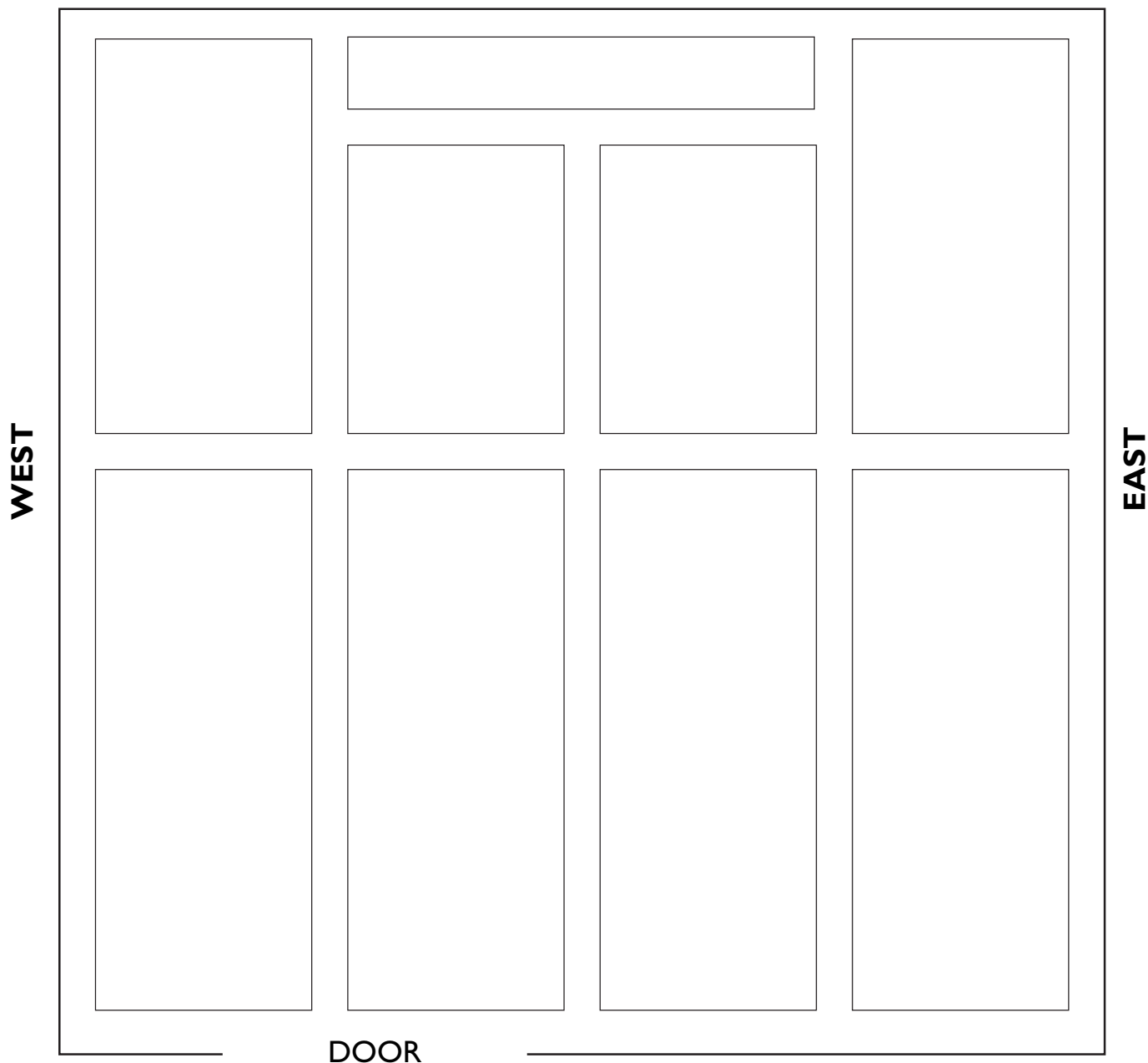
TOYS

✂️ -----



Activity: Where Can I Find Toothpaste?

NORTH



SOUTH

Activity: **Where Can I Find Toothpaste?****1**

Enter the door that is on the southwest side of the store.

Write **DOOR** on your floor plan.

**2**

Walk straight ahead. On the left, along the west wall, you will find the **COSMETICS** counter.

Write it on your floor plan.

**3**

Next to the cosmetics on the west wall is the **FIRST AID** section.

Write it on your floor plan.

**4**

Turn right. You are walking east. On your left is the **PHARMACY**, where you can get prescription medicines.

Write it on your floor plan.

**5**

When you get to the middle of the **PHARMACY**, turn right. There are two short counters on both sides. On your left are the **BABY PRODUCTS**.

Write it on your floor plan.



Activity: **Where Can I Find Toothpaste?****6**

On your right are the TOYS. They are across from the BABY PRODUCTS.

Write it on your floor plan.

**7**

Continue walking straight ahead. You are walking south. There are two long counters. On your left is the DENTAL PRODUCTS department.

Write it on your floor plan.

**8**

Across from dental products, on your right, you will find NEWSPAPERS AND MAGAZINES.

Write it on your floor plan.

**9**

Turn left. Walk to the east. Turn left again. On your right are two long counters. The first on your right is the GROCERIES department.

Write it on your floor plan.

**10**

Walk to the back of the store and, on your right, you will find SHAMPOO AND HAIR PRODUCTS.

Write it on your floor plan.



Activity:  
**Joanna’s Shopping Trip**

**INSTRUCTOR NOTES**

Learners review question-formation and shopping vocabulary in an information gap activity. They also learn and practice expressions to indicate problems in communication.

Timing: 20-30 Minutes

**WARM-UP**

- Review vocabulary related to *price, size and colour*.
- Review question-formation. (*Examples – What did Joanna buy for Joshua? What size is the coat? How much did Joanna pay for the coat? What colour is it?*)
- Introduce expressions to indicate problems in communication:
  - ~ *I don’t understand.*
  - ~ *Can you speak more slowly, please?*
  - ~ *Pardon?*
  - ~ *Sorry?*
  - ~ *Please repeat that.*

**ACTIVITY**

- Divide the class into pairs. Give Worksheet A to the first and Worksheet B to the second partner. Instruct learners not to show their sheets to one another.
- Read through the scenario on the worksheets with the class, and clarify procedure as necessary.

**FOLLOW-UP**

- Pairs compare their answers once their charts are complete.

**ANSWER KEY**

CHILD	CLOTHING ITEM	SIZE	COLOUR	PRICE
Joshua	jacket	6	green	\$39.98
Amanda	winter boots	8	black	\$ 19.99
Sam	coat	10	red	\$ 25.25
Jasmine	sweater	XS extra-small	purple	\$ 15.59

**ASSESSMENT**

- Instructors circulate for informal listening and speaking assessment.
- CLB Performance Indicators:
  - ~ indicates communication problems verbally in a number of ways
  - ~ responds to simple questions with required information
  - ~ describes size, colour and number
  - ~ listener can follow and use the information
  - ~ identifies words related to colour, size, number
  - ~ comprehends requests to identify things

**FURTHER REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 314-319.

**VOCABULARY**

- small; medium; large; extra-small/large; jacket; purple



Activity:  
**Joanna's Shopping Trip**

**WORKSHEET A**

- Joanna has four children who needed new clothing for winter. She went shopping and brought home some new clothes.
- There is information about Joanna's shopping trip on this chart, but it is not complete.
- Ask your partner questions, so that you can fill in the chart.
- Your partner will also ask you questions.

**Do not show your chart to your partner!**

CHILD	CLOTHING ITEM	SIZE	COLOUR	PRICE
Joshua		6	green	
Amanda	winter boots 		black	
Sam	coat	10		
Jasmine			purple	\$15.59



coat



Activity: Joanna’s Shopping Trip

**WORKSHEET B**

- Joanna has four children who needed new clothing for winter. She went shopping and brought home some new clothes.
- There is information about Joanna’s shopping trip on this chart, but it is not complete.
- Ask your partner questions, so that you can fill in the chart.
- Your partner will also ask you questions.

**Do not show your chart to your partner!**

CHILD	CLOTHING ITEM	SIZE	COLOUR	PRICE
Joshua	jacket			\$39.98
Amanda		8		\$19.99
Sam			red	\$25.25
Jasmine	sweater 	XS*		

XS\* = extra small



Activity:

# That's The Jacket I Want!

## INSTRUCTOR NOTES

*Learners practice asking and answering questions while they mingle with their classmates.*

Timing: 20 Minutes

- WARM-UP**
- Review vocabulary for items of clothing. Introduce the words *parka; leather; snowsuit; hood; mittens; one-piece and two-piece bathing suit; scarf; tie; blouse; shirt; blue jeans*
- MATERIALS**
- Eighteen cards are provided for this activity. Instructors will require the same number of cards as there are class members.
  - Cut out the correct number of cards. Next, cut each card into two, separating the picture from the descriptive text.
- ACTIVITY**
- Give each student two unmatched cards, one a picture and the other a description. Learners must not show these cards to their classmates.
  - Instruct the learners to mingle, seeking the picture that matches their text-only descriptive card. They must accomplish this verbally by asking and answering questions.
  - Role play an example, as follows:
    - ~ A: "Do you have some shoes for a little girl?"
    - ~ B: "Yes, I do."
    - ~ A: "Good. How much are they?"
    - ~ B: "They are \$45.87."
    - ~ A: "Those are the shoes I want! I'll buy them!"
  - Once a pair has established that their picture and description cards are an exact match, then the person with the picture "sells" (gives up) his or her card to the "buyer" with the text-only card.
- VARIATION**
- Teach or review the use of stress in the pronunciation of numbers prior to beginning this activity.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 314-319.
- VOCABULARY**
- Refer to list in Warm-up above.



Activity:  
**That's The Jacket I Want!**

**Child's Snowsuit**  
**\$45.35**



**Lady's White Socks**  
**\$4.95**



**Man's Hat**  
**\$9.95**



**Lady's Winter Coat**  
**\$ 175.98**



**Lady's Yellow Socks**  
**\$4.95**



**Man's Leather Jacket**  
**\$98.99**



**Parka with Hood**  
**\$125.65**



**Little Girl's Shoes**  
**\$45.00**



**Child's Mittens**  
**\$7.89**



**Blue Jeans**  
**\$ 19.79**





Activity: That's The Jacket I Want!

**Lady's  
Rain Coat**  
\$265.00



**\$265.00**

**Woman's  
Two-piece Bathing  
Suit**  
\$ 35.98



**\$35.98**

**Child's  
Snowsuit**  
\$39.98



**\$39.98**

**Man's Tie  
with  
Stripes on It**  
\$ 19.90



**\$19.90**

**Long Scarf**  
\$ 5.51



**\$5.51**

**Woman's Blouse**  
\$ 29.79



**\$29.79**

**Man's Shirt**  
\$ 19.98



**\$19.98**

**Woman's  
One-piece Bathing  
Suit**  
\$ 49.95



**\$49.95**



Activity:  
**It's My Favourite**

**INSTRUCTOR NOTES**

*Learners describe a favourite piece of clothing by answering questions and writing a short, guided text.*

Timing: 20 Minutes

- WARM-UP**
- The instructor begins by talking about his or her favourite piece of clothing (and possibly showing it to the class). Explain why it is special or significant.
  - Encourage others to share information about their favourite clothing items.
- ACTIVITY**
- Hand out the two-page worksheet. Learners complete the sentences by providing personal information in Part 1. Assist learners with vocabulary if they attempt to complete the sentence "It is made of \_\_\_\_."
  - Learners copy their completed sentences onto blank lines in Part 2.
- FOLLOW-UP**
- Ask learners to read their sentences aloud in small groups of three or four.
- ASSESSMENT**
- Instructors correct individual learner responses for writing assessment.
  - CLB Performance Indicators:
    - ~ copies words, numbers, letters, sentences, including capitalization, lower case, punctuation
    - ~ has legible handwriting or printing. Reader can follow the text
    - ~ answers five to six questions about personal or familiar situation or fills in blanks in a five- to six-sentence descriptive text with relevant information
    - ~ spells accurately and follows punctuation conventions
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 314-319.
- VOCABULARY**
- piece of clothing; types of cloth, for example, wool, cotton, leather, silk





Activity:  
***It's My Favourite***

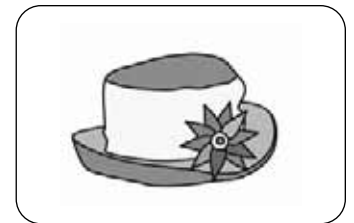
**WORKSHEET**

Everyone has a favourite piece of clothing. Think of that favourite piece. Is it old or new? Was it cheap or expensive? What does it look like? Where did you get it? What is it made of? Today you will write about that piece of clothing and tell why it is your favourite.

**Part I**

Write answers to these questions.

1. What is your favourite piece of clothing?
  - My favourite piece of clothing is \_\_\_\_\_.
2. Describe this piece of clothing. (Choose two of these sentences.)
  - It is \_\_\_\_\_ (colour).
  - It is \_\_\_\_\_ years old.
  - It is made of \_\_\_\_\_.
3. Where did you get it? (Choose one of these sentences.)
  - I bought it \_\_\_\_\_.
  - \_\_\_\_\_ gave it to me.
  - I got it \_\_\_\_\_.
4. Where do you usually wear it?
  - I wear it \_\_\_\_\_.
5. Why is this piece of clothing so special?
  - I like my \_\_\_\_\_ because \_\_\_\_\_.





Activity: It's My Favourite

Part 2

Copy your six sentences from Part 1 onto the lines below.



MY FAVOURITE PIECE OF CLOTHING

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---

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Activity:

# Guess What I Paid For Them!

## INSTRUCTOR NOTES

A reading passage about garage sales is followed by comprehension questions and a sequencing activity.

Timing: 30 Minutes

- WARM-UP**
- Discussion questions:
    - ~ *Have you ever gone to a garage sale?*
    - ~ *What did you buy?*
    - ~ *Did you go to garage sales in the country you came from?*
- ACTIVITY**
- Learners read the text about garage sales and then answer the comprehension questions.
  - Prepare one set of sequencing strips for each pair of learners. Cut the strips out and put them into an envelope in random order.
  - Pairs work together to sequence the strips to re-tell the story.
- FOLLOW-UP**
- *The Best Bargain*
  - Hand out copies of a local or community newspaper, for learners to find advertisements for garage sales in their neighbourhoods.
- CROSS-REFERENCE**
- At Home In Our Community & The World – *Saturday At The Bazaar*
  - Community & Government Services – *Nice Boots*
- ANSWER KEY**
- 1. buy used things
  - 2. The very poor
  - 3. around their neighbourhood / their neighbours
  - 4. earrings
  - 5. 25 cents
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 314-319.
- VOCABULARY**
- used (adjective); ashamed; garage; shame; earrings



Activity:  
**Guess What I Paid For Them!**

### **GARAGE SALES**

At Jasmine's ESL class, the teacher asked the students, "What do you think is surprising about Canada?"

"I am very surprised," said Jasmine, "that Canadians buy their neighbours' old clothes and toys and things. In my country, we never buy used things unless we are very, very poor. Here, people buy old things and then they tell everyone! In my country we would feel ashamed."

"Oh, yes," the teacher answered. "You are talking about garage sales. Many people think garage sales are fun. They walk around their neighbourhoods and talk to their neighbours. They don't feel shame. Jasmine, do you like my earrings? I got them last Saturday at a garage sale! They were twenty-five cents!"



teacher

Activity: **Guess What I Paid For Them!**

Answer these questions by finishing the sentences.

1. What surprised Jasmine about Canadians?

- Jasmine was surprised that Canadians \_\_\_\_\_.

2. Who buys second-hand clothing in Jasmine's home country?

- \_\_\_\_\_ buy second-hand clothing in Jasmine's home country.

3. Why do Canadians like garage sales?

- They like to walk \_\_\_\_\_ and talk to \_\_\_\_\_.

4. What did the teacher buy at the garage sale?

- She bought \_\_\_\_\_.

5. How much did she pay for them?

- She paid \_\_\_\_\_.



Activity: **Guess What I Paid For Them!****Sequencing Boxes**

At Jasmine's ESL class, the teacher asked the students, "What do you think is surprising about Canada?"

"I am very surprised," said Jasmine, "that Canadians buy their neighbours' old clothes and toys and things."

In my country, we never buy used things unless we are very, very poor.

Here, people buy old things and then they tell everyone! In my country we would feel ashamed."

"Oh, yes," the teacher answered. "You are talking about garage sales.

Many people think that garage sales are fun. They walk around their neighbourhoods and talk to their neighbours.

They don't feel shame. Jasmine, do you like my earrings?

I got them last Saturday at a garage sale! They were twenty-five cents!"



Activity:

# The Best Bargain

## INSTRUCTOR NOTES

*A listening passage about bargaining at garage sales is followed by comprehension questions and a role play. The activity can be used in conjunction with Guess What I Paid For Them!*

Timing: 30 Minutes

### WARM-UP

- *Guess What I Paid For Them!* (Optional)
- Ask learners if they've been to (or had) a garage sale. Discuss what type of things people buy at garage sales.
- Write the word *bargain* on the board. Give examples of both its noun and verb forms.
- Ask if learners bargain for items they find in garage sales.

### ACTIVITY

- Play the audio (Track 20). Learners listen for the gist.
- Hand out Worksheet 1. Replay the audio as learners listen and answer comprehension questions.
- Correct the answers with the class, or collect the worksheets for assessment.
- Hand out Worksheet 2. Learners discuss the questions in pairs. Circulate and assist as necessary.
- Hand out Worksheet 3. Review the exercise. Role-play the dialogue with a class member, or ask two learners to role-play the dialogue in front of the class.

### FOLLOW-UP

- Several pairs perform the bargaining dialogue for their classmates.

### ANSWER KEY

- 1. A    2. B    3. B    4. A    5. B    6. A    7. B

### ASSESSMENT

- Instructors correct Worksheet 1 for assessment.
- CLB Performance Indicators:
  - ~ listener identifies key words and factual details in a listening text as required

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 314-319.

### VOCABULARY

- garage sale; bargain; full price; wool; fit; perfectly; price tag; proud; shy



Activity:  
**The Best Bargain**

**LISTENING TRANSCRIPT**

Every Saturday morning, Julia goes to garage sales. She never pays full price for anything because she loves to bargain. Julia's husband thinks that she spends too much time at garage sales. Julia tells him that she may spend time, but she doesn't spend money.

Last week Julia found her best bargain. Julia found a new wool coat and tried it on. It fit perfectly.

Listen to Julia bargaining.

Julia: *How much do you want for this coat?*

Garage sale vendor: *I want \$10 for it.*

Julia: *I'll give your \$5 for it.*

Vendor: *Oh, okay. You can have it for \$5. Here you are.*

Julia: *That's great! I love the coat.*

On her way home, she saw the price tag on the sleeve. She looked at the tag. The coat had cost \$249 when it was new. Her husband met her at the front door.

Listen to their conversation.

Husband: *Now what junk have you brought home?*

Julia: *This beautiful \$250 coat! It's as good as new. And I only paid five dollars! Look at how much money I saved. You should be proud of me.*

Husband: *I am proud. Maybe I'll go to a garage sale next Saturday too!*





## Activity: The Best Bargain

**WORKSHEET I**

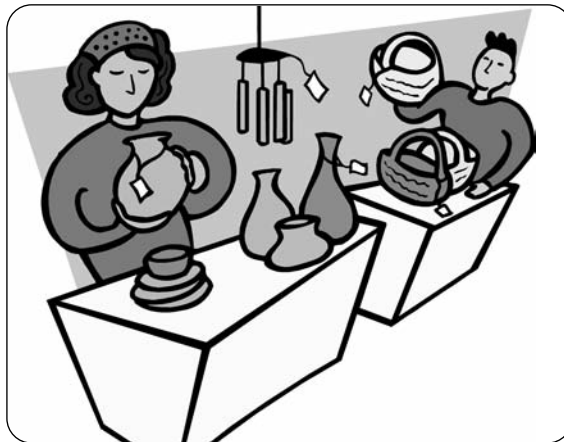
Listen to the story. Circle the correct answers.

1. When does Julia go to garage sales?
  - a. Every Saturday morning
  - b. Every Sunday morning
  
2. What does Julia love to do?
  - a. Spend a lot of money
  - b. Bargain
  
3. What does Julia's husband think?
  - a. He thinks she spends too much money at garage sales.
  - b. He thinks she spends too much time at garage sales.
  
4. What did Julia find?
  - a. A coat
  - b. A red dress
  
5. How much did the woman want for the coat?
  - a. \$5
  - b. \$10
  
6. What did Julia pay for the coat?
  - a. \$5
  - b. \$10
  
7. How much did the coat cost when it was new?
  - a. \$299
  - b. \$249

Activity: **The Best Bargain****WORKSHEET 2**

Work with a partner. Discuss these questions:

1. Why do people like garage sales?
2. Do you go to garage sales? Are there some things you don't buy at a garage sale?
3. Do you know how to bargain for a lower price? Do you feel shy when you bargain?





Activity: The Best Bargain

**WORKSHEET 3**

Work with your partner. Take turns bargaining for these three items.

Partner 1: How much do you want for the \_\_\_\_\_?  
(customer)

Partner 2: I want \_\_\_\_\_ dollars.  
(seller)

Partner 1: I'll give you \_\_\_\_\_ dollars. OR  
(customer)  
Would you take \_\_\_\_\_ dollars?

Partner 2: Yes, okay. OR  
(seller)  
No, I'm sorry.





# LINC 2

## Community and Government Services

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Based on Canadian Language Benchmarks





Activity:

# Neighbourhood Services

## INSTRUCTOR NOTES

*Students learn the names of neighbourhood services and then interview one another about the facilities in their local communities.*

Timing: 30 minutes

- WARM-UP**
- Introduce the words *neighbourhood* and *community*. (The two terms are used interchangeably in this activity and the next.)
  - Questions for class discussion:
    - ~ What neighbourhood do you live in? [It may be necessary to access a city map for this.] Compile a list of names on the board as learners answer.
    - ~ Do you like your neighbourhood? Why or why not?
- ACTIVITY**
- Hand out “Neighbourhood Services Vocabulary” to each learner. Instructors pronounce the words and learners repeat them.
  - Divide the class into pairs. Partners should reside in different communities. Explain that they are going to ask each other about the neighbourhood services in their communities.
  - Hand out the Neighbourhood Services Chart to each learner and clarify procedure. Explain that something is deemed to be in the neighbourhood if it can be reached by a short bus or car ride or by walking.
- FOLLOW-UP**
- *What Services Do We Need?*
  - *In The Neighbourhood - Crossword Puzzle*
- VARIATION**
- Distribute charts only to the interviewers. When the first interview is complete, collect the first chart before handing out a second. This prevents the interviewee from reading, and strengthens the listening component of the activity.
  - Learners conduct additional interviews on what neighbourhood services were available in their partners’ former communities in other countries.
- ASSESSMENT**
- Instructors circulate to conduct informal speaking assessment.
  - CLB Performance Indicators:
    - ~ indicates communication problems verbally in a number of ways
    - ~ uses appropriately a number of short one-sentence commands and requests
    - ~ listener can follow the information
    - ~ successfully expresses and responds to a range of requests and warnings
    - ~ responds to simple questions with required information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 346-351.
- VOCABULARY**
- neighbourhood; community; library; swimming pool; skating rink; hospital; grocery store; shopping mall; school; park; second-hand store



Activity:  
**Neighbourhood Services**

**NEIGHBOURHOOD SERVICES VOCABULARY**

Repeat the words after your teacher:



library



hospital



grocery store



swimming pool



second-hand store



school



park



skating rink



shopping mall





Activity: Neighbourhood Services

**NEIGHBOURHOOD SERVICES CHART**

Ask your partner questions about his/her neighbourhood.

**Examples:**

Do you have a swimming pool in your neighbourhood?

Is there a library in your neighbourhood?

If your partner answers “yes,” write a check mark (✓) in the chart.

Your partner’s name: \_\_\_\_\_

Your partner’s neighbourhood: \_\_\_\_\_

Community Services	✓
swimming pool	
library	
school	
mall	
second-hand store	
park	
skating rink	
hospital	
grocery store	

Ask your partner if he or she **uses** any of these community services.  
 Circle the names of the neighbourhood services your partner uses.



Activity:  
**What Services Do We Need?**

**INSTRUCTOR NOTES**

*Students continue to learn and practice neighbourhood service vocabulary in a four-skills activity.*

Timing: 25 minutes

- WARM-UP** • *Neighbourhood Services*
- ACTIVITY**
- Divide the class into pairs of learners who reside in different communities. Groups who completed the *Neighbourhood Services* pairs activity should be re-mixed.
  - Pairs follow the instructions on the worksheets to complete the activities, while instructors circulate to provide assistance where necessary.
- FOLLOW-UP**
- One person from each group writes their response to Worksheet B Question 3 on the blackboard. The class compares answers.
  - The same task can also be used to practice comparative and superlative forms.
  - *In the Neighbourhood - Crossword Puzzle*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 346-351.
- VOCABULARY** • See list in *Neighbourhood Services*



Activity:  
**What Services Do We Need?**

**WORKSHEET A**

- Write the name of your neighbourhood and the name of your partner’s neighbourhood in the boxes on the chart.
- Write a check mark (✓) next to the services you have in your neighbourhood.
- Then, listen to your partner tell you what services he or she has. Write check marks (✓) in the chart.

Name of neighbourhood:		
	In my neighbourhood (✓)	In my partner’s
mall		
swimming pool		
library		
school		
skating rink		
hospital		
second-hand store		
grocery store		
park		



## Activity: What Services Do We Need?

## WORKSHEET B

1. Do you or your partner have any neighbourhood services that are not on the chart in Worksheet A? Make a list and write the words on the lines. You can use a dictionary.

<i>police station</i>	
_____	_____
_____	_____
_____	_____

2. Do you or your partner want any neighbourhood services that you do not have now? Make a list of services you want. Write the words on the lines. You can use a dictionary.

<i>fire station</i>	
_____	_____
_____	_____
_____	_____
_____	_____

3. Look at all the services on your lists and your chart. Together, decide which two are the most important. Write the words on the lines.

_____	_____
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Activity:

# Nice Boots

## INSTRUCTOR NOTES

*A listening passage about two seniors buying winter clothing on a limited income is followed by fill-in-the-blanks, true/false and discussion questions.*

Timing: 30-40 minutes

- WARM-UP**
- Ask learners if they are familiar with buying second-hand merchandise. Introduce these terms: *used clothing store; second-hand clothing store; thrift store; and nearly new store.*
  - Make a list of these stores that are in your neighbourhood, for example, *Value Village, Salvation Army Thrift Store, Neighbourhood Services.*
  - Ask learners if there are shops like these in their home countries.
  - Tell the class that they are going to listen to a conversation between two seniors who are buying winter clothing on a limited income.
- ACTIVITY**
- Play Part 1 of the audio (Track 21). Learners listen for the gist.
  - Play the audio again and ask a few comprehension questions orally. (For example, *Who are Mabel and Alma? What does Alma notice that Mabel is wearing? Where are the two friends going to go tomorrow?*)
  - Hand out Worksheet 1. Go over the questions to clarify reading or vocabulary problems.
  - Replay the audio while learners answer the T/F questions.
  - Hand out Worksheet 2. Play the second part of the audio.
  - Learners answer the discussion questions in small groups.
- ANSWER KEY**
- Worksheet 1: 1. F 2. T 3. F 4. T 5. T 6. F 7. T 8. F
  - Worksheet 2: boots, winter, cold, tomorrow, cost
- ASSESSMENT**
- Instructors correct Worksheet 1 for assessment.
  - CLB Performance Indicators:
    - ~ listener identifies factual details in a listening text as required
- CROSS-REFERENCE**
- At Home In Our Community & The World – *Saturday At The Bazaar*
  - Commercial Services & Business – *Guess What I Paid For Them!* and *The Best Bargain*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 346-351.
- VOCABULARY**
- senior; seniors' building; widow; social worker; leak; cost; used clothing; second-hand clothing; thrift store; nearly new store



## Activity: Nice Boots

**LISTENING TRANSCRIPT****Part 1**

Mabel and Alma are two friends who live in a seniors' building. Both of them are widows. They don't have much money. One day, Alma notices that Mabel has some new, very warm-looking winter boots. Listen to their conversation.

- Alma: *Mabel, where did you get those nice boots?*
- Mabel: *My social worker gave me the name of a store where I could buy these boots for very little money.*
- Alma: *I need some boots for winter. My boots leak and my feet get very cold.*
- Mabel: *Come with me tomorrow and I will take you there. They also have winter coats that don't cost too much.*
- Alma: *Okay I'll go with you. What's the name of the store?*
- Mabel: *The Salvation Army.*
- Alma: *Isn't that a used clothing store?*
- Mabel: *Yes, it is.*

**Part 2**

Now listen to part of the conversation again. Fill in the blanks on Worksheet 2.

*Mabel, where did you get those nice boots?*

*My social worker gave me the name of a store where I could buy these boots for very little money.*

*I need some boots for winter. My boots leak and my feet get very cold.*

*Come with me tomorrow and I will take you there. They also have winter coats that don't cost too much.*



Activity:  
**Nice Boots**

**WORKSHEET I**

Circle True or False.



- |                                    |      |       |
|------------------------------------|------|-------|
| 1. Alma and Mabel live in a house. | True | False |
| 2. Alma and Mabel are both widows. | True | False |
| 3. Alma and Mabel are rich.        | True | False |



- |   |      |       |
|---|------|-------|
| 4. Mabel's new boots look warm.                 | True | False |
| 5. Alma needs new boots too.                    | True | False |
| 6. Mabel will take Alma to the store next week. | True | False |
| 7. Alma wants to know the name of the store.    | True | False |
| 8. Mabel tells Alma it's a new clothing store.  | True | False |



## Activity: Nice Boots

## WORKSHEET 2

Listen to Alma and Mabel again. Fill in the blanks with the words in the box.

**cold**    **cost**    **boots**    **winter**    **tomorrow**    **store**

Mabel, where did you get those nice \_\_\_\_\_?

My social worker gave me the name of a \_\_\_\_\_ where I could buy these boots for very little money.

I need some boots for \_\_\_\_\_. My boots leak and my feet get very \_\_\_\_\_.

Come with me \_\_\_\_\_ and I will take you there. They also have winter coats that don't \_\_\_\_\_ too much.



Discuss with your small group:

1. Do you shop in used clothing stores? Why or why not?
2. Do you know people who shop in used clothing stores? What do they buy?





Activity:

# In The Neighbourhood - Crossword Puzzle

## INSTRUCTOR NOTES

*This activity provides learners with additional practice using the names of public buildings.*

Timing: 20+ minutes

### WARM-UP

- *Neighbourhood Services*
- *What Services Do We Need?*

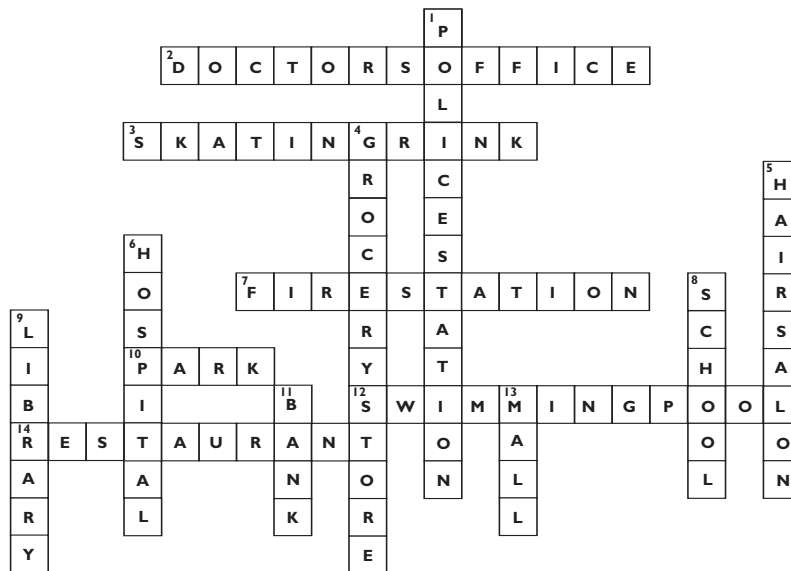
### ACTIVITY

- Go over the instructions with the class, focusing on the example clue and answer. If necessary, do another example from the clue list to ensure that everyone understands the procedure.
- Some learners may not be familiar with the crossword puzzle format and will require further explanation.

### VARIATION

- Encourage learners to work with a partner to add a listening and speaking component to the activity.

### ANSWER KEY



### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 346-351.

### VOCABULARY

- From *Neighbourhood Services*: library; swimming pool; skating rink; hospital; grocery store; mall; school; park
- Other: doctor's office; fire station; restaurant; police station; library; bank; hair salon



Activity:

## In The Neighbourhood - Crossword Puzzle

The words in this puzzle are the names of buildings. The clues are things you can find inside the building.

Here is an example:

Clues: pharmacist, medicine, shampoo

Answer (2 words): DRUG STORE



## Activity: In The Neighbourhood - Crossword Puzzle

**CLUES****Across**

- 2 waiting room, doctor, examination table, patients (2 words)
- 3 hockey players, ice dancers, ice skates (2 words)
- 7 fire trucks, boots, ladders (2 words)
- 10 trees, grass, benches
- 12 water, swimmers, bathing suits (2 words)
- 14 food, menus, waiters

**Down**

- 1 police officers, computers, police cars, guns (2 words)
- 4 fruit, cereal, meat, soap (2 words)
- 5 chairs, scissors, shampoo, sinks (2 words)
- 6 patients, beds, nurses, emergency rooms
- 8 teachers, desks, children
- 9 books, magazines, dictionaries
- 11 money ... more money ... and more money!
- 13 stores, restaurants, shoppers



Activity:  
**Fitness And Exercise Vocabulary**

**INSTRUCTOR NOTES**

Learners are introduced to new vocabulary in preparation for the reading *Mina Goes to the 'Y'*.

Timing: 20 minutes

- WARM-UP**
- Use these class discussion questions to elicit and clarify the meaning of the words *exercise*, *fit(ness)* and *stretch*:
    - ~ Do you play sports?
    - ~ Do you exercise?
    - ~ Are there any places where you can play sports or get some exercise with a group?
    - ~ Do you think exercising is important? Why or why not?
- ACTIVITY**
- Hand out Worksheet One (2 pages) and go through it with the class. Ask learners to provide examples of sentences that contain the new words. Write these model sentences on the board.
  - Hand out Worksheet Two. Challenge learners to attempt the spelling without looking at the reading page, and then to self-correct later.
- FOLLOW-UP**
- *Mina Goes To The 'Y'*
- ANSWER KEY**
- Worksheet Two
    - 1. conversation 2. stretch 3. exercise, gym 4. schedule 5. break
    - 6. relaxation 7. healthy, fitness
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 346-351.
- VOCABULARY**
- schedule; fitness; gymnasium; stretching; relaxation; break; conversation; exercise  
THE "Y" (YMCA)



Activity:  
**Fitness And Exercise Vocabulary**

**WORKSHEET I**

Read these sentences to learn new words:

1. People want to be **fit**. This means they want to be strong and healthy. Sometimes they take **fitness** classes to get exercise.



These women are in a **fitness** class.

2. The special room in a building for exercise and sports is called a **gymnasium** or a **gym**. Most Canadian schools have a **gym**.
3. These women are **stretching**. It is good to **stretch** before you play a sport.





Activity: Fitness And Exercise Vocabulary

4. A **schedule** is a plan or a timetable. This is a swimming pool **schedule**:

The “Y” Pool Schedule

	MON.	TUES.	WED.	THURS.	FRI.	SAT.
9 -10am						Water Fitness
10 -11am						Children’s Swimming
11 -12pm	Water Fitness		Water Fitness		Water Fitness	Children’s Swimming
12 -1pm	Children’s Swimming	Children’s Swimming	Children’s Swimming	Children’s Swimming	Children’s Swimming	Children’s Swimming
1 - 2pm		Water Fitness	Water Fitness		Water Fitness	Children’s Swimming
2 - 3pm	Water Fitness					Water Fitness
3 - 4pm	Water Fitness					Children’s Swimming

5. It is good to work hard, but it is also important to **relax**. **Relaxation** is resting and forgetting about problems and stress.

6. A **break** is a stop for a rest or for something to eat. People **relax** when they have a **break**. Take a **break**. Don’t work too long.

7. A **conversation** is a talk or a discussion with someone. I enjoy **conversations** with my classmates from many different countries.





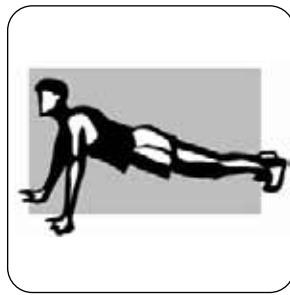
## Activity: Fitness And Exercise Vocabulary

## WORKSHEET 2

Practice spelling the new words. Write a letter on each line.

Example: He is very f \_ i \_ t.

1. She had a friendly c\_\_nv\_\_rsati\_\_n with her teacher.
2. People should st\_\_et\_\_h before they play a sport.



3. I like to ex\_\_rcis\_\_ in a g\_\_m.
4. Is the sc\_\_edule ready ?
5. Take a bre\_\_k! You work too hard.
6. I swim for rel\_\_xa\_\_ion.
7. I want to be healt\_\_y. I exercise for fitne\_\_s.



Activity:  
**Mina Goes To The “Y”**

**INSTRUCTOR NOTES**

*Learners read two related texts and write answers to comprehension questions.*

Timing: 30 minutes

**WARM-UP**

- *Fitness And Exercise Vocabulary*

**ACTIVITY**

- Inform the class that they are going to read about a woman who needed exercise and wanted to participate in a group.
- Hand out Part 1 and direct attention to the title. Explain that the expression “The Y” is commonly used as an abbreviation of YMCA and YWCA, and ask if anyone in the class has heard of this community service.
- Read through Part 1 with the class. Point out the new vocabulary items from the previous activity (*Fitness And Exercise Vocabulary*), and ensure that everyone understands the reading before continuing with the comprehension questions (Exercise 1).
- Repeat the procedure for Part 2.

**FOLLOW-UP**

- *Help Mina Choose Her Classes*
- Provide authentic pamphlets from local community centres, “Y”s or public sports facilities. Learners browse the pamphlets and list activities of interest for themselves or their children.

**VARIATION**

- Learners work on the comprehension questions together in pairs to add a speaking component if the activity is not intended for assessment.

**ANSWER KEY**

• **Part 1:**

1. Mina went **to the “Y”** near her **apartment**.
2. Her husband **works**, and her children **are in school** all day.
3. She wants to **exercise** and, maybe, **find** new friends.
4. She looked at the **gym** and the swimming pool **schedules**.

**Part 2:**

1. Mina is happy to see the **water fitness** class on the Pool Schedule.
2. **stretching** class, **volleyball** class, **dancing** class, **Morning Break** class
3. Mina knows how to play **volleyball**.
4. Morning Break starts with a **fitness** class, and after that, there is **coffee and conversation**.





Activity:

## Mina Goes To The “Y”

- ASSESSMENT**
- Instructors correct individual responses.
  - CLB Performance Indicators:
    - ~ answers five to six questions about a personal or familiar situation or fills in blanks in a five- to six-sentence descriptive text with relevant information
    - ~ spells accurately and follows punctuation conventions

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 346-351.

- VOCABULARY**
- volleyball; badminton; workout; see also *Fitness And Exercise Vocabulary*

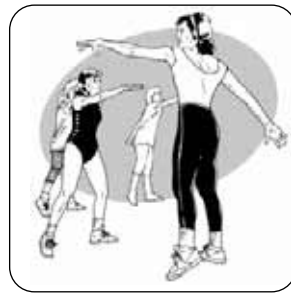


## Activity: Mina Goes To The “Y”

## MINA GOES TO THE “Y”

## Part I

Yesterday Mina went to the “Y” near her apartment. Her children are in school all day. Her husband works from 8 a.m. to 6 p.m. Mina wants to exercise and, maybe, find some new friends.



At the “Y”, Mina looked at two schedules. One was a swimming pool schedule for classes in the water. The other was a gym schedule for classes in the gymnasium.

## Exercise I

Answer these questions. Write one word on each empty line.

1. Where did Mina go?

- Mina went \_\_\_\_\_ near her \_\_\_\_\_.

2. Where are Mina’s husband and children during the day?

- Her husband \_\_\_\_\_, and her children \_\_\_\_\_ all day.

Activity: **Mina Goes To The “Y”**

3. What does Mina want to do?

- She wants to \_\_\_\_\_ and, maybe, \_\_\_\_\_ some new friends.

4. What schedules did Mina look at?

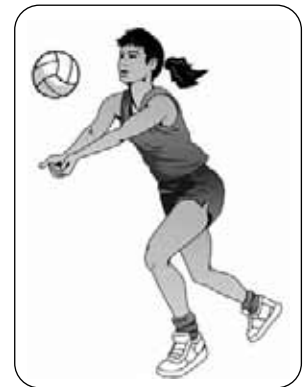
- She looked at the \_\_\_\_\_ and the swimming pool \_\_\_\_\_.

### Part 2



Mina likes to exercise. She is happy to see water fitness classes on the Pool Schedule.

The Gym Schedule has stretching classes. Mina is interested in the stretching classes. There are also volleyball and dancing classes. Mina knows how to play volleyball, and she likes it.



Mina is also interested in the Morning Break class. The Morning Break starts with a fitness class, and after that, there is coffee and conversation.



Activity: **Mina Goes To The “Y”**

**Exercise 2**

Answer these questions. Write one word on each empty line.

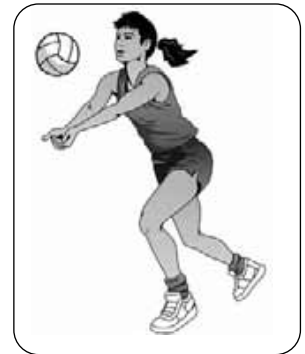
1. What class is Mina happy to see on the Pool Schedule?

- Mina is happy to see the \_\_\_\_\_ class on the Pool Schedule.



2. Write the names of 4 classes that are on the Gym Schedule.

- \_\_\_\_\_ class
- \_\_\_\_\_ class
- \_\_\_\_\_ class
- \_\_\_\_\_ class



3. What does Mina know how to play?

- Mina knows how to play \_\_\_\_\_ .

4. What happens at Morning Break class?

- Morning Break starts with a \_\_\_\_\_ class, and after that, there is \_\_\_\_\_ and \_\_\_\_\_ .





Activity:

## Help Mina Choose Her Classes

### INSTRUCTOR NOTES

Learners read about Mina's time commitments, look at two schedules, and choose five classes that are suitable for her.

Timing: 20-30 minutes

- WARM-UP** • *Mina Goes To The "Y"*
- ACTIVITY** • Review Mina's interests and commitments from *Mina Goes To The "Y"*.  
• Distribute "Help Mina Choose Her Classes" and the "Y" Pool and Gym Schedules. The instructions are intended to be self-explanatory.
- FOLLOW-UP** • Instruct learners to draw up a list of their personal time commitments. Provide authentic schedules from a local sports or community facility, and set an imaginary budget of \$100. Students look through the schedules and select classes for themselves and/or their children. They discuss their choices in conversation groups.
- VARIATION** • Learners work together in pairs to add a speaking component if the activity is not intended for assessment.
- ANSWER KEY** • Monday: 2-3 pm Water Fitness  
Tuesday: 1-2 pm Water Fitness or 9-10 am Morning Break or 10-11 am Stretching or 11-12 am Dancing  
Wednesday: 1-2 pm Water Fitness or 1-2 pm Volleyball  
Thursday: 9-10 am Morning Break  
Friday: 1-2 pm Water Fitness or 1-2 pm Stretching
- ASSESSMENT** • Instructors correct individual learner responses.  
• CLB Performance Indicators:  
~ follows one- to four-step, one-sentence instructions  
~ gets the gist of the text  
~ scans text to locate specific details in a common formatted text  
~ gets key information from texts  
~ identifies factual details in a text as required
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 346-351.
- VOCABULARY** • See *Mina Goes to the "Y"*



Activity:

## Help Mina Choose Her Classes

Mina wants to take 5 hours of class at the “Y” each week, but she is very busy.

### Mina’s Schedule

- She has ESL (English Second Language) classes on Monday, Wednesday and Friday mornings from 9 a.m. to 12 p.m.
- On Thursday afternoons from 1 p.m. to 3 p.m. she helps at her children’s school.
- She wants to be home every day by 3:30 p.m.
- Every weekend she stays home with her husband and children.

### Instructions:

1. Look at Mina’s schedule again and then put an “X” in every box on the Pool and Gym schedules when she is busy and cannot take classes.
2. On the schedules, circle five classes that are good for Mina.
3. The five classes must be on five different days.



Activity: **Help Mina Choose Her Classes**

**THE “Y” POOL SCHEDULE**

	MON.	TUES.	WED.	THURS.	FRI.	SAT.
9 - 10 am						Water Fitness
10 - 11 am						Children's Swimming
11 - noon	Water Fitness		Water Fitness		Water Fitness	Children's Swimming
12 - 1 pm	Children's Swimming	Children's Swimming	Children's Swimming	Children's Swimming	Children's Swimming	Children's Swimming
1 - 2 pm		Water Fitness	Water Fitness		Water Fitness	Children's Swimming
2 - 3 pm	Water Fitness					Water Fitness
3 - 4 pm	Water Fitness					Children's Swimming

**THE “Y” GYM SCHEDULE**

	MON.	TUES.	WED.	THURS.	FRI.	SAT.
9 - 10 am	Morning Break	Morning Break	Morning Break	Morning Break	Morning Break	
10 - 11 am	Stretching	Stretching	Stretching		Stretching	Dancing
11 - noon	Volleyball	Dancing			Volleyball	
12 - 1 pm						Stretching
1 - 2 pm			Volleyball	Volleyball	Stretching	
2 - 3 pm	Children's Swimming				Children's Swimming	



Activity:

# Mina Wants To Volunteer

## INSTRUCTOR NOTES

*This activity is designed to prepare learners to fill in an application form. Students complete a matching exercise using information that is commonly entered on application forms.*

Timing: 15 minutes

- WARM-UP**
- *Mina Goes To The “Y”*
  - *Help Mina Choose Her Classes*
  - Questions for class discussion:
    - ~ What does *volunteer* mean?
    - ~ Does anyone in this class volunteer? Please tell us about your work.
    - ~ Did anyone volunteer before they came to Canada?
    - ~ Where can people go to volunteer?
    - ~ We volunteer to help others, but we can also help ourselves by volunteering. How?
- ACTIVITY**
- Hand out “Mina Wants To Volunteer” and go through it with the class.
  - Distribute the “Match The Information” worksheet. Learners match the application prompts on the left with the appropriate responses on the right.
- FOLLOW-UP**
- *Volunteer Application Form*
- VARIATION**
- To add a listening component, do not distribute the Mina Wants To Volunteer reading text. Instead, use it as a listening transcript and read it to the class slowly and clearly.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 346-351.
- VOCABULARY**
- invite; volunteer; application form; guest speaker; fill out; skills





Activity:

## Mina Wants To Volunteer

### **MINA WANTS TO VOLUNTEER**

Mina met some new friends at her exercise class. Her favourite exercises were in the water. She liked the Morning Break class too.

One morning, a guest speaker came from the Volunteer Bureau. The guest speaker invited everyone to volunteer. She gave the interested people an application form to fill out.

Mina took the application form to her ESL class. She wanted the teacher to help her with it.

The teacher gave Mina an exercise called “Match The Information”. Complete it for her.



Activity: **Mina Wants To Volunteer**

**MATCH THE INFORMATION**

Draw lines to match items from the list on the left to the information on the right.

**Information we often need to write on an application form:**

Name

Province

Languages spoken

Skills, interests

Email address

Postal Code

**Information about Mina:**

mulinsm@istar.ca

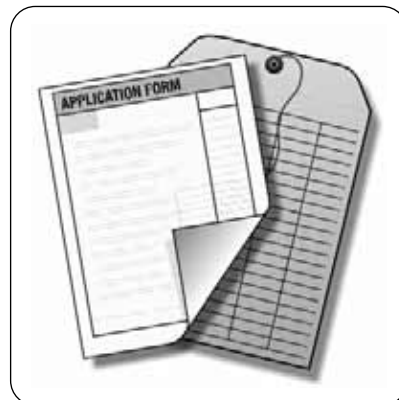
L6A 0X0

Mina Mullins

driver's license, volleyball

Ontario

Spanish, some English and French





Activity:  
**Volunteer Application Form**

### INSTRUCTOR NOTES

*Learners practice filling in an application form in a four-skills activity.*

Timing: 30 minutes

- WARM-UP** • *Mina Wants To Volunteer*
- ACTIVITY** • Divide the class into pairs. Give each group one copy of the Information Questions Worksheet and two Volunteer Application Forms.
- Clarify the instructions on the Information Questions Worksheet by drawing attention to numbers on the Volunteer Application Form and to the example. Together, the pairs complete the exercise. Take up the answers.
  - Learners continue to work in pairs for the second part of the activity. Their task is to fill in the application forms **for each other** by asking and answering questions. One partner takes the role of an interviewer working for the Volunteer Bureau, and asks questions and fills out the application form. The interviewer can refer to the Information Questions Worksheet for assistance with question-formation. The second partner takes the role of a potential volunteer, and answers the interviewer's questions orally. After the first application form has been filled out correctly, the learners switch roles to complete a second form.
  - Both learners may need to ask questions for spelling, repetition and clarification. Before the pairs begin, hand out "I Don't Understand!" and go over the expressions as a group. If any class member suggests alternative or additional expressions, write these on the board.
  - While the pairs are working, instructors circulate to clarify instructions and vocabulary, and to assist with any communication problems.
- FOLLOW-UP** • Provide authentic forms from a local volunteer agency.
- ANSWER KEY** • a. 1   b. 2   c. 7   d. 5   e. 2   f. 3   g. 8   h. 4   i. 9   j. 9   k. 2   l. 9   m. 2
- ASSESSMENT** • Instructors circulate to perform informal speaking assessment.
- CLB Performance Indicators:
    - ~ indicates communication problems verbally in a number of ways
    - ~ listener can follow the information
    - ~ responds to simple questions with the required information
    - ~ spells words related to personal identification and information
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 346-351.
- VOCABULARY** • available; skills; talents; interests; mailing address; cell phone number



Activity:  
**Volunteer Application Form**

**INFORMATION QUESTIONS WORKSHEET**

The questions below ask for information that we often give on application forms.

- Read each question and decide which part of the Volunteer Application Form the answer should go on.
- Write the number from the form on the empty line.

For example, the answer to “What is your name?” goes in Part I of the Volunteer Application Form.

**Question****Part of  
Application Form**

a. What is your name?

1

b. What street do you live on?

\_\_\_\_\_

c. What languages do you speak?

\_\_\_\_\_

d. Do you have an email address?

\_\_\_\_\_

e. What is your postal code?

\_\_\_\_\_

f. What is your home phone number?

\_\_\_\_\_

g. When are you available to volunteer?

\_\_\_\_\_

h. What is your cell phone number?

\_\_\_\_\_

i. Do you have a skill that you can share with us?

\_\_\_\_\_

j. Do you play any musical instruments?

\_\_\_\_\_

k. What is your street number?

\_\_\_\_\_

l. What are your interests?

\_\_\_\_\_

m. What city do you live in?

\_\_\_\_\_



## Activity: Volunteer Application Form

**VOLUNTEER APPLICATION FORM**

1. Name: \_\_\_\_\_

2. Mailing address: \_\_\_\_\_  
(Apt. Number and Street) (City, Province) (Postal Code)

3. Home phone: \_\_\_\_\_

4. Cell phone: \_\_\_\_\_

5. Email address: \_\_\_\_\_

6. Age:  14 to 17 years  18 to 65 years  Over 65 years7. Languages spoken:  English  French  Other8. Available:  Weekday mornings  Weekday afternoons  
 Weekday evenings  Weekends9. List skills, musical talents, or interests:  
  
\_\_\_\_\_  
  
\_\_\_\_\_



## Activity: Volunteer Application Form

**I DON'T UNDERSTAND!!!**

Often, when we are asking and answering questions, we do not hear something. Sometimes we do not understand the question. Sometimes we do not understand the answer.



- If you want someone to repeat, you can say,  
**“Would you repeat that, please?”**
- If you do not understand the question, you can say,  
**“I’m sorry, I don’t understand.”**
- If you do not know how to spell something, you can say,  
**“Would you spell that, please?”**

# LINC 2

## Education

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Based on Canadian Language Benchmarks







Activity:  
**Registering A Child For School**

**INSTRUCTOR NOTES**

*Learners read a brief scenario and then listen to a phone call between a receptionist and a newcomer who wants to register her son in school.*

Timing: 25 minutes

- WARM-UP**
- Ask if anyone has registered a child in a Canadian school, and what steps they took to complete the registration.
  - Hand out the reading passage and go through it with the class. Make sure that everyone understands the procedure.
- ACTIVITY**
- Play the audio (Track 22). Learners listen for the gist.
  - Hand out the Listening Exercise. Review it and make sure everyone understands the directions.
  - Replay the audio and have learners circle correct answers. Repeat as necessary.
- FOLLOW-UP**
- *Burgu Goes To The Reception Centre: Interactive Dialogues I & II*
- VARIATION**
- For classes with strong reading skills: pairs re-read the dialogue together aloud. Instructors circulate to model pronunciation, intonation and sentence stress.
- ANSWER KEY**
- six    2nd    20-minute    August 19th    1 o'clock    713-329-7241
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 378-383.
- VOCABULARY**
- Reception Centre; receptionist; to book; to assess; immigration papers; immunization records



Activity:  
**Registering A Child For School**

**LISTENING TRANSCRIPT**

Listen carefully to the phone call Burgu made to the Reception Centre. Circle the correct word or number.

- Receptionist: *Family Reception Centre. How can I help you?*
- Burgu: *I am new to Canada. I want my son to go to school.*
- Receptionist: *What is your name, please?*
- Burgu: *Burgu Olmez. O-L-M-E-Z. My son's name is Tolga.*
- Receptionist: *How old is your son, Mrs. Olmez?*
- Burgu: *He's six.*
- Receptionist: *Good. He's just the right age to begin school in Canada.*
- Burgu: *When does school begin?*
- Receptionist: *On September 2nd. First, you must book a twenty-minute appointment with us so we can assess your son.*
- Burgu: *Sorry?*
- Receptionist: *Oh, am I speaking too fast? We need to make an appointment so we can test your son. Tell me when you can come, okay? The time and the day, alright?*
- Burgu: *Okay. Thank you.*
- Receptionist: *We want to assess your son or find out your son's English level. The appointment will be about twenty minutes. Now, is Thursday, August 19, at one o'clock alright with you for the appointment?*
- Burgu: *Yes, Thursday, August 19th, at one o'clock is good.*
- Receptionist: *Great. Please bring your immigration papers, your son's immunization papers that's his medical records of vaccination injections – and any school records – he may have.*

Activity: **Registering A Child For School****LISTENING TRANSCRIPT (Continued)**

- Burgu: *Immunization records. Immigration papers. Okay. He doesn't have school records though. He hasn't been to school yet.*
- Receptionist: *No problem. Now, if for any reason you can't get here at that time, call us at 555-329-7241.*
- Burgu: *555-329-7241. Thank you. Goodbye.*
- Receptionist: *Goodbye. See you soon.*



Activity:

## Registering A Child For School

Burgu moved to Canada one week ago. She is living in Ontario with her husband and her six year-old son, Tolga. Burgu is trying to find a school for Tolga.

Burgu decided to phone the Family Reception Centre in the city where she lives to ask them for help.

Listen carefully to the phone call Burgu made to the Reception Centre.





## Activity: Registering A Child For School

## Listening Exercise

Read and listen to the conversation between Burgu and the Family Reception Centre receptionist. Circle the correct words.

Receptionist: *Family Reception Centre. How can I help you?*

Burgu: *I am new to Canada. I want my son to go to school.*

Receptionist: *What is your name, please?*

Burgu: *Burgu Olmez. O-L-M-E-Z. My son's name is Tolga.*

Receptionist: *How old is your son, Mrs. Olmez?*

Burgu: *He's (six seven sixteen).*

Receptionist: *Good. He's just the right age to begin school in Canada.*

Burgu: *When does school begin?*

Receptionist: *On September (2nd 22nd 23rd ). First, you must book a (two- hour 20-minute 2-minute) appointment with us so we can assess your son.*

Burgu: *Sorry?*

Receptionist: *Oh, am I speaking too fast? We need to make an appointment so we can test your son. Tell me when you can come, okay? The time and the day, alright?*



## Activity: Registering A Child For School

## Listening Exercise (Continued)

Burgu: *Okay. Thank you.*

Receptionist: *We want to assess your son to find out your son's English level. The appointment will be about twenty minutes. Now, is Thursday, **(August 29th August 19th August 9th)**, at 1 o'clock alright with you for the appointment?*

Burgu: *Yes, Thursday, August 19th at **(12 o'clock 1 o'clock 3 o'clock)** is good.*

Receptionist: *Great. Please bring your immigration papers, your son's immunization papers – that's his medical records of vaccination injections – and any school records he may have.*

Burgu: *Immunization records. Immigration papers. Okay. He doesn't have school records though. He hasn't been to school yet.*

Receptionist: *No problem. Now, if for any reason you can't get here at that time, call us **(at 713-329-7214 at 713-329-7521 at 713-329-7241)**.*

Burgu: *713-329 -7241. Thank you. Goodbye.*

Receptionist: *Goodbye. See you soon.*



Activity:

# Burgu Goes To The Reception Centre: Interactive Dialogue – I

## INSTRUCTOR NOTES

*Learners read a brief scenario and then create a dialogue between Burgu Olmez and the Family Reception Centre receptionist.*

Timing: 20 minutes

- WARM-UP** • *Registering A Child For School*
- ACTIVITY** • Hand out the Burgu Goes To The Reception Centre reading passage, and go through it with the class. Make sure that everyone understands the scenario and also the procedure for the interactive dialogue.  
• Divide the class into pairs, and give each partner a different handout (A or B). Circulate to help pairs that are having difficulty, and to identify a group that can perform the dialogue correctly for their classmates.  
• Partners read through the dialogue a second time for fluency and to check their answers.
- FOLLOW-UP** • One group performs the dialogue for the class.  
• *Burgu Goes To The Reception Centre: Interactive Dialogue – II*
- ANSWER KEY** • Receptionist: Hello. I'm Pat Hunt. Welcome to the Family Reception Centre, Mrs. Olmez.  
Olmez: Thank you. It's nice to meet you.  
Receptionist: Please sit down. Did you have a long way to come to the Reception Centre?  
Olmez: No. We took the bus. It was only a 20-minute ride.  
Receptionist: Good. Twenty minutes isn't too long. It's a very nice day as well.  
Olmez: Yes, it's a beautiful day.
- ASSESSMENT** • Instructors circulate to perform informal assessment of listening, speaking and reading. It may be useful to ask learners to mark the correct responses on their worksheets.  
• CLB Performance Indicators:  
~ identifies (social interaction) expressions in discourse  
~ identifies factual details in a listening text as required  
~ uses a few courtesy formulas  
~ responds to simple questions with the required information  
~ gets key information/main idea from texts  
~ identifies factual details in a text as required
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 378-383.
- VOCABULARY** • register; district; school board



Activity:

## Burgu Goes To The Reception Centre: Interactive Dialogue – I

### BURGU GOES TO THE RECEPTION CENTRE

Burgu Olmez arrived at the Family Reception Centre of the District School Board for her appointment. She brought her six-year-old son, Tolga. Tolga played in the playroom with a teacher while Burgu talked to the Family Reception Centre receptionist.

Work with a partner. One of you will be Burgu (or Manuel) Olmez, and the other will be the receptionist. You must listen to your partner, and then choose the correct thing to say next.

#### Example:

Partner: *What time is it?*

You: *1. I'm hungry.  
2. It's November.  
3. It's 10:30. (This is the correct answer, so you say it to your partner.)*



Activity: **Burgu Goes To The Reception Centre: Interactive Dialogue – I****PARTNER A**  
**Burgu/Manuel Olmez**

- You are Burgu (Manuel) Olmez, and your partner is the Family Reception Centre receptionist.
- Your partner will begin the conversation.
- Listen carefully to your partner (the receptionist), and then choose the correct thing to say next.
- Speak to your partner clearly.

Receptionist: *(listen to your partner)*

Burgu (Manuel) Olmez: *1. Thank you. It's nice to meet you.  
2. Yes.  
3. Thank you. May I sit down? I'm tired.*

Receptionist: *(listen to your partner)*

Burgu (Manuel) Olmez: *1. Thank you.  
2. No. We took the bus. It was only a 20-minute ride.  
3. I don't like buses.*

Receptionist: *(listen to your partner)*

Burgu (Manuel) Olmez: *1. Yes, it's a beautiful day.  
2. I am really worried about winter. I know I'm going to hate it.  
3. I'm in a hurry.*

Activity: **Burgu Goes To The Reception Centre: Interactive Dialogue I****PARTNER B**  
**Family Reception Centre Receptionist**

- You are the Family Reception Centre receptionist, and your partner is Burgu (Manuel) Olmez.
- You begin the conversation by reading the first sentence: (*Hello. I'm Pat Hunt...*)
- Your partner (Burgu/Manuel Olmez) will choose the correct thing to say next, and will say it to you.
- Listen carefully, and then decide what you should say.
- Speak to your partner clearly.

Receptionist: *Hello. I'm Pat Hunt. Welcome to the Family Reception Centre, Mrs. Olmez.*

Burgu/Manuel Olmez: *(listen to your partner)*

Receptionist: 

1. *Please sit down. Did you have a long way to come to the Reception Centre?*
2. *I'm really busy.*
3. *Don't thank me. I'm just a receptionist.*

Burgu/Manuel Olmez: *(listen to your partner)*

Receptionist: 

1. *I have a car. I drive very fast.*
2. *Good. Twenty minutes isn't too long. It's a very nice day as well.*
3. *The buses are always late.*

Burgu/Manuel Olmez: *(listen to your partner)*

Receptionist: *Now, you are here because you want to register your child in school...*



Activity:

## Burgu Goes To The Reception Centre: Interactive Dialogue – II

### INSTRUCTOR NOTES

Learners finish the dialogue between Burgu Olmez and the Family Reception Centre receptionist.

Timing: 20 minutes

#### WARM-UP

- *Registering A Child For School*
- *Burgu Goes To The Reception Centre: Interactive Dialogue – I*

#### ACTIVITY

- Inform the class that they are going to finish the conversation between Burgu Olmez and the Family Reception Centre receptionist. Ensure that everyone remembers the procedure for the interactive dialogue.
- Divide the class into pairs, and give each partner a different handout (A or B). Circulate to help pairs that are having difficulty, and to identify a group that can perform the dialogue correctly for their classmates.
- Partners read through the dialogue a second time for fluency and to check their answers.

#### FOLLOW-UP

- One group performs the dialogue for the class.

#### ANSWER KEY

- Receptionist: *Thank you for coming today. It was nice to meet you.*
- Olmez: *Thank you. I enjoyed meeting you too. Is there anything else I have to do?*
- Receptionist: *No. Tolga is registered for school. Just bring him a little early the first day.*
- Olmez: *A little early? What time?*
- Receptionist: *Oh, about 8:30. Tolga can meet the teacher. You can stay with him for a while, if you wish.*
- Olmez: *Excuse me? Did you say I can stay with him?*
- Receptionist: *For a while. The teacher will tell you. Now Tolga is waiting in Room 215, the playroom.*
- Olmez: *Pardon? Room 250?*
- Receptionist: *No. Room 215. Come on. I'll walk there with you.*
- Olmez: *Thank you. You are very kind.*

#### ASSESSMENT

- Instructors circulate to perform informal assessment of listening, speaking and reading. It may be useful to ask learners to mark the correct responses on their worksheets.
- CLB Performance Indicators:
  - ~ identifies (social interaction) expressions in discourse
  - ~ identifies factual details in a listening text as required
  - ~ uses a few courtesy formulas
  - ~ responds to simple questions with the required information
  - ~ gets key information/main idea from texts
  - ~ identifies factual details in a text as required

#### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 378-383.

#### VOCABULARY

- register



Activity:

## Burgu Goes To The Reception Centre: Interactive Dialogue – II

### **PARTNER A** **Burgu/Manuel Olmez**

The school registration interview is over. Burgu (Manuel) Olmez is saying goodbye to Pat Hunt, the Family Reception Centre receptionist.

- You are Burgu (Manuel) Olmez, and your partner is the receptionist.
- Your partner will begin the conversation.
- Listen carefully to your partner (the receptionist), and then choose the correct thing to say next.
- Speak to your partner clearly.

Receptionist: *(listen to your partner)*

Burgu (Manuel) Olmez: *1. Good for you.  
2. I don't think Tolga liked it.  
3. Thank you. I enjoyed meeting you too. Is there anything else I have to do?*

Receptionist: *(listen to your partner)*

Burgu (Manuel) Olmez: *1. How can I register him?  
2. A little early? What time?  
3. Tolga has many friends.*

Receptionist: *(listen to your partner)*

Burgu (Manuel) Olmez: *1. Excuse me? Did you say I can stay with him?  
2. I'm going home.  
3. I never had lunch.*

Activity: **Burgu Goes To The Reception Centre: Interactive Dialogue – II****PARTNER A (Continued)**  
**Burgu/Manuel Olmez**

Receptionist: *(listen to your partner)*

Burgu (Manuel) Olmez: *1. Well, in a while.  
2. My son can read.  
3. Pardon? Room 250?*

Receptionist: *(listen to your partner)*

Burgu (Manuel) Olmez: *1. Thank you. You are very kind.  
2. I'm lost.  
3. If you don't have time.*

Activity: **Burgu Goes To The Reception Centre: Interactive Dialogue – II****PARTNER B**  
**Family Reception Centre Receptionist**

The school registration interview is over. Burgu (Manuel) Olmez is saying goodbye to Pat Hunt, the Family Reception Centre receptionist.

- You are the receptionist, and your partner is Burgu (Manuel) Olmez.
- You begin the conversation by reading the first sentence: (Thank you for coming...)
- Your partner (Burgu/Manuel Olmez) will choose the correct thing to say next, and will say it to you.
- Listen carefully, and then decide what you should say.
- Speak to your partner clearly.

Receptionist: *Thank you for coming today. It was nice to meet you.*

Burgu/Manuel Olmez: *(listen to your partner)*

Receptionist: *1. No. Tolga is registered for school. Just bring him a little early the first day.*

*2. Yes. You can get me a coffee from Tim Horton's.*

*3. No. You should go home. I'm busy.*

Burgu/Manuel Olmez: *(listen to your partner)*

Receptionist: *1. Oh, I don't know. I have problems too.*

*2. I don't have a watch.*

*3. Oh, about 8:30. Tolga can meet the teacher. You can stay with him for a while, if you wish.*

Activity: **Burgu Goes To The Reception Centre: Interactive Dialogue – II****PARTNER B (Continued)**  
**Family Reception Centre Receptionist**

Burgu/Manuel Olmez: *(listen to your partner)*

Receptionist: *1. For a while. The teacher will tell you. Now Tolga is waiting in Room 215, the playroom.  
2. I have another parent who is waiting.  
3. I usually have a cup of tea at four o'clock.*

Burgu/Manuel Olmez: *(listen to your partner)*

Receptionist: *1. I said 350.  
2. No. Room 215. Come on. I'll walk there with you.  
3. Goodbye. Very nice to meet you.*



Activity:

# Parent-Teacher Interview Notice

## INSTRUCTOR NOTES

*Learners read a parent-teacher interview notice and answer comprehension questions.*

Timing: 20 minutes

### WARM-UP

- Questions for class discussion:
  - ~ Have any of you gone to a parent-teacher interview?
  - ~ What happened?
  - ~ What is the purpose of a parent-teacher interview?
  - ~ What are some of the things people talk about at the interview?
- Distribute and read through the introductory paragraphs (“Parent-Teacher Interview”). Ensure that everyone understands the scenario.

### ACTIVITY

- Hand out the Parent-Teacher Interview Notice and Exercise One.
- Learners will need to refer back to the introductory paragraphs in order to answer some of the questions.
- If the activity is not intended for assessment, learners can work in pairs to add a listening and speaking component.

### FOLLOW-UP

- *Tips For Parent-Teacher Interviews*
- *Questions For A Parent-Teacher Interview*

### ANSWER KEY

- 1. Clarendon Avenue    2. one o'clock    3. November    5. 4 six  
5. November 6

### ASSESSMENT

- Instructors correct individual learner responses for reading assessment.
- CLB Performance Indicators:
  - ~ gets the gist of the text
  - ~ scans text to locate specific details in a common formatted or unformatted text

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 378-383.

### VOCABULARY

- notice; interview; elementary school; grade; progress





Activity:

## Parent-Teacher Interview Notice

### PARENT-TEACHER INTERVIEW

Quing's son goes to Rosemount Elementary School. He is in grade three. Yesterday he brought home a notice about a parent-teacher interview.

Quing decided to go to the interview at one o'clock. She was excited about meeting her son's teacher.





Activity: **Parent-Teacher Interview Notice**

## **PARENT-TEACHER INTERVIEW NOTICE**

### **ROSEMOUNT ELEMENTARY SCHOOL**

76 Clarendon Avenue  
519-555-9023

#### PARENT-TEACHER INTERVIEWS

November 4 – Grades 1 and 2  
November 5 – Grades 3 and 4  
November 6 – Grades 5 and 6

- Times: 1–3 pm and 7–9 pm
- Please come to discuss your child's progress at school with his or her teacher. Bring a list of questions.



The children's artwork will be on show throughout the school.



## Activity: Parent-Teacher Interview Notice

## Exercise I

Write a word on each empty line to finish the sentences.

1. What street or avenue is Rosemount Elementary School on?

*It is on* \_\_\_\_\_.

2. At what time will Quing go to the school for the interview?

*She will go at* \_\_\_\_\_.

3. On what date will she go to the interview?

*She will go on* \_\_\_\_\_.

4. How many grades are there in the school?

*There are* \_\_\_\_\_ *grades in the school.*

5. On what date will the Grade 6 interviews be?

*They will be on* \_\_\_\_\_.





Activity:

# Tips For Parent-Teacher Interviews

## INSTRUCTOR NOTES

Learners read a text about preparing for parent-teacher interviews and then write answers to comprehension questions.

Timing: 20 minutes

- WARM-UP** • *Parent-Teacher Interview Notice*
- ACTIVITY** • Distribute the reading and ensure that everyone understands it before handing out the comprehension questions.  
• Emphasize the requirement for full-sentence answers.
- FOLLOW-UP** • Provide each learner with individual feedback on his or her writing.  
• The class compiles a list of questions that might be asked at a parent-teacher interview. These questions are written on the blackboard.  
• *Questions For A Parent-Teacher Interview*
- ANSWER KEY** • There will be some variation in learner responses.  
1. Schools hold parent-teacher interviews two or three times a year.  
2. Parents and teachers discuss how they can help children do well at school.  
3. The interviews are about ten to fifteen minutes long.  
4. You should bring a list of questions to the interview.  
5. You should talk about the positive things the teacher said.
- ASSESSMENT** • Instructors correct individual learner responses for writing assessment.  
• CLB Performance Indicators:  
~ answers five to six questions about personal or familiar situation  
~ spells accurately and follows punctuation conventions  
~ has legible handwriting or printing. Reader can follow the text
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 378-383.
- VOCABULARY** • tips; positive; prepare



Activity:

## Tips For Parent-Teacher Interviews

Schools in Canada have parent–teacher interviews two or three times a year. Teachers and parents talk about how they can help children do well at school.

The interview is short. It is only ten to fifteen minutes. So, it is important to prepare for the interview and to be on time!

Prepare a list of questions that you want to ask the teacher. What do you want to know about the school and your child in the classroom? Bring these questions to the interview.



When you get home, your child will want to know what the teacher said. Talk about the positive (good) things the teacher said.



## Activity: Tips For Parent-Teacher Interviews

Answer these questions in complete sentences.

**Example:**

Why should parents be on time for the interview?

Parents should be on time for the interview because it is very short.

1. How many times a year do schools have parent-teacher interviews?

---

2. What do parents and teachers talk about at the interviews?

---

3. How long are the interviews?

---

4. What should you bring to a parent-teacher interview?

---

5. What should you talk about with your child when you get home?

---





Activity:

# Questions For A Parent-Teacher Interview

## INSTRUCTOR NOTES

*Learners read a scenario and practice question-formation.*

Timing: 20 minutes

### WARM-UP

- *Parent-Teacher Interview Notice*
- *Tips For Parent-Teacher Interviews*

### ACTIVITY

- Distribute the first page. In pairs, learners read the scenario and Quing's list of questions.
- Hand out the Grammar Worksheets. Depending on the class, instructors may choose to guide the learners through the worksheets or else allow the pairs to work through the exercises on their own.

### FOLLOW-UP

- Learners write the corrected sentences on the blackboard.
- Small groups create lists of questions that they would like to ask their children's teachers at their next parent-teacher interview.
- *It's Bedtime, Ali*

### VARIATION

- Learners make corrections to Quing's list of questions without using the Grammar Worksheets.

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 378-383.

**VOCABULARY** • subject; verb; pronoun; noun; list



Activity:

## Questions For A Parent-Teacher Interview

Quing was excited about going to the parent-teacher interview. She had many questions to ask her son's teacher.

When her friend Cathy came to have coffee with her that morning, Quing asked for help.

“Cathy, my English is not good. Will you help correct my list of questions?”

“Of course,” said Cathy. “You get the list, and I'll get us both another cup of coffee!”

### Quing's Questions

1. Is a hard worker in school?
2. Is good in mathematics?
3. Is a good boy in school?
4. He have problems in English?
5. He have homework every night?
6. He have many friends?





## GRAMMAR WORKSHEETS

Cathy looked at the list and said, “These are really good questions. We just need to add some words. Let’s look at number one.”

### 1. Is a hard worker in school?

“You need a subject after the verb “to be”. The subject can be a pronoun or a noun. Understand? Let’s put in the subject.”

✓ Is he a hard worker in school?

“Good,” Cathy said. “Now you do the next two sentences.”

### 2. Is good in mathematics?

✓ \_\_\_\_\_

### 3. Is a good boy in school?

✓ \_\_\_\_\_



## Activity: Questions For A Parent-Teacher Interview

**GRAMMAR WORKSHEETS (Continued)**

“Good”, said Cathy. “The next questions are different. They have subjects, and the verb is not “to be”.

We have to add the verb “do” or “does” when the verb is not “to be”.  
We have to add “does” when the subject is “he” or “she”. Let’s do number 4.”

**4. He have problems in English?**

✓ Does he have problems in English?

“Good”, said Cathy. “Now you do numbers 5 and 6.”

**5. He have homework every night?**

✓ \_\_\_\_\_

**6. He have many friends?**

✓ \_\_\_\_\_



Activity:  
**It's Bedtime, Ali**

### INSTRUCTOR NOTES

Learners listen to a conversation between a teacher and a father whose son is having a problem at school.

Timing: 30 minutes

#### WARM-UP

- Parent-Teacher Interview activities (Optional)
- “It’s Bedtime, Ali” Reading (Optional)
- Questions for class discussion:
  - ~ Ask if anyone has school-aged children, and inquire what time they go to bed.
  - ~ Ask parents with children if watching TV or playing video games often interferes with their child’s bedtime.
  - ~ Tell learners they will listen to a dialogue about a father who has this difficulty with his son.

#### ACTIVITY

- Play audio (Track 23). Learners listen for the gist.
- Ask one or two oral comprehension questions to ensure learners have understood the main ideas. (Is Ali doing well in school? Why does the teacher think he is having problems? Why is Ali’s bedtime difficult for Ali’s father?)
- Hand out Worksheet 1, and read it with the class.
- Replay the audio as learners listen and complete the comprehension questions.
- Take up the answers together, or collect the papers for assessment.

#### FOLLOW-UP

- Divide the class into pairs or small groups for Worksheet 2.
- If desired, review the modals *should*, *can*, *must* and *have to* prior to discussion.

#### ASSESSMENT

- Instructors correct Worksheet 1 for listening assessment.
- CLB Performance Indicators:
  - ~ listener identifies factual details in a listening text as required

**ANSWER KEY** • 1.A 2.B 3.B 4.A 5.A 6.A 7.A 8.B

#### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 378-383.

**VOCABULARY** • wrong; falling asleep; share; video games; improve; earlier; enough; firm



Activity:  
**It's Bedtime, Ali**

**LISTENING TRANSCRIPT**

Mr. Abadhi has come to school to see his son's teacher, Mrs. Stiles. Listen to their conversation:

Mrs. Stiles: *Thank you for coming, Mr. Abadhi. I want to talk to you about Ali. He is not doing very well at school.*

Mr. Abadhi: *What is wrong?*

Mrs. Stiles: *Ali is not learning. He's always falling asleep in my class. What time does he go to sleep?*

Mr. Abadhi: *Well, he shares a room with his older brother. Sometimes they play video games till about 11 or 12 at night.*

Mrs. Stiles: *I think that is too late for a six year-old boy on a school night. Many of the children in my class go to sleep at eight. Do you want Ali to improve his grades?*

Mr. Abadhi: *Of course!*

Mrs. Stiles: *Please put him to bed earlier. I am sure he will do better in school.*

Mr. Abadhi: *I will try. Thank you.*



Activity:

## It's Bedtime, Ali

In Canada, parents and teachers often meet. If there is a problem, they do not wait for parent-teacher interviews. It is common for a teacher to phone a parent, or for a parent to phone a teacher.

You are going to listen to a conversation between a teacher and a father. The teacher, Mrs. Stiles, saw a problem with one of her students, so she phoned his father and asked him to come to the school to talk about it.



## Activity: It's Bedtime, Ali

**WORKSHEET 1**

Listen to the story again. Circle the correct answers.

1. Why does Mrs. Stiles ask Mr. Abadhi to come to school?
  - a. She wants to talk about Ali.
  - b. She wants Mr. Abadhi to help her in class.
  
2. What is Ali's problem in school?
  - a. He talks too much in class.
  - b. He falls asleep in class.
  
3. Who shares the bedroom with Ali?
  - a. His parents.
  - b. His older brother.
  
4. What time do Ali and his brother go to sleep?
  - a. About 11 or 12 o'clock.
  - b. About 10 o'clock.
  
5. What do Ali and his brother do before they fall asleep?
  - a. Play video games.
  - b. Sing and laugh.
  
6. How old is Ali?
  - a. Six
  - b. Seven
  
7. What time do many of the children in the class go to sleep?
  - a. Eight o'clock
  - b. Ten o'clock
  
8. What does Mrs. Stiles ask Mr. Abadhi to do?
  - a. Put Ali in a different room.
  - b. Put Ali to bed earlier.



## Activity: It's Bedtime, Ali

**WORKSHEET 2**

With a partner, discuss the following questions. What do you think?

**One:**

What time should children go to bed at night?

**Two:**

Sometimes children have to share the same bedroom with an older brother or sister. What can parents do to make sure the younger brother or sister gets enough sleep?

**Three:**

Most families have rules about watching TV or playing video games. What do you think are good rules for parents to make for their children?





Activity:

# Children's Education In Ontario

## INSTRUCTOR NOTES

*Learners read some facts about the educational system in Ontario and discuss their personal childhood memories of school.*

Timing: 30 minutes

- WARM-UP**
- Inquire whether anyone has any questions about the educational system in Ontario. Write the questions on the blackboard as they arise, and then discuss the answers.
  - Divide the class into small conversation groups for “My School Days”.
- ACTIVITY**
- Hand out the cloze reading passage “Children’s Education in Ontario” and clarify procedure. Learners can work with a partner if the activity is not intended for assessment.
- FOLLOW-UP**
- *The First Day At School*
  - *School Holidays In Ontario*
- VARIATION**
- Use some of the “My School Days” conversation questions as a warm-up for *The First Day at School* or for *School Holidays in Ontario*.
- CROSS-REFERENCE**
- Family & Relationships – *Family Problems* provides information about the school-leaving age for children in Ontario.
- ANSWER KEY**
- Exercise 1: go; private; September; week; vacation; hours  
Exercise 2: 1. F 2. F 3. T 4. F 5. F
- ASSESSMENT**
- Instructors correct individual responses for reading assessment.
  - CLB Performance Indicators:
    - ~ gets key information/main idea from texts
    - ~ identifies factual details in a text as required
- SOURCE**
- Ottawa-Carleton District School Board website:  
[http://www.ocdsb-edu.on.ca/au\\_au\\_hi\\_newcomer-info.asp](http://www.ocdsb-edu.on.ca/au_au_hi_newcomer-info.asp)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 378-383.
- VOCABULARY**
- vacation; private, public and separate schools; Catholic

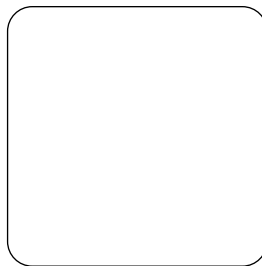




Activity:  
**Children's Education In Ontario**

**MY SCHOOL DAYS****Conversation Questions**

1. Do you remember your first day of school when you were a child? How did you feel? Were you afraid? Happy? Excited?



2. Was the school day very long? When did you start, and when did you finish?



3. Did you do a lot of homework?



4. Did your parents pay for you to attend school?

5. Did you enjoy school when you were a child? Name one thing you liked, and one thing you didn't like.



Activity:  
**Children's Education In Ontario**

**Exercise 1**

Write the correct words in the empty lines.

**week    go    vacation    hours    private    September**

Children in Ontario must \_\_\_\_\_ to school if they are over six years old. Most children go to public schools, not \_\_\_\_\_ schools. Public schools and separate schools (which are Catholic) are free. They are paid for by taxes.

Classes begin in \_\_\_\_\_ and finish at the end of June. There is a two-\_\_\_\_\_ vacation in December and a one-week \_\_\_\_\_ which is usually in February or March.

There are classes from Monday to Friday for about six \_\_\_\_\_ a day.

**Exercise 2**

Circle **T** (for True) or **F** (for False).

- |   |          |          |
|---|----------|----------|
| 1. A five-year-old must go to school.                         | <b>T</b> | <b>F</b> |
| 2. School finishes June 1 <sup>st</sup> .                     | <b>T</b> | <b>F</b> |
| 3. Separate schools and public schools are paid for by taxes. | <b>T</b> | <b>F</b> |
| 4. There is a one-week vacation in October.                   | <b>T</b> | <b>F</b> |
| 5. There are classes for four hours a day.                    | <b>T</b> | <b>F</b> |



Activity:

# The First Day At School

## INSTRUCTOR NOTES

Learners listen to a conversation between a teacher and a mother who is taking her child to the first day of kindergarten.

Timing: 40 minutes

- WARM-UP**
- My School Days (conversation questions) from *Children's Education in Ontario*
  - Ask each learner to share one memory of his/her first day of school.
  - Ask parents in the class whether they were nervous when their children started school.

- ACTIVITY**
- Play the entire audio (Track 24). Learners listen for the gist.
  - Ask a few questions, for example, How does Mrs. Hashimi feel when her daughter Aisha starts kindergarten? Was Aisha happy on her first day? How do you know?
  - Hand out Worksheet One.
  - Read questions 1-4 with the class. Play Part 1 of the audio twice and have learners answer the first 4 questions.
  - Follow the same procedure for Parts 2 and 3. Part 3 is on Worksheet 2.
  - Divide the class into pairs or groups of three for the discussion questions. If possible, assign at least one parent to each group.

- FOLLOW-UP**
- *School Holidays In Ontario*

- VARIATION**
- NOTE: The text is fairly long for CLB 2 listening and has been divided into three parts. Instructors may choose to do it all at once or to do the activity over two days.

- ANSWER KEY**
- |         |      |       |       |      |
|---------|------|-------|-------|------|
| Part 1: | 1. b | 2. b  | 3. a  | 4. a |
| Part 2: | 5. b | 6. a  | 7. a  | 8. b |
| Part 3: | 9. a | 10. b | 11. a |      |

- VOCABULARY**
- kindergarten; only child; worry; nervous; cell phone; picks (someone) up



Activity:  
**The First Day At School**

**LISTENING TRANSCRIPT:**

Listen to Part 1 of the story about Aisha Hashimi and her mother.

*Aisha Hashimi is five years old. She is going to start kindergarten today. Aisha is an only child, so her mother always worries about her. Mrs. Hashimi is nervous about leaving her daughter at school for the first time. Inside the kindergarten door, Mrs. Hashimi talks to the teacher, Miss Vickers.*

In Part 2, you will hear the conversation between Mrs. Hashimi and the teacher, Miss Vickers.

*Mrs. Hashimi: Here's my home phone number, Miss Vickers. And here's my cell phone number. Please call me if Aisha has any problems.*

*Miss Vickers: Don't worry about that, Mrs. Hashimi. The office has all that information. Remember, you filled out all those forms.*

*Mrs. Hashimi: Oh, yes. That's true. But maybe I should stay with Aisha this morning just in case.*

*Miss Vickers: Don't worry, Mrs. Hashimi. It's better to leave the children before the class starts. Please don't cry! Aisha will make friends and be happy in school.*

Now listen to Part 3, the story of Aisha's first morning at kindergarten.

*Aisha had fun in school. She learned the names of the other children. She played with a new friend. She listened to her teacher read a story. She sang a funny song. She had an apple and a cookie at snack time. At noon, Mrs. Hashimi came to pick her up. Aisha was smiling. Mrs. Hashimi didn't feel so nervous any more.*

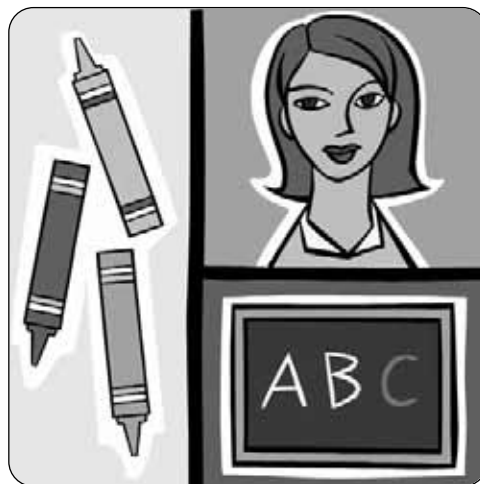




## Activity: The First Day At School

**WORKSHEET 2****Part 3**

9. What did Aisha learn on the first day?  
a) the names of her classmates    b) the alphabet
10. What did Aisha and the other children do?  
a) They learned to count and spell.  
b) They listened to a story, sang, and had a snack.
11. At the end of the morning, how did Aisha and her mother feel?  
a) happy                                    b) worried





### Activity: The First Day At School

## DISCUSSION QUESTIONS

- How does Mrs. Hashimi feel today?
- If you are a parent, how did you feel on your child's first day of school?
- Do you think Miss Vickers is a good teacher? Why or why not?
- What is one good way to prepare a child for the first day at school?  
Write it on the line.

---





Activity:  
**School Holidays In Ontario**

**INSTRUCTOR NOTES**

*Learners record dates of school holidays as they listen to their instructor.*

*This activity can be used in conjunction with a lesson on stress patterns in the pronunciation of numbers.*

Timing: 20 minutes

- WARM-UP**
- *Children's Education In Ontario*
  - *The First Day At School*
  - Class discussion of the names of Canadian holidays and what they celebrate.
- ACTIVITY**
- Distribute the School Holidays In Ontario worksheet.
  - Read the left-hand column with the class and explain the special nature of these days.
  - Explain the instructions for the listening activity: read the chart slowly to the class (see Transcript below), while learners record the necessary information in the appropriate slots.
- FOLLOW-UP**
- Assign learners the task of researching one of the holidays and then sharing information with their classmates.
- ASSESSMENT**
- Instructors correct individual learner responses.
  - CLB Performance Indicators:
    - ~ responds to an expanded range of short one-sentence commands and requests
    - ~ identifies factual details in a listening text as required
    - ~ identifies words related to time reference
- SOURCE**
- Ontario Ministry of Education: <http://edu.gov.on.ca/eng/general/list/calendar/holidaye.html>
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 378-383.
- VOCABULARY**
- names of holidays (Thanksgiving, Good Friday, etc); holiday; vacation





Activity:  
**School Holidays In Ontario**

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

<b>Holiday</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Labour Day	Sept. 1	Sept. 7	Sept. 6	Sept. 5
Thanksgiving Day	Oct. 13	Oct. 12	Oct. 11	Oct. 10
Christmas Break	Dec. 22 - Jan. 2	Dec. 21 - Jan. 1	Dec. 20 - Dec. 31	Dec. 19 - 30
Family Day	Feb. 16	Feb. 15	Feb. 21	Feb. 20
Mid-Winter Break	March 16 - 20	March 15 - 19	March 14 - 18	March 12 - 16
Good Friday	April 10	April 2	April 22	April 6
Easter Monday	April 13	April 5	April 25	April 9
Victoria Day	May 18	May 24	May 23	May 21



Activity:  
**School Holidays In Ontario**



<b>Holiday</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
Labour Day	Sept. 1	Sept. ____	Sept. 6	Sept. ____
Thanksgiving Day	Oct. ____	Oct. ____	Oct. ____	Oct. 10
Christmas Break	Dec. 22 - Jan. 2	Dec. 21 - Jan. 1	Dec. 20 - 31	Dec. ____
Family Day	Feb. 16	Feb. ____	Feb. 21	Feb. 20
Mid-Winter Break	March 16 - 20	March 15 - 19	March ____ - ____	March 12 - 16
Good Friday	April 10	April 2	April ____	April 6
Easter Monday	April ____	April ____	April 25	April 9
Victoria Day	May ____	May 24	May ____	May 21

# LINC 2

## Employment

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Based on Canadian Language Benchmarks





Activity:  
**“Tell Me About Yourself”**

**INSTRUCTOR NOTES**

Learners create and use a timeline to practice talking about themselves in preparation for future job interviews.

Timing: 45-60 minutes

- WARM-UP** • Distribute the reading and go through it with the class..
- MATERIALS** • Flip chart paper and coloured markers are recommended.
- ACTIVITY**
- Instructors demonstrate timelines by drawing up one of their own life on the blackboard and presenting it to the class. Compile a list of important vocabulary for learners to refer to later (for example, *was born, got married, studied*). Emphasize the need to use the past tense.
  - Hand out the materials and instruct learners to create their personal timelines.
  - After they have finished, learners “rehearse” by presenting their timeline to a partner.
  - Post the timelines on the classroom wall. Learners use them to tell their classmates about their lives.
- FOLLOW-UP** • After a few days have elapsed, divide the class into small groups for a mock interview scenario. Learners take turns answering the question “Tell us about yourself.”
- SOURCE** • Timeline generated at [www.teach-nology.com](http://www.teach-nology.com)
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 410-415.
- VOCABULARY** • As arising.



Activity:  
**“Tell Me About Yourself”**

### TIMELINES

A question we often hear in a job interview is “Tell me about yourself”.

This can be difficult to answer.

This exercise gives you practice talking about yourself. It is not for a job interview, but it may help you when you go to an interview. You may find the question easier to answer.

Make a timeline of your life. Draw pictures and write dates. Use it to tell the story of your life.

### TIMELINE FOR JENN SMITH



Born in Winnipeg,  
 Manitoba  
**1978**



Began to work for C.Taylor  
 Ltd. Accounting Dept.  
**2001**



Began work for Nesbit  
 Associates Accounting Dept.  
**2006**

**2000**

Graduated University Manitoba  
 Bachelor of Commerce



**2003**

Married Len Smith



**2008**

Ryan Smith born





Activity:  
**Looking For A Job**

**INSTRUCTOR NOTES**

*Learners read about five steps in searching for employment, and then do a sequencing exercise.*

Timing: 30 minutes

**WARM-UP**

- Questions for class discussion:
  - ~ Does anybody have a job?
  - ~ How did you find your job?
- Hand out and read the introduction (“Ming’s Job Search”), and divide the class into groups (a group of five is optimal).

**ACTIVITY**

- Prepare one set of job search steps cut-outs for each group.
- Give each group member one of the five job search steps.
- The learners read their steps in turn, from one to five.
- Collect the cut-outs and hand out the worksheet.
- Learners follow instructions on the worksheet to number the steps from one to five. This can be done individually or as a group activity.

**FOLLOW-UP**

- Learners compile a list of the resumé information specified in Step Number 1.

**FURTHER  
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 410-415.

**VOCABULARY**

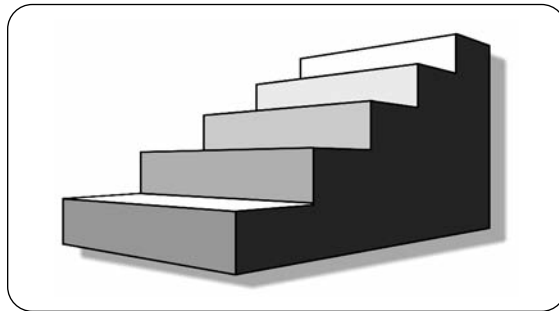
- interview; resumé; collect; employer; experience; community college



Activity:  
**Looking For A Job**

## **MING'S JOB SEARCH**

Ming came to Canada in 2008. She studied English for two years. Now she wants a job. She does not know how to get a job in Canada. She has never worked here. Ming's teacher told her that there are five steps in looking for a job.







## Activity: Looking For A Job

**JOB SEARCH STEPS CUT-OUTS****Step Number 1**

Ming's teacher told her to write some information about herself. She told her to make a list of these things:

- The job she wants in Canada.
- Her work experience. This means the jobs she did before.
- The dates of her past jobs and the names of the companies she worked for.
- Her education, including the names of her schools and the years she went there.

All this was the information Ming needed for her resumé. Writing a resumé is the first step in looking for a job.

**Step Number 2**

After her resumé was ready, Ming's second step was to find employers to give the resumé to. She looked in the newspaper, in libraries, in store windows, in employment centres, and she asked her friends and everybody she knew.

She made a list of employers and companies where she wanted to work. This was her second step.

**Step Number 3**

She mailed her resumé to the companies on her list. This was her third step.

**Step Number 4**

The fourth step was to go to interviews with the employers who answered her application letters.

**Step Number 5**

After the interview, Ming remembered the fifth step. She sent thank-you letters to the employers who interviewed her.



## Activity: Looking For A Job

**WORKSHEET**

Number the steps in finding a job (1 – 5)

\_\_\_\_\_ Write a letter to thank the employer for the interview.

\_\_\_\_\_ Collect information about your education and work experience.

\_\_\_\_\_ Make a list of the employers you want to send resumés to.

\_\_\_\_\_ Send resumés to the employers.

\_\_\_\_\_ When an employer phones you, go to an interview.



Activity:

# The Burger Queen

## INSTRUCTOR NOTES

A listening passage about an older woman in a job interview introduces the topic of illegal interview questions.

Timing: 30 minutes

### WARM-UP

- Ask the class to list common job interview questions. Write their responses on the blackboard.
- Tell the class they are going to listen to an interview of a senior woman who wants to work as a night cook in Burger Heaven. Ask this question:
  - ~ What kind of food do cooks make in a restaurant called *Burger Heaven*?

### ACTIVITY

- Play the audio (Track 25). Learners listen for the gist.
- Distribute Exercise I. Learners discuss the answers to the exercise with a partner. Repeat the audio as necessary. Take up the answers with the class.
- Select several illegal employment interview topics from the list below, and write them on the board.
  - ~ In Canada, candidates do not have to answer questions about: race; colour; sex; religion; place of birth; national origin; age; disability status; marital status; name of spouse; number of children; plans for parenthood; medical conditions; home ownership
- Clarify vocabulary. (Variation: Ask the class to provide additional topics.)
- With the class, brainstorm possible illegal job interview questions related to each topic, for example,
  - ~ religion – Do you go to church?
  - ~ place of birth – Where do you come from?
- Model polite ways of refusing to answer an illegal or embarrassing question, for example,
  - ~ I'd rather not say. I prefer not to answer. I don't think that's important for the job.
- Write a few of these expressions on the board.
- Divide the class into pairs or small groups for mock mini-interviews. The interviewer/employer can refer to the questions listed on the board during the warm-up and, in the course of the interview, also asks a "forbidden question". The other learner is the job candidate, who tactfully refuses to answer.

### FOLLOW-UP

- In *The Hair-Cutter*, the woman is asked an illegal interview question about her plans for parenthood.

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 410-415.

### VOCABULARY

- interview; manager; important; reason; burger; "the best ever"; delicious; hired; illegal



Activity:  
**The Burger Queen**

**LISTENING TRANSCRIPT**

*Mrs. Rudi is having a job interview. She wants to work as a night cook at Burger Heaven.*

*Listen to her interview with the manager.*

Manager: *How old are you, Mrs. Rudi?*

Mrs. Rudi: *Oh, that's not important for the job. I'm not going to answer. The important thing is that I am the best burger maker ever. Everyone calls me "The Burger Queen". There is a good reason for it. They know my burgers are the best in the city. Here. I'm going to make you one of my burgers right now. Wait until you taste it. It's s-o-o delicious!*

Manager: *Stop, Burger Queen! I mean Mrs. Rudi. You have the job. You're hired. Now, please can I have one of your burgers?*



Activity:  
**The Burger Queen**

**Exercise I**

Work with a partner. Talk about the answers to these questions:

1. Where is Mrs. Rudi applying for a job?
2. What job does she want?
3. Did Mrs. Rudi tell the manager her age?
4. What did she say instead?
5. Why did the manager decide to hire her?





Activity:  
**The Hair-Cutter**

**INSTRUCTOR NOTES**

*A listening passage about a woman seeking a job at a hair salon is followed by comprehension and information question exercises.*

Timing: 45 minutes

**WARM-UP**

- *The Burger Queen*
- Question for class participation:
  - ~ What can you do well? [Answer – I can cook (dance, play soccer, etc.) well.]
- Inform the class they are going to listen to a story about a woman who can cut hair well. Her name is Lena, and she is applying for a job at a hair salon

**ACTIVITY**

- Play the audio (Track 26). Learners listen for the gist.
- Hand out Exercise 1. Allow time for the class to read and begin to answer the questions, and then replay the audio. Take up the answers or collect the exercise for assessment.
- Hand out Exercise 2 and clarify the instructions. Learners work alone or in pairs.

**FOLLOW-UP**

- Ask these questions, and then replay the audio:
  - ~ The interviewer asks 3 questions. Did you hear an “illegal question”? What was it? (Answer: “Are you going to have children?”)
  - ~ What were the other 2 questions? (Instructors who intend to complete the variation activity below should write the two questions on the blackboard.)
- Divide the class into pairs or small groups for Exercise 3.



Activity:  
**The Hair-Cutter**

- VARIATION**
- The listening passage can be used as a springboard for instructors to explore two additional topics about job interviews. Firstly, instructors may wish to examine with their classes the questions asked in this interview, and the reasons for them:

QUESTION	WHY DOES THE INTERVIEWER ASK THIS QUESTION?
Is it true that you didn't work between _____ and _____?	The interviewer wants to know: Is he/she lazy? Did he/she practise skills during this time? Did he/she learn new skills during this time?
Why do you want this job?	The interviewer wants to know: Is he/she hard-working? Does he/she have a positive attitude? What skills does he/she have?

- ANSWER KEY**
- Exercise 1: 1. B 2. B 3. A 4. B 5. B 6. A 7. B
  - Exercise 2: 1. Who 2. Who 3. Why/When 4. Why/When 5. Who 6. Why/When

- ASSESSMENT**
- Exercise 1 can be corrected for listening assessment.
  - CLB Performance Indicators:  
~ identifies factual details in a listening text as required

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 410-415.

- VOCABULARY**
- interview (interviewer/interviewee); application; hair salon; hair-cutting; super; style; politely; prefer; skills; refuse

Activity: **The Hair-Cutter****LISTENING TRANSCRIPT**

Last week, Lena filled out an application for a hair-cutting job at SuperCuts Salon. The manager asked her to come in for an interview.

Today, Lena is having an interview with him.

Listen to the manager's questions and Lena's answers.

Manager: *Lena, your last job in a hair salon was seven years ago. Is that right?*

Lena: *Yes, that's right. After I had two children, I stayed home and didn't work in a salon. But I never stopped cutting hair. I cut hair for my family. My neighbours and friends paid me to cut and style their hair too.*

Manager: *Why do you want this job at SuperCuts?*

Lena: *I want this job because I am a good hair-cutter and I like people. I live very close to SuperCuts. I can walk here in twenty minutes. I won't be late for work. I want the job because my husband and I need to save money to buy a house.*

Manager: *Are you going to have more children soon?*

Lena: *I want this job very much, but I prefer not to answer that question.*





Activity:  
**The Hair-Cutter**

**Exercise I**

Circle the correct answers.

1. Is the manager a woman or a man?
  - a. A man.
  - b. A woman.
2. When did Lena work in a hair salon?
  - a. Five years ago.
  - b. Seven years ago.
3. What did Lena do when she stayed home?
  - a. She cut hair for her family and friends.
  - b. She watched television.
4. Why does Lena want the job?
  - a. She wants to leave the house.
  - b. She is a good hair-cutter and she likes people.
5. Why won't Lena be late for work?
  - a. Because she will take a bus.
  - b. Because she can walk to SuperCuts in 20 minutes.
6. What do Lena and her husband want to do?
  - a. They want to save money and buy a house.
  - b. They want to save money and buy a car.
7. What does the manager want to know?
  - a. She wants to know if Lena will cut her hair.
  - b. She wants to know if Lena will have more children.



Activity: **The Hair-Cutter****Exercise 2**

When you go for a job interview, you have to answer many questions. Most questions begin with the words *who*, *what*, *when* or *why*.

Write the correct question word, *who*, *what*, *when* or *why* for each question. Sometimes, two questions words can be correct.

**Example:**

Who did not answer the last question?

Who            What  
When          Why

1. \_\_\_\_\_ is applying for a job at SuperCuts?

Who            What  
When          Why

2. \_\_\_\_\_ is asking Lena questions?

Who            What  
When          Why

3. \_\_\_\_\_ did Lena work in a hair salon?

Who            What  
When          Why

4. \_\_\_\_\_ does Lena want the job at SuperCuts?

Who            What  
When          Why



## Activity: The Hair-Cutter

5. \_\_\_\_\_ paid Lena to cut their hair?

Who            What  
When         Why

6. \_\_\_\_\_ did Lena fill out an application?

Who            What  
When         Why

**Exercise 3**

Discuss these questions with a partner.

1. The manager wants to know if Lena is going to have more children. Why does the manager ask that question? Why can Lena refuse to answer it?
2. Do you think Lena will get the job? Why, or why not?





Activity:

# Employment History

## INSTRUCTOR NOTES

*This activity focuses on how to fill out the Employment History section of job application forms.*

Timing: 30 minutes

### WARM-UP

- Show the class a typical Application for Employment form. (Optional; see sources below). Draw attention to the employment history section, and explain that this particular section will be the focus of the lesson.
- Small group discussion:
  - ~ What do employers want to know about your past work experience? List the information you might need to write on a job application form.
- As groups share their answers, compile a master list on the board. Add to the list where necessary so that it includes the following:
  - ~ company name
  - ~ company address
  - ~ company phone number/email
  - ~ supervisor's name
  - ~ job title
  - ~ job description
  - ~ salary/wage
  - ~ dates of employment
  - ~ reason for leaving

Explain that every application form is different and most forms require only some of this information.

- Hand out the “Filling Out A Job Application Form” page and go over the terms and their meanings with the class. Draw attention to the Work Experience form at the bottom and ask which items from the master list (on the blackboard) are required on this particular form.

### ACTIVITY

- Distribute the Example page and allow learners time to read it before going over it with the class.
- There are three Practice Exercises that require learners to follow a similar procedure. Instructors select what they deem most appropriate for their classes.

### FOLLOW-UP

- Hand out the Write About Yourself exercise and assist learners in providing the required information.

### VARIATION

- The tasks can be done in pairs to add a listening and speaking component if the activity is not intended for assessment.



Activity:

## Employment History

- ASSESSMENT**
- Learners can complete one or more of the exercises as practice before doing a final one for formal assessment. The demands of the final task (Write About Yourself) surpass the requirements for CLB 2 writing.
  - CLB Performance Indicators:
    - ~ [CLB 2 Writing – Fill out simple forms] writes personal identification and basic personal and familiar details as required, in appropriate sections
    - ~ copies words, numbers, letters, sentences
- SOURCE**
- For sample online employment application forms, see [www.samplewords.com](http://www.samplewords.com) and [reseller.aitcom.net](http://reseller.aitcom.net)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 410-415.
- VOCABULARY**
- application form; employment history; employer; fill out; title; position; supervisor; responsibilities; duties; salary; wage



Activity:  
**Employment History**

**FILLING OUT A JOB APPLICATION FORM**

<b>Words we find on job application forms:</b>	<b>What these words mean:</b>
- work experience - employment history	the jobs you had before now
- job title - position	the name of the job you did, for example, night cleaner, dishwasher, family doctor
- name of supervisor	the name of your boss or manager
- responsibilities - duties	describe the work that you did
- salary  - wage	salary – how much money you got each year wage – how much money you got each hour
- reason for leaving	why you quit the job

**WORK EXPERIENCE**

Job Title: \_\_\_\_\_

Dates Employed	Company Name	Address

Responsibilities:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Activity: Employment History

## Example

Write this information into the form below:

Robert worked as a waiter for three years, from 2006 to 2009. He worked at a restaurant called Hot, Hot Tamales at 2870 Main Street, Brampton, Ontario, N0E 0X0. He served customers, and when the restaurant wasn't busy, he also cleaned.

WORK EXPERIENCE		
Job Title: <u>Waiter</u>		
Dates Employed	Company Name	Address
<i>2006-2009</i>	<i>Hot, Hot Tamales</i>	<i>2870 Main Street Brampton, Ontario N0E 0X0</i>
Responsibilities:		
<u><i>served customers and cleaned</i></u>		
<hr/>		
<hr/>		





## Activity: Employment History

## Practice I

## Employment History

Dates of employment:	Name and address of company:
Job title or position:	Duties and responsibilities:
Name of supervisor:	Reason for leaving:

Write this information into the form above:

Susan worked as a night cleaner at Fortress Printers. She started this job in April 2007 and quit in November 2009 because of pregnancy. She cleaned offices, and the name of her supervisor was Pat O'Conner. Fortress Printers is at 893 Industrial Avenue, North York, P6R 0X0.





## Activity: Employment History

## Practice 2

### Application For Employment

Work experience

Name of employer	Address:			Phone Number
	Street	Province	Postal Code	
Name of supervisor	Employment Dates:			Pay
	Start	Finish		

Write this information into the form above:

Emil worked as a bookkeeper for Quick Taxi Company. His boss was Roger Takahashi. He started working there in February 1998, and he quit in September 2003. While he worked there, he earned \$32,000 per year. The address of Quick Taxi is 3587 Queen Street, Parkville, Ontario, L39 0X0. The phone number is 555-7434.



## Activity: Employment History

## Practice 3

**WORK EXPERIENCE**

Job Title: \_\_\_\_\_

Dates Employed	Company Name	Address

Responsibilities:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write this information into the form above:

Julio had a very interesting job. He was a part-time zookeeper. He fed the elephants, cleaned them, cleaned their cages and played with the baby elephants at Metropolitan Zoo, 789 Wild Road, Scotstown, Ontario, L6P 0X0. He worked at the zoo from 2003 to 2008.



*Creative Commons*

**Activity: Employment History****WRITE ABOUT YOURSELF****EMPLOYMENT HISTORY**

Employer: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

From: \_\_\_\_\_ To: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Job Title: \_\_\_\_\_

Responsibilities: \_\_\_\_\_

\_\_\_\_\_

Salary: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_



Activity:  
**Small Talk – I**

**INSTRUCTOR NOTES**

*Learners are introduced to the concept of small talk. Next, they read a dialogue and analyze the speakers' contributions to the conversation.*

Timing: 20 minutes

- WARM-UP**
- Distribute the handout and read the introductory paragraph (Small Talk) with the class. Ensure that everyone understands the concept of small talk before dividing the class into pairs.
- ACTIVITY**
- Pairs read the dialogue, and then discuss Maria and Jasmine's contributions to the conversation.
- FOLLOW-UP**
- *Small Talk – II & III*
- ANSWER KEY**
1. Jasmine's answers are very short.
  2. Maria introduces herself and tells where she works. Jasmine only gives her name.
  3. Answers will vary, but may include a. she's nervous b. she's shy c. she's unfriendly.
- SOURCE**
- Idea from Florence Guy, *Working Skills for Immigrant Women*, Working Skills Centre of Ontario.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 410-415.
- VOCABULARY**
- employee; cafeteria; printing department



Activity:  
**Small Talk – I**

At work, employees like to be friendly. They go on coffee breaks and lunch together. They talk to each other about things that are unimportant or don't cause bad feelings. This friendly conversation is called "small talk".

With a partner, read this conversation between Jasmine and Maria. They are in the cafeteria during coffee break. Jasmine is a new employee. Maria has worked for the company for three years.

Maria: Hi! You are new here.

Jasmine: Yes.

Maria: Sit down here. Have your coffee with me.

Jasmine: Thank you.

Maria: My name is Maria. I work in the printing department.

Jasmine: I'm Jasmine.

Maria: I'm very pleased to meet you, Jasmine. When did you start working here?

Jasmine: Yesterday.

Maria: Yesterday! You are very new! I have been here three years. I can help you. I can answer any questions that you have.

Jasmine: Thank you.

Maria: Well, I must go back to work. It was nice talking to you. Do you want to have a coffee together tomorrow?

Jasmine: Okay.



## Activity: Small Talk – I

**DISCUSSION**

1. Underline Jasmine's answers to Maria. Do you notice anything about them?
2. How does Maria introduce herself? How does Jasmine introduce herself?
3. Why do you think Jasmine gives answers of only one or two words?



Activity:  
**Small Talk – II**

**INSTRUCTOR NOTES**

*Learners read about common small talk topics and then match particular sentences to general topics.  
 This is followed by group discussion.*

Timing: 30 minutes

**WARM-UP** • *Small Talk – I*

**ACTIVITY** • Review the meaning of *small talk* and *topic*, and distribute the reading passage (What is “Small Talk”?) and Exercise 1. Learners work independently.  
 • Divide the class into conversation groups for Exercise 2.

**FOLLOW-UP** • Groups share examples of their small talk topics with the class.  
 • *Small Talk – III*

**ANSWER KEY** • 1. Topic 1    2. Topic 6    3. Topic 2    4. Topic 3    5. Topic 7    6. Topic 4

**ASSESSMENT** • Instructors correct individual learner responses for reading assessment.  
 • CLB Performance Indicators:  
 ~ gets the gist of the text  
 ~ identifies written goodwill expressions and their meanings  
 ~ locates specific written information as required  
 ~ follows one- to four-step, one-sentence instructions

**FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 410-415.

**VOCABULARY** • topic; traffic; flu



## Activity: Small Talk – II

**WHAT IS “SMALL TALK”?**

At coffee break and at lunchtime in the cafeteria, employees often discuss friendly topics. Here are some good ideas for small talk:

Topic 1	the food in the cafeteria
Topic 2	what people did on the weekend or what they will do
Topic 3	children
Topic 4	pets
Topic 5	transportation to work – car, bus or traffic problems
Topic 6	the weather
Topic 7	the news

**Exercise I**

Read these “small talk” sentences. Write the topic number on the line.

**Example**

Topic 5      My bus was 20 minutes late this morning.

1.      \_\_\_\_\_      This coffee is too strong. I can't drink it.
2.      \_\_\_\_\_      I heard that we will have cold weather tomorrow.
3.      \_\_\_\_\_      Did you have a good weekend?
4.      \_\_\_\_\_      My daughter is sick. She has the flu.
5.      \_\_\_\_\_      There was a big airplane accident in India yesterday.
6.      \_\_\_\_\_      Do you have a dog?





## Activity: Small Talk – II

**Exercise 2**

1. Add three (or more) ideas to the list of small talk topics.

Topic \_\_\_\_ \_\_\_\_\_

Topic \_\_\_\_ \_\_\_\_\_

Topic \_\_\_\_ \_\_\_\_\_

2. Is small talk the same in every country and every culture? If not, what are some differences?



Activity:  
**Small Talk – III**

**INSTRUCTOR NOTES**

Learners add small talk to the employee dialogue introduced in *Small Talk I*.

Timing: 30-45 minutes

- WARM-UP**
- *Small Talk – I & 2*
- ACTIVITY**
- Divide the class into groups of two people who have a similar learning style. Learners who prefer to read and write should work together, while those who tend to learn language orally should also work together.
  - Read through the conversation between Maria and Jasmine again (optional).
  - Instruct pairs to change the conversation so that Jasmine uses more small talk and seems friendlier. Learners refer back to *Small Talk – II* for ideas.
  - Some pairs will complete this task by rehearsing orally, while others will re-write the conversation. Student worksheets are available for the writers. [Note: It is unlikely that pairs will be able to follow the original dialogue closely, as Jasmine and Maria's conversation will change direction with the introduction of new small talk topics.]
- FOLLOW-UP**
- Ask volunteers to perform their dialogues, while their classmates identify the small talk topics.
- VARIATION**
- Pairs invent their own original small talk scenarios to perform.
- ASSESSMENT**
- Instructors circulate to perform informal speaking assessment.
  - CLB Performance Indicators:
    - ~ greets familiar and unfamiliar people
    - ~ responds appropriately to introductions by other people
    - ~ responds to simple questions with required information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 410-415.



Activity:  
**Small Talk – III**

**WORKSHEET**

Help Jasmine use small talk to have a friendly conversation with Maria. You can make big changes or small changes to their conversation.

Maria: Hi! You are new here.

Jasmine: \_\_\_\_\_

Maria: Sit down here. Have your coffee with me.

Jasmine: \_\_\_\_\_

Maria: My name is Maria. I work in the printing department.

Jasmine: \_\_\_\_\_

Maria: I'm very pleased to meet you, Jasmine. When did you start working here?

Jasmine: \_\_\_\_\_

Maria: Yesterday! You are very new! I have been here three years. I can help you. I can answer any questions that you have.

Jasmine: \_\_\_\_\_

Maria: Well, I must go back to work. It was nice talking to you. Do you want to have a coffee together tomorrow?

Jasmine: \_\_\_\_\_



# LINC 2

## Family and Relationships

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Based on Canadian Language Benchmarks





Activity:  
**Talk About Your Family**

**INSTRUCTOR NOTES**

*Pairs talk about their families.*

Timing: 15 minutes

- WARM-UP**
- Review family vocabulary (*aunt, uncle, grandparents, etc*) and clarify the term *family member*.
- ACTIVITY**
- Divide the class into groups of two. Cut the conversation question sheet into two, and give each partner a different set of questions.
  - Instruct groups to talk as much as they want about any of the topics, and encourage partners to answer their own questions.
  - Learners should talk about their extended families where appropriate.
- FOLLOW-UP**
- Ask learners to share a little information about their partner's family with the entire class.
- VARIATION**
- This activity can be used for assessment or as an ice-breaker.
- ASSESSMENT**
- Instructors circulate to perform informal speaking assessment.
  - CLB Performance Indicators:
    - ~ responds to simple questions with required information
    - ~ uses basic time reference and basic expressions of location and movement
    - ~ listener can follow the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 442-447.
- VOCABULARY**
- family member; special



Activity:  
**Talk About Your Family**

**PARTNER 1**

Ask your partner these questions.

1. Are you living with any family members here in Canada? Who?
2. Are you married? Tell me something about your husband (or wife).
3. Tell me about your brothers and sisters.
4. Do you have grandchildren? Tell me about them.
5. Tell me about the oldest person in your family.
6. Tell me about a family member who is very, very special to you.

**PARTNER 2**

Ask your partner these questions.

1. Do you have any family members here in Canada? Tell me about them.
2. Do you have children? Tell me about them.
3. Can you tell me something about your grandparents?
4. Tell me about your parents.
5. Tell me about the youngest person in your family.
6. Tell me about a family member who is very, very special to you.





Activity:

# Write About Your Family

## INSTRUCTOR NOTES

*Learners compose one-sentence answers to simple questions about a family member.*

Timing: 20 minutes

- WARM-UP** • *Talk About Your Family*
- ACTIVITY** • There are several question sheets provided for this activity. Instructors select the one they deem most appropriate for each learner. Students may use dictionaries.
- FOLLOW-UP** • In small groups, learners read their questions and answers to one another. They can use their writing as a springboard for general discussion about their families.
- ASSESSMENT** • Instructors correct individual responses for writing assessment.  
• CLB Performance Indicators:  
~ answers five to six questions about personal or familiar situation  
~ spells accurately and follows punctuation conventions  
~ has legible handwriting or printing. Reader can follow the text
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 442-447.
- VOCABULARY** • sibling



Activity:  
**Write About Your Family**

Write a sentence to answer each question.

1. How old is your grandchild?
2. What does your grandchild like to do for fun?
3. How often do you see your grandchild?
4. What do you do with your grandchild?
5. What does your grandchild look like?
6. What is your grandchild's favourite food?



**My Grandchild**

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Activity:

## Write About Your Family

Write a sentence to answer each question.

1. How old is your grandmother or grandfather?
2. What does your grandparent like to do for fun?
3. How often do you see your grandparent?
4. What do you like to do with your grandparent?
5. What does he or she look like?
6. Give one reason why your grandparent is a good person.



### My Grandparent

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Activity:  
**Write About Your Family**

Write a sentence to answer each question.

(sibling = brother or sister)

1. How old is your sibling?
2. What does your sibling do for fun?
3. What do you like to do with your sibling?
4. What does he or she look like?
5. What is your sibling's favourite food?
6. What is your sibling's favourite book or favourite television show?



**My Sibling**

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Activity:

# Family Tree Crossword Puzzle

## INSTRUCTOR NOTES

*This activity provides learners with practice using family member vocabulary.*

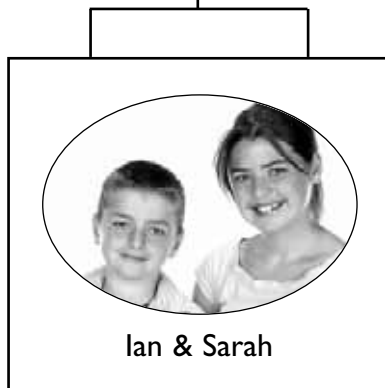
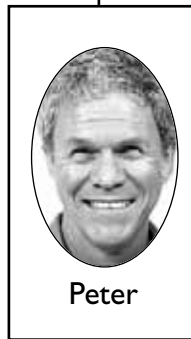
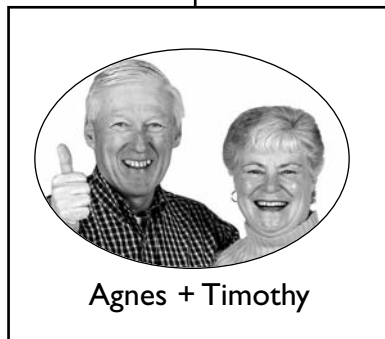
Timing: 20 minutes

- WARM-UP**
- *Grandparents? Great-Grandparents?* introduces the word *great-grandparents*.
  - Distribute “The Smith Family Tree”. Point out a few of the family relationships, and write the words on the board (for example, *father, aunt*).
- ACTIVITY**
- Hand out the Family Tree Crossword Puzzle. Go over the instructions with the class. Point out the examples from the clue list to ensure that everyone understands the procedure.
  - Some learners may not be familiar with the crossword puzzle format and will require further explanation.
- VARIATION**
- Encourage learners to work with a partner to add a listening and speaking component to the activity.
  - This activity can be used to teach the ’s possessive form.
- ANSWER KEY**
- See page 357.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 442-447.
- VOCABULARY**
- Refer to Answer Key



Activity:  
**Family Tree Crossword Puzzle**

**The Smith Family Tree**





Activity:  
**Family Tree Crossword Puzzle**

- The words in this puzzle are the names of family members.
- First, complete each sentence with the correct word.
- Then, write the letters into the puzzle. You must spell the word correctly.
- Do not write the hyphens (-) in the puzzle.

The crossword puzzle grid consists of 26 numbered starting points for words:

- 1: Down, 10 cells
- 2: Down, 10 cells
- 3: Down, 10 cells
- 4: Down, 10 cells
- 5: Across, 10 cells
- 6: Down, 10 cells
- 7: Across, 10 cells
- 8: Across, 10 cells
- 9: Down, 10 cells
- 10: Down, 10 cells
- 11: Down, 10 cells
- 12: Down, 10 cells
- 13: Down, 10 cells
- 14: Across, 10 cells
- 15: Across, 10 cells
- 16: Down, 10 cells
- 17: Down, 10 cells
- 18: Across, 10 cells
- 19: Across, 10 cells
- 20: Down, 10 cells
- 21: Across, 10 cells
- 22: Down, 10 cells
- 23: Across, 10 cells
- 24: Across, 10 cells
- 25: Across, 10 cells
- 26: Across, 10 cells



**Activity: Family Tree Crossword Puzzle**

**ACROSS**

- 2 Carol is Ian's \_\_\_\_\_.
- 5 All these people are RELATIVES.
- 7 Raymond's \_\_\_\_\_ is Peter.
- 8 Mary is Peter's \_\_\_\_\_.
- 14 Michael and Ian are Mary and Raymond's \_\_\_\_\_-\_\_\_\_\_.
- 15 Sandra's \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_ is Timothy.
- 18 Agnes is Timothy's \_\_\_\_\_.
- 19 Timothy and Agnes are Ian's \_\_\_\_\_.
- 21 Agnes' \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_ is Bridgette.
- 23 Timothy is Raymond's \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_.
- 24 Daniel is Sandra's \_\_\_\_\_.
- 25 Mary is Emily's \_\_\_\_\_-\_\_\_\_\_.
- 26 Agnes is Sandra's \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_.

**DOWN**

- 1 Timothy is Emily's GRANDFATHER.
- 3 Peter is Emily's \_\_\_\_\_.
- 4 Sandra is Emily's \_\_\_\_\_.
- 6 Sandra is Carol's \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_.
- 9 Emily is Ian's \_\_\_\_\_.
- 10 Ian's \_\_\_\_\_-\_\_\_\_\_ is Raymond.
- 11 Bridgette and Paul are Sarah and Ian's \_\_\_\_\_.
- 12 Peter is Bridgette's \_\_\_\_\_-\_\_\_\_\_-\_\_\_\_\_.
- 13 Raymond's \_\_\_\_\_ is Carol.
- 16 Peter's \_\_\_\_\_ is Michael.
- 17 Ian's \_\_\_\_\_ is Paul.
- 20 Daniel's \_\_\_\_\_ is Peter.
- 21 Sarah is Bridgette's \_\_\_\_\_.
- 22 Carol's \_\_\_\_\_ is Sarah.







Activity:  
**Family Problems**

**INSTRUCTOR NOTES**

Learners read about five family problems, match these problems with solutions, and then in small groups discuss alternative solutions to the same problems.

Timing: 30-45 minutes

- WARM-UP**
- Questions for class discussion:
    - ~ What is a *teenager*?
    - ~ What family problems do teenagers and parents sometimes have?
    - ~ What are some family problems for other ages?
  - Introduce/review modals used to provide suggestions and advice.
- ACTIVITY**
- Distribute “Family Problems”. Read through each scenario with the class and ensure everyone clearly understands the five situations. Clarify vocabulary as needed.  
Learners who find the length of the reading text too onerous should be encouraged just to listen to the scenarios as they are read aloud.
  - Hand out Exercise 1. Allow time for learners to read through the answers and match them to the problems, and then divide the class into conversation groups for the three discussion questions.
- FOLLOW-UP**
- Invite groups to share their advice on any of these family problems with the entire class.
  - Provide a list of local social service agencies that help newcomers deal with serious family issues.
  - *The Independent Grandmother*
- ANSWER KEY**
- a. 2    b. 5    c. 3    d. 4    e. 1
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 442-447.
- VOCABULARY**
- naughty; spank; accident; injure; stick; illegal; bigamy; renew; graduate; solve



Activity:  
**Family Problems**

Read about these problems with your teacher.

1. My daughter is 15 years old. She goes to high school. She wants to leave home and move into an apartment with her friend. She says the government will pay for the apartment. Is this true?
2. My son is 10 years old. He is very naughty, so I need to spank him. My neighbour told me I cannot spank in Canada. Can I spank him?
3. My father-in-law is 80 years old. He drives a car. I think he is too old. I think he will have an accident. What age is too old to drive in Ontario?
4. My son wants to leave school. He is 16 years old. I want him to stay in school. He is in grade nine. Can he leave school if he wants to?
5. My husband wants to marry another woman and have two wives. He wants to bring his new wife to live in our home. I told him that he cannot do that in Canada. Am I right?



## Activity: Family Problems

**Exercise I**

Here are answers to the five family problems. Read each answer and match it to the problem. Write the number on the line.

**Answers**

- a. You can spank your son, but not too hard. Parents cannot spank a child long or hard enough to injure him. You must spank you child with an open hand, not with a stick. Many parents in Canada try to teach their children in other ways. Most parents do not spank their children.

**Family problem number \_\_\_\_\_**

- b. Your husband cannot marry another wife in Canada. This is illegal (not legal). The crime is called “bigamy”.

**Family problem number \_\_\_\_\_**

- c. Very soon your father-in-law will get a letter from the Driver’s License Bureau of Ontario. Every driver over 80 years old must renew his or her license every 2 years. Your father-in-law will have an eye test and a written test, and he will go to a class on safe driving. If he passes, the government will renew his license.

**Family problem number \_\_\_\_\_**

- d. Your son must stay in school. In Ontario, children must go to school until they are 18 years old or until they graduate from high school.

**Family problem number \_\_\_\_\_**

- e. No. This is not true. If your daughter is safe and well cared for at home, the government will not pay for her apartment. However, if a child is not safe at home, the government will help the child find a safe place to live.

**Family problem number \_\_\_\_\_**



## Activity: Family Problems

## Exercise 2

## Group Discussion

1. Compare your answers with your partners.



2. Do you agree or disagree with the answers in Exercise 1?



3. These answers tell us about Canadian family law, but they do not solve the families' problems. What can the five families do to solve their problems?





Activity:

# The Independent Grandmother

## INSTRUCTOR NOTES

Learners listen to a passage about a woman who is moving into a seniors' apartment building. Comprehension, cloze and speaking exercises follow.

Timing: 30-40 minutes

### WARM-UP

- *Family Problems* (Optional)
- Introduce the words “senior” and “independent” and talk about some ways people are independent (*doing things by themselves, living without help from anyone, not being financially supported or cared for by others*).
- Ask learners if they have a senior family member living with them or know of seniors living on their own.
- Tell learners they will hear about a senior who wants to remain independent.

### ACTIVITY

- Play Part One of the audio (Track 27) twice. Learners listen for the gist.
- Hand out Worksheet 1. Read questions 1-5 with the class. Play Part 1 of the audio twice and have learners answer the first 5 questions.
- Next, read questions 6-8 with the class. Clarify the difference between a nursing home and a seniors' building. Play Part 2 of the audio twice and have learners answer the questions.
- Hand out Worksheet 2.
- Discuss any unfamiliar vocabulary with learners.
- Play Parts 2 and 3 while learners complete the sentences. It may be necessary to pause the audio at the end of each sentence to allow time to write. Take up the answers with the class.

### FOLLOW-UP

- Learners discuss the conversation questions in pairs.

### ANSWER KEY

- Worksheet 1: 1.b 2.a 3.b 4.a 5.b, 6.a, 7.b 8.b
- Worksheet 2: 1. sitting 2. beautiful 3. people 4. music 5. better 6. sad

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 442-447.

### VOCABULARY

- senior; myself; independent; extra; seniors' building; knocks; next door; lonely; noisy



Activity:

## The Independent Grandmother

### LISTENING TRANSCRIPT

#### Part 1

One day, Martha came to visit her mother, and they talked. Listen to their conversation.

- Mrs. Lopez: *Martha, I am tired of cooking and cleaning and living by myself.*  
Martha: *Ma, please come and live with us. We have an extra bedroom.*  
Mrs. Lopez: *No, I love you and my grandchildren, but I like to be independent. I will find a smaller place.*

#### Part 2

So, Mrs. Lopez sold her big, three-bedroom house. She moved to a tiny, one-bedroom apartment in a seniors' building. Today, Mrs. Lopez is sitting on a sofa in the lobby. Ruth Roberts, the woman down the hall, sees her. She introduces herself. Listen to their conversation.

- Ruth: *Hello. I'm Ruth Roberts.*  
Mrs. Lopez: *Good morning. I'm Carmen Lopez.*  
Ruth: *Is something wrong?*  
Mrs. Lopez: *Not really. I'm just a little sad today. I'm thinking about my old house. We lived there for forty years. The garden was so beautiful and the neighbours were very nice. I miss them so much sometimes.*  
Ruth: *Why don't we go downstairs together? Today is music day. We'll have some fun and meet new people. Then you'll feel better.*

#### Now, listen to the happy ending in Part 3.

Mrs. Lopez and her neighbour go to the music room. They sing and dance and laugh with the other seniors.

- Ruth: *You look much better now, Carmen.*  
Mrs. Lopez: *Thank you so much for inviting me, Ruth. I don't feel sad and lonely any more.*



Activity:

## The Independent Grandmother

### WORKSHEET I

Listen to each part of the story. Circle the correct answer for each question.

#### Part 1

1. What is Mrs. Lopez tired of?
  - a. She is tired of washing and ironing.
  - b. She is tired of cooking and cleaning and living by herself.
2. What does Martha want her to do?
  - a. She wants her mother to come and live with her.
  - b. She wants her mother to move away.
3. What does Martha have in her home?
  - a. an extra sofa
  - b. an extra bedroom
4. Why does Mrs. Lopez say “no” to her daughter?
  - a. because she likes to be independent
  - b. because her grandchildren are too noisy
5. What does Mrs. Lopez decide to do?
  - a. She will ask someone to live with her.
  - b. She will move to a smaller place.

#### Part 2

6. What did Mrs. Lopez sell?
  - a. her big three-bedroom house
  - b. her three old cars
7. Where did Mrs. Lopez move?
  - a. to another house nearby
  - b. to a one-bedroom apartment
8. Where is Mrs. Lopez’s apartment?
  - a. in a nursing home
  - b. in a seniors’ building





## Activity: The Independent Grandmother

## WORKSHEET 2

Fill in the blanks with words from the box.

**better**  
**people**

**music**  
**sad**

**sitting**  
**beautiful**

1. Today, Mrs. Lopez is \_\_\_\_\_ on a sofa in the lobby.
2. The garden was so \_\_\_\_\_ and the people were very nice.
3. We'll have some fun and meet new \_\_\_\_\_.
4. Mrs. Lopez and her neighbour go to the \_\_\_\_\_ room.
5. You look much \_\_\_\_\_ now, Carmen.
6. I don't feel \_\_\_\_\_ and lonely any more.

Discuss these questions with a partner:

- Why didn't Mrs. Lopez want to move in with her daughter?
- In your culture, do seniors live alone or do they live with family members?



Activity:

# Grandparents? Great-Grandparents?

## INSTRUCTOR NOTES

A reading passage about Canadian life expectancy is followed by a short vocabulary exercise.

Timing: 20 minutes

### WARM-UP

- Questions for class discussion:
  - ~ Does anyone have grandchildren? Great-grandchildren? (Explain *great-grandchildren*.)
  - ~ Does anyone have grandparents who are still alive? Do you know your grandparents well?

### ACTIVITY

- Distribute the reading passage. The class should read the text together, as it contains some challenging ideas and vocabulary. The chart can be completed individually or in pairs.

### FOLLOW-UP

- *Dear Susan*
- *Dear Grandma Jones*

### ANSWER KEY

- Vocabulary:
 

<u>Word</u>	<u>Meaning</u>
generation	- all people who are about the same age
great-grandparents	- the parents of grand-parents
average	- in the middle; not very big or very little

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 442-447.

- **VOCABULARY** • great-grandparents; average; generation



Activity:  
**Grandparents? Great-Grandparents?**

If you are over 60 years old, you may be a grandparent. You may even be a great-grandparent!

More and more Canadians are becoming great-grandparents. Why? Canadians live to be very old. Men live to an average of 78 years. Women live to an average of 83 years. Canadians are living longer and enjoying one, or maybe two, generations of grandchildren.

**VOCABULARY**

Write the correct word in the blank space.

**average**      **generation**      **great-grandparents**

Word	Meaning
	- all people who are about the same age
	- the parents of grand-parents
	- in the middle; not very big or very little





Activity:  
**Describing People**

### INSTRUCTOR NOTES

*Students learn and practice using six adjectives to describe people.  
 They also learn to create the opposite adjective by adding a prefix or suffix.  
 This activity is intended as a warm-up for Dear Susan, but it can also be used independently.*

Timing: 25 minutes

- ACTIVITY**
- Distribute the vocabulary worksheet and divide the class into pairs. Take up the answers to Exercise One before the class continues with Exercise 2.
  - Instructors may want to allow learners time to predict the correct answers for Exercise 3 before dictating the following list:  
 ~ cheerless; ungenerous; unhelpful; unloving; impatient; unselfish
- FOLLOW-UP**
- *Dear Grandma Jones*
- VARIATION**
- Introduce the noun forms of these words (cheerfulness, patience etc).
- ANSWER KEY**
- Exercise 1: 1. loving    2. cheerful    3. patient    4. generous    5. helpful  
                   6. selfish
  - Exercise 2: 1. selfish    2. generous    3. loving    4. patient    5. helpful  
                   6. cheerful
  - Exercise 3: cheerless; unhelpful; impatient; ungenerous; unloving; unselfish; unselfish
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 442-447.
- VOCABULARY**
- loving; cheerful; patient; generous; helpful; selfish; complain; opposite



Activity:  
**Describing People**

**VOCABULARY WORKSHEET**

Words we use to describe people:

**cheerful**

**generous**

**helpful**

**loving**

**patient**

**selfish**

**Exercise I**

Work with a partner. Write the correct word in each sentence.

1. A \_\_\_\_\_ person shows a lot of love to other people.



2. A \_\_\_\_\_ person smiles and makes you feel happy.

3. A \_\_\_\_\_ person doesn't become angry and doesn't complain when things are difficult.



4. A \_\_\_\_\_ person gives a lot to others.

5. A \_\_\_\_\_ person is willing to help others.



6. A \_\_\_\_\_ person doesn't care about others.



Activity: Describing People

**Exercise 2**

Use the same six words in these sentences.



1. A \_\_\_\_\_ brother won't think about your feelings.
2. A \_\_\_\_\_ friend will pay for your meal at a restaurant.
3. A \_\_\_\_\_ niece always gives you a kiss and a hug.
4. A \_\_\_\_\_ teacher never gets angry when students make mistakes.
5. A \_\_\_\_\_ sister will give you a drive to the mall.
6. A \_\_\_\_\_ friend always looks happy and enjoys life.



**Exercise 3**

Listen and write while your teacher says the opposite word.

-less                      un-                      im-

\_\_\_\_\_

\_\_\_\_\_

Which of these six opposite words describes a good person?

\_\_\_\_\_



Activity:  
**Dear Susan**

**INSTRUCTOR NOTES**

Learners discuss and write about the qualities of good grandparents. Then, they compose a response to a newspaper advice column about a woman who is asking for guidance on how to be a good grandmother.

Timing: 45 minutes

**WARM-UP**

- *Describing People* (Optional)
- Hand out the Group Discussion worksheet. Circulate through the classroom to assist groups and clarify instructions as needed.
- Ask a few people to share their responses with the class.

**ACTIVITY**

- Write the term *advice column* on the blackboard, and explain what it means. It would be helpful to show an example from a magazine, newspaper or the internet.  
Discussion questions:
  - ~ Have you ever read an advice column?
  - ~ Were there advice columns in newspapers in the country you lived in before you came to Canada?
  - ~ Do you think you would ever write a letter to an advice column?
- Distribute the reading, and go through the letter and the writing assignment instructions to ensure comprehension.
- Hand out the guided letter form and circulate through the class to assist learners as needed.

**FOLLOW-UP**

- *Dear Grandma Jones*

**FURTHER REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 442-447.

**VOCABULARY**

- advice column; Yours sincerely



Activity:  
**Dear Susan**

**GROUP DISCUSSION**

Talk about what good grandparents do.

Next, make a list. Write five sentences that begin with:

- They [do] ...  
    ~ *Example: They tell stories to their grandchildren.*
- They are ...  
    ~ *Example: They are nice to their grandchildren.*



1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_





## Activity: Dear Susan

## READING

**ESL CANADA NEWSPAPER**

Dear Susan,

My husband and I are very, very happy. We are going to be grandparents. We want to be good grandparents. Can you give us any advice?

Yours sincerely,

Grandma Jones

Write an answer to Grandma Jones. Give her advice on what she and her husband can do to be good grandparents. Use ideas or sentences from your group discussion and writing. You can also copy one or more of these sentences:

- Always be cheerful and love your new grandchild.
- Try to spend some time alone with your grandchild.
- Laugh with your grandchildren. Children like to have fun.





Activity: Dear Susan

**WRITING**

Dear Grandma Jones,

My advice to you is to be happy. \_\_\_\_\_

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Yours sincerely,

*Susan*



Activity:

# Dear Grandma Jones

## INSTRUCTOR NOTES

*In the follow-up to Dear Susan, learners read the advice columnist's response and answer true-false comprehension questions.*

Timing: 15 minutes

- WARM-UP**
- *Describing People*
  - *Dear Susan*
- ACTIVITY**
- Hand out the reading. Learners work alone if the activity is intended for formal assessment.
- FOLLOW-UP**
- Take up the answers after the papers have been collected.
  - *You're My Favourite* (Optional)
- ANSWER KEY**
- 1.T 2.F 3.T 4.F 5.F 6.F
- ASSESSMENT**
- Instructors correct individual learner responses for reading assessment.
  - CLB Performance Indicators:
    - ~ gets key information/main idea from texts
    - ~ identifies factual details in a text as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 442-447.
- VOCABULARY**
- congratulations; grow up; see also *Describing People*



Activity:  
**Dear Grandma Jones**

**ESL CANADA NEWSPAPER**

Dear Grandma Jones,

Congratulations! You are going to have a grandchild!  
 My six grandchildren make me very happy. My advice to you, Grandma Jones, is to be a good listener. Try to be cheerful and laugh a lot. Enjoy your grand-children and be patient with them.

Remember, children grow up very quickly.

Yours sincerely,  
 Susan

Circle **T** (for True) or **F** (for False).

- |  |          |          |
|--|----------|----------|
| 1. Grandma Jones will have a grandchild.               | <b>T</b> | <b>F</b> |
| 2. Susan has six grandsons.                            | <b>T</b> | <b>F</b> |
| 3. Susan likes having grandchildren.                   | <b>T</b> | <b>F</b> |
| 4. Grandma Jones tells Susan to be a good listener.    | <b>T</b> | <b>F</b> |
| 5. Susan says that Grandma Jones should listen to her. | <b>T</b> | <b>F</b> |
| 6. Susan says that Grandma Jones will grow quickly.    | <b>T</b> | <b>F</b> |



Activity:  
**You're My Favourite**

### INSTRUCTOR NOTES

*Learners listen to a conversation between a grandmother and her granddaughter about changes in the grandmother's life.*

Timing: 40 minutes

- WARM-UP**
- *Family Problems* (Optional), or *Dear Susan* and *Dear Grandma Jones* (Optional).
  - Questions for class discussion:
    - ~ Who knows (or who knew) their grandparents well?
    - ~ Can you describe your grandparents to us?
    - ~ Are you like your grandparents in any way?
  - Tell the class they are going to listen to a conversation between a grandmother and her granddaughter about changes in the grandmother's life.
- ACTIVITY**
- Play Part 1 of the audio (Track 28). Hand out Worksheet 1, allowing time for learners to read Part 1 and begin to answer the questions. Replay the audio.
  - Repeat this procedure for Part 2. If the activity is intended for assessment, collect the worksheets.
- FOLLOW-UP**
- Ask learners to describe a big change in their own lives or in those of a parent or grandparent.
- VARIATION**
- Listening comprehension questions with an alternative format (more reading) are also provided (Worksheet 2).
- ANSWER KEY**
- Worksheet 1:
    - PART 1**
    - Alicia is three years old.
    - Alicia is like her grandfather.
    - The grandmother is moving into a small apartment today.
    - Alicia likes to bring her grandmother cookies.
    - Alicia does not like things to change.



Activity:  
**You're My Favourite**

**INSTRUCTOR NOTES CONTINUED**

- ANSWER KEY** • Worksheet 1: PART 2  
**(Continued)**
- Alicia can always visit her grandmother.
  - Alicia is the favourite granddaughter.
  - The grandmother has only one granddaughter.
  - Alicia will live with her grandmother.
- Worksheet 2: 1. A    2. B    3. B    4. B    5. A    6. B    7. A

- ASSESSMENT**
- Instructors may choose to read through the Worksheet questions with classes that find reading challenging.
  - CLB Performance Indicators:
    - ~ identifies factual details in a listening text as required

- VOCABULARY** • grandma; upset; forty-three; changes; anywhere; anytime; favourite



## Activity: You're My Favourite

## LISTENING TRANSCRIPT

Why is Alicia sad? Listen to Part 1 of the story.

Alicia is an 11 year-old girl. Everyone says she is just like her grandmother. Last night, she cried and cried. This morning, she is still very upset. Today, her grandmother is moving to a small apartment. She is moving out of the house that she lived in for forty-three years. More than anything, Alicia loves to visit her grandmother and bake cookies with her. She does not want things to change. She wants her grandmother to stay in the same place.

Now, listen to Part 2. Alicia and her grandmother are talking in the kitchen.

Alicia: *Grandma, why can't you stay here?*

Grandma: *Alicia, it's time for me to live in a smaller place.*

Alicia: *But I like to visit you in this house.*

Grandma: *Alicia, it doesn't matter where I live. You can visit me anywhere and any time you like.*

Alicia: *But Grandma, the new place won't be the same.*

Grandma: *No, that's true. But I will always be your grandmother. And, you are my favourite granddaughter, and we can still bake cookies.*

Alicia: *But Grandma, I'm your only granddaughter.*

Grandma: *I know, but you're still my favourite.*

Alicia: *And you're my favourite too!*



Activity:  
**You're My Favourite**

**WORKSHEET I**

Write a check mark beside the sentences that are true: ✓

**Part I**

- Alicia is three years old.
- Alicia is like her grandfather.
- The grandmother is moving into a small apartment today.
- Alicia likes to bring her grandmother cookies.
- Alicia does not like things to change.

**Part 2**

- Alicia can always visit her grandmother.
- Alicia is the favourite granddaughter.
- The grandmother has only one granddaughter.
- Alicia will live with her grandmother.





Activity:  
**You're My Favourite**

**WORKSHEET 2**

Listen and circle the right answer for each question.

1. How old is Alicia?
  - a. She is eleven.
  - b. She is twelve.
  
2. Who is Alicia like?
  - a. Her grandfather.
  - b. Her grandmother.
  
3. Why is Alicia upset today?
  - a. Because her grandmother is baking.
  - b. Because her grandmother is moving.
  
4. Where is Alicia's grandmother moving?
  - a. To a bigger house.
  - b. To a small apartment.
  
5. How long has Alicia's grandmother lived in her house?
  - a. Forty-three years.
  - b. Forty-two years.
  
6. What does Alicia's love to do?
  - a. She loves to go to school.
  - b. She loves to visit her grandmother and bake cookies.
  
7. Why does Alicia want her grandmother to stay in the same place?
  - a. She does not like things to change in her life.
  - b. She likes change in her life.



# LINC 2

## Health and Safety

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Based on Canadian Language Benchmarks





Activity:  
**Flu Shots – Readings**

**INSTRUCTOR NOTES**

*Two reading passages about the flu are followed by comprehension questions.*

Timing: 10 minutes

**WARM-UP**

- Questions for class discussion:
  - ~ Has anyone in the class been sick this year?
  - ~ Has anyone in the class had the flu this year?
  - ~ What do you feel like when you get the flu?
  - ~ What can you do to get better when you have the flu?
  - ~ Can a doctor help you when you have the flu?

**ACTIVITY**

- Hand out “The Flu”. Learners read the text and then answer the comprehension questions. If the exercise is not intended for assessment, the reading can be done as a class activity. Repeat the procedure for “Flu Shots”.

**FOLLOW-UP**

- *Flu Shots – Cloze Exercises*
- *Flu Shots – Speaking Activities*
- *Flu Shots – Puzzles*

**ASSESSMENT**

- Instructors correct individual responses for reading assessment.
- CLB Performance Indicators:
  - ~ gets key information/main idea from texts
  - ~ identifies factual details in a text as required
  - ~ follows one- to four-step, one-sentence instructions

**ANSWER KEY**

- The Flu: 1. c    2. c    3. a    4. b
- Flu Shots: 1. T    2. F    3. F    4. T    5. F

**FURTHER REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 474-479.

**VOCABULARY**

- The Flu: flu; millions; illness; temperature; sore throat; ache
- Flu Shots: sneeze; cough; spread; doorknob; shot



Activity:  
**Flu Shots – Readings**

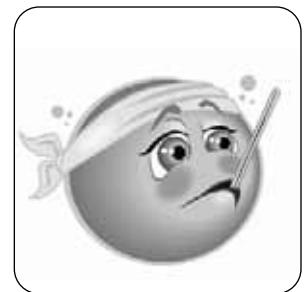
Read about an illness called “the flu”.

### THE FLU

- Every year, between November and April, millions of Canadians get the flu (influenza).
- The flu is usually not a serious illness, but it can be serious for the very old or the very young.
- People usually feel better after a week or two.
- People who have the flu get a high temperature, but they sometimes feel cold. They can have a headache, a sore throat or aches in their body.

Read these questions about the flu. Circle the correct answer.

1. When do many Canadians get the flu?
  - a. August
  - b. Between January and March
  - c. Between November and April
2. The flu can be a serious illness for
  - a. students
  - b. old people and teenagers
  - c. very old people and very young people
3. People who have the flu
  - a. can get a high temperature, feel cold, and have a headache
  - b. can get a high temperature, feel cold, have a backache and a toothache
  - c. can get a sore throat, have aches in their bodies, cannot sleep
4. People who get the flu will feel better
  - a. after one or two days
  - b. after one or two weeks
  - c. after one or two months





## Activity: Flu Shots – Readings

Read more about the flu.

## FLU SHOTS

Every winter, millions of Canadians get the flu. Why do so many people get it?



The flu moves from person to person very easily. It spreads through the air when people sneeze or cough, or even when they laugh. The flu also spreads by hands, for example, by touching a doorknob after someone with the flu touched it.



Doctors say the best way to stay healthy and not get the flu is to wash your hands a lot, and to get a flu shot. We need to get another flu shot every year.



Read these sentences, and circle **T** (for True) or **F** (for False).

1. The flu spreads from person to person very easily.
2. Doctors say that people who have the flu should never laugh.
3. We can't get the flu from touching a doorknob.
4. There is a shot for the flu.
5. We only need to get a flu shot one time.

<b>T</b>	<b>F</b>
<b>T</b>	<b>F</b>
<b>T</b>	<b>F</b>
<b>T</b>	<b>F</b>
<b>T</b>	<b>F</b>



Activity:  
**Flu Shots – Cloze Exercises**

**INSTRUCTOR NOTES**

*Learners complete two cloze exercises drawn from the flu shots readings.*

Timing: 10 minutes

- WARM-UP** • *Flu Shots – Readings*
- ACTIVITY** • Learners follow the instructions on the worksheets. If the exercises are not intended for assessment, the teacher can circulate and assist learners where necessary.
- FOLLOW-UP** • *Flu Shots – Speaking Activities*  
• *Flu Shots – Puzzles*
- ASSESSMENT** • Instructors correct individual learner responses.  
• CLB Performance Indicators:  
~ gets key information from texts  
~ follows one- to four-step, one-sentence instructions  
~ copies words  
~ has legible handwriting or printing  
~ fills in blanks in a five- to six-sentence descriptive text with relevant information
- ANSWER KEY** • See *Flu Shots – Readings*
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 474-479.
- VOCABULARY** • See *Flu Shots – Readings*





## Activity: Flu Shots – Cloze Exercises

## Exercise I

Choose the correct word from the list and write it on the blank line.

## Word List

better

illness

November

old

temperature

throat



## THE FLU

- Every year, between \_\_\_\_\_ and April, millions of Canadians get the flu (influenza).
- The flu is usually not a serious \_\_\_\_\_, but it can be serious for the very \_\_\_\_\_ or the very young.
- People who have the flu get a high \_\_\_\_\_, but they sometimes feel cold. They can have a headache, a sore \_\_\_\_\_ or aches in their bodies.
- People usually feel \_\_\_\_\_ after a week or two.



## Activity: Flu Shots -- Cloze Exercises

## Exercise 2

Choose the correct word from the list and write it on the blank line.

## Word List

air

after

cough

healthy

people

shot

wash

## FLU SHOTS

Every winter, millions of Canadians get the flu. Why do so many \_\_\_\_\_ get it?

The flu moves from person to person very easily. It spreads through the \_\_\_\_\_ when people sneeze or \_\_\_\_\_, or even when they laugh.

The flu also spreads by hands, for example, by touching a doorknob \_\_\_\_\_ someone with the flu touched it.

Doctors say the best way to stay \_\_\_\_\_ and not get the flu is to \_\_\_\_\_ your hands a lot, and to get a flu \_\_\_\_\_. We need to get another flu shot every year.





Activity:

## Flu Shots – Speaking Activities

### INSTRUCTOR NOTES

*In conversation groups, learners ask and answer common questions about flu shots in a doctor-patient role play scenario.*

Timing: 30 minutes

#### WARM-UP

- *Flu Shots – Readings*
- *Flu Shots – Cloze Exercises* (optional)
- *Flu Shots – Puzzles* (optional)

#### ACTIVITY

- Divide the class into small groups (a group of 5 is optimal). Distribute the discussion questions worksheet. Encourage groups to speculate and guess if they don't know the answers.
- Give each group the writing task. Assign one learner to be the scribe, but the entire group should assist with the writing. Instructors circulate to help learners formulate their ideas in writing.
- After the discussion and writing is complete, select one member from each group to be the doctor, and give him or her the answer sheet (“These are Canadian doctors’ answers to the questions”). The remaining group members will be the patients.

Explain the role play procedure:

- ~ Each patient memorizes (at least) one item from the discussion question sheet to ask the doctor.
- ~ Patients take turns asking the doctor their questions.
- ~ The doctor responds to each question by reading from the answer sheet.

#### FOLLOW-UP

- Groups compare the doctors’ answers to those they have written.
- Distribute pamphlets on the flu that are available from pharmacies and public health agencies.

#### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 474-479.

#### VOCABULARY

- See *Flu Shots – Readings*



Activity:  
**Flu Shots – Speaking Activities**

**DISCUSSION QUESTIONS – WORKSHEET**

These are questions that people often ask about flu shots. Discuss the answers in a small group.

1. Who should get a flu shot?
2. Can the flu shot give me the flu?
3. Is it true that I won't get the flu if I get a flu shot?
4. Why do we need to get another flu shot every year?





## Activity: Flu Shots – Speaking Activities

Write your group's answers.

1. \_\_\_\_\_ should get a flu shot.
2. Yes/No
3. Yes/No
4. We need to get another flu shot every year because \_\_\_\_\_  
\_\_\_\_\_.





## Activity: Flu Shots – Speaking Activities

These are Canadian doctors' answers to the questions.

1. Who should get a flu shot?

- Everyone over the age of six months should get a flu shot.

2. Can the flu shot give me the flu?

- No. This is not true.

3. Is it true that I won't get the flu if I get a flu shot?

- The flu shot stops 70-90% of the illness. Some people who had a flu shot still get the flu, but they only get a little sick. They don't get seriously sick.

4. Why do we need to get another flu shot every year?

- The flu changes every year, so we need a different shot every year.



Activity:  
**Flu Shots – Puzzles**

**INSTRUCTOR NOTES**

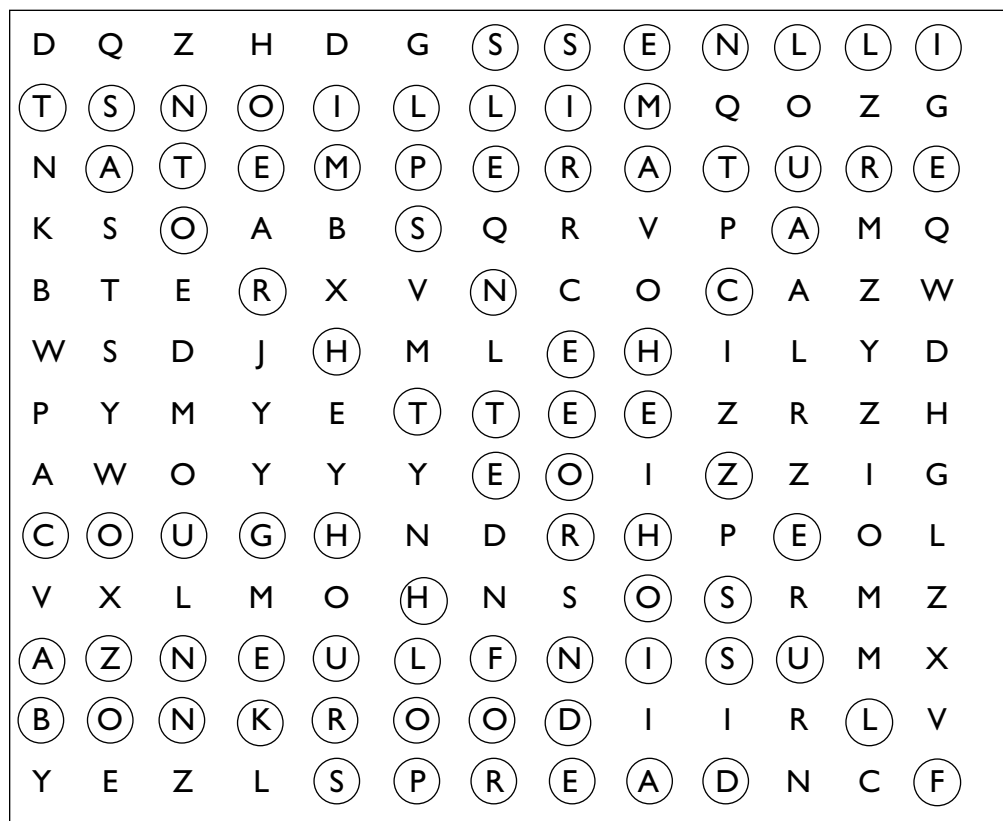
A word search puzzle and a crossword puzzle reinforce new vocabulary introduced in the Flu Shots readings.

Timing: 10 minutes per puzzle

- ACTIVITY**
- Word search puzzle: ensure learners are aware that words may be horizontal, vertical, diagonal (left to right or right to left) or backwards.
  - Crossword puzzle: some learners may not be familiar with this type of puzzle format and will require explanation.

- VARIATION**
- Learners solve the crossword puzzle in pairs.

- ANSWER KEY**
- Word Search Puzzle

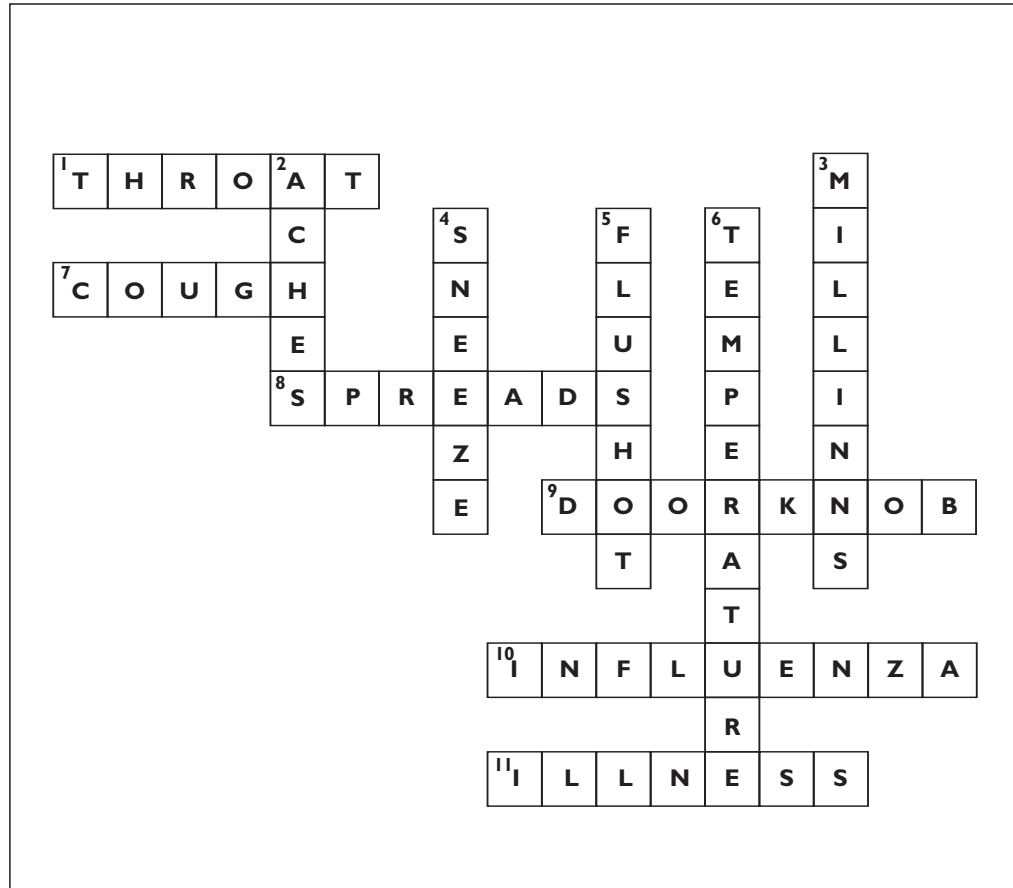




Activity:  
**Flu Shots – Puzzles**

**INSTRUCTOR NOTES**

**ANSWER KEY** • Crossword Puzzle  
 (Continued)



**FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 474-479.

**VOCABULARY** • See list on Word Search Puzzle





## Activity: Flu Shots – Puzzles

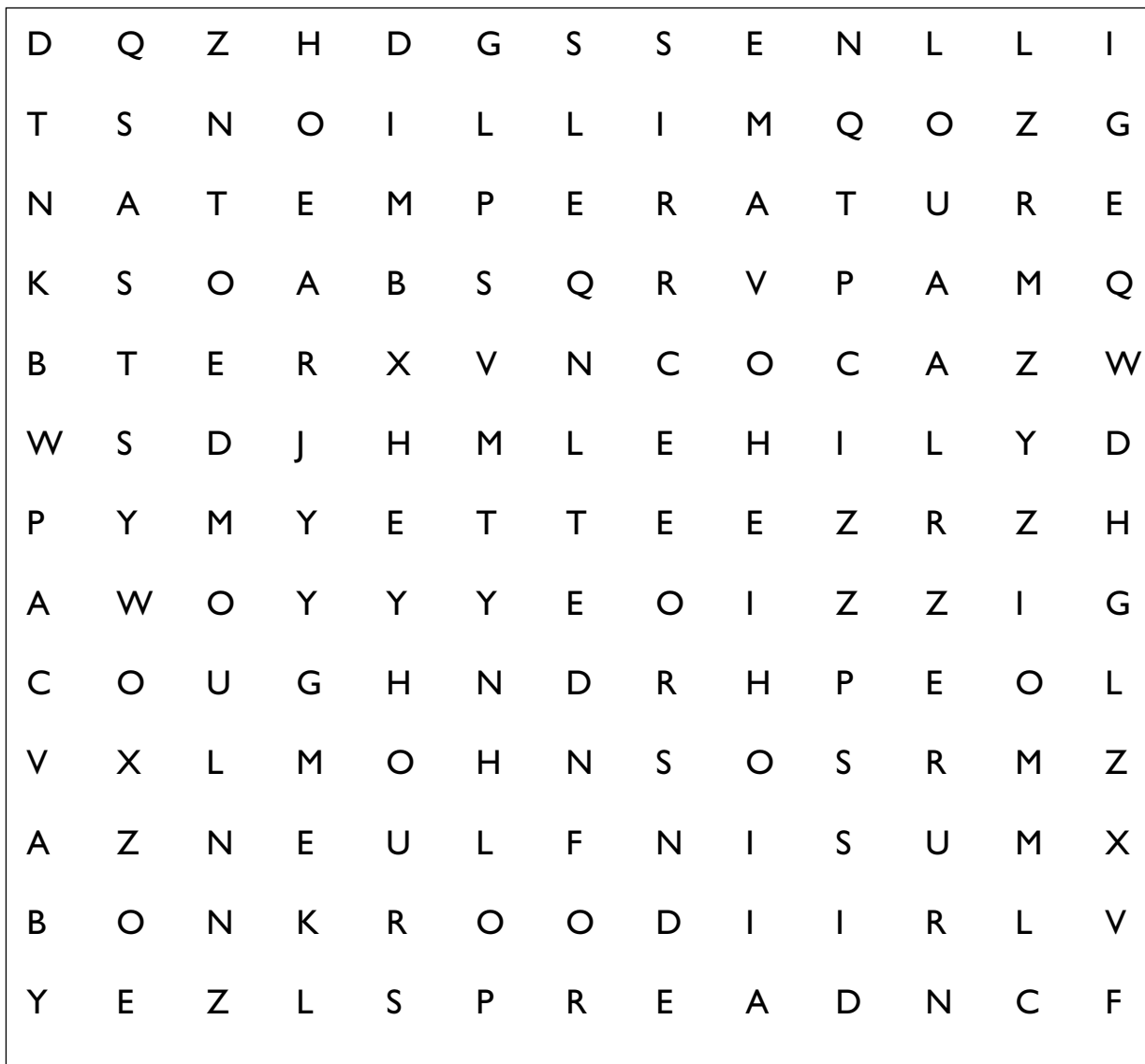
## WORD SEARCH PUZZLE

Find and circle these words:

ache  
flu shot  
millions  
spread

cough  
illness  
sneeze  
temperature

doorknob  
influenza  
sore throat





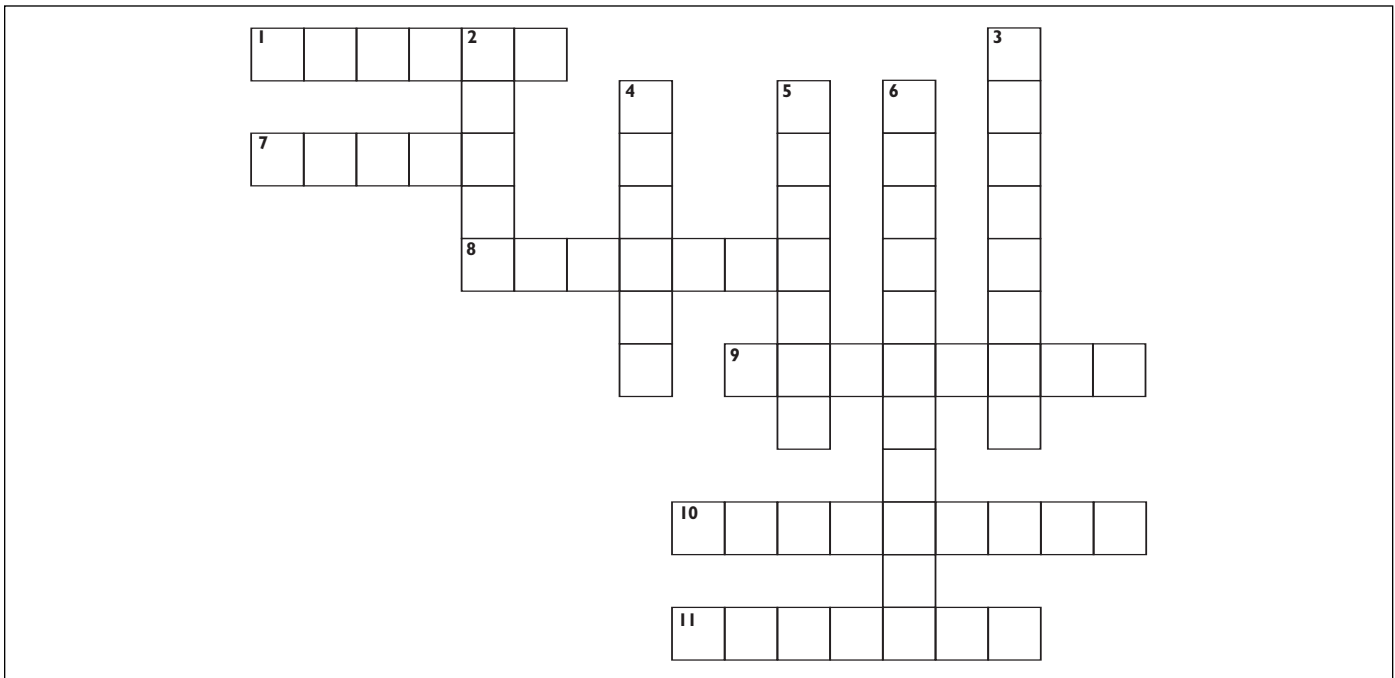
## Activity: Flu Shots – Puzzles

## CROSSWORD PUZZLE

Complete the sentence with the correct word, and write it into the puzzle. You must spell the word correctly.

**Example**

Clue: Across 1: People who have the flu sometimes get a sore THROAT .



- Across:**
- 1 People who have the flu sometimes get a sore \_\_\_\_\_.
  - 7 The smoke made me \_\_\_\_\_.
  - 8 The flu \_\_\_\_\_ from person to person very easily.
  - 9 We open a door by turning the \_\_\_\_\_.
  - 10 Canadians usually call \_\_\_\_\_ “the flu”.
  - 11 The flu is usually not a serious \_\_\_\_\_, but it can be serious for the very old or the very young.
- Down:**
- 2 I don’t feel well. My whole body \_\_\_\_\_.
  - 3 Every year, \_\_\_\_\_ of Canadians get the flu.
  - 4 When I smell pepper, I \_\_\_\_\_ and the people round me say “Bless you!”
  - 5 Doctors say we should get a \_\_\_\_\_ (2 words) every year.
  - 6 People who have the flu sometimes get a high \_\_\_\_\_.



Activity:

# Food And Nutrition I – Eli Goes To The Doctor

## INSTRUCTOR NOTES

*A listening activity about a senior who discovers he has health problems is followed by comprehension, pronunciation and vocabulary exercises.*

Timing: 30 minutes

- WARM-UP**
- Write these words on the board and explain their meanings: *annual check-up, family doctor, blood pressure, overweight*
  - Ask how many students in the class have a family doctor and, of those, how many have an annual check-up.
- ACTIVITY**
- Play Part 1 of the audio (Track 29) and hand out Exercise 1. Allow learners time to read the questions and answer as much as they can before repeating the audio.
  - Collect the answer sheets, and hand out and continue with the vocabulary exercise (Exercise 2). After Exercise 2 is complete, replay the audio while the class listens for the new vocabulary.
  - Distribute Exercise 3. Teacher repeats Part 2 (Teacher's Script) as necessary while learners practice pronunciation.
- FOLLOW-UP**
- The class compiles a list of 5 rules for good health.
  - *Food And Nutrition II – Health And Wellness Pamphlet*
- ASSESSMENT**
- Instructors correct individual learner responses.
  - CLB Performance Indicators:
    - ~ identifies factual details in a listening text as required
    - ~ identifies words related to ... number, time reference
- ANSWER KEY**
- Exercise 1: 1. F 2.F 3.T 4.T 5.F 6.F 7.F
  - Exercise 2: healthy–5 marvellous–4 instructions–1 croissant–6 exercise–2 weight–3
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 474-479.
- VOCABULARY**
- annual check-up; overweight; blood pressure; wonderful; healthy; marvellous; croissants; instructions; pamphlet



Activity:

## Food And Nutrition I – Eli Goes To The Doctor

### LISTENING TRANSCRIPT

#### Part I Eli's Health Story

Today is Eli's annual health check-up with his doctor. His doctor examines him carefully. She also weighs Eli and listens to his heart. Then, she takes Eli's blood pressure and shakes her head. Listen as she talks to Eli.

Doctor: *Eli, you weigh 6 kilos more than last year. Your blood pressure is a little bit too high.*

Eli: *Well, doctor, my wife Sophie is a wonderful cook. Oh, the croissants she bakes are marvellous! It makes her so happy when I eat everything she makes.*

Doctor: *Eli, do you want to stay healthy?*

Eli: *Yes, I do.*

Doctor: *Okay, first tell Sophie, "No more croissants!" Then, eat less food and start doing daily exercise. This will help you lose weight and lower your blood pressure.*

Eli: *Okay. I will do that.*

Doctor: *Good. Now read this pamphlet. It tells you what foods you should eat and what foods you shouldn't eat. Follow the instructions. You will start to lose weight and stay healthy. I'll see you in five months. Good luck!*

**TEACHER'S SCRIPT****Part 2****healthy**

Do you want to stay healthy?

**blood pressure**

Your blood pressure is a little high.

**weigh**

How much do you weigh?

**wonderful**

My wife is a wonderful cook.

**marvellous**

She makes marvellous croissants.

**croissants**

No more croissants, Sophie!

**exercise**

Do you exercise every day?

**should**

You should eat more fruit and vegetables.

**shouldn't**

You shouldn't eat so much salt and fat.

**instructions**

Try to follow the instructions she gave you.

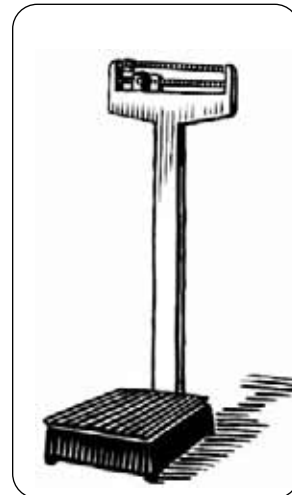


Activity:

**Food And Nutrition I – Eli Goes To The Doctor****Exercise I**

Write **T** (for True) or **F** (for False) on the line.

1. \_\_\_\_\_ The two people who are talking are Eli and his wife.
2. \_\_\_\_\_ Eli weighs seven kilos more than last year.
3. \_\_\_\_\_ Sophie is a good cook.
4. \_\_\_\_\_ Eli wants to stay healthy.
5. \_\_\_\_\_ Eli must eat more food.
6. \_\_\_\_\_ Eli must go back to the doctor every week.
7. \_\_\_\_\_ Eli will weigh more after five months.





## Activity: Food And Nutrition I – Eli Goes To The Doctor

## Exercise 2

Work with a partner. Match the words to the meanings. Write the number beside each word.

Word	Meaning
healthy	_____ 1. teaching, information
marvellous	_____ 2. physical activity for fitness
instructions	_____ 3. how heavy something or somebody is
croissant	_____ 4. exciting, wonderful
exercise	_____ 5. being well and in good condition
weight	_____ 6. a flaky pastry in a crescent shape



This is what the doctor used to check Eli's blood pressure.



## Activity: Food And Nutrition I – Eli Goes To The Doctor

**Exercise 3****Listen and repeat:****healthy**

Do you want to stay healthy?

**blood pressure**

Your blood pressure is a little high.

**weigh**

How much do you weigh?

**wonderful**

My wife is a wonderful cook.

**marvellous**

She makes marvellous croissants.

**croissants**

No more croissants, Sophie!

**exercise**

Do you exercise every day?

**should**

You should eat more fruit and vegetables.

**shouldn't**

You shouldn't eat so much salt and fat.

**instructions**

Try to follow the instructions she gave you.

Now, work with a partner. Practise and repeat the words and sentences.





Activity:

## Food And Nutrition II – Health And Wellness Pamphlet

### INSTRUCTOR NOTES

*Learners complete a pamphlet on healthy living.*

Timing: 20 minutes

- WARM-UP** • *Food And Nutrition I – Eli Goes To The Doctor*
- ACTIVITY**
- Ask the class:
    - ~ “What did the doctor give to Eli at the end of the checkup?”
    - ~ “What is a *pamphlet*?”
  - Distribute the worksheets to each learner. Clarify the terms *Canada’s Food Guide* and *active*.
  - Learners work alone or in pairs. There are extra items in the vocabulary list: learners must select carefully.
- FOLLOW-UP**
- *Food And Nutrition III – Canada’s Food Guide*
  - *Canada’s Food Guide* can be downloaded or ordered from the Health Canada website: [www.hc-sc.gc.cas](http://www.hc-sc.gc.cas)
- ANSWER KEY**
- Eat Well:
    - eat a lot of *fruit* and *vegetables*
    - eat *brown* bread
    - drink *milk* every day, but when you are thirsty, drink water
    - don’t eat a lot of *sugar, fat* or *salt*
  - Be Active:
    - walk*
    - walk* up the *stairs*
    - play *sports*
    - Don’t do a *lot of* these things
    - watching *television*
    - playing *computer* games
- SOURCE**
- The “Eat well and be active today and every day!” slogan and icon are from the Health Canada website: [www.hc-sc.gc.cas](http://www.hc-sc.gc.cas)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 474-479.
- VOCABULARY** • pamphlet; *Canada’s Food Guide*; active; stairs



Activity:

## Food And Nutrition II – Health And Wellness Pamphlet

### HEALTH AND WELLNESS WORD LIST

Choose the correct word(s) from this list to write in the empty lines on the pamphlet that the doctor gave to Eli.

a lot of

brown

brush your teeth

computer

Computer

dog food

fat

flu shot

fruit

milk

never

pink

salt

sports

stairs

sugar

taxi

television

vegetables

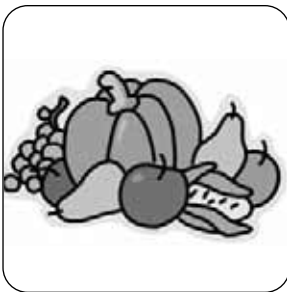
Vegetables

walk

walls

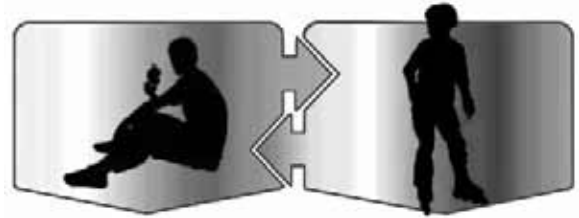
water

wine





# EAT WELL and BE ACTIVE today and every day!



## EAT WELL

Follow Canada's Food Guide:

- eat a lot of *fruit* and \_\_\_\_\_
- eat \_\_\_\_\_ bread and rice
- drink \_\_\_\_\_ every day, but when you are thirsty, drink \_\_\_\_\_
- don't eat a lot of \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

## BE ACTIVE

Do these things:

- \_\_\_\_\_
- walk up the \_\_\_\_\_
- play \_\_\_\_\_
- go outside

Don't do \_\_\_\_\_ these things:

- watching \_\_\_\_\_
- playing \_\_\_\_\_ games



Activity:

## Food And Nutrition III – Canada’s Food Guide

### INSTRUCTOR NOTES

*Learners read a summary chart of Canada’s Food Guide and then supplement it with additional information shared in a paired dictation.*

Timing: 30 minutes

- WARM-UP**
- *Food And Nutrition I & II*, or an introduction to *Canada’s Food Guide*.
  - Learners complete Exercise I. Clarify the lexicon with additional examples as necessary.
- ACTIVITY**
- Hand out the *Canada’s Food Guide* chart and allow learners a few minutes to read silently (or, see paperless variation below). Then, go through the chart with the class to ensure that everyone understands it completely. Ask for examples of foods from the four groups, particularly milk and meat alternatives. Raise the issue of serving size, and explain that this question will be answered in the next exercise.
  - Write the names and abbreviations of units of measurement on the board for the class to refer to as necessary:
    - ~ milliliter = ml.
    - ~ gram = g.
  - Cut the instructions page into two. Divide the class into pairs and distribute the Partner A instructions and Food Guide chart to one partner and the Partner B instructions and Food Guide chart to the other. Clarify the jigsaw procedure, and then circulate through the classroom to assist learners as needed.
- FOLLOW-UP**
- *Food And Nutrition IV – Daily Diet*
- VARIATION**
- Paperless version – Instructors with e-classrooms display an online version of *Canada’s Food Guide* in lieu of handing out the first chart. Introduce the four food groups and the recommended number of servings per day.
  - Before the learners begin the speaking exercise, review expressions to indicate non-comprehension and request clarification, such as
    - ~ Could you repeat that, please?
    - ~ How do you spell that?
  - If learners are not familiar with the metric serving sizes, draw a teacup on the board and provide imperial equivalents as follows:
    - ~ fruit and vegetable servings –  $\frac{1}{2}$  cup
    - ~ grain product servings – rice & pasta –  $\frac{1}{2}$  cup; cereal –  $\frac{3}{4}$  cup
    - ~ milk – 1 cup; yogurt –  $\frac{1}{4}$  cup
    - ~ meat – fish, chicken or meat –  $\frac{1}{2}$  cup; nuts –  $\frac{1}{4}$  cup; tofu –  $\frac{3}{4}$  cup
- SOURCE**
- *Canada’s Food Guide* from the Health Canada website: [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 474-479.
- VOCABULARY**
- serving; grain products; alternative; variety; male; female; strawberries; slice; pasta; yogurt; tofu; nut



Activity:

## Food And Nutrition III – Canada's Food Guide

### Exercise I



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

serving

grain products

alternative

variety

WORD(S)	DEFINITION
	many different types
	food that comes from plants that are like grass, for example, wheat or rice 
	an amount of one type of food which is given to one person 
	something different; another choice

Write the correct word on the empty line.

- If you don't like coffee, you can drink tea as an \_\_\_\_\_.
- Bread, pasta and rice are \_\_\_\_\_.
- I buy yogurt in small containers that are good for one \_\_\_\_\_ at lunchtime.
- At school, children learn a \_\_\_\_\_ of subjects, such as math, language, music, science and art.



## Activity: Food And Nutrition III – Canada's Food Guide



Canada's Food Guide tells us to eat a variety of foods from four food groups every day. These are the four groups:

		<b>MALES</b>	<b>FEMALES</b>
<b>1. Fruits and vegetables</b>			
<b>Examples</b>	<b>Serving Size</b>	8 – 10 servings every day	7 – 8 servings every day
A			
B			
C			
<b>2. Grain products</b>			
<b>Examples</b>	<b>Serving Size</b>	8 servings every day	6 – 7 servings every day
A			
B			
C			
D			
<b>3. Milk and milk alternatives</b>			
<b>Examples</b>	<b>Serving Size</b>	2 servings every day	2 servings every day
A			
B			
C			
<b>4. Meat and meat alternatives</b>			
<b>Examples</b>	<b>Serving Size</b>	3 servings every day	2 servings every day
A			
B			
C			
D			



## Activity: Food And Nutrition III – Canada's Food Guide

**Partner A**

You have some information on your chart, but other information is missing.

- Read the examples and serving sizes for the first two food groups to your partner. Speak slowly and clearly, because your partner will write while you speak. Help your partner with spelling.
- Then, listen and write while your partner tells you the examples and serving sizes for the last two food groups.

**Partner B**

You have some information on your chart, but other information is missing.

- Listen and write while your partner tells you the examples and serving sizes for the first two food groups.
- Read the examples and serving sizes for the last two food groups to your partner. Help your partner with spelling.



## Activity: Food And Nutrition III – Canada's Food Guide



## Partner A

		MALES	FEMALES
<b>1. Fruits and vegetables</b>			
<b>Examples</b>	<b>Serving Size</b>	8 – 10 servings every day	7 – 8 servings every day
A Strawberries	125 ml.		
B Tomatoes	125 ml.		
C Fruit juice	125 ml.		
<b>2. Grain products</b>			
<b>Examples</b>	<b>Serving Size</b>	8 servings every day	6 – 7 servings every day
A Bread	1 slice		
B Rice	125 ml.		
C Cereal	30 g.		
D Pasta	125 ml.		
<b>3. Milk and milk alternatives</b>			
<b>Examples</b>	<b>Serving Size</b>	2 servings every day	2 servings every day
A			
B			
C			
<b>4. Meat and meat alternatives</b>			
<b>Examples</b>	<b>Serving Size</b>	3 servings every day	2 servings every day
A			
B			
C			
D			





## Activity: Food And Nutrition III – Canada's Food Guide



## Partner B

		MALES	FEMALES
<b>1. Fruits and vegetables</b>		8 – 10 servings every day	7 – 8 servings every day
<b>Examples</b>	<b>Serving Size</b>		
A			
B			
C			
<b>2. Grain products</b>		8 servings every day	6 – 7 servings every day
<b>Examples</b>	<b>Serving Size</b>		
A			
B			
C			
D			
<b>3. Milk and milk alternatives</b>		2 servings every day	2 servings every day
<b>Examples</b>	<b>Serving Size</b>		
A Milk	250 ml.		
B Yogurt	175 g.		
C Cheese	50 g.		
<b>4. Meat and meat alternatives</b>		3 servings every day	2 servings every day
<b>Examples</b>	<b>Serving Size</b>		
A Fish, Chicken or Meat	125 ml.		
B Nuts	60 ml.		
C Eggs	2		
D Tofu	150 g.		



Activity:

# Food And Nutrition IV – Daily Diet

## INSTRUCTOR NOTES

Learners list and discuss their typical everyday diet in relation to *Canada's Food Guide*.

Timing: 30 minutes

- WARM-UP**
- Some familiarity with *Canada's Food Guide* is a prerequisite for Exercise 2. (See *Food And Nutrition III – Canada's Food Guide*).
- MATERIALS**
- Picture dictionaries are not necessary but would be helpful.
- ACTIVITY**
- Distribute Exercise 1, and allow learners time to list the food they typically eat each day.
  - Divide the class into pairs. Learners ask and answer questions about their normal daily diet.
  - Hand out Exercise 2. Learners follow the instructions to decide how many servings of the four food groups they are eating, and whether they are following *Canada's Food Guide*.
- FOLLOW-UP**
- Ask the class if anyone feels a need to change their diet, and if so, how.
  - Investigate the items learners listed in the “Other foods” category in Exercise 1. Introduce the terms *junk food* and *comfort food* in preparation for the next activity (*Food And Nutrition V – Comfort Foods*).
- VARIATION**
- Learners in advanced classes may wish to consult *Canada's Food Guide* for detailed information on serving sizes.
- ASSESSMENT**
- Instructors circulate to perform informal speaking assessment.
  - CLB Performance Indicators:
    - ~ successfully expresses and responds to a range of requests
    - ~ responds to simple questions with required information
    - ~ describes size, colour and number
    - ~ listener can follow the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 474-479.
- VOCABULARY**
- varies



Activity:

## Food And Nutrition IV – Daily Diet

### Exercise I

- Make a list of the food you usually eat every day.
- Ask your partner what food he or she eats and write the information in your chart.

This is the food we usually eat every day:

Food Group	Me	My Partner
Vegetables and fruit		
Grain products		
Milk and alternatives		
Meat and alternatives		
Other foods		



## Activity: Food And Nutrition IV – Daily Diet

## Exercise 2

- Look at the lists of food you and your partner wrote in Exercise 1. With your partner, decide how many servings of each food group you eat every day. Write the number of servings below.

## CANADA'S FOOD GUIDE SERVINGS

Food Group	Number of servings (Me)	Number of Servings (My Partner)
Vegetables and fruit		
Grain products		
Milk and alternatives		
Meat and alternatives		

- Circle the food groups where you eat the number of servings (or more) that *Canada's Food Guide* suggests.



Activity:

## Food And Nutrition V – Comfort Foods

### INSTRUCTOR NOTES

*Learners discuss comfort foods and practice pronunciation with “The Comfort Foods Chant”.*

Timing: 25 minutes

#### WARM-UP

- Talk about the definition and idea of *comfort foods*.
- Play the Part 1 of the audio (Track 30) and ensure that everyone understood the main idea.

#### ACTIVITY

- Play Part 2 (The Comfort Foods Chant) once or twice.
- Have learners attempt repeating the chant orally (without reading at this stage, to improve listening and oral skills); provide the written script only after learners have gained some confidence in repeating the chant.
- Hand out “The Comfort Foods Chant” and allow time for learners to repeat it and practice rhythm, intonation and the schwa sound.

#### FOLLOW-UP

- Continue with the instructor-led speaking exercise.

#### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 474-479.

#### VOCABULARY

- kim chi – a Korean pickled vegetable dish
- naan – East Indian flat bread
- Tom yum soup – hot and sour soup from Thailand
- perogies – European boiled dumplings stuffed with different ingredients



Activity:

## Food And Nutrition V – Comfort Foods

### LISTENING TRANSCRIPT

#### Comfort Foods

**What is comfort food? Listen and find out.**

*People eat comfort food to feel better when they are lonely, unhappy, worried or depressed. What is comfort food? Usually, comfort food is food that is familiar to you. Probably it is food that you ate as a child.*

*Rice pudding, chicken soup, and macaroni and cheese are favourite comfort foods for many people in Canada. What is your favourite comfort food?*

**Now listen to the chant. Repeat each verse with your teacher and classmates.**

*When I'm feeling down and sad,  
I eat some food to make me glad,  
Of course, rice pudding is very nice,  
But I prefer some mashed potatoes.  
And best of all: **chocolate!***

*When I'm feeling down and sad,  
I eat some food to make me glad,  
Of course, rice pudding is very nice,  
But I prefer some naan and curry.  
And best of all: **chocolate!***

*When I'm feeling down and sad,  
I eat some food to make me glad,  
Of course, rice pudding is very nice,  
But I prefer a plate of pasta.  
And best of all: **chocolate!***



## The Comfort Foods Chant

When I'm feeling down and sad,  
I eat some food to make me glad,  
Of course, rice pudding is very nice,  
But I prefer some mashed potatoes.  
And best of all: chocolate!

When I'm feeling down and sad,  
I eat some food to make me glad,  
Of course, rice pudding is very nice,  
But I prefer some naan and curry.  
And best of all: chocolate!

When I'm feeling down and sad,  
I eat some food to make me glad,  
Of course, rice pudding is very nice,  
But I prefer a plate of pasta.  
And best of all: chocolate!



## Activity: Food And Nutrition V – Comfort Foods

Now repeat the chant using the list of foods below.

When I'm feeling down and sad,  
I eat some food to make me glad,  
Of course, rice pudding is very nice,  
But I prefer ...



- A bowl of noodles
- Naan and curry



- Some perogies
- Ice cream



- Kim chi
- A plate of pasta
- A hot dog



- Mashed potatoes
- Macaroni
- Tom yum soup



And best of all: **chocolate!**



### SPEAKING

Discuss the foods in the chant with the class. Do you know some of them? Tell everyone about your favourite comfort food. The teacher will make a list on the blackboard. Say the chant again. Use the names of the new comfort foods on the blackboard.



LINC 2

Travel and  
Transportation

---

Based on Canadian Language Benchmarks





Activity:

# On The Road – I

## INSTRUCTOR NOTES

*An exercise on transportation vocabulary accompanies a reading passage on city traffic.*

Timing: 30 minutes

### WARM-UP

- Questions for class discussion:
  - ~ Who has a Canadian driver's license?
- How did you get it?
- Did you have any problems getting it?
  - ~ Does anyone else plan to drive in Canada?
  - ~ Is driving in Canada different than driving in other countries?

### ACTIVITY

- Distribute the vocabulary worksheet and instruct learners to work in pairs to label the pictures.
- If pairs do not know some of the vocabulary, encourage them to consult another group, or provide hints (for example, *A motorcycle makes a loud noise. It is like a bicycle with a motor*).
- Continue with the reading passage.

### FOLLOW-UP

- *On The Road – II*

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 506-511.

### VOCABULARY

- traffic; truck; delivery van; skateboard; rollerblades; motorcycle; pedestrian; streetcar; subway



Activity:  
On The Road – I

VOCABULARY WORKSHEET – CITY TRAFFIC

Write the correct word under each picture:

- |             |              |              |        |
|-------------|--------------|--------------|--------|
| car         | bus          | streetcar    | truck  |
| pedestrians | bicycle      | motorcycle   | subway |
| skateboard  | rollerblades | delivery van |        |



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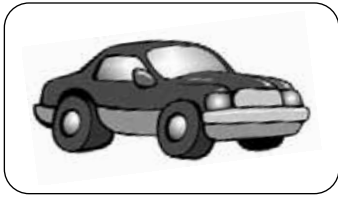
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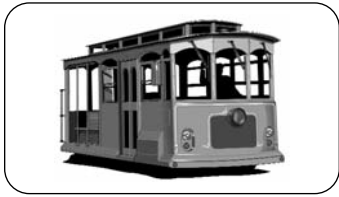
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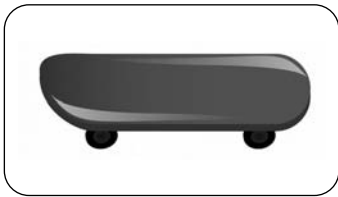
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## Activity: On The Road – I

Read about city traffic. (The word “traffic” means all the cars, buses, and trucks moving along the road.) After you read, underline the eleven words from your Vocabulary Worksheet.

**CITY TRAFFIC**

I live in Hamilton. The traffic is very bad. There are many cars on the road. There are also buses, streetcars, bicycles, trucks, delivery vans, motorcycles and pedestrians. Sometimes, there are young people on skateboards and rollerblades.

I usually ride my bicycle to work. If I am late, I take the subway.

I want to get a driver’s license. I have *The Official Driver’s Handbook* and I am learning the rules about driving in Ontario. I must also learn to read many road signs.





Activity:  
**On The Road – II**

**INSTRUCTOR NOTES**

*Learners are introduced to some common road signs in Ontario.*

Timing: 20 minutes

- WARM-UP**
- *On The Road I*
- ACTIVITY**
- Distribute “Road Signs in Ontario” and allow learners time to read through the handout individually or in pairs before going through it together as a class. Clarify vocabulary as necessary. Point out that *deer* is used in the plural form.
  - Instruct learners to turn their pages over, and then hand out the Writing Worksheet. Learners follow the instructions to copy the appropriate message beside each sign.
- FOLLOW-UP**
- Challenge learners to cover up the “What the Sign Means” side of their papers and test their recall.
  - Images of additional signs and their meanings can be found in the “Driver’s Handbook Online” (see source below).
  - Ask the learners to look for the road signs when they are on their way home. Also, ask them to look for a new sign and then teach it to the class the next day.
  - *Carlos Goes For A Driving Test*
  - *Carlos Gets His Driver’s License*
- ASSESSMENT**
- Instructors correct individual learner responses.
  - CLB Performance Indicators:
    - ~ copies words, numbers, letters, sentences, including capitalization, lower case, punctuation
    - ~ has legible handwriting or printing. Makes no major omissions in copying information. Makes only a few occasional copying mistakes. Poses only slight difficulties for the reader to decode a letter or number.
- SOURCE**
- “Driver’s Handbook Online” on the Ontario Ministry of Transportation website: [www.mto.gov.on.ca](http://www.mto.gov.on.ca)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 506-511.
- VOCABULARY**
- detour; pedestrian; yield; bump; crossing; deer



Activity:  
**On The Road – II**

**ROAD SIGNS IN ONTARIO**



Traffic lights ahead.



Look for pedestrians (people who walk).



Yield. (Let other cars and pedestrians go before you go.)



Deer cross here. Drive carefully.



Cars must stop completely.



Look for people on bicycles crossing ahead.



Cars cannot enter here.



Activity: On The Road – II

**ROAD SIGNS IN ONTARIO (Continued)**



Train crossing. Stop. Look for trains.



Detour. Cars must use another road.



Road work ahead. Drive carefully.



A school is near. Look for children and drive very slowly.



Train crossing ahead.



Bump on the road. (bump = very small hill)



Stop here if a pedestrian is crossing.





Activity: On The Road – II

**WRITING WORKSHEET**

What do these signs mean? Copy the correct meaning onto the line beside the sign.

- A school is near. Look for children and drive very slowly.
- Cars cannot enter here.
- Deer cross here. Drive carefully.
- Look for pedestrians.
- Traffic lights ahead.
- Yield.

**What The Sign Means**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



Activity:

# Get Me To The Wedding On Time!

## INSTRUCTOR NOTES

*Learners practice reading common Ontario road signs while they navigate a board game.*

Timing: 20 minutes

### WARM-UP

- Write on the blackboard some of the common expressions people use when playing a board game, for example:
  - ~ *It's your turn.*
  - ~ *Follow the rules.*
  - ~ *Roll the die.*
  - ~ *I got a three.*
  - ~ *You won!*

### MATERIALS

- One game board, (enlarge if needed), die and set of instructions (including Traffic Sign Key) for each group.
- One marker for each player (for example, a coin or button).

### ACTIVITY

- Divide the class into groups of three or four.
- Hand out the instructions and allow groups time to read and figure out the rules on their own before circulating to assist learners who have not understood.

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 506-511.

### VOCABULARY

- crossing; #; city hall; square; detour; construction; pedestrian; bump; miss a turn; repair; on time



Activity: **Get Me To The Wedding On Time!**

## **GET ME TO THE WEDDING ON TIME!**

Your best friend is getting married at City Hall. You can't be late. Drive your car to the wedding. Follow all the road signs. The first person to get to City Hall is on time for the wedding. Everyone else is late!

### **Game Rules**

1. Each player throws the die. The first player to get a six begins the game.
2. On your turn, throw the die and move the marker forward the number of squares that is on the die.
3. If you land on a square with a road sign, follow the instructions on the Traffic Sign Key.
4. The first player to get to the wedding at City Hall wins the game!



## **GET ME TO THE WEDDING ON TIME!**

Your best friend is getting married at City Hall. You can't be late. Drive your car to the wedding. Follow all the road signs. The first person to get to City Hall is on time for the wedding. Everyone else is late!

### **Game Rules**

1. Each player throws the die. The first player to get a six begins the game.
2. On your turn, throw the die and move the marker forward the number of squares that is on the die.
3. If you land on a square with a road sign, follow the instructions on the Traffic Sign Key.
4. The first player to get to the wedding at City Hall wins the game!



Activity: **Get Me To The Wedding On Time!**

**TRAFFIC SIGN KEY**



Train crossing. Slow down.  
Go back one square.



Train crossing. Stop.  
Miss one turn.



Pedestrians crossing.  
Go back one square.



Detour.  
Stop at square #16.



Deer cross here.  
You hit a deer. Your car needs to be repaired.  
Start again from square #1.



The light is green.  
Go to square #20.



Activity: **Get Me To The Wedding On Time!**

**TRAFFIC SIGN KEY (Continued)**



.....

Road work ahead.  
Drive to square #28. Stop.  
Wait for your next turn.

.....



.....

Children crossing.  
Go back two squares.

.....



.....

Watch for bicycles.  
Go back three squares.

.....



.....

Bump on the road.  
Your car hit a bump.  
It needs to be repaired.  
Go to square #13. Wait for your next turn.

.....



.....

Watch for pedestrians.  
Miss one turn.

.....



Activity: Get Me To The Wedding On Time!

**GET ME to the WEDDING on TIME**

1	2	3	4	5	6	7	8	9	10	11	12
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Activity:

# Carlos Goes For A Driving Test

## INSTRUCTOR NOTES

This listening activity about a man taking a road test for his driver's license can be used in conjunction with *On The Road – I & II*, or *Be Prepared For Winter*. A second listening activity (*Carlos Gets A Driver's License*) follows.

Timing: 30 minutes

### WARM-UP

- *On The Road – I*, *On The Road – II* or *Be Prepared For Winter* (Optional).
- Ask learners if any of them now has a valid Ontario driver's license.
- Ask about the steps they took to prepare for getting a license.
- Have learners talk about their experiences in taking a road test.
- To introduce the listening topic, write down the new vocabulary on the board. Clarify or elicit meanings of: *rules of the road*, *traffic signs*, *Motor Vehicles Branch*, *vision test*, *road test*, *driving skills*.

### ACTIVITY

- Play Parts 1 and 2 of the audio (Track 31). Learners listen for the gist.
- Hand out Worksheet 1. Allow time for learners to read and begin to answer the questions. Replay Part 1.
- Take up the answers to the questions or collect the worksheets.
- Before replaying Part 2 of the audio, introduce the words *examiner*, *nervous*, *friendly*.
- Hand out Worksheet 2. Learners talk about the answers in pairs.
- Hand out Worksheet 3. Read the words and sentences to the class for pronunciation practice. Learners listen and repeat what they hear; then, they practise reading aloud in pairs.

### FOLLOW-UP

- Introduce learners to antonym pairs: (*nervous/relaxed*, *friendly/unfriendly*, *nice/awful*, *not nice*, *silent/talkative*, *ready/unprepared* etc.)
- *Carlos Gets A Driver's License*

### ASSESSMENT

- Instructors correct Worksheet 1 for listening assessment.
- CLB Performance Indicators:  
~ listener identifies factual details in a listening text as required

**ANSWER KEY** • Worksheet 1: 1. B    2. C    3. B    4. C    5. A    6. B

**VOCABULARY** • driving test; rules; traffic; Ontario Motor Vehicles Branch; vision; skills; ready; examiner; nervous; directions



Activity:

## Carlos Goes For A Driving Test

### LISTENING TRANSCRIPT

*Listen to Part 1 of Carlos' story.*

*Carlos wants to get a driver's license before winter. He doesn't like to wait for the bus in the cold weather. Carlos studied all the rules of the road and the traffic signs. He went to the Ontario Motor Vehicles Branch near him. He wrote a test and passed a vision test. Then, he took driving lessons for three months. Now, he thinks he has good driving skills. He is ready to take a road test.*

*Now listen to the story of Carlos' test in Part 2.*

*Today is Carlos's driving test and he is very nervous. He is sitting in his car waiting for the examiner. The examiner comes out of the building and gets into the car. He tells Carlos that the test is about to begin. The examiner is very friendly and likes to talk.*

*Carlos drives and listens to the examiner. The examiner gives him directions and talks a lot. First he tells him to turn left at the corner. As Carlos turns, the examiner talks about the beautiful fall weather. Carlos is not nervous anymore. He thinks that the examiner is a very nice man and the test is easy. He begins to talk and laugh with the examiner as he drives. Suddenly the examiner tells him that he forgot to stop for a stop sign!*

*Did Carlos pass or fail his test? What do you think?*





## Activity: Carlos Goes For A Driving Test

**WORKSHEET I**

Listen, and circle the correct answer.

1. When does Carlos want to get a driver's license?
  - A. in summer
  - B. before winter
  - C. before spring
  
2. Why does he want to get a driver's license?
  - A. He needs to get to work.
  - B. He loves cars.
  - C. He doesn't like to wait for the bus in cold weather.
  
3. Where did he go to write a test and take a vision test?
  - A. home
  - B. to the Ontario Motor Vehicles Branch near him
  - C. to school
  
4. How long did Carlos take driving lessons?
  - A. five months
  - B. six months
  - C. three months
  
5. Why does he think he is ready to take a road test?
  - A. He has good driving skills.
  - B. He passed a vision test.
  - C. He wants to practise some more.
  
6. What does Carlos think he is ready to do?
  - A. He is ready to drive a car on the road.
  - B. He is ready to take a road test.
  - C. He is ready to buy a car.

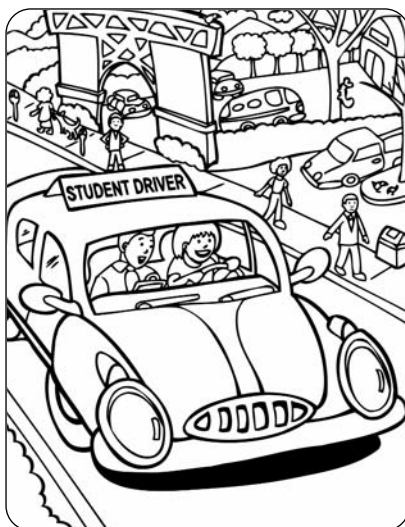


## Activity: Carlos Goes For A Driving Test

## WORKSHEET 2

Discuss these questions with a partner:

- Did Carlos pass or fail the test?
- Why did Carlos forget to stop at the stop sign?
- What should you do when you are taking a road test?





Activity: **Carlos Goes For A Driving Test**

### WORKSHEET 3

Listen, and repeat the words and sentences. Then, practise reading them a few times with your partner.

**weather**

He doesn't like cold weather.

**skills**

He has good driving skills.

**rules**

He studied all the rules of the road.

**traffic**

He knows all the traffic signs.

**motor**

My car has a motor.

**vehicles**

There are many vehicles on the road.

**branch**

He goes to a Motor Vehicles Branch near him.

**vision**

He took a vision test.

**passed**

He passed his vision test.

**directions**

He gave me many directions.

**nervous**

He's not nervous any more.



Activity:  
**Carlos Gets A Driver's License**

**INSTRUCTOR NOTES**

*This listening activity about a man passing a road test for his driver's license follows Carlos Goes For A Driving Test.*

Timing: 30 minutes

**WARM-UP** • *Carlos Goes For A Driving Test*

**ACTIVITY**

- Play the audio (Track 32). Learners listen for the gist.
- Replay Listening 1 in 3 parts, pausing to ask a general question orally after each segment. (For example, *Where did Carlos go? / What does the examiner ask Carlos to do? / What does the examiner give Carlos at the end of the test?*)
- Hand out Worksheet 1. Have pairs read the questions aloud and then discuss the answers. Replay the audio as necessary.
- Hand out Worksheet 2. Read the words and sentences aloud to the class for pronunciation practice. Learners listen and repeat what they hear; then, they practise reading aloud in pairs.

**FOLLOW-UP**

- Take up answers to the True/False statements in class.
- Ask each of the drivers in the class to suggest one tip for safe and skilful driving.
- For a visual demonstration of parallel parking, see:  
[http://en.wikipedia.org/wiki/Parallel\\_parking](http://en.wikipedia.org/wiki/Parallel_parking)

**SOURCE** • <http://www.mto.gov.on.ca/english/dandv/driver/drvlicen.htm>

**ANSWER KEY** • 1. F 2. T 3. T 4. F 5. T 6. F 7. T 8. T

**VOCABULARY** • another; road test; passenger seat; parallel parking; between; nod/shake (his) head



Activity: **Carlos Gets A Driver's License**

## **LISTENING TRANSCRIPT**

### **Carlos Gets A Driver's License**

#### **Part 1**

*Listen to the story of Carlos' second road test.*

*Carlos failed his first road test. Today, he is going to take another road test, so he can get a driver's license. His test is early in the morning. This time the examiner is different. This time the examiner is a woman. She sits in the passenger seat, and asks Carlos to parallel park between two cars ahead. Carlos carefully parks between the two cars.*

#### **Part 2**

*Then she asks Carlos to drive in the morning traffic. There are many cars on the road because people are going to work. Carlos never takes his eyes off the road and he doesn't talk to the woman. He listens to what she asks him to do and he does it.*

#### **Part 3**

*Finally, the examiner tells Carlos to drive back to the parking lot at the Motor Vehicles Building. When they get there, she gets out of the car. She gives Carlos his report and says that he did very well on his road test.*

*Carlos goes inside the building, where his cousin is waiting for him. His cousin is excited. He can't wait to find out if Carlos passed. Carlos is so happy that he can't speak, but he is smiling. His cousin knows that Carlos now has an Ontario driver's license!*



## Activity: Carlos Gets A Driver's License

**WORKSHEET I**

Read these questions aloud with your partner. Write **T** (for True) or **F** (for False).

1. Carlos takes his road test in the afternoon. \_\_\_\_\_
2. The examiner is a woman. \_\_\_\_\_
3. The examiner asks Carlos to parallel park. \_\_\_\_\_
4. Many cars are on the road because it's evening. \_\_\_\_\_
5. Carlos does not talk when he takes the road test. \_\_\_\_\_
6. The examiner tells Carlos he drove very badly. \_\_\_\_\_
7. Carlos' cousin is waiting inside the building for him. \_\_\_\_\_
8. Carlos is so happy that he cannot speak, but he is smiling. \_\_\_\_\_



Activity: **Carlos Gets A Driver's License**

## WORKSHEET 2

Listen, and pronounce these words. Learn their meanings.

### **nod**

He nods his head and smiles.

What does it mean?

It means to move your head up and down.

### **another**

He is going to take another road test.

What does it mean?

It means a different one.

### **examiner**

The examiner is a woman this time.

What does it mean?

It means a person who gives a test.

### **between**

She asked me to park between the cars.

What does it mean?

It means in a space in the middle.




Activity:  
**Carlos Goes To Halifax**

### INSTRUCTOR NOTES

Learners read a travel scenario, complete a chart, and decide which airline Carlos should choose for his travels.

Timing: 30 minutes

- WARM-UP**
- Find out if anyone in the class has traveled to Eastern Canada, and ask about their trip. Prompt learners to identify where Halifax is, and explain that the class is going to read about a man who wants to fly to Halifax. Clarify the meaning of *flight*, *airline*, *direct*, *departure*.
- ACTIVITY**
- Learners follow the instructions on the worksheets to complete the activity. Work can be done in pairs to add a speaking component if the instructor does not intend to do formal assessment.
- FOLLOW-UP**
- Ask individual learners to share their decision with the class.
  - Hand out authentic airline schedules and assign a reading task.
- VARIATION**
- The question “Which airline should Carlos choose?” can be used to teach or practice modals.
- ANSWER KEY**
- Travel from Toronto to Halifax

	Date and time of departure	Cost	Direct Flight? Yes / No	How long is the trip?
Air Grey Goose	Nov 15 at 10:15 am	\$149	yes	2 hours
East Air	Nov. 15 at 7:20 am	\$109	no	3 hours
Perfect Air	Nov. 14 at 7:00 pm	\$149	yes	3 hours

- ASSESSMENT**
- Instructors correct individual learner responses for reading and writing assessment.
  - CLB Performance Indicators:
    - ~ gets key information/main idea from texts
    - ~ identifies factual details in a text as required
    - ~ copies words, numbers, letters, including capitalization, lower case, punctuation
    - ~ has legible handwriting or printing, with no major omissions in providing information. Reader can use the data

**FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 506-511.

**VOCABULARY** • flight; airline; direct; departure; inexpensive





Activity:

## Carlos Goes To Halifax

### CARLOS GOES TO HALIFAX

Carlos lives in Toronto. He wants to fly to Halifax for his brother's birthday party on November 15th.

Carlos wants his trip to Halifax to be -

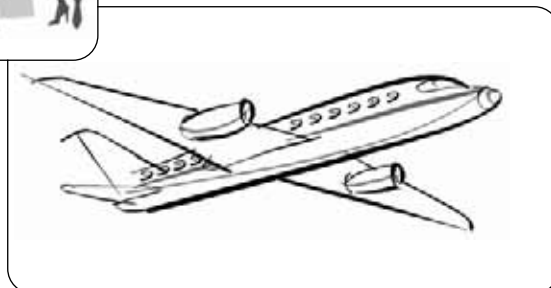
- inexpensive
- not too long
- direct (he doesn't like changing planes)

Carlos learned that three airlines fly to Halifax from Toronto:  
*Air Grey Goose, East Air and Perfect Air*

Flying with *Air Grey Goose* and *Perfect Air* costs \$149.

Both flights are direct.

*East Air* and *Perfect Air* flights both take 3 hours.





Activity: Carlos Goes To Halifax

Exercise 1

Copy the missing information into this chart.

TRAVEL FROM TORONTO TO HALIFAX

	Date and time of departure	Cost	Direct Flight? Yes / No	How long is the trip?
Air Grey Goose	Nov. 15 at 10:15 a.m.		yes	2 hours
East Air	Nov. 15 at 7:20 a.m.	\$109	no	
Perfect Air	Nov. 14 at 7:00 p.m.			

Exercise 2



In your opinion, which airline should Carlos choose?

He should choose \_\_\_\_\_

because \_\_\_\_\_



Activity:

# Be Prepared For Winter!

## INSTRUCTOR NOTES

*Learners read a dialogue about winter driving and then complete a comprehension exercise. Next, they learn about a winter driving kit.*

Timing: 30 minutes

### WARM-UP

- Begin by explaining the meaning of *be prepared*.
- Questions for class discussion:
  - ~ How can we be prepared for a new baby?
  - ~ How can we be prepared for a holiday?
  - ~ How can we be prepared for a driving test?

### ACTIVITY

- Distribute “Carlos and Manuel Talk About Winter Driving”. Read through it with the class, stopping where necessary to explain challenging vocabulary.
- Hand out Exercise 1. Learners complete the exercise and then compare answers with a partner.
- Hand out “Manuel’s Emergency List”. Read the name of each item aloud and correct pronunciation as learners repeat the names. Clarify vocabulary as necessary.
- Divide the class into pairs for the discussion questions.
- Collect the lists or have the pairs turn their papers over, and then distribute the vocabulary matching exercise. Return “Manuel’s Emergency List” for students to correct their own answers.

### FOLLOW-UP

- Class members share winter driving tips.
- Show an internet video clip on winter driving.

### ANSWER KEY

- 1. brother    2. snow and ice    3. prepared    4. winter tires

### FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 506-511.

### VOCABULARY

- worried; dangerous; accident; be prepared; tires; stuck; emergencies; sand; salt; shovel; scraper; flashlight; first aid kit; map



Activity:

## Be Prepared For Winter!

### CARLOS AND MANUEL TALK ABOUT WINTER DRIVING

When Carlos was in Halifax, he talked to his brother Manuel about getting a driver's license and driving a car in Canada.

Carlos: I am worried about driving in the winter.

Manuel: The snow and the ice make the roads very dangerous.

Carlos: Oh, no! I don't want to have an accident!

Manuel: Then be prepared. Your car should be ready for winter. Buy tires that are right for winter. They are called "snow tires".

Carlos: Have you ever been stuck in the snow?

Manuel: Yes, of course. You must be prepared for this. You must always have things in your car for emergencies.

Carlos: What things?

Manuel: I have a list of some things you will need.





## Activity: Be Prepared For Winter!

## Exercise I

Write the correct word on each empty line.

1. Manuel is Carlos' \_\_\_\_\_.
2. Manuel said the \_\_\_\_\_ and the \_\_\_\_\_ make the roads very dangerous in winter.
3. In this story, what is another word that means “ready”? \_\_\_\_\_
4. Manuel said that people should buy something special for their cars in winter. What did he say people should buy? \_\_\_\_\_





## Activity: Be Prepared For Winter!

## MANUEL'S EMERGENCY LIST

Here is Manuel's list of things that we should have in our cars for emergencies:

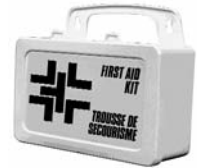


bag of sand or salt

blanket

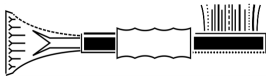
emergency food  
(for example,  
chocolate bars)

first aid kit



flashlight

road map



snow and ice scraper

snow shovel



winter clothing

**Discuss these questions with a partner.**

- Which things on this list are only used in winter?
- What are the five most important things on this list?



Activity: Be Prepared For Winter!

VOCABULARY MATCHING EXERCISE

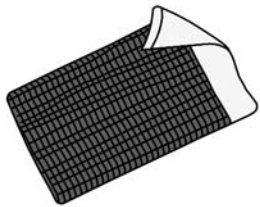
Draw a line between the word(s) and the correct picture.



bag of sand or salt



blanket



emergency food  
(for example,  
chocolate bars)



first aid kit

flashlight



road map



snow and ice scraper

snow shovel



winter clothing





Activity:  
**Decisions, Decisions**

**INSTRUCTOR NOTES**

*Learners evaluate three possible field trip destinations for a LINC class.*

Timing: 45 minutes

**WARM-UP**

- Introduce the concept of a *field trip*.
- Read the Listening Transcript to the class, and ensure that everyone understands the scenario. Clarify the meaning of *positive* and *negative* points, and introduce the + and – symbols.

**ACTIVITY**

- Distribute the three Group Reports. Read through them with the class, again ensuring that everyone understands the scenarios and the vocabulary.
- Hand out Exercise 1. Learners copy sentences from the reading into the chart and determine whether the points are positive or negative.
- Next, each learner completes Exercise 2 by choosing one of the three destinations.
- Divide the class into small groups for Exercise 3.

**FOLLOW-UP**

- Groups share their decisions with the class.
- Groups write their local destination wish-lists on the blackboard and the class compares them.
- This decision-making format can be used for classes to plan their own field trips.

**VARIATION**

- Classes that are challenged by the length of the reading passages can complete the reading over three separate periods before continuing with the writing and conversation activities.

**ASSESSMENT**

- Instructors collect the completed charts for reading and writing assessment. The activity can be divided into three for classes that are challenged by the length of the reading text.
- CLB Performance Indicators:
  - ~ copies sentences, including capitalization, lower case, punctuation.
  - ~ has legible handwriting or printing
  - ~ gets key information/main idea from texts





Activity:

# Decisions, Decisions

## INSTRUCTOR NOTES

ANSWER KEY • Chart:

	COMMENTS	+	-
Upper Canada Village	Upper Canada Village is very interesting. It shows us what life was like in Canada over 100 years ago.	+	
	We should know more about Canadian history.	+	
	It is far from Ottawa. We have to spend two hours on the bus to get there and two hours to come home.		-
The Experimental Farm	The Experimental Farm is close to our school. We don't have to spend a long time on the bus.	+	
	We can visit many farm buildings and see lots of farm animals.	+	
	We live in a city, so we will enjoy being on a farm.	+	
	Many students have already been to the Farm because it is in Ottawa.		-
	We can take a public bus to go there ourselves.		-
Gatineau Park	Gatineau Park is close to Ottawa.	+	
	We cannot get there on a public bus.	+	
	Not many students have been there.	+	
	It is a big forest and park with lakes and paths we can walk on. There are wild animals such as beavers and deer and there are also bears.	+	
	Some students are afraid they might meet a bear.		-

### FURTHER REFERENCE

• See *LINC Curriculum Guidelines*, pp. 506-511.

**VOCABULARY** • field trip; comment; positive; negative; forest; village; path; wild; beavers; deer; bear



Activity:  
**Decisions, Decisions**

**LISTENING TRANSCRIPT (To Be read By Instructor)**

I am studying English in a LINC program in Ottawa. Our school always has a special field trip at the end of LINC 2. Together, the students decide where we will go. A school bus takes us there, so we don't have to use public transportation.

This year we are thinking about three interesting places. These are: Upper Canada Village, the Experimental Farm, and Gatineau Park.

Now we have to choose one of them. Our teacher divided us into three groups. Each group wrote a report about the positive and negative points of one of the three places.

Here are the groups' reports:

**Activity: Decisions, Decisions****Group 1: Upper Canada Village**

Upper Canada Village is very interesting. It shows us what life was like in Canada over one hundred years ago. We should know more about Canadian history. It is far from Ottawa. We have to spend two hours on the bus to get there and two hours to come home.



Creative Commons

**Group 2: The Experimental Farm**

The Experimental Farm is close to our school. We don't have to spend a long time on the bus. We can visit many farm buildings and see lots of farm animals. We live in a city, so we will enjoy being on a farm. Many students have been to the Farm already because it is in Ottawa. We can take a public bus to go there ourselves.



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Activity: **Decisions, Decisions**

### **Group 3: Gatineau Park**

Gatineau Park is close to Ottawa. We cannot get there on a public bus. Not many students have been there. It is a big forest and park with lakes and paths we can walk on. There are wild animals such as beavers and deer, but there are also bears. Some students are afraid they might meet a bear.



Pink Lake

Author: Alma Mulalic & Yann Fauché

Date: 11/09/2005

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## Activity: Decisions, Decisions

## Exercise I

Some of the comments from the reports are written in the chart. Copy other comments into the chart in the correct places. Is the comment positive or negative? Put (+) or (-) in the correct place.

	<b>COMMENTS</b>	<b>+</b>	<b>-</b>
Upper Canada Village	Upper Canada Village is very interesting. It shows us what life was like in Canada over 100 years ago.	+	



Activity: Decisions, Decisions

	<b>COMMENTS</b>	<b>+</b>	<b>-</b>
<b>The Experimental Farm</b>	The Experimental Farm is close to our school. We don't have to spend a long time on the bus.	<b>+</b>	
	Many students have already been to the farm because it is in Ottawa.		<b>-</b>
	We can take a public bus to go there ourselves.		<b>-</b>



Activity: Decisions, Decisions

	COMMENTS	+	-
Gatineau Park			
	We cannot get there on a public bus.	+	
	It is a big forest and park with lakes and paths we can walk on. There are wild animals such as beavers and deer and there are also bears.	+	

Activity: **Decisions, Decisions****Exercise 2**

Where should the class go? Why?

The class should go to \_\_\_\_\_ because

\_\_\_\_\_.

**Exercise 3**

In a small conversation group, compare your answers.

Then, talk about places you want to visit in or near your city.





Activity:

# Dream Vacations – I

## INSTRUCTOR NOTES

*Small conversation groups practice asking and answering information questions as they share their concepts of a dream holiday.*

Timing: 25 minutes

- WARM-UP**
- Explain how the word *dream* is used as an adjective in phrases such as *dream job*, *dream house*, and *dream vacation*. Invite learners to share their concepts of a dream home.
- ACTIVITY**
- Divide the class into conversation groups, preferably composed of people from different countries of origin.
  - Give each group the five Dream Holiday cards, stacked and face-down.
  - One group member picks up the first card and reads it aloud. Once everyone in the group understands the message on the card, the members of the group take turns describing their idea of what that particular dream vacation would be.
  - Learners can either describe the dream vacation in a short discourse or answer questions posed by the other group members. Instructors can distribute the prompt sheet (“Dream Vacations”) to help learners form questions and ask for clarification.
  - This procedure is repeated for the remaining cards.
  - Instructors circulate to assist learners with communication.
- FOLLOW-UP**
- Questions for class discussion:
    - ~ Who had a very interesting dream vacation?
    - ~ Who had a very expensive dream vacation?
    - ~ Did anyone have a dangerous vacation?
    - ~ Did anyone have a funny vacation?
- VARIATION**
- Provide each group with a world map.
  - This activity can be used in conjunction with teaching or reviewing the future with going to (*I am going to Hawaii. I am going to sit on the beach...*); common verbs with the infinitive (*I want to visit Paris. I like to shop...*); or prepositions (*...rest on the beach for two weeks with my girlfriend...*).
- ASSESSMENT**
- Instructors circulate to perform informal speaking assessment.
  - CLB Performance Indicators:
    - ~ indicates communication problems verbally in a number of ways
    - ~ responds to simple questions with required information
    - ~ uses basic time reference and basic expressions of location and movement
    - ~ listener can follow the information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 506-511.
- VOCABULARY**
- dream vacation; holiday; honeymoon; romantic; adventure; cultural; family reunion cause (n.); to make sense; sibling; complex



Activity:  
**Dream Vacations – I**

**DREAM HOLIDAY CARDS**

**DESCRIBE YOUR DREAM HONEYMOON OR YOUR  
DREAM ROMANTIC VACATION**



**DESCRIBE YOUR DREAM ADVENTURE\* VACATION**



\* Adventure – something exciting, unusual, and maybe dangerous

**DESCRIBE YOUR DREAM CULTURAL OR EDUCATIONAL VACATION**





Activity: Dream Vacations – I

**DREAM HOLIDAY CARDS (Continued)**

**DESCRIBE YOUR DREAM FAMILY REUNION\***



\*family reunion – all of your family meets together in one place for a big party

**DESCRIBE YOUR DREAM SHOPPING HOLIDAY.**



Activity: **Dream Vacations – I****DREAM VACATIONS**

Here are some questions you can ask your classmates about their dream vacations:

- Where is your dream vacation?
- Why do you want to go there?
- How long will you stay there?
- What will you do there?
- Who will you take?
- How will you travel? (Answer: by train, by bus, etc.)

If you want your classmate to repeat, say:

“Could you repeat that, please?”

“Can you speak slower, please?”

“I don’t understand.”



Activity:

## Let's Go Together! Dream Vacations – II

### INSTRUCTOR NOTES

*Learners write about their dream vacation in a small-group activity.*

Timing: 15 minutes +

- WARM-UP**
- In groups, learners describe their concepts of ideal holidays in *Dream Vacations – I*.
- ACTIVITY**
- Instruct each group to agree on one dream vacation that the group members will take together. They must select from among the holidays they described to each other in *Dream Vacations – I*.
  - Once they have agreed on their holiday destination, hand out a “Let’s Go Together!” writing worksheet to each group member. (Instructors can choose from two worksheets. One is in a guided writing format and the other requires full-sentence answers.) Learners work together to answer the questions, but they all write on their own worksheet.
- FOLLOW-UP**
- After they have finished writing, groups “present” their vacations to their classmates by taking turns saying or reading aloud their sentences.
- VARIATION**
- Groups copy their sentences onto a poster, which they also decorate with cartoons or drawings of their dream vacations.
  - Classes that have access to computers and projectors can browse the internet for images of their holiday destinations and show these as a part of their presentations.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 506-511.



## Activity: Let's Go Together! Dream Vacations – II

**LET'S GO TOGETHER!**

Finish these sentences about your holiday:

1. Our group wants to go to \_\_\_\_\_.
2. We will travel there by \_\_\_\_\_.
3. We will stay for \_\_\_\_\_.
4. While we are there, we will do three things. We will \_\_\_\_\_, we will \_\_\_\_\_ and we will \_\_\_\_\_.





## Activity: Let's Go Together! Dream Vacations – II

**LET'S GO TOGETHER!**

Write a sentence to answer each question.

1. Where does your group want to go?

---

2. How will you travel? (by train, by bus, etc)

---

3. How long will you stay?

---

4. What will you do while you are there?

---

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