

LINC

Classroom Activities




Language
Instruction
for Newcomers
to Canada

Based on Canadian Language Benchmarks

 Accompanied by online activities

Developed by: **ALGONQUIN**
COLLEGE

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Principal Writers	Kathleen Johnson	Shelia Morrison
Contributing Writer	Joyce Lax	
E-learning Developer	Jim Edgar	
Principal Editors	Kathleen Johnson	Shelia Morrison
Copy Editor	Helen Bach	
Canadian Language Benchmarks Editor	Ron Lavoie	
Audio Production	New Media Language Training Inc. (Rob McBride; David Bignell; Christine Doyle)	
Graphic Design	Design Ink of Algonquin College (Karen Young; Graham Ross; Beth Haliburton)	
Project Coordinator	Mavis Spencer	

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Advisory Committee	Salome Atandi Myra Clark Shirley Graham Ron Lavoie Adonai Rodriguez	Nicole Busby Jim Edgar Anne-Marie Kaskens Rob McBride Ruth Waters
Expert Readers	Cynthia Clubb Susan Middlesworth	Larry Iveson Norbert Molzan
Expert Reader: E-resources	Susan Middlesworth	

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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

About the e-Resources

What is the purpose of the e-resources?

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

Continued on next page.

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

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

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

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

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

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

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

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

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

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

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

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

What are the technical requirements for using these resources?

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

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



LINC 4 Contents

WOMEN
 YOUTH
 SENIOR
 ONLINE

THEMES & ACTIVITIES

AT HOME IN OUR COMMUNITY & THE WORLD

	David Suzuki: Environmental Hero	3
	Good Things Come In Recycled Packaging	7
	Community Recycling Programs	11
	Enviro News	14
	How Big Is Your Footprint?	17
	Personal Acts Of Green	20
	Earth Friendly Challenge	22
	The Kobar Family I: Relocating	27
	The Kobar Family II: The Spacious Semi-Detached	31
	The Kobar Family III: A Great New Place To Live	35

BANKING, CUSTOMER SERVICE & TELEPHONE

	All Our Lines Are Currently Busy	41
	Gimme A Ring	45
	What's The Message?	52
	Cell Phone Manners	56
	Stop Bugging Me!	59
	National Do Not Call List: FAQs	64
	National Do Not Call List: Filing A Complaint On The Internet	67
	Pre-Authorized Payment Plan Application Form	70
	Monthly Budgets	74



CANADA

	Library of Parliament	85
	The Amazing Rattenbury Story: Part One	95
	The Amazing Rattenbury Story: Part Two	101
	The Amazing Rattenbury Story: Part Three	110
	The Amazing Rattenbury Story: Part Four	115
	The Amazing Rattenbury Story: Extensions For Group Discussions	120
	Canadian Trivia: Question Formation Review	125
	Did You Say Saskatchewan?	134

CANADIAN CULTURE

	Lovely Winter	141
	Would You Like To Come Over?	146
	I Like Your Dress! Giving And Receiving Compliments I	161
	I Like Your Dress! Giving And Receiving Compliments II	170
	Canadian Icons	173
	The Greatest Canadian Hero	186

CANADIAN LAW

	Legal Vocabulary	197
	The Cigar Story	204
	The Spanking Case	209
	Drinking And Driving	221
	The CopShop Event	231
	Personal Safety Test	240
	Who Killed Mr. Green?	245



		COMMERCIAL SERVICES & BUSINESS	
		Product Nutritional Information	251
		It Tastes Good	260
		Internet Use Survey	265
		Shop Online	271
		Internet Shopping Role Play	276
		Gifts Online	280
		Internet Shopping Cards	284
		The Electronic Grandmother	292
		COMMUNITY & GOVERNMENT SERVICES	
		Volunteer Applications	297
		Volunteer Experiences	307
		Volunteer Ottawa	316
		2-1-1 Community Services Information	324
		2-1-1 Quick Facts	334
		2-1-1 Role Play	341
		Hey Dude	345
		EDUCATION	
		Jason’s Email.....	351
		Parent-Teacher Interviews	356
		Here Is My Opinion	361
		Coping Strategies: My Experience	366
		Family Coping Strategies	368
		How Would You Like to Volunteer?	374
		Learning Styles: Which Kind of Learner Are You?	379



EMPLOYMENT

	Canadian Employers:What Do They Expect?	385
	Vet Clinic Interview	390
	Follow-up Letter: Central Veterinary Clinic	395
	Mock Interview	398
	Volunteer Heroes	401
	Be Positive I	407
	Be Positive II	412

FAMILY & RELATIONSHIPS

		Family Conflict:The Sleepover Party I	419
		Family Conflict:The Sleepover Party II	423
		Family Conflict:The Sleepover Party III	430
		Childfree By Choice I	434
		Childfree By Choice II	439
		It's Our Choice	442
		If I Were In Your Shoes	446

HEALTH & SAFETY

		Canadian Superfoods	461
		Steps For Buying And Freezing Blueberries	465
		Cranberries,A North American Superfruit	468
		How To Prepare A Healthy Snack	475
		Nutrition Tables	478
		Food And Health Myths	487



TRAVEL & TRANSPORTATION

		Getting Around Town	495
		Alternative Transportation	498
		Letter To The Editor	502
		Confederation Bridge	507
		A Perfect Day	510
		Dream Destination	513
		A Great Holiday	515
		Travel Accommodations Canada	518
		Travelling Experiences	522
		Safety In Your City	528

LINC 4

At Home In
Our Community
and The World

Based on Canadian Language Benchmarks



Activity:

David Suzuki: Environmental Hero

INSTRUCTOR NOTES

Areading passage about the environmentalist David Suzuki is followed by comprehension questions.

Timing: 45 minutes

- WARM-UP**
- Begin with a class discussion on what it means to be a hero.
 - Ask learners who their heroes were at various stages of their lives.
 - Ask if anyone has heard of David Suzuki and make an outline on the board of the information they have.
- ACTIVITY**
- Give each learner a copy of the reading David Suzuki: Environmental Hero.
 - Learners read the text and answer the questions.
- FOLLOW-UP**
- Learners search online for videos about David Suzuki.
- ANSWER KEY**
- 1. He taught David to think about nature and the environment.
 - 2. He researched the life of fruit flies.
 - 3. answers will vary
 - 4. answers will vary
 - 5. answers will vary
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 166-171.
- VOCABULARY**
- environment; environmentalist; hero; scientist; host; broadcast; broadcaster; activist; Order of Canada; Companion of the Order of Canada; biology; zoology; genetics; cause (n.); to make sense; sibling; complex



Activity:

David Suzuki: Environmental Hero*Joshua Sherurcji*

David Suzuki is an environmental hero. He loves the planet and he has worked for most of his life to teach us how to take care of it.

David Suzuki was born in Vancouver, British Columbia in 1936. He has a twin sister and two other siblings. When David was growing up, he and his father Kaoru Carr Suzuki often went on fishing and camping trips together. David says his father is his hero because he taught David to think about nature and the environment.

David Suzuki is a scientist. He studied in Canada and the United States and has a PhD in zoology. He became very interested in genetics and researched the life of fruit flies. He taught biology, zoology and genetics for many years in universities in Canada and the United States. Suzuki believes it is important to be able to explain science very clearly.

1. Why does David Suzuki say his father is his hero?

Activity: **David Suzuki: Environmental Hero**

David Suzuki has spent his life trying to focus attention onto our planet and what we can do to improve it. He is very passionate about the world we live in and he gets excited when he talks about ways we can make our lives healthier. He has written over thirty books, received over ten honorary degrees, and hosted television and radio programs. In 1991, he and his wife set up The David Suzuki Foundation to help find ways for society to live in balance with the natural world.

2. A scientist is a person with an expert knowledge of science. What has David Suzuki researched?

One very special thing about him is that he is able to talk about complex issues in a way that is very easy for most people to understand. David's father practiced public speaking with him in the basement of their home when he was a small boy. David said his father wanted him to be an expert public speaker and a great dancer. We don't know very much about his dancing skills, but we do know that people around the world love to hear him speak so passionately about the planet.

3. An activist is a person who works very hard for a certain cause or reason. In your own words, explain why David Suzuki is an activist.

Activity: **David Suzuki: Environmental Hero**

Not everyone agrees with Suzuki's ideas. Sometimes politicians and world leaders think he doesn't make sense. Sometimes he says things that make them angry, but he doesn't stop. In fact, his life and work have been recognized by the Government of Canada. In 2006, he received an award called The Companion of the Order of Canada for his efforts to teach us how to take care of our greatest resource, planet Earth.

4. Think about what you could do to help the planet or just to help one person. If you got an award for doing something to help others, what would the award be for?



Activity:

Good Things Come In Recycled Packaging

INSTRUCTOR NOTES

Learners write emails to companies, telling them why they love their products, and how they think the companies could make environmentally friendly changes to the product packaging.

Timing: 15-20 minutes per email

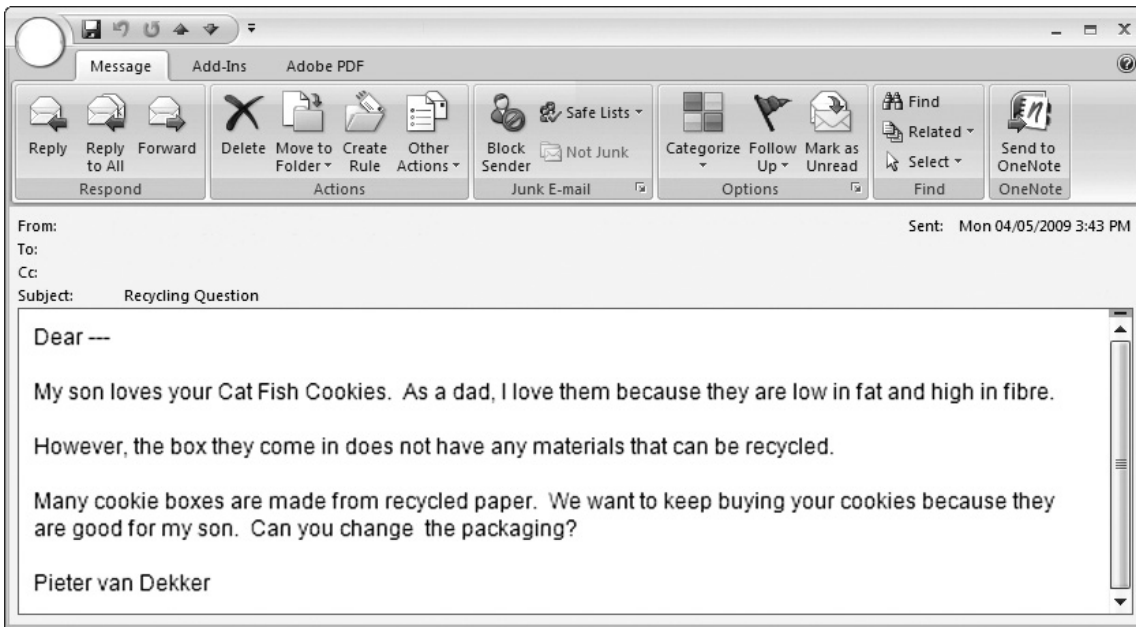
- WARM-UP**
- Bring several product packages into the class and show learners the labeling containing the manufacturer contact information.
 - Ask learners if they have ever written or telephoned a company to ask about a product. Ask why they have done this.
- ACTIVITY**
- Distribute the handouts. Focus attention on the title and isolate the word 'recycled'. Explain its verb and adjective forms.
 - Allow time for students to complete the exercises.
- FOLLOW-UP**
- Have learners select one product from home that they have purchased and bring the empty packaging into the classroom.
 - ~ read the recycling information
 - ~ find out if the materials are completely or partially recyclable
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 166-171.
- VOCABULARY**
- recycle(d) (v.); recyclable (adj.); recycled (adj.); package (v.); packaging (n.); fibre; leftover(s); spout; cartridge; value



Activity:
Good Things Come In Recycled Packaging

In Canada, we can find a wide variety of packaged items for sale. Some of these items are sold in packages that contain 100% recycled products. Many others are not.

- I. Read these email samples. They were written to companies that do not use packaging materials that can be completely recycled. The people who wrote the emails believe that companies should try to do a better job of using recyclable materials.





Activity: **Good Things Come In Recycled Packaging**

2. Study these word forms:

WORD	SENTENCE
recycle (v.) recycled	Samir can think of a way to recycle almost anything. He recycled products before most of us thought about doing it.
recyclable (adj.)	Samir reads the labels on all products to see if they contain recyclable materials.
package (v.) packaged	Samir is going to package his leftover dinner for lunch tomorrow. Samir packaged the leftovers for his lunch.
packaging (n.)	The packaging was made from 100% recycled paper.

Now write your own sentences containing these words.

recycled (v.) _____

recyclable (adj.) _____

package (v.) _____

packaging (n.) _____



Activity: **Good Things Come In Recycled Packaging**

3. Read the headings on the chart:

- PRODUCT
- WHY I LOVE IT
- PROBLEM

Use the information to write your own email. Your instructor will tell you how many to write. Follow the examples you have already read.

- name the product
- tell the company why you love their product
- tell them what you would like them to change

PRODUCT	WHY I LOVE IT	PROBLEM
All-Ways Good Cereal	<ul style="list-style-type: none"> • fun shapes • my children love it • lots of fibre and low fat 	no recyclable materials in the box
Top Banana Frozen Fruit Bars	<ul style="list-style-type: none"> • 100% fruit in every bar • healthy product • recyclable plastic stick 	package can be recycled, but bars are on a non-recyclable plastic stick
Super Clean Laundry Detergent	<ul style="list-style-type: none"> • great to use in cold water • good value 	box is recyclable, but has a metal spout that is not
Color Mark Print Cartridge	<ul style="list-style-type: none"> • excellent black and white copies • excellent color copies 	package is almost twice as large as the cartridge, so it is wasteful



Activity:

Community Recycling Programs

INSTRUCTOR NOTES

Learners fill in a chart describing the recycling program in their communities.

Timing: varies

- WARM-UP**
- Ask learners if they have participated in a community recycling program in their home countries.
 - Encourage learners to share information about these community recycling programs, for example:
 - ~ Where is waste collected?
 - at the curb? in a common area for rental units?
 - ~ Who collects it?
 - ~ How often is it collected?
 - weekly? bi-weekly?
 - ~ Is there a fee for pickup?
 - ~ What is included in the pickup?
 - paper one week? plastics one week?
- ACTIVITY**
- Give each learner the two-page handout.
 - Review the information sheet and have learners write sentences to practice the vocabulary.
 - Review the fact sheet and be sure learners understand what is required.
 - Learners fill in the fact sheet with information about their community recycling programs.
- FOLLOW UP**
- Learners search another city on the Internet and fill in the chart to compare. Discuss findings.
- ASSESSMENT**
- Instructors correct individual fact sheets.
 - CLB Performance Indicators:
 - ~ describe a situation: reader can follow
 - ~ uses simple structures; few errors
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
 - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 166-171.
- VOCABULARY**
- recycle; recyclables (n.); waste; cart; collection; curb; depend on



Activity:

Community Recycling Programs

Do you live in Northern Canada? Is your home in the Maritimes? Maybe you live in the middle of the country. Perhaps you wake up to the sound of the ocean, or to the sight of mountains or a field of wheat.

Canada is a big country and we do many things differently depending on where we live.

Many Canadians participate in recycling programs. The recycling program in the town of Yellowknife is different from the one in the city of Winnipeg. The recycling program in the city of Montreal is different from the one in the town of Sackville. What kind of recycling program does your community have?

I. Write your own sentence to practice the vocabulary below. You will see these words in the chart on the next page.

recyclables (n.) = materials that can be used again for another purpose

Newspapers and glass bottles are recyclables.

Your sentence: _____

waste (n.) = materials that cannot be recycled

Throw this broken lamp and other waste into the garbage can.

Your sentence: _____



Activity: **Community Waste And Recycling Programs**

2. Read the form and fill in information about your community.

Name of your community	City, Town	Province
How often is waste collected?	How often are recyclables collected?	What are the specific hours garbage can be taken to the curb?
How are waste and recyclables sorted? Is there a box, cart, or bag for plastics? For paper? For waste?		
How are containers for waste and recyclables identified? Is there a blue, black, or green box?		
Are recyclables sorted by the homeowner or by the recycling company?	Are there pickups for special collections such as Christmas trees, leaf or yard waste?	
Are there any programs for residents to put out good used items that neighbours can take away for free?		



Activity:
Enviro News

INSTRUCTOR NOTES

Reading of a community newsletter is followed by comprehension questions.

Timing: 40 – 50 minutes

WARM-UP

- Ask learners if the communities in their countries of origin circulate newsletters. If so, ask:
 - ~ what information may be found in them
 - ~ how the newsletter is distributed
- Ask learners if their communities in Canada circulate newsletters.

ACTIVITY

- Distribute the Enviro News to each learner.
- Talk about the title and layout.
- Learners answer the questions on the Enviro News Fact Sheet, using dictionaries as required. Short answers are acceptable.

ANSWER KEY

- 1. I Can Reuse That 2. craft projects 3. online at green@magma.ca
- 4. call 613-555-1234 5. composting 6. bring garbage bags and gloves
- 7. contact person for Enviro News 8. something to grill
- 9. drearth@cyberspace.com 10. 22

ASSESSMENT

- Instructors correct individual learner fact sheets.
- CLB Performance Indicators:
 - ~ identifies layout of forms; finds specific information
 - ~ gets overall meaning; identifies type and purpose of text
 - ~ gets key information and specific details from verbal text
 - ~ uses simple structures
 - ~ uses adequate vocabulary for topic

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 166-171.

VOCABULARY

- compost (n., v.); dummies; seminar; depot; 'green' ideas; parkway; grill (v.); exchange



Activity:
Enviro News

VOL. 22

SAT. JULY 4th

ENVIRO NEWS

Clean-Up Day at Ottawa
River Parkway
Come and help us clean
up the river parkway
Sat., July 11th

9 –
12:00
Bring
garbage
bags
and
gloves.

IT'S EASY BEING GREEN

Do you have a
"green" idea that
you'd like to share?

Join the
conversation
online at
green@magma.ca

To place a free advertisement in

ENVIRO NEWS

contact Jarod
email: enviroads@environews.ca
tel: 613-555-8900

BBQ

Sat. 12:00
Eastboro Park

Bring something
to grill.
Drinks provided.

Thank you to
everyone who
participated in the
neighbourhood
"I CAN REUSE
THAT"
garage sale.

PLANT EXCHANGE

11 – 2 pm
Saturday, July 25th
St. James Park

*Come and exchange a garden plant
or herb with your neighbour*

WANTED FOR CRAFT PROJECTS

paper towel rolls, toilet tissue rolls, gift wrap
rolls, poster tubes.
East Gate Elementary School
Call 613-555-8888 Sarah or Mohammad

Composting Questions??

Do you have questions
about using worms in
your compost?

Email Dr. Earth for all
the answers.

drearth@cyberspace.com

COMPOSTING FOR DUMMIES

Come and learn
everything you
need to know
about composting
at a free seminar.

Guest Speaker
Dr. Earth

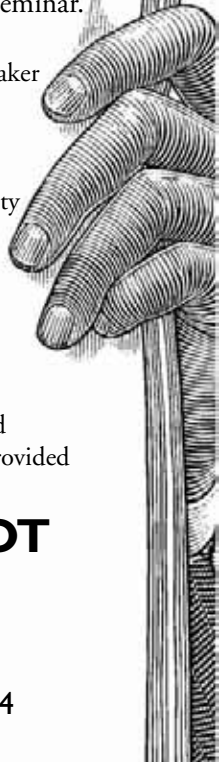
Park Place
Community
Centre

Tuesday,
July 7th
7 – 9 pm

Coffee and
muffins provided

RECYCLE DEPOT

Operating Hours:
8:00 AM – 4:00 PM
Saturdays until July 18th
Information: 613-555-1234





Activity: **Enviro News**

FACT SHEET

1. What is the name of the Eastboro Park garage sale?

2. Why does East Gate Elementary School want paper products?

3. How can the community share their 'green' ideas?

4. I need more information about the Recycle Depot. How can I find it?

5. What will Dr. Earth talk about at the Park Place Community Centre?

6. What do I need to do if I am going to help clean up the Ottawa River Parkway?

7. Why should I contact Jarod?

8. What should I bring to the Eastboro Park BBQ?

9. How can I contact Dr. Earth?

10. What is the volume number of this Enviro News?



Activity:

How Big Is Your Footprint?

INSTRUCTOR NOTES

Learners participate in a survey in this whole class activity. Each learner has a questionnaire to complete with information shared by classmates.

Timing: varies

WARM-UP

- Ask learners if they are familiar with surveys.
- Find out if they have filled in surveys online, over the telephone or in person.
- Find out what kinds of surveys they have participated in.
- Determine the number of surveys you wish each learner to fill out and make the appropriate number of copies for each.

ACTIVITY

- Distribute the Fact Sheet and Ecological Footprint Survey to all learners.
- Read the fact sheet and the survey together; discuss and clarify information and vocabulary.
- Learners circulate among their classmates with their surveys and formulate YES/NO questions (for example, *Do you carpool to school?*). Learners fill in the survey by checking the YES or NO responses.
- Learners come together in small groups, compare the responses and find out who has the smallest ecological footprint.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 166-171.

VOCABULARY • ecological footprint; survey; reduce; recycle; reuse



Activity:
How Big Is Your Footprint?

FACT SHEET

AN ECOLOGICAL FOOTPRINT IS THE MARK THAT WE LEAVE ON THE PLANET.

MY ECOLOGICAL FOOTPRINT IS THE AREA OF LAND AND SEA THAT I USE EACH DAY COMPARED TO WHAT IS AVAILABLE IN THE WORLD.

Exercise

1. Write your classmate's name on the survey, read each statement, and write the answer with a check mark (✓). If your classmate answers "sometimes", mark the answer as YES.
2. When you have finished filling out all your surveys, sit in small groups and add the number of YES and NO responses. Who has the smallest ecological footprint in your group?
3. Talk about an appropriate environmentally friendly gift for the winner.





Activity: **How Big Is Your Footprint?**

ECOLOGICAL FOOTPRINT SURVEY					
TRANSPORTATION			3 R's		
	YES	NO		YES	NO
I carpool to school / work.			I reuse grocery bags.		
I walk when I can.			I reduce water by taking shorter showers.		
I take the bus to school / work.			I recycle paper to make lists (grocery, errands).		
I often ride my bike.					
FOOD			ELECTRICITY		
	YES	NO		YES	NO
I buy locally grown products.			I turn down my thermostat in winter and put on an extra sweater.		
I shop at farmers' markets.			I turn off lights when I'm not using them.		
I plant a garden.			I turn off appliances when I'm not using them.		
I shop for the week, not for the day.			I take short showers instead of long baths.		
CLOTHING					
			YES	NO	
I buy clothing or toys from second-hand shops.					
I exchange used clothing or toys with friends and family.					



Activity:

Personal Acts Of Green

INSTRUCTOR NOTES

A class survey is used to record learners' personal acts of environmentally friendly behaviour – their personal 'acts of green'.

Timing: 1 hour

WARM-UP

- List several environmentally friendly practices on the board (e.g. using a refillable water bottle).
- Ask learners to identify the environmental benefit of each practice.
- Survey by a show of hands how many learners participate in the practices listed on the board.

ACTIVITY

- Give each learner one or more copies of the Personal Acts of Green chart.
- Review the information and the example, and answer any questions.
- Have learners circulate around the classroom and ask each other to name one environmentally friendly thing they do and why it is important for them.

FOLLOW-UP

- Learners search online for websites which promote environmentally friendly behaviour (e.g. One Million Acts of Green).

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 166-171.

VOCABULARY • 'green' act; 'green' behaviour; environmentally friendly behaviour; decompose



Activity:
Personal Acts Of Green

PERSONAL ACTS OF GREEN		
Classmate's name	Environmentally friendly thing she or he does	Why it's important for her/him
Maggie Ryan (example)	She carries reusable shopping bags to the grocery store.	She knows that plastic bags take a long time to decompose.



Activity:

Earth Friendly Challenge

INSTRUCTOR NOTES

A bingo-style game board is used to initiate discussion about learners' care for the environment.

Timing: varies

WARM-UP

- Begin with a class discussion on what it means to be *earth friendly*.
- Ask learners if they talk about the environment with their own families and friends.
- Divide the class into groups, giving each group a copy of the Challenge Statements. Together, learners talk about the statements, asking each other to explain any vocabulary or ideas that are not clear. If no one in the group knows the answer, they can check their dictionaries or ask the instructor.

MATERIALS

- One Earth Game Board for each player
- Earth Friendly Challenge Statements
- Earth Friendly Challenge Squares Caller's Board (make two copies and cut one into squares)
- Coins or other playing pieces
- Laminate the playing materials for future use.

ACTIVITY

- Divide the class into small groups.
- Each group has players and a caller, who calls out the Earth Friendly Challenge Statements. (If desired, the caller can read and participate in the challenge.)
- Each player has a game board and playing pieces.
- The caller has the Challenge Statements, the Challenge Squares (full page), and the Challenge Squares cut into squares and placed in a pile.
- The caller randomly selects a Challenge Square from the pile, reads the corresponding Earth Friendly Challenge Statement to the first player, and places the piece of paper on the Challenge Squares board to indicate it has been used.
- The player must respond to the Challenge Statement with a full sentence.
Example: Challenge Statement E6 - In the past 24 hours, I have picked up litter.
Response – "No, I never do that." or "Yes, I picked up an empty water bottle this morning."
- A player who can answer 'yes' to the Challenge Statement puts a playing piece on the corresponding space on his or her game board.
- Play continues with the caller randomly selecting another Challenge Statement for the second player.
- The first player to put a playing piece on each square, creating a line either horizontally or vertically, is the winner.

VARIATION

- A learner who cannot fill in the last square of his or her game board may state an environmentally friendly habit in order to win.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 166-171.

VOCABULARY

- refill; reusable; scrap; litter; rechargeable; donate; recycle; dry goods; compost; bulk; (full) load; liner



Activity:

Earth Friendly Challenge

Earth Friendly Challenge Statements

E

- E1 *I bring my own mug to the coffee shop for refills.*
- E2 *I have a reusable water bottle.*
- E3 *I use scrap paper for telephone messages.*
- E4 *I pass on books or magazines to friends.*
- E5 *I use scrap paper for writing lists.*
- E6 *In the past 24 hours, I have picked up litter.*

A

- A1 *I open windows and close curtains instead of using air conditioning.*
- A2 *I make some of my own gifts instead of buying them.*
- A3 *I wash and reuse cloth napkins.*
- A4 *I keep water in the fridge instead of letting tap water run until it's cold.*
- A5 *My showers are not longer than 5 minutes.*
- A6 *I turn on the washing machine or dishwasher only when I have a full load of laundry or dishes.*








Activity:
Earth Friendly Challenge

- R**
- R1 I reuse plastic bags (e.g. as a liner for my garbage can).
 - R2 I purchase rechargeable batteries.
 - R3 I donate used clothes.
 - R4 I use scrap paper for grocery lists.
 - R5 I turn down my heat and put on an extra sweater.
 - R6 I buy recycled items at garage sales.
- T**
- T1 I reuse my lunch container.
 - T2 I use kitchen compost for my garden.
 - T3 I try to avoid dry-cleaning my clothes.
 - T4 I buy fruit and vegetables from my local farmers' market.
 - T5 I try to buy locally produced foods.
 - T6 I reuse pretty gift-wrapping paper.
- H**
- H1 I use energy efficient light bulbs.
 - H2 I take my used batteries to a recycling centre.
 - H3 I take reusable shopping bags to the grocery store.
 - H4 I recycle paper and plastic items.
 - H5 I buy dry goods (e.g., coffee, flour, cereal) in bulk quantities.
 - H6 I take the bus as often as I can.

EARTH FRIENDLY CHALLENGE SQUARES CALLER'S BOARD

E6	A6	R6	T6	H6
E5	A5	R5	T5	H5
E4	A4	R4	T4	H4
E3	A3	R3	T3	H3
E2	A2	R2	T2	H2
E1	A1	R1	T1	H1

E	A	R	T	H
E6	A6	R6	T6	H6
E5	A5	R5		H5
E4	A4	R4	T5	H4
	A3		T4	H3
E3	A2	R3	T3	H2
E2	A1	R2	T2	
E1		R1	T1	H1



Activity:

The Kobar Family I: Relocating

INSTRUCTOR NOTES

*Learners listen to a telephone conversation between a landlord and a prospective renter.
This activity can be used alone or in conjunction with The Kobar Family II & III.*

Timing: 45+ minutes

- WARM-UP**
- Ask learners how they found the home or apartment they are presently living in.
 - Ask the class what methods they use for finding locations in a city, e.g. city map, or global positioning system (GPS).
- ACTIVITY**
- Play the audio (*Track 1*). Learners listen for the gist.
 - Clarify any new words.
 - Hand out the exercises.
 - Learners circle the best answer to complete each statement in Exercise 1. Replay the audio as needed.
 - Learners discuss the questions in Exercise 2 in small groups..
- FOLLOW-UP**
- *The Kobar Family II & III*
- ANSWER KEY**
- Exercise 1: 1. b 2. c 3. b 4. a 5. a
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 166-171.
- VOCABULARY**
- relocate; bungalow; utilities; included; excluding; MapQuest; semi-detached; roughly(adv.); to look (something) up; global positioning system (GPS)



Activity:
The Kobar Family I: Relocating

LISTENING TRANSCRIPT
Relocating

Paul Kobar, an electrical engineer, just got a terrific new job in Toronto. He has to start work in three weeks, so he and his family don't have much time to relocate from Ottawa to Toronto. After meeting with his new employer, Paul returns to his hotel and phones about an ad he saw in the Toronto Star, advertising a semi-detached house for rent. Listen to the conversation.

- Paul: *Hi. I'm calling about the ad you have for the three-bedroom semi-detached bungalow in Scarborough. Have you rented it yet?*
- Landlord: *Not yet. I just put the ad in this morning's paper.*
- Paul: *So, it's \$1,200 a month with appliances included, but excluding utilities and heat?*
- Landlord: *Yes, that's right, and you get free parking as well.*
- Paul: *Can I come see it today?*
- Landlord: *Sure. I'll be here most of the day. When did you want to come?*
- Paul: *Well, I'd like to come out this morning. Actually, right now would be good. Could you please give me the address?*
- Landlord: *The address here is 3313 Stoneton Avenue. That's close to the Scarborough Town Centre and the 401. Do you know how to get here?*
- Paul: *I think so. I'm just looking up the directions on MapQuest. Coming from downtown, it looks like I get onto the Don Valley Parkway going north and then Highway 401 Express east until I exit at Victoria Park Avenue/Warden Avenue.*
- Landlord: *Yes, that's right. It should take you roughly twenty-five minutes to get here. If you have any problems getting here, call me on my cell in case I'm outside. The number is 416-555-4583. By the way, my name is Tom.*
- Paul: *416-555-4583. Okay. I've got it. Thanks, Tom. See you shortly.*

Activity: **The Kobar Family I: Relocating****Exercise I**

Circle the best answer to complete each statement.

1. Paul is in a hurry to find a new place to live because:
 - a. he dislikes Ottawa.
 - b. he is starting a new job in Toronto in three weeks.
 - c. the rent is too high in his apartment right now.

2. Paul came to Toronto to:
 - a. work for the *Toronto Star* newspaper.
 - b. stay downtown in a four-star hotel.
 - c. meet his new employer.

3. The rent for the semi-detached bungalow is \$1,200 a month, but Paul will actually have to pay more because:
 - a. the appliances are included.
 - b. the utilities and heat are not included.
 - c. the parking is not included.

4. Paul knew the directions to the Scarborough address because:
 - a. he looked them up on his computer using MapQuest.
 - b. he has a GPS receiver in his car.
 - c. the landlord gave him detailed instructions.

5. The landlord Tom gives Paul his cell phone number because:
 - a. he wants Tom to reach him even if he is outside.
 - b. he doesn't want Tom to rent the house.
 - c. he wants to rent the house to someone else.

Activity: **The Kobar Family I: Relocating****Exercise 2**

Answer these questions in a small group.

- What does “relocate” mean?
- Have you had to relocate recently? If yes, what difficulties did you have?
- What is most important when you choose a neighbourhood to move to?
- What do you do when you need to find a new location in a city?





Activity:

The Kobar Family II: The Spacious Semi-Detached

INSTRUCTOR NOTES

A dialogue between a prospective renter and a landlord is followed by comprehension questions and a chart completion exercise. This activity can be used alone or in conjunction with *The Kobar Family I & III*.

Timing: 45+ minutes

WARM-UP

- *The Kobar Family I* (optional)
- Ask learners about the types of houses in which they have lived.
- Have them discuss what a prospective renter should look for in a new home, and list these qualities on the board.
- Find out if anyone currently lives in a semi-detached house.

ACTIVITY

- Play the audio (*Track 2*). Learners listen for the gist.
- Ask questions to determine learners' listening comprehension:
 - ~ Does Paul think this house is big enough for his family?
 - ~ Are the floors in good shape? Does anything need to be done to them?
 - ~ Who will repaint the rooms? Paul? The landlord?
- Hand out the student worksheets. Learners read Exercises 1 and 2 before they hear the audio again. They work in pairs to use context clues to define new vocabulary and idioms.
- Learners create sentences using new idioms.
- Work in pairs to complete the chart, listing advantages and disadvantages of the semi-detached home.

FOLLOW-UP

- Have learners share the sentences they have created.
- Review learners' completed charts.
- *The Kobar Family III* (optional)

ANSWER KEY

- Exercise 1: answers will vary
- Exercise 2: 1. to be in good condition 2. to pay for
- Exercise 3: **Advantages:** new appliances, washer and dryer are in good condition, spacious rooms, bungalow is close to many services
Disadvantages: air conditioner looks old, walls need to be repainted, hardwood floors are not in good shape, some of the fence in the backyard is broken

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 166-171.

VOCABULARY

- neutral; install; (to be) in good shape; to spring for; semi-detached; splinters; allergies; crawl; spacious; repaint; shabby; Toronto Transit Commission (TTC); refinish; security deposit



Activity:

The Kobar Family II: The Spacious Semi-Detached

LISTENING TRANSCRIPT The Spacious Semi-Detached

Paul Kobar is on his way to inspect a semi-detached bungalow in Scarborough that he is thinking of renting. The landlord, Tom, is outside waiting for him. Tom greets Paul and immediately starts to show him the outside of the house and the yard.

Paul notices that part of the fence in the backyard is broken, but he doesn't say anything. He also sees that the air conditioner looks old and probably hasn't been used for a while.

Paul tells the landlord about his new job and relocating his family to the Toronto area. He tells Tom that he thinks this bungalow is in a good location since he passed the Scarborough Town Centre on his way here. The landlord proudly informs him that the bungalow is close to all kinds of services and that it is also near schools, parks, a main highway, and the Toronto Transit Commission (TTC). Then, he suggests that Paul come inside to see what the house looks like. Listen to their conversation as they go through the rooms.

Paul: *Wow! This place is a lot bigger than it looks from the outside. The rooms are very large.*

Tom: *Yes, it's a nice-sized bungalow and I had new appliances installed in the kitchen a couple of years ago. The washer and dryer in the basement are in good condition, too.*

Paul: *Tom, I like hardwood floors in a house because they're easy to keep clean and great for allergies, but I have to tell you, these floors are not in good shape. In fact, they really need to be refinished. We have a baby who's just starting to crawl, and I don't want him to get splinters in his knees.*

Tom: *Well, I would consider refinishing them if you plan on staying more than a year.*

Paul: *My new contract is for two years, so I don't think that will be a problem. You know, I'm really impressed with the size of these rooms. They're quite spacious. But in all honesty, I must say, they look a little shabby. How long has it been since this place was painted?*

Tom: *Oh, it was a while back, maybe seven or eight years ago. Look, I'll spring for the paint if you want to repaint the place yourself but only if you choose neutral, not wild, colours!*

Paul: *It's a deal. I'm happy to rent the house. Now, what do you need? The first and last month's rent and a security deposit?*



Activity: **The Kobar Family II: The Spacious Semi-Detached**

Exercise 1: Listen again. You will hear these words in the conversation. With a partner, talk about what they mean. Then, write your answers on the lines.

- hardwood _____
- refinish _____
- spacious _____
- shabby _____
- repaint _____
- neutral _____

Exercise 2: The speakers use these idioms in their conversation:

*“I have to tell you, these floors are not **in good shape**.”*

*“Look, I’ll **spring for** the paint if you want to repaint the place yourself.”*

With your partner, discuss what the idiom means. Write a sentence that contains the idiom.

- to be in good shape

- to spring for



Activity: **The Kobar Family II: The Spacious Semi-Detached**

Exercise 3: With a partner, look at the box below. Decide if these things that Paul has learned about the semi-detached bungalow are advantages or disadvantages. Copy the words into the correct column of the chart.

air conditioner looks old
 new appliances
 washer and dryer are in good condition
 walls need to be repainted
 spacious rooms
 bungalow is close to many services
 hardwood floors are not in good shape
 some of the fence in the backyard is broken

Advantages of Renting The Semi-Detached Bungalow	Disadvantages of Renting The Semi-Detached Bungalow



Activity:

The Kobar Family III: A Great New Place to Live

INSTRUCTOR NOTES

In this telephone conversation, a man describes the house he has found for his family.

Timing: 45+ minutes

WARM-UP

- *The Kobar Family I & II* (Optional)
- Together, the class compiles a list of adjectives to describe feelings about relocating (for example, excited, afraid).
- Talk about how children feel when they relocate and how parents can help to alleviate any fears about adjusting to a new location. Ask how parents (adults) felt when they relocated to this country.

ACTIVITY

- Play the audio (*Track 3*). Learners listen for the gist.
- Hand out the fill-in-the-blanks and listening comprehension exercises. Allow time for learners to read and begin answering the questions before replaying the audio.

ANSWER KEY

- Exercise 1: Start packing; rooms; nearly all new; backyard; love, place
- Exercise 2:
 1. Any two of:
 - not too far from downtown
 - large rooms
 - it will suit their needs
 - appliances nearly all new
 - few carpets
 - good location close to “everything”
 - fenced backyard
 2. Any two of:
 - where it is
 - shopping
 - fenced backyard
 - neighbours
 3. two
 4. He means that there are more good things about the new house than bad things.
 5. Any one of:
 - happy
 - excited
 - enthusiastic, etc.

ASSESSMENT

- Instructors correct answers for listening assessment.
- CLB Performance Indicators:
 - ~ identifies the emotional state of speaker from tone and intonation
 - ~ gets the gist, factual details and some inferred meanings in a listening text
 - ~ identifies key words and phrases

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 166-171.

VOCABULARY

- ideal; fenced; huge; immense; to zip downtown; pluses outweigh any minuses



Activity:

The Kobar Family III: A Great New Place to Live

LISTENING TRANSCRIPT

Paul Kobar, an electrical engineer, can hardly believe his good luck. He's so pleased because he just got an ideal job and now he's just found a great new home for his family. Listen as he excitedly phones his wife in Ottawa to tell her about the new place.

Paul: *Hi Teresa, it's me. Start packing because I found us a great place to live.*

Teresa *Really, where is it?*

Paul: *I got us a great semi-detached bungalow in Scarborough, not too far from downtown Toronto. You should see it, Teresa. It's got huge rooms and I think it'll really suit our needs. Wait till you see it!*

Teresa *No kidding, tell me more about it.*

Paul: *Well, like I said, the rooms are immense, the appliances are nearly all new and, best of all, there are practically no carpets at all, only hardwood on most of the floors. That's great for your allergies, isn't it?*

Teresa *Wow, that doesn't sound too bad, but is it near any shopping?*

Paul: *You bet, it's close to everything – the Scarborough Town Centre; parks; a school for Emily; and it's even close to the transit system if you want to zip downtown to get away once in a while.*

Teresa *I can hardly wait to see it, but is there a fenced backyard for Simon to play in?*

Paul: *Yeah, it's got a good-sized backyard for Simon. Some of the wood in the fence is broken, but I'll ask the landlord to repair it.*

Teresa *What about the neighbours? What are they like?*

Paul: *Gee, I don't know. I didn't hear or notice anyone next door, which must mean they're quiet, eh?*

Teresa *I hope so.*

Paul *Don't worry Teresa, you'll love this place. Believe me, you'll see that the pluses outweigh any minuses!*



Activity: **The Kobar Family III: A Great New Place to Live**

Exercise 1

Listen to the conversation again and fill in the blanks below.

- Paul: Hi Teresa, it's me. _____ because I found us a great place to live.
- Paul: You should see it, Teresa. It's got huge _____ and I think it'll suit our needs.
- Paul: The appliances are _____ and, best of all, there are practically no carpets at all.
- Teresa I can hardly wait to see it, but is there a fenced _____ for Simon to play in?
- Paul: Don't worry, Teresa, you'll _____ this _____.

Exercise 2

1. Name two positive things that Paul tells Teresa about the new house.
 1. _____
 2. _____
2. Name two things Teresa asks about.
 1. _____
 2. _____
3. How many children do Teresa and Paul have? _____
4. What does Paul mean when he says that "...the pluses outweigh any minuses"?

He means that _____
5. Use one word to describe how Paul feels about the new home.

LINC 4

Banking,
Customer Service
and Telephone

Based on Canadian Language Benchmarks



Activity:

All Our Lines Are Currently Busy

INSTRUCTOR NOTES

Learners are introduced to high-frequency expressions and messages commonly used in business telephone operating systems.

Timing: 15 minutes + 20 minutes

- WARM-UP**
- Encourage learners to recount personal stories about making business phone calls in English.
 - Ask learners if they are more comfortable on the phone dealing with a voice mail system or a person, and why.
- ACTIVITY**
- Part 1**
- Play the audio of the three voice mail messages one or more times (*Track 4*), and then hand out Exercise 1. (It contains a transcript of the three voice mail messages on the audio.)
 - Allow the class time to read the messages individually and answer the multiple choice question. It may be necessary to clarify the meaning of *massage* and contrast its pronunciation with *message*.
 - Read the transcripts with the class, pausing at the end of each sentence to clarify the meaning of the high-frequency business telephone expressions. (Refer to vocabulary list below.) Write the expression and its general meaning on the board for learners to read and copy.
- Part 2**
- After an interlude of several hours or days, play the audio to the class once more.
 - Hand out Exercise 2.
 - Read the transcripts again slowly for a writing dictation.
- FOLLOW-UP**
- Collect and correct learners' work, providing feedback as appropriate.
- ASSESSMENT**
- The dictations can be evaluated for listening/writing assessment.
 - CLB Performance Indicators:
 - ~ gets the gist, detail, key words and expressions as required
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
 - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 198 - 203.
- VOCABULARY**
- unavailable to take a call; all our lines are currently busy; stay on the line for the next available operator; thank you for holding



Activity:

All Our Lines Are Currently Busy

LISTENING TRANSCRIPTS

Voicemail 1

Hello. You have reached ABC Baby Toys. For store hours and location, please press 1. For anything else, please stay on the line, and we'll be happy to assist you as soon as we can.

Voicemail 2

Hello. You have reached the office of Dr Yang, Dr Singh and Dr Rushmore. We are unavailable to take your call right now. Our office hours are Monday to Friday from 8:30 to 4:30. Please call back during regular office hours. If you are experiencing a medical emergency, call 9-1-1 immediately.

Voicemail 3

Hello. You have reached Champs and Bell. We keep you comfortable all night long. All our lines are currently busy but your call is important to us, so please stay on the line for the next available operator. Thank you for holding. Remember, if it's from Champs and Bell, you'll sleep very well!



Activity:

All Our Lines Are Currently Busy

Exercise I

Telephone Voice Mail Messages

Voicemail 1

Hello. You have reached ABC Baby Toys. For store hours and location, please press 1. For anything else, please stay on the line, and we'll be happy to assist you as soon as we can.

Voicemail 2

Hello. You have reached the office of Dr Yang, Dr Singh and Dr Rushmore. We are unavailable to take your call right now. Our office hours are Monday to Friday from 8:30 to 4:30. Please call back during regular office hours. If you are experiencing a medical emergency, call 9-1-1 immediately.

Voicemail 3

Hello. You have reached Champs and Bell. We keep you comfortable all night long. All our lines are currently busy but your call is important to us, so please stay on the line for the next available operator. Thank you for holding. Remember, if it's from Champs and Bell, you'll sleep very well!

Comprehension Question

These are voice mail messages from (Choose one):

- a) a library, a pharmacy and a massage clinic
- b) a library, a medical office and a mattress store
- c) a nursery school, a medical office and a liquor store
- d) a toy store, a medical office and a mattress store
- e) a nursery school, a pharmacy and a liquor store



Activity:

All Our Lines Are Currently Busy

Exercise 2

Telephone Voice Mail Messages

Listen to the messages and write the missing words.

Voicemail 1

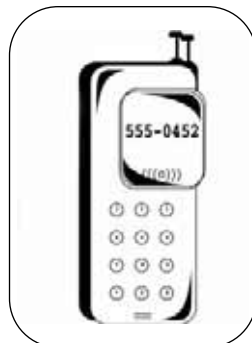
Hello. You have reached ABC Baby Toys. _____
 _____. For anything else, please
 _____, and we'll be happy to
 assist you as soon as we can.

Voicemail 2

Hello. _____ Dr Yang, Dr Singh and Dr
 Rushmore. _____. Our office
 hours are Monday to Friday from 8:30 to 4:30. Please call back during _____
 _____. If you are experiencing a medical emergency, call 9-1-1 immediately.

Voicemail 3

Hello. You have reached Champs and Bell. We keep you comfortable all night long. _____
 _____,
 so please stay on the line for _____. Thank
 you for _____. Remember, if it's from Champs and Bell, you'll sleep very well!





Activity:

Gimme A Ring

INSTRUCTOR NOTES

Learners examine and practice idiomatic expressions commonly used in friendly phone calls.

Timing: 40 minutes

- WARM-UP**
- Ask class members to talk about their experiences using the telephone to chat with friends in English. Inform them they are going to complete some activities that will help them use the phone with more confidence.
- ACTIVITY**
- Hand out “Expressions People Often Use on the Phone”. Learners should complete as much as they can individually before working in a pair or small group. Take up the answers.
 - Play the first conversation one time for general meaning (*Track 5*), and then repeat it. The second time, learners listen specifically for the idiomatic expressions and underline them on their Listening Worksheets. Note that learners use the same list for two conversations. Continue with the remaining conversations.
 - Divide the class into groups of two to create their own mini-dialogues that contain some of the vocabulary in “Expressions People Often Use On The Phone”.
- FOLLOW-UP**
- Select pairs to perform their telephone dialogues for the class. The audience listens for the expressions and underlines them in the final list on the Listening Worksheet.
- VARIATION**
- Stronger classes may need to listen only once to each conversation.
 - After each of the four listening passages, ask the class to speculate on the speakers – their ages, occupations, relationship.
- ANSWER KEY**
- **Expressions People Often Use On The Phone**
1. I won't keep you 2. hang on a sec; hold on a minute 3. gimme a buzz; gimme a ring; gimme a shout; get back to me 4. I'd better let you get back to it; I'm looking forward to seeing you soon; I'll let you go now; it was nice talking to you; thanks for calling 5. hang up on somebody 6) break up; cut out
 - **Conversation 1**
I won't keep you; gimme a shout; I'll let you get back to it; it was nice talking to you
 - **Conversation 2**
cut out
 - **Conversation 3**
hang up on somebody
 - **Conversation 4**
hang on a sec; thanks for calling



Activity:

Gimme A Ring

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- The telephone dialogue role plays can be observed for speaking assessment.
 - CLB Performance Indicators:
 - ~ answers the phone
 - ~ provides needed information
 - ~ refers the call to another person
 - ~ responds to small talk comments

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 198 – 203.

- VOCABULARY**
- Refer to the list in “Expressions People Often Use On The Phone”.



Activity: Gimme A Ring

LISTENING TRANSCRIPT

Conversation 1

- KATIE: *Hello?*
- CHRIS: *Hi, Katie, it's Chris.*
- KATIE: *Oh, hi Chris.*
- CHRIS: *I know you're busy studying tonight, so I won't keep you. I just want to know if you are going to come to the game tomorrow.*
- KATIE: *Yeah, I want to if I get enough work done. Can I let you know tomorrow?*
- CHRIS: *Sure. Gimme a shout tomorrow.*
- KATIE: *OK.*
- CHRIS: *Well, I'd better let you get back to it.*
- KATIE: *Thanks. It was nice talking to you.*
- CHRIS: *Bye.*

Conversation 2

- LINDA: *Hello?*
- EMILY: *Hi, Linda. It's Emily.*
- LINDA: *Hi Emily. How are you?*
- EMILY: *Actually, I'm not great. I have some bad news. Something terrible has happened.*
- LINDA: *Oh, no! What?*
- EMILY: *Andrew and Jason have been in an accident.*
- LINDA: *What happened?*
- EMILY: *[reception crackling and fading like a cell phone cutting out temporarily] They were riding on a motorcycle and a truck came speeding along, and then a bus...*
- LINDA: *Emily? I think you're cutting out.*
- EMILY: *Can you hear me now?*
- LINDA: *Yeah. Keep going.*
- EMILY: *[reception fading into silence] Well, as I was saying, Andrew and Jason were on the motorbike and...*
- LINDA: *Emily?... Emily?... DARN!*



Activity: Gimme A Ring

LISTENING TRANSCRIPT (Continued)

Conversation 3

HUSBAND: *Hello?*
ANGRY WIFE: *I still can't believe it. I just can't believe it.*
HUSBAND: *[surprised] What?*
ANGRY WIFE: *What do you mean, what? You don't know why I'm angry?*
HUSBAND: *No! What did I do?*
ANGRY WIFE: *You don't remember? I told you this morning!*
HUSBAND: *You did?*
ANGRY WIFE: *Why do I even try to talk to you! You don't listen!*
HUSBAND: *Wait! Don't hang up on me!*

CLICK.....DIAL TONE

Conversation 4

MAN: *Hello?*
MICHAEL: *Hello. May I please speak to Elizabeth?*
MAN : *Just hang on a sec. She's coming.*
ELIZABETH: *Hello?*
MICHAEL: *Hi. It's Michael. I think you left your gloves on the table this afternoon. I've got them.*
ELIZABETH: *Oh, do you? Thank goodness! I couldn't remember where I'd put them.*
MICHAEL: *Well, I've got them. I'll give them to you in class tomorrow.*
ELIZABETH: *Okay, great. Thanks for calling.*
MICHAEL: *No problem.*
ELIZABETH: *Bye.*



Activity: Gimme A Ring

EXPRESSIONS THAT PEOPLE OFTEN USE ON THE PHONE

From the list on the bottom of the page, find and copy expressions that mean ...

1. this will be a short conversation _____

2. wait on the phone

3. phone me

4. let's end this conversation

5. to end a phone call without saying "good-bye" (impolite)

6. to lose a telephone connection

WORD LIST

break up

cut out

get back to me

gimme [*give me*] a buzz

gimme a ring

gimme a shout

hang on a sec [*second*]

hang up on somebody

hold on [*a minute*]

I'll let you go now

I won't keep you

it was nice talking to you

thanks for calling

I'd better let you get back to it [*your work*]

I'm looking forward to seeing you soon



Activity: Gimme A Ring

LISTENING WORKSHEET

Underline the expressions that you hear in the telephone conversations.

Conversations 1 & 2

break up
cut out
get back to me
gimme [give me] a buzz
gimme a ring
gimme a shout
hang on a sec [second]
hang up on somebody

hold on [a minute]
I'll let you go now
it was nice talking to you
I won't keep you
thanks for calling
I'd better let you get back to it [your work]
I'm looking forward to seeing you soon

Conversations 3 & 4

break up
cut out
get back to me
gimme [give me] a buzz
gimme a ring
gimme a shout
hang on a sec [second]
hang up on somebody

hold on [a minute]
I'll let you go now
I won't keep you
it was nice talking to you
thanks for calling
I'd better let you get back to it [your work]
I'm looking forward to seeing you soon

Student Performances

break up
cut out
get back to me
gimme [give me] a buzz
gimme a ring
gimme a shout
hang on a sec [second]
hang up on somebody

hold on [a minute]
I'll let you go now
I won't keep you
it was nice talking to you
thanks for calling
I'd better let you get back to it [your work]
I'm looking forward to seeing you soon



Activity: Gimme A Ring

SPEAKING PRACTICE

Work with a partner. Together, write a short telephone conversation. Use some of the expressions on your list. Practice saying the conversation three times, or, if it is short, memorize it. Your teacher may ask you to perform it for your classmates.





Activity:

What's The Message?

INSTRUCTOR NOTES

Learners listen to two voice mail messages, take notes, and write personal messages.

Timing: 20 minutes

- WARM-UP**
- Explain to the class that they are going to listen to a phone message and then write a note.
 - Encourage learners to:
 - ~ distinguish between essential and non-essential information
 - ~ jot down essential information like phone numbers
 - ~ compose the message in its final form only after they have listened carefully to the phone message twice.
- ACTIVITY**
- Play the first message twice (*Track 6*).
 - Give learners time to complete their messages, and then play the audio a third time for a final check.
 - Follow the same procedure for the second message.
- FOLLOW-UP**
- Collect the messages and provide each learner with feedback.
- VARIATION**
- Two worksheets have been provided for this activity. The first is for all classes.
 - The second worksheet is for learners who need additional guidance in taking notes. First, learners listen and make entries [warn classes that they will not hear information for all of the entries (who, what, where, etc)]. Instructors provide individual feedback to each learner on his/her notes, and then hand out the first worksheet. Learners write their messages in full sentences.
- ASSESSMENT**
- Instructors may want to use the first message for practice and the second one for listening and writing assessment.
 - CLB Performance Indicators:
 - ~ identifies specific factual details and inferred meanings in audio-mediated listening texts as required
 - ~ conveys the message: reader can follow
 - ~ uses language and content that are appropriate
 - ~ uses simple grammar structures, punctuation and spelling with few errors
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 198-203.
- VOCABULARY**
- get off work; stuff



Activity:

What's The Message?

LISTENING TRANSCRIPT

Message 1

Rana: *Hi there Omar, it's Rana calling. Sorry I've missed you, but I'm phoning about our class party next Tuesday afternoon. You said that you would bring a cake, but I just want to let you know that you don't need to. Jing told me yesterday that she can bring the cake. She said she's working at a bakery and they let her bring stuff home, so she is going to bring a cake from her bakery and you don't have to bake one. OK, bye.*

Message 2

Josh: *Hi, Michael, it's Josh speaking. Just want to let you know that there have been some changes in our plans for Saturday night. We were going to meet at the West Town Cinema at 7:00 on Saturday night, but that has changed and now we're meeting later, at 8:20, because Sam isn't going to get off work until later. So we'll see you at 8:20 on Saturday at West Town Cinema. See you.*



Activity: What's The Message?

TELEPHONE MESSAGES

Listen to the telephone messages carefully. Write down important information on the back of this worksheet or on the Notes page. Then, write the messages below.

Message 1

WHILE YOU WERE OUT

Message 2

MESSAGE

Activity: **What's The Message?****NOTES FOR TELEPHONE MESSAGES**

Listen to the telephone messages carefully. Some of the information you hear is important, but some isn't. While you are listening, write down what is important in the boxes below.

Notes for Message 1:**Who:****What:****Where:****When:****Why:****How:****Notes for Message 2:****Who:****What:****Where:****When:****Why:****How:**



Activity:

Cell Phone Manners

INSTRUCTOR NOTES

A group discussion on cell phone etiquette can be used to practice continuous verb tenses, and review prepositions.

Timing: 30 minutes

- WARM-UP**
- Ask how many in the class carry cell phones, and how often they use them.
 - Ask if they have ever been annoyed or bothered by someone using a cell phone, and encourage a few learners to share their stories.
- ACTIVITY**
- Hand out “Cell Phone Manners” and instruct learners (working alone) to think about each situation and then check either the “OK” or “NOT OK” column.
 - When they have finished, hand out the “Group Discussion Worksheet”. Go over the expressions in the first chart.
 - Divide the class into odd-numbered groups; five is optimal. Explain the meaning of majority on the second chart and tell learners to discuss each situation first and then vote on it when they are ready. Learners must record the majority vote in the right-hand column by writing “OK” or “NOT OK.”
- FOLLOW-UP**
- The whole class compares results.
 - Invite learners to suggest other situations for class discussion.
- VARIATION**
- Prior to discussion, review the continuous tenses and teach usage patterns for *during* and *while*: *during* + noun (eg, during class, during a movie)
while + verb (eg, while they are watching a movie, while they were driving)
- ASSESSMENT**
- Instructors circulate during conversation to assess learners’ speaking.
 - CLB Performance Indicators:
 - ~ expresses opinion
 - ~ agrees and disagrees
 - ~ expresses necessity and reason
 - ~ expresses worry/concern
 - ~ uses simple grammar structures, with clear present, past and future time reference
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 198-203.
- VOCABULARY**
- nowadays; situation; play (noun); synagogue; mosque; temple; majority; face-to-face



Activity:
Cell Phone Manners

Many people carry cell phones, but they don't always use them wisely. It is not appropriate to use a cell phone if it is dangerous or if it is impolite to other people. Think about using a cell phone in the places or situations listed below. Decide if it is acceptable or unacceptable, and put a check mark (✓) in the column.

PLACE OR SITUATION	OK	NOT OK
~ in a grocery store		
~ visiting a friend's house		
~ during a serious face-to-face conversation		
~ during a movie, play or concert		
~ in a park		
~ while driving		
~ in an elevator		
~ at an expensive restaurant		
~ at a fast food restaurant		
~ during family dinner at home		
~ during a sports game		
~ at the gym		
~ in the doctor's/dentist's office		
~ in a shopping mall		
~ during a class		
~ during a meeting		
~ on a bus, train or subway		
~ in a hospital		
~ in the bathtub		
~ in a library		
~ in a church/synagogue/mosque/temple		
~ on an airplane		



Activity: **Cell Phone Manners**

GROUP DISCUSSION WORKSHEET

Practice using some of these words during your conversation:

OK	NOT OK
acceptable	unacceptable
appropriate	inappropriate
polite	impolite/rude
safe	unsafe/dangerous

PLACE OR SITUATION	MAJORITY VOTE: (write OK or NOT OK)
~ in a grocery store	
~ visiting a friend's house	
~ during a serious face-to-face conversation	
~ during a movie, play or concert	
~ in a park	
~ while driving	
~ in an elevator	
~ at an expensive restaurant	
~ at a fast food restaurant	
~ during family dinner at home	
~ during a sports game	
~ at the gym	
~ in the doctor's/dentist's office	
~ in a shopping mall	
~ during a class	
~ during a meeting	
~ on a bus, train or subway	
~ in a hospital	
~ in the bathtub	
~ in a library	
~ in a church/synagogue/mosque/temple	
~ on an airplane	



Activity:
Stop Bugging Me!

INSTRUCTOR NOTES

A dialogue about telemarketer harassment is followed by comprehension and vocabulary exercises. This activity introduces the National Do Not Call List activities, but it can also be used independently.

Timing: 30 minutes

WARM-UP

- Questions for class discussion:
 - ~ Have you ever been telephoned by someone selling or promoting something?
 - ~ What were they selling?
 - ~ Do you always understand what someone is selling?
 - ~ When do telemarketers usually call?
 - ~ How do you respond?
 - ~ How do you feel about people selling or promoting things over the phone?

ACTIVITY

- Play the audio (*Track 7*). Learners listen for the gist.
- Explain any unfamiliar vocabulary.
- Hand out Exercise 1 and replay the audio as necessary.
- Learners work on Exercise 2 in pairs. Encourage them to consult Exercise 1 for context clues before resorting to a dictionary.

FOLLOW-UP

- Take up Exercise 2.
- Pairs listen to and repeat sections of the dialogue to practice stress and intonation.
- *National Do Not Call List – FAQs*
- *National Do Not Call List – Filing A Complaint On The Internet*

ANSWER KEY

- Exercise 1:

Marla: Gosh, it's so annoying! That's the **fifth** time they've called this week.

Tom: **Who?**

Marla: I don't know -- some telemarketing firm telling me I've won a **trip** to Florida.

Tom: Have you entered any contests recently?

Marla: No, and when I ask them where they got my phone number, they just mumble something incoherent and **hang up** on me.

Tom: Well, there are various ways to deal with nuisance calls. You could just blow a whistle really loudly into the speaker, or put the phone down and walk **away**.



Activity:

Stop Bugging Me!

INSTRUCTOR NOTES CONTINUED

Marla: No, you don't **understand**. I don't want to run for the phone only to find out it's someone **bugging** me again. I don't want anyone calling me, **selling** or promoting anything.

Tom: Well, I heard there's a new **number** you can call to permanently avoid being harassed by all telemarketers. Let's look into it.

Marla: Good **idea**.

- Exercise 2:
1. deal with 2. incoherent 3. mumbling 4. bug 5. hang up 6. harassing

- ASSESSMENT**
- Instructors collect Exercise 1 and return the corrected worksheets to the class before continuing with Exercise 2.
 - CLB Performance Indicators:
~ listener identifies specific factual details...in an audio-mediated listening text

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 198-203.

- VOCABULARY**
- telemarketing; gosh; annoying; mumble; incoherent; nuisance; to hang up; to bug; to deal with; promote; permanently; harass; avoid; various; whistle

Activity: **Stop Bugging Me!****LISTENING TRANSCRIPT**

- Marla: *Gosh, it's so annoying! That's the fifth time they've called this week.*
- Tom: *Who?*
- Marla: *I don't know— some telemarketing firm telling me I've won a trip to Florida.*
- Tom: *Have you entered any contests recently?*
- Marla: *No, and when I ask them where they got my phone number, they just mumble something incoherent and hang up on me.*
- Tom: *Well, there are various ways to deal with nuisance calls. You could just blow a whistle really loudly into the speaker, or put the phone down and walk away.*
- Marla: *No, you don't understand. I don't want to run for the phone only to find out it's someone bugging me again. I don't want anyone calling me, selling or promoting anything.*
- Tom: *Well, I heard there's a new number you can call to permanently avoid being harassed by all telemarketers. Let's look into it.*
- Marla: *Good idea.*



Activity:
Stop Bugging Me!

Exercise I

Listen, and complete the conversation by filling in the blanks.

Marla: Gosh, it's so annoying! That's the _____ time they've called this week.

Tom: _____?

Marla: I don't know -- some telemarketing firm telling me I've won a _____ to Florida.

Tom: Have you entered any contests recently?

Marla: No, and when I ask them where they got my phone number, they just mumble something incoherent and _____ up on me.

Tom: Well, there are various ways to deal with nuisance calls. You could just blow a whistle really loudly into the speaker, or put the phone down and walk _____.

Marla: No, you don't _____. I don't want to run for the phone only to find out it's someone _____ me again. I don't want anyone calling me, _____ or promoting anything.

Tom: Well, I heard there's a new _____ you can call to permanently avoid being harassed by all telemarketers. Let's look into it.

Marla: Good _____.

Activity: **Stop Bugging Me!****Exercise 2**

You have just heard these words and expressions in the conversation between Marla and Tom. With a partner, use them to fill in the blanks in the sentences below.

mumble(ing)**incoherent****hang up****bug****harass(ing)****deal with**

1. Since she immigrated to Canada, Mary has had to _____ many problems.
2. Simon was so tired that when he spoke his words were almost _____.
3. Can you stop _____ please? I can't hear you!
4. Please, don't _____ me about taking out the garbage again; I'll do it in a minute.
5. The next time that credit company calls, I'm just going to _____. I don't want to talk to them.
6. Stop _____ me! I'm going to call the police if you continue.



Activity:

National Do Not Call List – FAQs

INSTRUCTOR NOTES

A reading about the National Do Not Call List is followed by comprehension questions.

Timing: 20 minutes

- WARM-UP**
- *Stop Bugging Me!* introduces the problem of unwanted telemarketing phone calls.
 - Introduce the acronym “FAQ” (Frequently Asked Questions).
- ACTIVITY**
- Learners read the passage and then complete the comprehension questions that follow. Full-sentence answers are not necessary.
- FOLLOW-UP**
- Further information about the National DNCL can be accessed at: <http://www.LNTE-DNCL.gc.ca> The website includes a brochure entitled “It’s Your Choice” as well as links to register or file a complaint.
 - It is very quick and easy to register for the National DNCL online. Instructors who have access to a class computer can demonstrate how to do it.
 - Alternatively, challenge learners to practice speaking on the phone by calling to register themselves: 1-866-580-DNCL (866-580-3625)
 - *National Do Not Call List – Filing a Complaint*
- ANSWER KEY**
- 1. Do Not Call List 2. Canadians were complaining about receiving unwanted calls from telemarketers 3. telephone or online 4. any three of: charities; newspapers; political parties; companies doing research; any company that has done business with you in the past eighteen months 5. file a formal complaint 6. no 7. unsolicited
- ASSESSMENT**
- Answers to the comprehension questions can be collected for formal reading assessment.
 - CLB Performance Indicators:
 - ~ gets key information and specific details from verbal text
 - ~ predicts, guesses meaning
- SOURCE**
- Information in this reading is from “National Do Not Call List – Information for Consumers” on the website of the Canadian Radio, Television and Telecommunication Commission (www.LNTE-DNCL.gc.ca).
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 198-203.
- VOCABULARY**
- telemarketer; unsolicited; charities; fraud; break the law



Activity:

National Do Not Call List – FAQs

What is the National Do Not Call List?

For many years, Canadians have been complaining about receiving unwanted calls from telemarketers. Now the government has passed laws to set up a national list for people who do not want to be contacted by telemarketers. Telemarketing companies must not phone numbers that are on the list.

How do I register to be entered on the list?

It's easy. If you do not want to receive calls from telemarketers, you can register for the National DNCL either by phone or online. It is a very simple process.

After I register, will I never receive any unsolicited phone calls from any telemarketer?

No. The new laws still allow some groups to phone: charities, newspapers, political parties, companies doing research, and any company that has done business with you in the past eighteen months. If you don't want these special groups to call you, you can tell them when they phone. Then, they must put your number on their own company DNCL.

What happens if I receive an unsolicited call from a telemarketer after I am on the National DNCL?

You can make a formal complaint by phone or by email. It's quick and easy to do this. Companies or individuals that break the law will have to pay a fine.

Will the National DNCL protect me from fraud (dishonesty)?

Don't think that you are safe and that everyone who calls you is honest just because your number is on the National DNCL. Dishonest people will not respect the National DNCL. Always be careful.

Information in this reading is from "National Do Not Call List – Information for Consumers" on the website of the Canadian Radio, Television and Telecommunication Commission (www.LNNTTE-DNCL.gc.ca).



Activity: National Do Not Call List – FAQs

COMPREHENSION QUESTIONS

1. What do the letters “DNCL” mean in this reading?

2. Why was the National DNCL created?

3. How can somebody register for the National DNCL?

_____ or _____

4. What are some special groups that can continue to call after somebody has registered?

i. _____ ii. _____

iii. _____

5. What can somebody do if they continue to receive calls after they have registered?

6. Does the National DNCL protect citizens from fraud?

Yes _____ No _____

7. Find a word in the text that means *not asked for* or *unwanted*.



Activity:

National Do Not Call List – Filing A Complaint On The Internet

INSTRUCTOR NOTES

Learners use information in a telephone dialogue to file a mock complaint with the CRTC.

Timing: 20 minutes

- WARM-UP**
- *National Do Not Call List – FAQs*
- ACTIVITY**
- Hand out “National Do Not Call List – Filing A Complaint On The Internet”. The reading can be done as a whole class or in small groups. Begin by clarifying the verb *filing* in the title.
 - Distribute “Information About Your Complaint.” [Someone who is filing a complaint online will see the questions over several web pages; they have been compiled onto a single page for this activity.] Depending upon the composition of the LINC class, instruct learners to work individually, in pairs, or in small groups; weaker classes may need their instructors to lead them through every step of the form.
- FOLLOW-UP**
- Refer to the “What is the Nature of Your Complaint?” section, and invite learners to recount their personal experiences receiving any of these kinds of calls.
- VARIATION**
- Instructors with e-classrooms can connect to the CRTC website to provide a more authentic demonstration of how to file a complaint. If this is done after the class has completed their paper version of the forms, then learners can correct their work while they watch the demonstration.
- SOURCE**
- “National Do Not Call List – Information for Consumers” on the website of the Canadian Radio, Television and Telecommunication Commission (www.LNNTTE-DNCL.gc.ca).
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 198-203.
- VOCABULARY**
- file; unsolicited; pesticides; field; residence; fax; applicable; agent; inappropriate; announcement



Activity:

National Do Not Call List – Filing A Complaint On The Internet

Yesterday Susan Brown received an unsolicited phone call from a telemarketer on her home phone (number 905-555-8952). Read their conversation:

Susan: *Hello?*

Telemarketer: *Hello, am I speaking to S. Brown?*

Susan: *Yes.*

Telemarketer: *Hello Ms. Brown. I am Brian from “Go Green”, your local lawn care company. Did you know that there is a way to keep your grass looking nice and healthy without using bad chemicals and pesticides? We provide service that is environmentally friendly and you might be surprised at the low cost.*

Susan: *I don’t even have a lawn. I live in an apartment. Last week I told you never to call again. Why are you still calling me?*

Telemarketer: *Sorry, Ma’am, and thank you for your time.*

Susan decided to file an online complaint against Go Green, and so she connected to the “National Do Not Call List: File A Complaint” website.

Use the print-out of the website forms to file Susan Brown’s complaint. In places where you must make a choice, underline it.

Example:

This complaint is about:

an unwanted phone call

bad telephone service



Activity:

National Do Not Call List – Filing A Complaint On The Internet

Information About Your Complaint

Please provide details about the telemarketing call you received by completing the following fields.

Note: (*) indicates required information.

Complaint Information *The telemarketer called me on:

Example: YYYY-MM-DD

*The telemarketer called me at this number:

Example: 819-555-1234

*This number is used for my:

*My complaint is about a fax I received:

*Telemarketer's telephone number:

Example: 800-999-9999

OR

*Name of telemarketing company:

(if applicable, please enter all names used):

Description of product/service offered:

Name of telemarketer agent:

What is the nature of your complaint?

I am registered on the National Do Not Call List and I received an unsolicited telemarketing call.

I asked the company to stop calling me and they called me again.

I received an unsolicited telemarketing call at a time I felt was inappropriate.

My phone rang and when I picked up there was no one at the other end of the line.

I received an unsolicited telemarketing call that was a recorded announcement.

None of the above.



Activity:

Pre-Authorized Payment Plan Application Form

INSTRUCTOR NOTES

Learners read about the pre-authorized payment plan for Ontario Gas, and then follow instructions to complete the application.

Timing: 25 minutes

- WARM-UP**
- Ask learners what monthly bills they pay and how they pay them. Ask what happens if a bill is paid late.
 - Introduce the pre-authorized payment plan by saying that some people use it to avoid late payment charges.
- ACTIVITY**
- Hand out the Ontario Gas “Pre-Authorized Payment Plan” brochure and agreement form. After the reading (first section) is completed, distribute “Notes For Filling In The Pre-Authorized Payment Plan Agreement” as well as the sample bill and cheque. Learners may require assistance in order to complete the procedure successfully.
 - Learners should use their personal information where possible (for example, name & address), but other information such as gas account number or bank transit number can be copied from the Notes. [The bank transit number on the sample cheque is 85432.]
- FOLLOW-UP**
- Ask class members to give their opinion of this type of plan; write a list of advantages and disadvantages on the board.
- VARIATION**
- Cut out the sample cheque and provide each learner with an envelope; instruct the class to complete the entire application process.
 - The first learner sheet is an adaptation of an information page and an application page from the Enbridge website [www.egd.enbridge.com/]. Download the authentic documents for advanced classes.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 198-203.
- VOCABULARY**
- pre-authorized payment plan; convenient; automatically; Canadian currency; voided cheque; financial institution; bank transit number; authorized signature



Activity:

Pre-Authorized Payment Plan Application Form

PRE-AUTHORIZED PAYMENT PLAN



A Convenient Way To Pay Your Gas Bill

Ontario Gas

Save Time and Money

- No more cheques to write
- No waiting in line to pay your bill
- No postage costs
- No late payment charges
- Your bill will be paid when you're busy, ill or away

How the Plan Works

Once you join the pre-authorized payment plan, we will withdraw the amount on your bill automatically from your bank account every month.

There will be a message on your bill to tell you when your account is set up on the plan. Continue to pay normally until you receive this message.

How to Join

You must use a chequing or chequing//savings account in Canadian currency in a Canadian bank.

- Complete and mail in the Pre-Authorized Payment Plan Agreement (below)
- Attach an unsigned cheque for your bank account marked "void"
- Mail or fax the completed agreement and the voided cheque to:

Ontario Gas, Market Services Department,
P.O. Box 999,
Mississauga, ON L5R 4A2

Fax: 1-800-555-9989

You must complete the Pre-Authorized Payment Plan agreement below..

PLEASE PRINT

Name: _____ Ontario Gas Account number: _____

Address: _____ Other Ontario Gas Account number: _____

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

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

Financial Institution: _____

Bank Account number: _____ Bank Transit number: _____

Address: _____

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

Authorized signature(s): _____



Activity: Pre-Authorized Payment Plan Application Form

NOTES FOR FILLING IN THE PRE-AUTHORIZED PAYMENT PLAN AGREEMENT

Ontario Gas Account number

The account number shown on the gas bill

Other Ontario Gas Account number

Fill this in only if you have more than one Ontario Gas account (most people do not)

You must complete the Pre-Authorized Payment Plan agreement below..

PLEASE PRINT

Name: _____ Ontario Gas Account number: _____

Address: _____ Other Ontario Gas Account number: _____

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

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

Financial Institution: _____

Bank Account number: _____ Bank Transit number: _____

Address: _____

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

Authorized signature(s): _____

Financial Institution
Bank name

Bank Transit number

The five numbers that come after the cheque number but before the bank account number (on the bottom of the cheque)

Authorized signature(s)

The signature of the person or people who are responsible for paying the gas bill



Activity: Pre-Authorized Payment Plan Application Form


John Doe
123 Anywhere Street
Ottawa, ON
555-555-5555

No. 155

_____, 20____

Pay To The Order Of _____ \$ _____

_____/100 DOLLARS



Bank of Canada
Ottawa, ON

Memo _____

⑈ 8 2 5 ⑈ ⑈ 8 5 4 3 2 ⑈ 8 8 4 ⑈ ⑈ 5 7 4 ⑈ 6 2 ⑈ ⑈

RETURN PORTION
Payment in full may be made at most chartered banks and trust companies. If you pay at the bank or by mail, to avoid the late payment charge, allow 7 days for your payment to reach our office.

Customer Name
Address

Ontario Gas

Account number
08 | 65 | 13 | 37400 | 4

Amount paid

Amount due now
SEE BELOW

Late payment charge effective date
07 JAN 08

0 1 2 3 4 5 6 7 8 9

0 1 2 3 4 5 6 7 8 9 1 0 1 1 1 2



Activity:

Monthly Budgets

INSTRUCTOR NOTES

Learners brainstorm the vocabulary terms for typical Canadian household expenses, and then discuss a case study and prepare a monthly budget.

Timing: 45 minutes+

WARM-UP

- Learners work individually on the brainstorming activity:
 - ~ Hand out the “Monthly Expenses Chart” and instruct the class to consider types of household expenses, and then itemize and enter them into the relevant section of the chart. For example, learners would write *rent* or *mortgage payment* in the “Housing Expenses” section.
 - ~ It may be necessary to clarify the meaning of *paycheque deductions*.
 - ~ In the right-hand column, learners estimate the monthly cost of each expenditure for a family of 2 adults and 2 children ages 3 and 6 [modify this according to class composition].
 - ~ Emphasize these points:
 - The purpose of this activity is to learn vocabulary and discuss the cost of living in Canada.
 - The \$ amount is only an estimate, an approximate value. There is no right or wrong answer.
- After learners have completed their charts to the best of their abilities, divide the class into small groups to compare their work. They should cross-check their spelling and lexicon (electricity, payments etc.) and compare which items they included and which ones they overlooked.
- When their comparison is complete, hand out “Typical Household Expenses in Canada”, and instruct the groups to read through the list together, discussing the meaning of each item and seeking clarification from their instructor where necessary. They can use the list to correct or modify entries in their charts. (Weaker classes should be given this sheet earlier on.)

ACTIVITY

- Distribute the reading “Svetlana and Ali,” and make sure that everyone understands their financial situation clearly.
- Learners do the Writing Activity individually.
- Divide the class into groups of three, and give each learner a copy of “Monthly Budget For Ali And Svetlana”. The group must agree on entries into the chart, but they should all fill in their own charts so they can all benefit from writing practice.

FOLLOW-UP

- Each group copies its budget for Ali and Svetlana onto a poster board or the blackboard, and then presents it to the class.
- An additional case study involving maternity leave is available online at: www.settlement.org/downloads/linc.LCG/budget.htm
- Instruct groups to discuss differences in the cost of living between Canada and their countries of origin.



Activity:

Monthly Budgets

INSTRUCTOR NOTES CONTINUED

- VARIATION**
- Alter the dollars figures in the reading to reflect the current local cost of living.
 - After groups are about half-way through their budgets, use the “Optional Wild Cards”. Give one group member a die to toss, and then read aloud the corresponding paragraph number from the sheet. The group must listen and then revise their budget to reflect Svetlana and Ali’s new financial situation.
- ASSESSMENT**
- Instructors circulate during conversation to assess learners’ speaking.
 - CLB Performance Indicators:
 - ~ expresses opinion
 - ~ agrees and disagrees
 - ~ expresses necessity and reason
 - ~ expresses worry/concern
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 198-203.
- VOCABULARY**
- income; expenses; paycheque deductions; approximate; item; sponsor; budget; in (somebody’s) field; goals
 - See also the list of Typical Household Expenses in Canada.



Activity: Monthly Budgets

Monthly Expenses Chart

Where Does Our Money Go Every Month?

ITEM	APPROXIMATE AMOUNT (\$)
PAYCHEQUE DEDUCTIONS	
HOUSING EXPENSES	
TRANSPORTATION EXPENSES	
FOOD	
OTHER	



Activity: Monthly Budgets

Typical Household Expenses In Canada

Discuss the meaning of these items. Which of them did you include in your Monthly Expenses Chart?

mortgage/rent
property taxes
home repairs
household insurance
heating gas or oil
electricity
water and sewer
phone
cell phone
internet
cable TV/satellite
car payments
car insurance

gas
parking
public transportation
taxi rides
auto maintenance/repairs
health insurance
medicine
life/disability insurance
clothing
school supplies
children's lessons & sports
(hockey, ballet, etc)
entertainment
(charitable donations)



Activity: Monthly Budgets

Svetlana and Ali

Twenty-four year old Ali and twenty-five year old Svetlana met in a LINC 2 class three years ago. Although they came from different cultures and they couldn't communicate easily, it was "love at first sight". Eight months ago they got married, and now they are living in Ontario.

Ali has a college diploma in business studies. He wants to find a marketing position in Canada, but right now he is working at a restaurant. He is a waiter, and he earns approximately \$2500 per month after paycheque deductions. He works in the evenings. During the day, he is a volunteer doing marketing for the Cancer Society. It pays nothing, but it is exactly the kind of job he wants in the future, so he is volunteering to get "Canadian experience". He feels that it is important for him to continue with it until he finds a paying job in his field.

Svetlana was a nurse in Russia, and she was disappointed to learn that she can't work as a nurse here in Canada until she passes some nursing exams. She feels that she will be able to pass them in the future, but right now her English is not good enough. She works in a nursing home, feeding and bathing elderly people. This part-time position pays \$275 per week after deductions. She also works 16 hours a week at the restaurant with Ali, which pays \$200 per week after deductions. She is taking an English course and studying for her exams.

Goals

There are many things this couple would like, but of course they cannot do everything. Here are some of their dreams:

- have at least 2 children
- buy a car
- buy a house
- save money "for a rainy day" (= for emergencies)
- save money to travel to Morocco and Russia
- sponsor family members to immigrate to Canada
- travel
- buy a piano for Ali
- give money to charities to help the poor and needy
- Ali might want to go to university for an MBA (Masters in Business Administration) in the future
- Svetlana loves fashion and would like to buy a lot of new clothing



Activity: Monthly Budgets

Writing Activity

Write 5 conditional sentences about Svetlana and Ali's financial situation.

Example:

If Ali and Svetlana save enough money, they will buy a house.

1. _____
2. _____
3. _____
4. _____
5. _____

Discussion:

Discuss Ali and Svetlana's financial situation in a small group. They have a lot of dreams. Decide which goals they should be working towards now, and use the chart to prepare a monthly budget that will help them meet these goals.





Activity: **Monthly Budgets**

Monthly Budget For Ali And Svetlana

ITEM	AMOUNT (\$)
INCOME	
EXPENSES	
HOUSING AND UTILITIES	
TRANSPORTATION	
FOOD	
OTHER	
TOTAL EXPENSES:	
SAVINGS:	



Activity: Monthly Budgets

Optional Wild Cards

1. Svetlana has become pregnant! She doesn't feel well.
2. Ali has found a good job in marketing. It pays \$3500 per month after deductions.
3. Ali has a family problem. He needs to return to Morocco for a month. This will cost \$1500 in air fare, plus he will lose a month's income. The couple is going to borrow money for these expenses from their family, but they must pay it back within a year.
4. Svetlana has started a full-time position at the nursing home. It pays \$2800 per month after deductions.
5. Svetlana has dental problems that are causing her a lot of pain. The dentist must do some expensive work that will cost \$1700. The dentist will accept a monthly payment of \$100 for 18 months.
6. Ali has been hired part-time by the Cancer Society. He now gets paid to work in marketing on Mondays. He only earns \$75 per week, but he thinks it might turn into a full-time job in the future.



LINC 4

Canada

Based on Canadian Language Benchmarks



Activity:

Library of Parliament

INSTRUCTOR NOTES

Learners listen to a narrative about the burning of Parliament in 1916 and then read about modern renovations to the Parliamentary Library. A writing assignment follows.

Timing: 1 hour +

- WARM-UP**
- Read the Warm-Up handout with the class and ensure that everyone understands the word *hero*. Invite learners to speculate about what Connolly MacCormac possibly did.
- ACTIVITY**
- Play the audio (*Track 8*) one time and solicit answers to the General Comprehension Questions. This can be done orally.
 - Give the learners time to read and begin to answer Exercise 2 before re-playing the audio. Collect the answer sheets for assessment or else take up the correct responses in class.
 - Explain the concept of an *unsung hero*. Hand out the My Heroes worksheet and allow learners time to read, reflect and write their responses before dividing the class into conversation groups to discuss their personal heroes.
 - Hand out 'Canada's Most Beautiful Room'. Much of the unfamiliar vocabulary in this reading is illustrated in the visuals, and, with the instructor's help, other terms such as *survived*, *worn*, and *renovation* can be understood from context.
 - Learners complete Exercise 4 with short answers.
 - After learners have completed Exercise 5, divide them into groups to read their paragraphs to one another, answer any questions, and discuss the buildings they have described.
 - A further possible topic for discussion is whether governments are wise to spend huge sums of public money on renovating historic architecture, in Canada or any other country.
- FOLLOW-UP**
- The Rehabilitation Work video is a highly-recommended ten-minute video with music and captions that provide an overview of the Library of Parliament, its history, and the modern renovation project. The video is slow-paced and the visuals clearly illustrate the vocabulary in the captions:
<http://www.collineduparlement-parliamenthill.gc.ca/video/biblio-library-eng.html>
 Instructors can also use the video to review the past perfect and passive forms.
 - An interesting, but more challenging, 5-minute audio clip is available online in the On This Day February 3, 1916 CBC Archives: http://archives.cbc.ca/on_this_day/02/03/
 An excerpt from a 1966 CBC Radio broadcast, it provides a detailed account of the beginning of the fire as well as eye-witness interviews.
- VARIATION**
- Instructors may wish to assign these alternative writing tasks:
 - ~ Write about a personal hero/ine
 - ~ Describe a favourite room (eg, kitchen, childhood bedroom)
 - Learners read along with the audio version of 'Canada's Most Beautiful Room'.



Activity:

Library of Parliament

INSTRUCTOR NOTES CONTINUED

- CROSS-REFERENCE** • The story behind another famous Canadian landmark is found in – Travel & Transportation – *Confederation Bridge*
- ANSWER KEY** • Exercise 1: First Listening
 General Comprehension Questions
 1. There was a fire in the (Centre Block of the) Parliament Buildings.
 2. The strong metal doors were closed to prevent the fire from spreading into the Parliamentary Library.
 Exercise 2: Second Listening
 Listening For Detail
 1. the Reading Room 2. around 8:30 pm 3. the Prime Minister/Robert Borden
 4. water from firefighters' hoses froze 5. Canada was at war with Germany
 6. the Peace Tower
 Exercise 3: answers will vary
 Exercise 4. 1. \$301,000 2. \$136 million 3. 2006 4. to keep light in areas near the books
 5. Canada became a country 6. Queen Victoria 7. Smoke, water 8. 2
 Exercise 5: answers will vary
- ASSESSMENT** • Exercise 2 can be used for listening assessment.
 • CLB Performance Indicators:
 ~ gets the gist, factual details and some inferred meanings in a listening text
 ~ identifies key words and phrases
 ~ responds to requests for facts relating to text
- SOURCES** • Library of Parliament, Wikipedia, http://en.wikipedia.org/wiki/Library_of_Parliament
 • Patricia Williams, "Canada's heritage top of mind in library restoration", Daily Commercial News and Construction Record, www.dcnonl.com/article/20060630100
 • Treasure to Explore, Public Works and Government Services Canada
www.collineduparlement_parliamenthill.gc.ca
 • Virtual Exhibit: Ottawa Becomes the Capital, City of Ottawa,
http://www.ottawa.ca/residents/heritage/archives/virtual_exhibit/building_en.html
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 230-235.
- VOCABULARY** • Library of Parliament: burn; smoke; escape; remains; spy; cigar; waste paper basket
 My Heroes: hero; heroine; unsung hero
 Canada's Most Beautiful Room: worn; renovation; paneling; statue; grout

**Activity: Library of Parliament****LISTENING TRANSCRIPT**

It was a cold winter night in Canada's capital, Ottawa, on February 3, 1916. At 9:00 pm the Members of Parliament were still working in the House of Commons, in the Centre Block of the Parliament Buildings. They were discussing a law about fishing, when a clerk suddenly entered the room and shouted, "Fire!!! Everybody get out!!!"

The fire had started in a nearby room called the Reading Room around 8:30 pm, but it spread quickly to other parts of the building. Smoke was everywhere. The Prime Minister of Canada, Robert Borden, was upstairs in his office when the fire began. He escaped from the Parliament Building by crawling down the stairs through the smoke on his hands and knees.

The Parliamentary Library was at the back of the Centre Block. It was separated from the rest of the building by a narrow hall. While people were escaping as fast as they could, an assistant librarian named Connolly MacCormac remembered that there were strong metal doors between the library and the hall, and he made sure they were closed. Because of his quick thinking, the smoke and fire did not spread into the library, and so it was the only part of the building that did not burn down. This saved a very beautiful room, and also many important and priceless books that were inside the library.

The Parliament Building burnt very quickly because it was full of paper and wood. The fire started around 8:30 pm. At 9:30, the roof of the House of Commons fell in. By 11:00, the Tower had caught fire and it fell at 1:30 am. By 3:00 am the fire was mostly under control. The next morning, the remains of the building were still smoking, and they were covered with ice. The water from the firefighters' hoses had frozen during the cold winter night. The building was destroyed, except for the beautiful library at the back. The library had been saved by the quick thinking of Connolly MacCormac, one of Canada's unsung heroes.

When Parliament burnt down in 1916, Canada was at war, in World War I. Many people thought the fire had been started by an enemy German spy, so the government held an investigation, or a study, to find out how the fire had started. Their conclusion was that it was an accident. They believed that someone had been smoking a cigar, and when he finished, he threw his cigar into the waste paper basket in the Reading Room. This was how the fire started.

Construction on a new Parliament Building began right away. By 1920, the government was able to move back into a new Centre Block Building, which is what we see today when we visit Parliament Hill in Ottawa. The Peace Tower was finished in 1927. The only part of Canada's first Parliament Building that is still standing is the library, saved by Assistant Librarian Connolly MacCormac.



Activity: Library of Parliament

Warm-up

You are going to learn about one of Canada's heroes, an assistant librarian named Connolly MacCormac. On the night of February 3, 1916, he was just an ordinary man working at his unimportant job in a library. The next morning he was a national hero, because during an emergency he had remembered something important. Connolly MacCormac's quick thinking saved what is sometimes called 'Canada's most beautiful room'.

Listen to find out more about Connolly MacCormac's place in Canadian history.





Activity: Library of Parliament

Exercise 1

First Listening: General Comprehension Questions

1. What happened on the night of February 3, 1916?

2. Why didn't the Parliamentary Library burn down with the rest of the building?

Exercise 2

Second Listening: Listening For Detail

1. In what room did the fire start? _____

2. When did the fire start (what time)? _____

3. Who crawled down the stairs on his hands and knees?

4. Why was there a lot of ice on the remains of the building the next morning?

5. Why did some people think the fire had been started by a German?

6. What was finished in 1927?

This photograph of Parliament after the fire was published in the New York Times in 1916.





Activity: Library of Parliament

My Heroes

When we watch movies and read books, we learn about heroes and heroines who have done great things to change history. In our personal lives we meet special people who may be unsung heroes. They are great people, but they are not famous.

Exercise 3

Write about four of your personal heroes or heroines. They could be famous leaders like Nelson Mandela or Mahatma Gandhi, or they could be ordinary people like your mother or father.

Be prepared to discuss your choices in a small conversation group.

Name	Reason Why This Person is a Hero/Heroine



Photographers took many pictures during the fire of 1916, but we have no photograph of Connolly MacCormac.



Activity: Library of Parliament



Canada's Most Beautiful Room

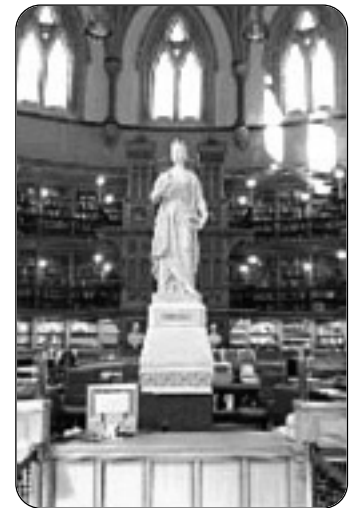
Many people say that the Library of Parliament in Ottawa is Canada's most beautiful room. It took seventeen years to build (1859-1876), and it cost \$301,000, which was a great amount of money at the time. One reason why it was so expensive is that the builders found they could not construct the roof here in Canada. It was quickly made in England and then shipped all the way to Ottawa. Another reason for the high cost is that the Library is beautifully decorated, both inside and outside. The main floor is made up of three different kinds of wood. Some of the floors are made of glass to keep light in areas near the books. The wood-paneled walls and bookcases are decorated with flowers and faces. In the centre is a large statue of Queen Victoria, who was the Queen when Canada became a country in 1867.



The wood-paneled walls and bookcases are decorated with flowers and faces.



The builders did not have the technology to build the dome roof here in Canada.



In the centre is a large statue of Queen Victoria.



Activity: Library of Parliament

The Library survived the great fire of 1916 that burnt the rest of the Centre Block. In 1952, another fire started in the top of the roof. This one was not serious, but it caused a lot of smoke and water damage to the building and the books. By the 1980s, the library was in such bad condition that the librarians had to cover the books with plastic when it rained. The walls were falling down and the beautiful floor was so old and worn it could not be repaired any more.

A renovation project began in 2002. 147 windows were fixed, three new roofs were built, and three new basement levels were added underneath the building to hold the growing number of books. The electrical and heating systems were modernized. 213 metric tonnes of grout were added to the walls to keep them strong. It took four years and \$136 million to make the Library look as beautiful as it did in 1876. \$136 million? No wonder the Library of Parliament is a beautiful room!!



Grout was added to the walls to keep them strong.

Activity: **Library of Parliament****Exercise 4****Comprehension Questions**

1. How much did it cost to build the Library of Parliament? _____
2. How much did it cost to renovate the Library of Parliament? _____
3. When was the renovation completed? _____
4. Why are there glass floors in parts of the library? _____

5. Why is 1867 an important year in Canada's history? _____

6. Who was Queen of England (and Canada) in 1867? _____
7. What two things damaged the building and the books in 1952?
_____ and _____
8. How many fires have there been in the Library of Parliament? _____

**Activity: Library of Parliament****Exercise 5**

Write a paragraph about a famous building or room. Describe how it looks, and add other information such as

- Where is it?
- When was it built?
- What is it made of?
- Why was it built?
- What is it used for now?

OR

Tell the story of a building that was damaged or destroyed by age or by flooding, fire or another disaster. Was the building renovated or rebuilt? What is the condition of the building now?



Photo Credit: Alejandro Erickson



Activity:

The Amazing Rattenbury Story, Part I

INSTRUCTOR NOTES

Learners read *Part One* of the story of Francis Rattenbury, architect of the B.C. Parliament Buildings, and then answer comprehension questions and participate in a small group discussion.

Timing: 35 minutes

- WARM-UP**
- Hand out “Getting Started”, and invite learners to speculate about the character of Francis Rattenbury.
 - Introduce some of the adjectives used in the reading passage to describe Rattenbury’s architecture: grand, impressive, respectable, traditional, solid, stone.
 - Inform the class they are going to read more about the architect and his amazing life; clarify the meaning of *amazing*.
- ACTIVITY**
- Explain that this is a reading fluency activity, and that learners should not use their dictionaries the first time they read the passage. If they want to, they can underline new words and then look them up later if they still find it necessary.
- FOLLOW-UP**
- *The Amazing Rattenbury Story, Parts 2, 3 and 4*
- VARIATION**
- “Getting Started” can be converted to a paperless whole class discussion by showing the same photographs on the B.C. Architects webpage: http://www.islandnet.com/~hsbc/kids/bc_architects_rat2.htm
 - *The Amazing Rattenbury Story – Extensions for Group Discussions* enriches Discussion 1.
- CROSS REFERENCE**
- The story behind another famous Canadian landmark is found in Travel & Transportation - *Confederation Bridge*.
- ANSWER KEY**
- 1. 1891 2. England 3. a. no 3. b. Shortly after he came to Canada, he learned z about a competition for the design of new provincial parliament buildings in Victoria. 4. a. Any two of: grand, impressive, stone, British, traditional, solid, respectable 4. b. Answers will vary 5. Any 2 of: walk in the downtown area; visit the port, park and two buildings; take photographs.



Activity:

The Amazing Rattenbury Story, Part I

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors mark individual learner responses.
 - CLB Performance Indicators:
 - ~ gets key information and specific details from verbal text
 - ~ predicts, guesses meaning
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 230-235.
- VOCABULARY**
- amazing; architect; tourist destination; port; grand; impressive; respectable; traditional; solid; competition; earnings



Activity: The Amazing Rattenbury Story, Part I

Getting Started

Look at these old photographs and think about the architect who designed them. His name was Francis Rattenbury.

What kind of man do you think Francis Rattenbury was?



Vancouver Courthouse



Nelson Courthouse



The Bank of Montreal



The Victoria Empress Hotel

Photographs Courtesy of British Columbia Provincial Archives



Activity: The Amazing Rattenbury Story, Part I

Francis Rattenbury, Architect Of British Columbia's Parliament Buildings

Part I – Success In Architecture

Victoria is the provincial capital of British Columbia. It is a small, pretty city and also a popular tourist destination. Visitors enjoy walking in the downtown area and visiting the port, parks, and two grand old buildings – the Provincial Parliament Buildings and the Fairmont Empress Hotel. These impressive stone buildings were designed by the architect Francis Rattenbury. They look very British, traditional, solid, and respectable. Every year thousands of tourists take photographs of them, but the story of the architect who designed these buildings is not grand at all.



Provincial Parliament Buildings, Victoria, British Columbia

Francis Rattenbury was born in England in 1867, and he moved to Vancouver when he was 24 years old. Soon after he came to Canada, he learned about a competition for the design of new provincial parliament buildings in Victoria. He surprised everyone, including himself, when he won the contest. Construction was completed in 1898. The project was a great success, and it led him to more work on more public buildings in western Canada. Rattenbury used some of his earnings to start other businesses, and the tall red-haired architect was a rich and successful man before he was thirty.



Fairmont Empress Hotel, Victoria, British Columbia



Activity: The Amazing Rattenbury Story, Part I

Check Your Understanding

1. In what year did Rattenbury come to Canada? _____
2. Where did he come from? _____
3. a. Did Rattenbury know he would become the architect of British Columbia's Parliament Buildings before he came to Canada? Write *yes* or *no* on the line.

- b. Copy words from the reading to explain your answer.

4. a. Look at the pictures of the B.C. Parliament Buildings and the Empress Hotel. Find two words in Part I that describe the buildings.

- b. Write two words of your own (not from the reading passage) that describe the buildings.

5. Name two things that visitors to Victoria like to do.

Activity: **The Amazing Rattenbury Story, Part I****Discussion I**

Answer these questions with a partner or in a small group.

- Why do you think Rattenbury was surprised that he won the competition?
- Find the part of the reading that says "... the story of the architect who designed these buildings is not grand at all." What do you think could happen to Rattenbury in the future? In your group, make 3 guesses about how an architect and businessman living in British Columbia 100 years ago could come to a bad end.

1. _____

2. _____

3. _____



Activity:

The Amazing Rattenbury Story, Part 2

INSTRUCTOR NOTES

Part Two of the story of Francis Rattenbury is followed by activities that include expressing opinions, writing a note, and working with sequencing transitions.

Timing: 60 minutes+

- ACTIVITY**
- Explain that this is a reading fluency activity, and that learners should not use their dictionaries the first time they read the passage. If they want to, they can underline new words and then look them up after they have finished reading.
 - The Conversation Worksheet teaches learners new ways to express their opinions. These should be modeled and practiced briefly before the class is divided into groups to answer the questions in Discussion 2. Instructors should circulate between discussion groups to ensure that learners are using the new expressions naturally and correctly.
 - For “Writing a Message”, learners must imagine they are either Francis or Florence, and then write a message to their spouse. Some learners may require more detailed prompting (for example, ‘You want your spouse to hire somebody to fix the roof’). For the second part of the activity, learners must respond appropriately to the message that a classmate has written.
 - Learners follow the instructions in Reading Skills to learn about and practice using sequencing transitions.
- FOLLOW-UP**
- *The Amazing Rattenbury Story, Parts 3 and 4 .*
- VARIATION**
- *The Amazing Rattenbury Story – Extensions for Group Discussions* enriches Discussion 2.
 - Writing a Message: Read through the first part of the instructions (to the end of the first task) with the class. Ask, “*What information might you want from your spouse?*” List responses on the board. Learners choose one response and compose a message.
- CROSS-REFERENCE**
- The story behind another famous Canadian landmark is found in Travel & Transportation - *Confederation Bridge*.
- ANSWER KEY**
- Sequencing transitions and other general time order expressions in Part 2 include: in 1898; shortly after; over the years; eventually; then; on the evening they met; before long; second; next; finally; while; in the end; soon



Activity:

The Amazing Rattenbury Story, Part 2

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors circulate and listen to group conversations for informal speaking assessment.
 - CLB Performance Indicators:
 - ~ expresses opinion
 - ~ agrees and disagrees
 - ~ expresses necessity and reason
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 230-235.
- VOCABULARY**
- eventually; reception; pianist; adventurous; bravery; hopelessly in love; nasty; ostracized



Activity: The Amazing Rattenbury Story, Part 2

Failure In Marriage

In addition to being rich and successful, Rattenbury was also single. Naturally, plenty of young women were interested in marrying him, and many were surprised when he married Florence Nunn in 1898.

They were surprised because Florence was quiet and not very attractive, but then she gave birth to a child shortly after they married.



Francis Rattenbury

The couple had two children and lived in a beautiful house that Rattenbury had designed, but their marriage was not happy. Florence rarely left home, and over the years she became heavy. Husband and wife eventually stopped speaking to each other, and they lived in separate sections of their large house. Their daughter Mary had to carry messages between them.



Home of Florence and Francis Rattenbury



Activity: The Amazing Rattenbury Story, Part 2

Failure In Marriage (Continued)

Then, one evening in 1923, Francis met Alma Pakenham at a party in the Empress Hotel. Alma was a beautiful and talented singer, pianist and songwriter. She was in her twenties, and she was very fun-loving and adventurous. She had won medals for bravery during World War I, but in the 1920's she was considered a wild woman because she was divorced and she smoked cigarettes in public. On the evening they met, Alma looked at Rattenbury and said "Do you know that you have a lovely face?" Francis fell hopelessly in love.

Before long, Rattenbury wanted to divorce his wife and marry Alma, but Florence refused. He argued. She refused. He promised her lots of money. She refused. He promised to build her a grand house or anything she wanted. Still she refused. So Francis decided to get nasty.

He moved out of their big family house and then had the heat and lights turned off. Florence didn't change her mind. Next, he started to go out publicly with Alma, in order to embarrass his wife into a divorce. That didn't work. Thirdly, he tried removing the furniture from the house. That didn't work either. Finally, he moved back into the house and brought Alma with him. They lived on the bottom floor (with furniture, lights and heat) while Florence lived upstairs in the cold and dark. Francis and Alma drank lots of alcohol, took cocaine (a drug), played piano, laughed and sang songs.

In the end, Florence agreed to the divorce. This made it possible for Francis and Alma to marry in 1925, and soon they had a son. But they were not happy. Nobody in Victoria would speak to them because everyone felt badly for Florence. Nobody invited them out, nobody hired Francis to design buildings any more, and his businesses started to fail. The couple was completely ostracized.



Alma Pakenham



Activity: The Amazing Rattenbury Story, Part 2

Conversation Worksheet

Discuss the Rattenbury story in small groups. Most of the conversation questions have no right or wrong answers – you will simply share your ideas and feelings about Francis, Florence and Alma. Here are some expressions to help you give your opinion and also agree or disagree with the opinions of your classmates. Practice using these expressions while you are talking.

To express your opinion:

I think that ...

It is possible that ...

I feel that ...

To agree with another person's opinion:

I agree with you.

Yes, you're right.

I think so too.

To disagree with another person's opinion:

I'm sorry, but I disagree.

I don't agree.

I'm not sure about that. I think that ...

Hmmm. Are you sure about that?



Activity: The Amazing Rattenbury Story, Part 2

Discussion 2

Remember to practice using the expressions from the Conversation Worksheet while you talk.

- Why did Rattenbury marry Florence?
- Why wouldn't Florence agree to divorce Francis for such a long time?
- Discuss your feelings about Alma. Do you think you would like her if you met her? Why or why not?
- Discuss your feelings about Florence. Would you like her if you met her? Why or why not?
- If you were a man, would you rather be married to an exciting woman like Alma, or a quiet woman like Florence?
- Comment on Alma's question to Francis the night they met, "Do you know that you have a lovely face?"
- Guess what the word *ostracized* means in the last sentence of Part 2. If people don't agree on its meaning, then look it up in the dictionary.



Activity: The Amazing Rattenbury Story, Part 2

Writing A Message

You read in Part 2 that daughter Mary had to carry messages between a husband and wife who refused to speak to one another. Imagine that you are either Florence or Francis (before 1923 when he met Alma).

- You want some information from your spouse,
or
- you want your spouse to give you something,
or
- you want your spouse to do something,
or
- there is a problem with the children.

1. Write a short message to either Francis or Florence in one of the notes below.
2. Next, give your message to a classmate.
3. Your classmate will imagine he or she is the spouse, and will reply to your message on the other side.

Remember: you and your spouse are not friendly, so your messages should be short and they don't have to be very polite!





Activity: The Amazing Rattenbury Story, Part 2

Reading Skills

Many transition words and phrases are used in written English. Here are some examples:

- Ontario contains a third of Canada's population. In addition, it contains the country's largest city.
- Northern Canada is very cold; therefore, most people live in the south.

These transitions are “organization expressions” that help the reader connect ideas and understand the writer's purpose. Imagine that reading is like traveling to another city by car. Transition words and phrases are the signs on the highway that tell the passengers which direction they are going, so they don't get lost.

Sequencing transitions put actions in time order:

- First, boil some water in a large pot.
- After that, add the spaghetti.

Reading Activity

Re-read “Part 2 – Failure in Marriage”. Find and underline the sequencing transitions and other expressions that help organize time order.

Example:

The couple had two children and lived in a beautiful house that Rattenbury had designed, but their marriage was not happy. Florence rarely left home, and over the years she became heavy. Husband and wife eventually stopped speaking to each other, and they lived in separate sections of their large home. Their daughter had to carry messages between them.

Then, one evening...



Activity:
The Amazing Rattenbury Story, Part 2

Writing Activity

Choose any five of the expressions you underlined in “Part 2 – Failure in Marriage” and use them in your own sentences. Write one sentence for each of the five expressions.

Example:

Cars eventually replaced horses.

1. _____

2. _____

3. _____

4. _____

5. _____



Activity:

The Amazing Rattenbury Story, Part 3

INSTRUCTOR NOTES

Part Three of the story of Francis Rattenbury is followed by reading comprehension questions and a small group conversation.

Timing: 35 minutes

- ACTIVITY**
- *Legal Vocabulary* (Canadian Law) is an optional reading, writing and listening activity that teaches the legal terms found in *The Amazing Rattenbury Story Parts 3 and 4*.
- ACTIVITY**
- Explain that this is a reading fluency activity, and that learners should not use their dictionaries the first time they read the passage. If they want to, they can underline new words and then look them up after they have finished reading.
 - Learners may need to refer back to earlier sections of the Rattenbury Story in order to answer questions in “Check Your Understanding”. Learners can work in pairs to add a speaking component if instructors are not formally assessing reading comprehension.
 - Learners continue to practice ways of expressing their opinion [from the Conversation Worksheet in *The Amazing Rattenbury Story, Part 2*] during Discussion 3.
- FOLLOW-UP**
- *The Amazing Rattenbury Story, Part 4*
- VARIATION**
- *The Amazing Rattenbury Story – Extensions for Group Discussions* enriches Discussion 3.
- CROSS-REFERENCE**
- Canadian Law - *Legal Vocabulary*
 - The story behind another famous Canadian landmark is found in Travel & Transportation – *Confederation Bridge*.
- ANSWER KEY**
- 1. T 2. F ~~no other children~~ one other child 3. T 4. F ~~Florence~~ Francis
 - 5. T 6. F ~~family member~~ handyman-chauffeur 7. F ~~smart~~-unintelligent
 - 8. T 9. T 10. F ~~axe~~ mallet



Activity:

The Amazing Rattenbury Story, Part 3

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors circulate and listen to discussion groups for informal speaking assessment.
 - CLB Performance Indicators:
 - ~ identifies important details/specific information as required
 - ~ expresses opinion
 - ~ agrees and disagrees
 - ~ expresses necessity and reason
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 230-235.
- VOCABULARY**
- broken heart; alcoholic; handyman; chauffer; whisky; suicide; passionate; jealousy; mallet; charged; trial; judged; guilty



Activity: The Amazing Rattenbury Story, Part Three

Back In England

Francis and Alma decided to go to England. They left Victoria in 1929, the same year Florence died (of a broken heart, some said). Things were no better for the couple in England. Francis was an alcoholic, he was too old to satisfy Alma, and he was extremely depressed.

They didn't have much money, and they couldn't enjoy the rich lifestyle that they were used to, but Alma continued to work on her career in music and they did have a few helpers and servants working for them. In 1935 they hired George Stoner to be their handyman-chauffeur. He was handsome, unintelligent, and only eighteen years old. Within a few weeks, he became Alma's lover. They slept together upstairs every night, while sixty-seven year old Francis put himself to sleep with a bottle of whisky downstairs. He didn't really care what his wife was doing. He was depressed, and talked of suicide.

Passionate and simple-minded George fell deeply in love with Alma. One evening he couldn't stand his jealousy any longer, and he went into the living room where Francis was sitting in an armchair and hit him on the head many times with a wooden mallet. Rattenbury, who had designed some of Canada's most famous buildings, died soon after. George told the police that he had killed him, but Alma wanted to protect George, so she privately told the police that she had killed him. Both were charged with murder.





Activity: The Amazing Rattenbury Story, Part Three

Check Your Understanding

If the sentence is true, write **T** in the blank. If the sentence is false, correct it to make it a true sentence.

Examples:

 T Francis and Alma moved to England.

 Alma Francis and ~~Florence~~ moved to England.

1. _____ Francis Rattenbury designed many important buildings in Western Canada.
2. _____ Francis and Florence had a daughter named Mary, and no other children.
3. _____ Florence died after Francis and Alma married.
4. _____ People in Victoria thought Florence had been a bad spouse.
5. _____ Alma was a singer, pianist and songwriter.
6. _____ George was Francis' family member.
7. _____ George was very smart.
8. _____ Francis was an alcoholic.
9. _____ George Stoner killed Francis because he was jealous of him.
10. _____ George killed Francis with an axe.



Activity: The Amazing Rattenbury Story, Part Three

Discussion 3

You will be giving your own opinion as well as agreeing and disagreeing with the opinions of others during your conversation. Remember to use the expressions from the Conversation Worksheet while you talk.

- Francis was about thirty years older than Alma. Is this too much of an age gap* for a successful marriage?
- What about eighteen and thirty-five – was there too much of an age gap between Alma and George?
- Do you think Alma really loved George? Why or why not?
- Think about the legal trial that will take place. Both Alma and George told the police that they had killed Francis, but will they both be judged guilty? George used a mallet to kill Francis, but do you think Alma is indirectly guilty too? What do you think their punishments will be, if any? Do you think they will get the same punishment?
- Who is the worst person in this story – George, Francis or Alma?
- Who is the best person in this story – George, Francis or Alma?
- What will George's future be (what will he be doing twenty years after the trial)?
- What will Alma's future be (what will she be doing twenty years after the trial)?

* age gap = difference in ages



Activity:

The Amazing Rattenbury Story, Part 4

INSTRUCTOR NOTES

The conclusion of the Francis Rattenbury story is followed by sentence- and paragraph-writing.

Timing: 45 minutes +

- WARM-UP**
- Canadian Law – *Legal Vocabulary* is an optional reading, writing and listening activity that teaches the legal terms found in *The Amazing Rattenbury Story – Parts 3 and 4*.
- ACTIVITY**
- Explain that this is a reading fluency activity, and that learners should not use their dictionaries the first time they read the passage. If they want to, they can underline new words and then look them up after they have finished reading (if they still find it necessary).
 - Learners may need to refer back to Parts 1 to 3 in order to complete the writing activities. Some classes may need to review adjective clauses.
- FOLLOW-UP**
- Inform the learners that all the people involved in this story are now dead, with the exception of Alma and Francis' son John. He grew up to become a successful architect as well, and in 2006 he was living in the USA (age 77).
 - This (challenging) Telegraph.co.uk newspaper article tells the story of a headstone for Rattenbury's grave: "Headstone at Last for Victim of 1930s Murder"
[<http://www.telegraph.co.uk/news/uknews/1569803/Headstone-at-last-for-victim-of-1930s-murder.html>]
- VARIATION**
- *The Amazing Rattenbury Story – Extensions for Group Discussions* enriches Discussion Four and provides more information on the life of George Stoner.
 - Instruct learners to include a sentence from the Sentence Practice exercise in their biographical paragraph.
- CROSS - REFERENCE**
- Canadian Law – *Legal Vocabulary*
 - The story behind another famous Canadian landmark is found in Travel & Transportation – *Confederation Bridge*.



Activity:

The Amazing Rattenbury Story, Part 4

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors mark individual learner responses.
 - CLB Performance Indicators:
 - ~ uses basic paragraph structure
 - ~ conveys main ideas, supporting detail
 - ~ uses simple structures; few errors
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
 - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 230-235.
- VOCABULARY**
- trial; fascinated; murder case; gossip; souvenir hunters; innocent; onlookers; boo (v.); seduce; stab; drown; suicide; guilt; petition; mercy; pressure; admire; scandalous; grand



Activity: The Amazing Rattenbury Story, Part Four

The Legal Trial

The trial of George Stoner and Alma Pakenham Rattenbury was one of Canada's biggest news stories in the 1930s. People on both sides of the Atlantic Ocean were fascinated by all the facts in the murder case, and the radio and newspapers were full of gossip about the eighteen year old servant, the sixty-seven year old husband, and the wife of around thirty-three (her exact age was unknown). The British police even had to protect the Rattenbury home from souvenir hunters!

During the trial, George and Alma changed their stories, and both said that they were innocent. Alma spoke to the court in her own defense, but George was not good with words, and so he remained silent. Alma was set free, but George was sentenced to death.

The public was very angry!! When Alma walked out of the courtroom as a free woman, crowds of onlookers were waiting to boo her and shout insults. People believed that Alma was responsible for the killing. They knew that George wasn't very smart and that Alma took drugs, smoked, and had been married three times. They believed Alma had seduced George and then encouraged him to kill the old and useless husband she no longer loved.

In fact, Alma felt terrible that George was going to die. Shortly after the trial, she wrote a final love song, walked to a river, and stabbed herself many times with a knife. She fell into the river and drowned.

The public saw Alma's suicide as a sign of her guilt. Over 350,000 people signed a petition to the government asking for mercy for George. The petition said that Alma had used George "for her own pleasure and entertainment," and that "He might have been the son of any of us." As a result of public pressure, his death sentence was changed to life in prison.

George was a very well-behaved prisoner. During World War II, he was freed from jail so he could join the British army. He returned home from the war, married, had children, and lived to be an old man. He never spoke in public about the murder, except shortly before he died in 1999, when he said "The whole crime was committed on an emotional basis. Both I and the lady involved were in a highly emotional state."

Do you remember the buildings that Rattenbury designed? Tourists love to admire his architecture, but they have no idea of the story behind the buildings they are photographing in the tidy and beautiful provincial capital of British Columbia.





Activity:
The Amazing Rattenbury Story, Part 4

Discussion 4

Are you satisfied with the end of this story? Did Alma, Francis and George each get what they deserved?

Sentence Practice

Finish these sentences in your own words. Example:
The B.C. Parliament buildings are buildings that look very beautiful.

1. Francis Rattenbury was a man who _____

2. Florence Rattenbury was a woman who _____

3. Alma Pakenham Rattenbury was a woman who _____

4. George Stoner was a man who _____

5. Florence Rattenbury lived in a house that _____

6. Mary Rattenbury was a child who _____

7. When Francis Rattenbury was old, he was a man who _____

8. People said that Alma was a woman who _____

9. George was a prisoner who _____

10. Victoria is a city that _____



Activity: **The Amazing Rattenbury Story, Part 4**

Writing Assignment:

Using information from the readings, write a paragraph about the life of Francis Rattenbury.
Use the past tense.

Francis Rattenbury



Activity:

The Amazing Rattenbury Story – Extensions For Group Discussions

INSTRUCTOR NOTES

An optional enrichment activity for strong classes enhances group discussions of the Amazing Rattenbury story.

ACTIVITY

- While learners are participating in “Discussion 1” (*Amazing Rattenbury Story, Part 1*), give one group member a copy of “Information for Discussion 1”.
- This group member silently reads the sheet and follows the instructions in order to provide extra information about the Rattenbury story to classmates during the course of the conversation.
- Note that only one learner receives the extra information sheet. The facts on these sheets are interesting, but they are unnecessary for the overall success of the group discussion.
- Follow the same procedure for Discussions 2 – 4.
- Groups of four are optimal, as each learner will receive a turn.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 230-235.



Activity: **The Amazing Rattenbury Story – Extensions For Group Discussions**

THE AMAZING RATTENBURY STORY

Information for Discussion I (For one member of the group only)

You have some extra information about the story, and your job is to share this information with the other members of your group. **DO NOT READ** this information – you must **TELL** it, and you should not look at this sheet while you are talking. You can give the information all at one time, or you can divide it into smaller parts. If there is something you don't understand, ask your teacher before you begin.

Here is the information:

- Rattenbury did not expect to win the competition for the design of the BC Parliament Buildings because he had just come to Canada and had “no Canadian experience”.
- He had no formal education or degrees in architecture.
- When he entered his design into the competition, he did not sign his name. Instead, he signed his design “A B.C. Architect”.
- Many other architects were jealous of him.



Activity: **The Amazing Rattenbury Story – Extensions For Group Discussions**

THE AMAZING RATTENBURY STORY

Information for Discussion 2 (For one member of the group only)

You have some extra information about the story, and your job is to share this information with the other members of your group. **DO NOT READ** this information – you must **TELL** it, and you should not look at this sheet while you are talking. You can give the information all at one time, or you can divide it into smaller parts. If there is something you don't understand, ask your instructor before you begin.

Here is the information:

- Alma was born in British Columbia.
- Her first husband was a soldier in World War I. Alma followed him to England. After he was killed in the war, she decided to help other soldiers by going to France and becoming an ambulance driver for soldiers who were hurt during the fighting. This is how she won her medals for bravery.
- She was a serious and successful musician. For example, her music was played on the radio in England (by the BBC).



THE AMAZING RATTENBURY STORY

Information for Discussion 3 (For one member of the group only)

You have some extra information about the story, and your job is to share this information with the other members of your group. **DO NOT READ** this information – you must **TELL** it, and you should not look at this sheet while you are talking. You can give the information all at one time, or you can divide it into smaller parts. If there is something you don't understand, ask your instructor before you begin.

Here is the information:

- George Stoner was a very quiet young man. He sometimes lived with his parents, and sometimes with his grandparents.
- He became angry and jealous every time Alma spent time with her husband.
- He borrowed the mallet from his grandparents' house one afternoon.
- That same evening, Alma found Francis seriously injured. She didn't know that George had done it. Francis was still alive, so she called the doctor.
- George told her what he had done late that same night, when they were in bed.
- After he told her, she took some drugs and drank some alcohol.
- When the police came to the house, she told them she had tried to kill her husband.



Activity: **The Amazing Rattenbury Story – Extensions For Group Discussions**

THE AMAZING RATTENBURY STORY

Information for Discussion 4 (For one member of the group only)

You have some extra information about the story, and your job is to share this information with the other members of your group. **DO NOT READ** this information – you must **TELL** it, and you should not look at this sheet while you are talking. You can give the information all at one time, or you can divide it into smaller parts. If there is something you don't understand, ask your instructor before you begin.

Here is the information:

- Alma died 3 days after the trial was over.
- When George returned to England after the war, he returned to his community and lived in the house where he had grown up.
- The hospital where he died in 2000 is only about 1 kilometer away from where Alma died.
- George died on exactly the 65th anniversary of the murder.



Activity:

Canadian Trivia – Question Formation Review

INSTRUCTOR NOTES

This speaking activity is a group grammar game that provides practice in forming information questions.

Timing: 45 minutes

- WARM-UP**
- Some classes may require a review of information question formation before beginning the game. Many of these questions also require the passive form.
 - Divide the class into groups of 3-5.
 - Each group will need
 - ~ the two Referee's Sheets (with 56 numbered questions)
 - ~ the 56 statements (phrases underlined) cut into strips and put into an envelope
- ACTIVITY**
- One person in each group will be the referee, who is given the Referee's Sheets. Learners should take turns with this role.
 - The remaining group members take turns pulling a slip out of the envelope. The player shows the slip to the others and tells the referee the statement number. The player then formulates the appropriate information question. The underlined part of the sentence must be the answer to the question.
 - ~ For example, for the sentence 'The cat is black,' the appropriate question would be 'What colour is the cat?'
 - The referee checks the response against the master sheets and tells the learner if s/he is correct. If the attempt was incorrect, the referee should try to give a hint or explain what part is wrong so that the learner gets a second chance. If the learner was correct, then the next group member draws a slip and proceeds in the same manner.
- VARIATION**
- For classes that thrive on competition, instruct players to retain the slips for which they formulated the question correctly; the individual with the most slips at the end is the winner.
- ASSESSMENT**
- Circulate among the groups for informal speaking assessment.
 - CLB Performance Indicators:
 - ~ uses simple grammar structures
- SOURCE**
- This is an adaptation from M. Tiittanen, *Brain Waves*, Oxford University Press.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 230-235.
- VOCABULARY**
- Please refer to Referee's Sheets.



Activity:

Canadian Trivia – Question Formation Review

Referee's Sheets

1. When did Newfoundland join Confederation?
2. What (kind of) leaf is on the Canadian flag?
3. In which/what province is Dinosaur Provincial Park? – OR – What/Which province is Dinosaur Provincial Park in?
4. What is Canada's biggest city? or Which city is
5. Where is the CN Tower?
6. What/Which (province) is the most western prairie province?
7. Who was the first British explorer to land on the Pacific Coast of Canada?
8. How many pennies are there in a quarter?
9. Which/What (disease) killed about 50,000 Canadians in 1918 - 19?
10. What/Which game was invented by the Aboriginal people of Canada?

11. Which/What river flows through Montreal?
12. When did all Aboriginal people gain the right to vote?
13. How much did it cost to build the CN Tower?
14. What do beavers eat?
15. Who is the Canadian head of state and the personal representative of the Queen?
16. Why did early Canadians prefer wool clothing to cotton?
17. What/Which country has the longest ocean coastline in the world?
18. What was Toronto originally named?
19. Why is Yonge Street famous?
20. Why is the Confederation Bridge famous?

21. What is Canada's largest English-language university? What is the name of ...
22. What province is the city of Montreal in?
23. Who was Canada's first female prime minister?
24. What is the area of Canada?
25. Who is your favourite Canadian singer?
26. What (animal) is the largest member of the dog family?
27. What is the name of Canada's oldest bank? Which/What (bank)..../What is Canada's oldest bank?
28. What colour do maple leaves turn in autumn?
29. How did the Northwest Coast Aboriginals catch salmon?
30. Why is it expensive to buy fresh food in Nunavut?



Activity: Canadian Trivia – Question Formation Review

Referee's Sheets (Continued)

31. What is a first-year hockey player called?
32. What colour is a blue jay?
33. What are members of the Senate called?
34. How many Aboriginal languages are spoken in Canada?
35. (From) Which city did the bear known as “Winnie the Pooh” come (from)? Where did...
36. What/Which city's canal is used for skating in the winter?
37. Who was Canada's most successful racing car driver?
38. Where is James Bay?
39. What is a kayak?
40. What/Which province is directly to the east of Alberta?

41. When was Pierre Trudeau Prime Minister? In what/which years was....
42. What is Canada's tallest mountain? What is the name of ...
43. What does (the word) “saskatchewan” mean in Cree?
44. When did Canada issue its first postage stamps?
45. Which/What province grows the most potatoes?
46. What was the coldest temperature ever recorded in Canada? (Yukon, Feb. 1947)
47. What does the acronym “CBC” mean?
48. When was the CBC formed?
49. What is Canada's national sport?
50. What did Canadian Graeme Ferguson and his team of film-makers invent?

51. Who designed British Columbia's Parliament Buildings?
52. How old/What age are many Canadians when they retire?
53. What is the name of the waterfall that separates Ontario, Canada and New York State, USA?
54. What does the acronym “RCMP” mean?
55. Who is known as “Canada's songbird”?
56. What are the 3Rs of the environment?



Activity: Canadian Trivia – Question Formation Review

1. Newfoundland joined Confederation in 1949.

2. The maple leaf is on the Canadian flag.



3. Dinosaur Provincial Park is in the Province of Alberta.



4. Toronto is Canada's biggest city.

5. The CN Tower is in Toronto.

6. Alberta is the most western prairie province.

7. Captain James Cook was the first British explorer to land on the Pacific Coast of Canada.

8. There are 25 pennies in a quarter.

9. Influenza [the flu] killed about 50,000 Canadians in 1918-19.

10. The game lacrosse was invented by the Aboriginal people of Canada.





Activity: Canadian Trivia – Question Formation Review



11. The St. Lawrence River flows through Montreal.



12. All aboriginal people gained the right to vote in 1960.



13. It cost \$52 million to build the CN Tower.



14. Beavers eat tree bark.



15. The Governor General is the Canadian head of state and the personal representative of the Queen.



16. Early Canadians preferred wool clothing to cotton because it was warmer.



17. Canada has the longest ocean coastline in the world.



18. Toronto was originally named York.



19. Yonge Street is famous because it is the longest street in the world.





Activity: Canadian Trivia – Question Formation Review

20. The Confederation Bridge is famous because it is the longest bridge in Canada. (It links PEI to New Brunswick.)



21. The University of Toronto is Canada's largest English-language university.

22. The city of Montreal is in Québec.

23. Kim Campbell was Canada's first female prime minister.

24. The area of Canada is 9,900,000 square kilometers. [area=size]

25. My favourite Canadian singer is Celine Dion.

26. The wolf is the largest member of the dog family.



27. The Bank of Montreal [BMO] is Canada's oldest bank.

28. Maple leaves turn red in autumn.

29. The Northwest Coast Aboriginals caught salmon by using nets in the rivers.





Activity: Canadian Trivia – Question Formation Review

30. It is expensive to buy fresh food in Nunavut because it has to be flown in from southern Canada.

31. A first-year hockey player is called a “rookie”.

32. A blue jay is blue.



33. Members of the Senate are called Senators.

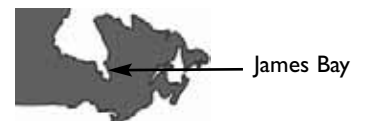
34. About 50 Aboriginal languages are spoken in Canada.

35. The bear known as “Winnie the Pooh” came from Winnipeg.

36. Ottawa’s canal is used for skating in the winter.

37. Gilles Villeneuve was Canada’s most successful racing car driver.

38. James Bay is the body of water between Northern Quebec and Northern Ontario.





Activity: Canadian Trivia – Question Formation Review

39. A kayak is a one-person boat.



40. The Province of Saskatchewan is directly to the east of Alberta.

41. Pierre Trudeau was Prime Minister from 1968-79 and 1980-84.

42. Canada's tallest mountain is Mount Logan. It's in the Yukon.

43. "Saskatchewan" means "fast-flowing river" in Cree [an Aboriginal language].

44. Canada issued its first postage stamps in 1851.

45. The Province of Prince Edward Island grows the most potatoes.

46. -63 degrees C was the coldest temperature ever recorded in Canada.

47. The acronym "CBC" means "Canadian Broadcasting Corporation".

48. The CBC was formed in 1936.



Activity: Canadian Trivia – Question Formation Review



49. Canada's national sport is lacrosse.



50. Canadian Graeme Ferguson and his team of film-makers invented the IMAX film system.



51. Francis Rattenbury designed British Columbia's Parliament Buildings.



52. Many Canadians are 65 when they retire.



53. The name of the waterfall that separates Ontario, Canada and New York State, USA is Niagara Falls.



54. The acronym "RCMP" means Royal Canadian Mounted Police.



55. Anne Murray is known as "Canada's songbird".



56. The 3Rs of the environment are reduce, reuse and recycle.





Activity:
Did You Say “Saskatchewan”?

INSTRUCTOR NOTES

This is a listening activity about the First Nations origin of the names for many Canadian cities and towns.

Timing: 30 minutes

- MATERIALS**
- Classes may wish to refer to a map of Canada.
- WARM-UP**
- Questions for class discussion:
 - ~ Who are the First Nations people?
 - ~ Who are the Inuit people?
 - ~ How many languages did they speak?
 - ~ Is [name of your community] a First Nations name?
 - ~ Does anyone have trouble pronouncing the name of any place in Canada? What place? Is this a First Nations word?
- ACTIVITY**
- Play the audio (*Track 9*).
 - Distribute Exercise 1 and allow learners time to begin to answer the questions.
 - Replay the audio as necessary.
- FOLLOW-UP**
- Together, the class compiles a list of other prominent (or local) names of Canadian places that are from First Nations languages.
 - For regional tribe names in Ontario see the website:
http://en.wikipedia.org/wiki/First_Nations#Language_diversity
- ANSWER KEY**
- Exercise 1: 1. c 2. b 3. a 4. b 5. c 6. b 7. b 8. a 9. b 10. c
- ASSESSMENT**
- Instructors correct individual responses to listening comprehension exercise.
 - CLB Performance Indicators:
 - ~ listener can identify specific factual details in audio-mediated listening text
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 230-235.
- VOCABULARY**
- First Nations; stumble; incredible; diverse; crude representations; unfamiliar; ecological; descriptive; sparkling; alder; honour



Activity:
Did You Say “Saskatchewan”?

LISTENING TRANSCRIPT

When you first came to Canada, did you stumble over how to say the word “Saskatchewan” or have a hard time spelling it? Well, don’t feel too badly; many Canadians born here still have difficulty spelling “Saskatchewan”. “Saskatchewan” is a First Nations word meaning “fast flowing river”. Saskatoon, a city in Saskatchewan, is a First Nations word meaning “a red berry”.

All over Canada, it’s incredible how many places have First Nations names. Take a look at a map of Canada today, and you’ll find provinces, cities, towns, villages, rivers and lakes, all having First Nations word names. Take the name “Canada” itself. “Canada” was taken from a First Nations language, Huron, and means “village” or “settlement”.

First Nations people are Canada’s first peoples. First Nations people live in diverse parts of Canada, and speak a rich variety of languages. Depending on who you ask, there are at least fifty languages, many being as different as Chinese and English. Aboriginal languages are considered more descriptive than European languages, as the Aboriginal words often describe either the function of something or how it looks. Often, our English or French spellings are crude representations of the sound and meaning in the original languages.

First Nations People have named places very descriptively. Many of the names describe landmarks or special features. For example, “Oshawa” means “crossing to the other side of a river or lake”.

Sometimes the name is a descriptive way to warn people. The name “Aklavik” in the Northwest Territories means “a place where the grizzly bears are”.

Many place names mark sources of food. Iqaluit, a town in the Territory of Nunavut, is the Inuktitut word for “place of fish”. Inuktitut is the language of Canada’s Inuit.

The city name “Coquitlam”, in British Columbia, comes from the Salish language and means “little red salmon”.

“Ontario” originally described just the lake by that name, and probably meant “beautiful lake” or “beautiful sparkling water”.

Toronto, now Canada’s largest city, was first thought to mean “plenty of people” in the Huron language. Translators also suggest it could have originally meant “fish trap” or “trees standing in the water”.

The name of Canada’s capital, Ottawa, comes from the Algonquin language and its word for “to buy”.

Etobicoke, an area on the west side of Toronto, means “a place where the alder trees grow” in the Ojibwa language.

**Activity: Did You Say “Saskatchewan”?****LISTENING TRANSCRIPT (Continued)**

No matter how they're pronounced or what they mean, places with First Nations names have one thing in common. They have been borrowed from languages and cultures which have been here since the beginning of time. Many place names were first written down at a time before Canada existed, a time when Natives welcomed Europeans in friendship, and guided them through their traditional lands, pointing out and naming features wherever they went. The Europeans wrote down the sounds they heard, but they often did not hear them correctly, nor do Aboriginal languages follow the sound rules of English or French, so their spellings of the words may not have been accurate. But the English or French records of those Native names have become Canadian names and places. Many of those Native names honour nature and all that nature provides. The names honour ecological values that Native cultures continue to share across their cultures and languages.



Activity: Did You Say “Saskatchewan”?

Exercise I

Listen again to “Did You Say Saskatchewan?” and complete the sentence by writing the correct letter in the blank space.

1. *Saskatchewan* means _____.
 - a. red berry
 - b. lots of flat land
 - c. fast flowing river

2. The First Nations meaning for *Canada* is _____.
 - a. land of the free and the brave
 - b. village or settlement
 - c. large area of land

3. *First Nations* means Canada’s first _____.
 - a. people
 - b. names of places
 - c. visitors from Europe

4. All over Canada, the First Nations people spoke _____.
 - a. the same language
 - b. many different languages
 - c. a few different languages

5. What word means *place of fish* in Inuktitut? _____.
 - a. Aklavik
 - b. Coquitlam
 - c. Iqaluit



Activity: Did You Say “Saskatchewan”?

Exercise I (Continued)

6. Where is Iqaluit? _____
- a. in British Columbia
 - b. in Nunavut
 - c. in the Northwest Territories
7. What place means *little red salmon*? _____
- a. Aklavik
 - b. Coquitlam
 - c. Oshawa
8. The First Nations meaning of *Ontario* describes _____.
- a. trees
 - b. water
 - c. land
9. Translators say the Huron meaning of *Toronto* was _____.
- a. fish trap or trees in the water
 - b. plenty of bears
 - c. large trees in the forest
10. Ottawa was a place where First Nations people went to _____ things.
- a. hide or store
 - b. talk about
 - c. trade or buy

LINC 4

Canadian Culture

Based on Canadian Language Benchmarks



Activity:

Lovely Winter

INSTRUCTOR NOTES

A reading on the beauty of winter is followed by reading comprehension, narrative writing, and discussion activities.

Timing: 1 hour

- WARM-UP**
- Class members share their experiences and perception of the Canadian winter.
 - Review the difference between facts and opinions.
- ACTIVITY**
- Learners read “Lovely Winter” without consulting their dictionaries, and then complete the “Check Your Understanding” exercises on the learner sheets. If the activity is not intended for assessment, correct the answers with the class.
 - Learners continue with the narrative writing assignment, and then answer the discussion questions in small groups.
- ANSWER KEY**
- **1** miserable -- unhappy or causing unhappiness; woods -- forest; open to -- willing to think about or consider something; notice -- see; appreciate -- understand and feel thankful for
 - **2** Answers will vary.
 - **3** Any two of: leave the city; go into the woods; be open to it; dress warmly
- ASSESSMENT**
- This unit can be used for reading and writing assessment.
 - CLB Performance Indicators:
 - ~ gets key information/main idea from texts
 - ~ identifies important details/specific information as required
 - ~ predicts, guesses meaning
 - ~ distinguishes fact from opinion
 - ~ describes a situation: reader can follow
 - ~ uses basic paragraph structure
 - ~ uses simple structures; few errors
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 262-267.
- VOCABULARY**
- miserable; open to, woods, appreciate; notice; lovely; moonlit



Activity:
Lovely Winter

Lovely Winter

I know that most newcomers to Canada don't like winter, but it's my favourite season. It is a beautiful and peaceful time of year, and people who live in warmer climates are missing something special.

If you don't believe me, it's probably because you live in a city, and I agree that winter in the city can be a miserable experience. The wind blows across the street and down your neck, the snow turns ugly brown or black, and every floor in every building is covered in dirt, salt and water. But remember that most of Canada is covered in forest, and there is nothing in the world as peaceful and lovely as walking through the woods on a moonlit winter night.

Of course, you must wear the right clothing. Nobody enjoys the beach when they are wearing a hot coat. If your body feels uncomfortable, you cannot be open to the beauty around you. But if you are warm enough, you can't walk very far on the soft white snow without feeling peaceful. All your problems will fall away from you like leaves falling off a tree. You will forget all your stress as you feel the calm; the coolness on your face; the air that is so fresh and pure it tastes like mountain water. For the first time, you will open your eyes to the quiet beauty of winter. See the light on the snow like a million diamonds, and look up at the cold, cold stars. The winter sky is as beautiful and changing as a southern sea... but we don't notice that in the city.

So, please, try to grow fond of a season that lasts nearly half the year. Winter is a gift of nature, and you will learn to appreciate it if you dress warmly, go deep into the woods, and open your heart to the loveliness of winter.



Activity: Lovely Winter

Check Your Understanding

I. Read “*Lovely Winter*” again and find these words and expressions:

miserable – woods – open to – notice – appreciate

When you find an expression, read the sentence it is in, plus the one before and the one after it. Then, without using a dictionary, guess what the expression means, and underline the correct choice below.

Example: **lovely**
beautiful and enjoyable
 full of energy

miserable
 unhappy or causing unhappiness
 unhealthy or dangerous

woods
 hills
 forest

open to
 willing to think about or consider something
 sure or certain

notice
 see
 laugh at

appreciate
 believe
 understand and feel thankful for





Activity: Lovely Winter

2. Copy three statements of fact and three statements of opinion from the reading.

FACTS	OPINIONS

3. How does the writer say we can best appreciate winter?
Write two ways.

- a. _____
- b. _____

Write About Winter

Write one paragraph about a winter experience that you had in Canada. Where did you go? What did you do? How did you feel? You can write about a positive or a negative experience.



Activity: Lovely Winter

SPEAKING

Practice using the new expressions as you answer these questions in small discussion groups.

1. Winter can be **miserable**. For example, it is **miserable** to step into a cold pool of water on the floor when you take off your boots. List 5 more things about winter that are **miserable**.
2. Walking in the snow on a winter evening helps the writer forget about stress. What helps you forget your worries, stress and problems?
3. Name 3 of the things you **appreciate** the most in your life.
4. Name 2 things you **appreciate** the most about living in Canada.
5. Do you agree with the writer that people who live in warm climates are missing something special?
6. Do you think the reason why many newcomers hate winter is because they are not dressed warmly?
7. Have you **noticed** anything nice about winter? Are you **open to** the idea that winter is lovely?



Activity:

Would You Like To Come Over?

INSTRUCTOR NOTES

Learners practice offering, accepting and declining invitations in a 4-skills unit.

Timing: 2 hours

- WARM-UP**
- The Warm-Up activity is a matching exercise that will provide some background vocabulary.
- MATERIALS**
- This activity is long, and instructors will select and reproduce the exercises they deem appropriate for their classes. Worksheets that will be distributed to the entire class are grouped together at the beginning of this unit. Jigsaws, role play scenarios and optional exercises that require special preparation are grouped together at the end.
- ACTIVITY**
- Play “Listening 1” (*Track 10*) for the class as many times as necessary for learners to answer the comprehension questions and check their answers.
 - Divide the class into groups of three for “Entertaining at Home: Reading and Speaking”, and give each group member a part of the “Entertaining at Home: Reading and Speaking Jigsaw”.
 - Play “Listening 2” for the class as many times as necessary for learners to answer the comprehension questions and check their answers. (See also Variation below.)
 - Hand out and go over the “Table Of Common Expressions For Extending, Accepting And Declining Invitations”. Learners will need to refer to this table for subsequent speaking and writing activities.
 - Play “Listening 3”. Learners focus on the words Dan uses to decline the invitation.
 - In the “Writing Exercise”, learners practice the common expressions for extending, accepting and refusing invitations (from the Table). It may be necessary to review rules for using quotation marks first.
 - Cut “Scenarios For Paired Role-Play” into strips, and give four strips to each pair of learners.
 - Learners follow the instructions on learner sheets for the email message and narrative paragraph assignments.
- VARIATION**
- These activities can be used in conjunction with a review of future tenses, including using the present continuous tense for future plans.
 - Option – Listening 2 for CLB Assessment:
Use the Listening Assessment Exercise for CLB listening assessment before learners complete the Comprehension Questions with a partner. Reiterate that learners may need to underline more than one thing on each list.
- ANSWER KEY**
- Warm-up Activity
 1. We have a bon voyage party when someone is leaving for a long or important trip.
 2. We have a retirement party when someone is going to quit working.
 3. We hold a barbeque when we want to enjoy a summer evening outdoors.
 4. We hold a farewell party when someone is going or moving away.
 5. If the party is pot luck, everyone brings food.
 6. The host or hostess is someone who holds a party at his or her home.

Activity: **Would You Like To Come Over?****INSTRUCTOR NOTES CONTINUED**

- ANSWER KEY** 7. To “entertain” means to invite people to be your guests.
Continued 8. To “accept” means to say “yes.”
 9. To “decline” means to say “no.”
 Listening 1 Comprehension Questions
 1. A barbeque. 2. She checked her calendar to make sure she was free.
 3. 6:00 4. 6 5. dessert
 Listening 2 Comprehension Questions
 1. It’s Sam’s birthday. 2. Sam is new to Toronto and doesn’t know anyone. 3. 3 (“if there’s anything I can bring” refers to food) 4. You don’t need to bring anything/ Maybe you could bring a salad 5. No
 Listening Assessment Exercise 1. salad 2. Todd, Sam 3. new to Toronto, going to have a birthday party, a nice guy 4. celebrate Sam’s birthday, eat cake

- ASSESSMENT**
- Instructors circulate during the paired role-play to assess learners’ speaking performance. For listening assessment, use the Listening 2 and the Listening Assessment Exercise and play the audio up to three times. For writing assessment, the email message is evaluated according to “Social Interaction” performance indicators, and the narrative paragraph is evaluated according to “Presenting Information” performance indicators in the CLB 2000 document.
 - The Writing Exercise can be used to assess learners’ ability to follow punctuation conventions.
 - CLB Performance Indicators:
 - ~ Speaking • extends, accepts or declines an invitation or offer
 - ~ Listening • identifies specific factual details and inferred meanings in audio-mediated listening texts as required • identifies situation and relationship between speakers
 - ~ Writing – Social Interaction • conveys the message: reader can follow
 - uses language and content that are appropriate to the occasion, intent and social context
 - uses simple grammar structures, punctuation and spelling with few errors
 - ~ Presenting Information –
 - describes a situation: reader can follow
 - uses basic paragraph structure
 - uses simple structures; few errors
 - uses adequate vocabulary for the topic
 - spells correctly; follows punctuation conventions

- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 262-267.

- VOCABULARY** • bon voyage; retirement and farewell parties; extend, accept and decline invitations; pot luck; barbeque (BBQ); host/ess; entertain; get-together; free; look forward to; tradition; hospitality; occasion; popular; neighbourhood; wonder



Activity:
Would You Like To Come Over?

LISTENING TRANSCRIPT

Listening 1

- Anne: *Hello?*
 Emily: *Hi Anne, it's Emily. How are you?*
 Anne: *Oh, hi Emily. I'm fine. How are you?*
 Emily: *Busy, but good. The reason I'm calling is that we're having a few people over two weeks from Saturday, and we'd like you to join us.*
 Anne: *I'd love to, but just let me check the calendar. Saturday the 9th? ...*
 Emily: *Oh..., no..., good, we're free. We'd love to come. What's the occasion?*
 Anne: *Nothing special. We just wanted to have an outdoor barbeque while the weather is still good.*
 Anne: *Great. What can I bring?*
 Emily: *Michael's going to barbeque some chicken and some hamburgers — maybe you could bring a salad or a dessert.*
 Anne: *Sure. I'll bring a dessert. What time?*
 Emily: *Can you come around 6:00, and then we can have a drink before we eat. It's just going to be you two, plus Fiona and Josh. And maybe Pat and Kevin, but they're not sure.*
 Anne: *Sounds good. We'll see you then. Thanks for the invitation.*
 Emily: *You're welcome. Bye.*

Listening 2

- Lindsay: *Hello?*
 Briana: *Hi. Is this Lindsay?*
 Lindsay: *Yes.*
 Briana: *Hi, Lindsay, it's Briana Morrison speaking. I work with your husband Todd.*
 Lindsay: *Oh, hi Briana. I've heard about you.*
 Briana: *My husband Ian and I were wondering if you and Todd would like to come over next Saturday. We're having a few people over to celebrate Sam's birthday. Do you know Sam Rogers? He works with us.*
 Lindsay: *No, I don't.*
 Briana: *Well, he's a really nice guy. He has just moved to Toronto and he doesn't know anyone here, so I was thinking it would be nice for a few people from the office to get together on Saturday to celebrate his birthday. Ian and I were wondering if you and Todd could come.*
 Lindsay: *That's really nice. I'm sure Sam would like that. Todd and I would love to come. What can we bring?*

Activity: **Would You Like To Come Over?****LISTENING TRANSCRIPT (continued)****Listening 2 (Continued)**

- Briana: *Oh, you don't need to bring anything. We're just going to keep it simple. After dinner we'll have a cake, but we're not going to give Sam any presents. I'm sure it would embarrass him too much.*
- Lindsay: *Well, it sounds really nice and it will be nice for me to get to know some of you. Todd is always telling me funny stories from the office. Are you sure I can't bring anything?*
- Briana: *Well, maybe you could bring a salad.*
- Lindsay: *I'd love to. What time?*
- Briana: *What about 7:00?*
- Lindsay: *Great. We'll see you then. If there's anything else I can bring, just let me know.*
- Briana: *Thanks. I'm looking forward to meeting you and Todd.*
- Lindsay: *Me too. Bye.*

Listening 3

- Matthew: *Hi, Dan, how's it going?*
- Dan: *I'm fine thanks. How are you?*
- Matthew: *I'm fine. Listen, I was wondering if you'd like to come over on Friday the 21st. We're holding a small get-together before Ryan goes away.*
- Dan: *The 21st?*
- Matthew: *Yep.*
- Dan: *Sorry. I'd love to come, but I'm busy. Vicki and I have tickets for the hockey game.*
- Matthew: *That's too bad.*
- Dan: *Yeah, it is. Sorry. But thanks for thinking of us. Maybe next time.*
- Matthew: *Yeah, maybe. Bye.*



Activity:
Would You Like To Come Over?

Warm-up Activity

Work with a partner to match the correct endings.

We have a bon voyage party when

We have a retirement party when

We hold a barbeque* when

We hold a farewell party when

If the party is pot luck,

The host or hostess is someone who

To “entertain” means

To “accept” means

To “decline” means

to say “no”.

someone is going or moving away.

everyone brings food.

someone is going to quit working.

holds a party at his or her home.

to say “yes”.

to invite people to be your guests.

someone is leaving for a long or
important trip.

we want to enjoy a summer evening
outdoors.

* barbeque is often written as BBQ

Listening I

Listen to this conversation. Emily is calling her close friend Anne. Their conversation begins like this:

Anne: *Hello?*

Emily: *Hi Anne, it's Emily. How are you?*

Activity: **Would You Like To Come Over?****Comprehension Questions**

With a partner, discuss your answers to these questions, and then listen again to make sure your answers are right.

1. What is the invitation for? _____
2. What did Anne do before she accepted the invitation?

3. What time should the guests arrive? _____
4. How many people have been invited? _____
5. What will Anne bring? _____

ENTERTAINING AT HOME**Reading And Speaking**

Work in a group of three. Each of you has different information about how Canadians entertain at home, and you will read this information to your group. After each reading, stop to make sure everybody understands. Then, discuss what you have read. In what ways are Canadian customs the same and in what ways are they different from your culture?

Activity: **Would You Like To Come Over?****Listening 2**

Listen to this telephone conversation between Lindsay and Briana. They have never met, but Briana works with Lindsay's husband Todd. Briana wants to invite Lindsay and Todd to her house. Their conversation begins like this:

Lindsay: *Hello?*

Briana: *Hi. Is this Lindsay?*

Comprehension Questions

With a partner, discuss your answers to these questions, and then listen again to make sure your answers are right.

1. Why are Briana and Ian inviting people to their home?

2. It isn't common for office workers to celebrate birthdays in one another's houses. Why are they doing it this time?

3. How many times did Lindsay offer to bring something? _____

4. What was Briana's answer the first time? What was her answer the second time?

5. Is Lindsay going to bring a birthday present? _____

Listening 3

Listen to this telephone conversation between Matthew and Dan. Their conversation begins like this:

Matthew: *Hi, Dan, how's it going?*

Dan: *I'm fine, thanks. How are you?*



Activity: Would You Like To Come Over?

TABLE OF COMMON EXPRESSIONS FOR EXTENDING*, ACCEPTING AND DECLINING INVITATIONS

EXPRESSION	WHAT IT MEANS/OTHER NOTES
I was wondering if you would like to come....	This is a more polite, indirect way of saying "Do you want to come?"
We're having a few people over. or We're holding a get-together.	We are having a small, informal party at our house.
come over	come to my house
I'm free. That sounds great. I'd love to!	I can come.
I'm sorry. I'd love to come, but I'm busy. That's too bad. I'd love to come, but I can't.	It is polite to give a reason. For example: I'd love to come, but I can't. I'll be out of the city.
Can I bring anything?	Guests commonly bring wine, salad or dessert.
What's the occasion?	Is there a special occasion like a birthday or an anniversary [and do I need to bring a present]?
What time should I come?	When does the party start?
I'm looking forward to it.	I expect it will be fun and I'm happy to know I will be going.
See you there! It should be fun!	
Thanks for the invitation. Thanks for thinking of me.	

NOTE: **have** a party/get-together

hold a party/get-together

NOT: **make** a party/get-together

* extend an invitation = give an invitation

Activity: **Would You Like To Come Over?****Writing Exercise**

Practice the common expressions for extending, accepting and refusing invitations (on the Table) by completing the five conversations below. Use quotation marks to show someone is speaking. Note that the end punctuation (question mark, period, exclamation mark) goes **INSIDE** the quotation mark, not after it.

Example: A. "Are you free on November 27th? We're having a few people over."

B. "Yes, I'm free and I'd love to come."

1. A. "Would you like to come over next Sunday afternoon? We're having a little get-together?"

B. (Accept) _____

B. (Decline) _____

2. A. _____

B. "Well, if you would like to bring a salad, that would be nice."

3. A. _____ to our house next Saturday?"

B. "I'd love to! That sounds great!"

4. A. _____

B. "It's John's birthday."

5. A. _____

B. "Around 6:00."

**Activity: Would You Like To Come Over?****Paired Speaking – Role Play**

With a partner, practice extending, accepting and declining invitations. Follow the example conversations from the listening activities, and use the Table.

Step 1

Partner A: Take a slip of paper, read the situation, and extend an invitation.

Partner B: Accept the invitation.

Step 2

Change roles. Partner B takes a slip and extends the invitation, and Partner A accepts.

Step 3

Partner A: Take a slip of paper, read the situation, and extend an invitation.

Partner B: Decline the invitation.

Step 4

Change roles. Partner B takes a slip and extends the invitation, and Partner A declines.

Final Step

Choose ONE of the four conversations you just practiced in Steps 1-4. Practice it a few more times, and then perform it for your classmates.

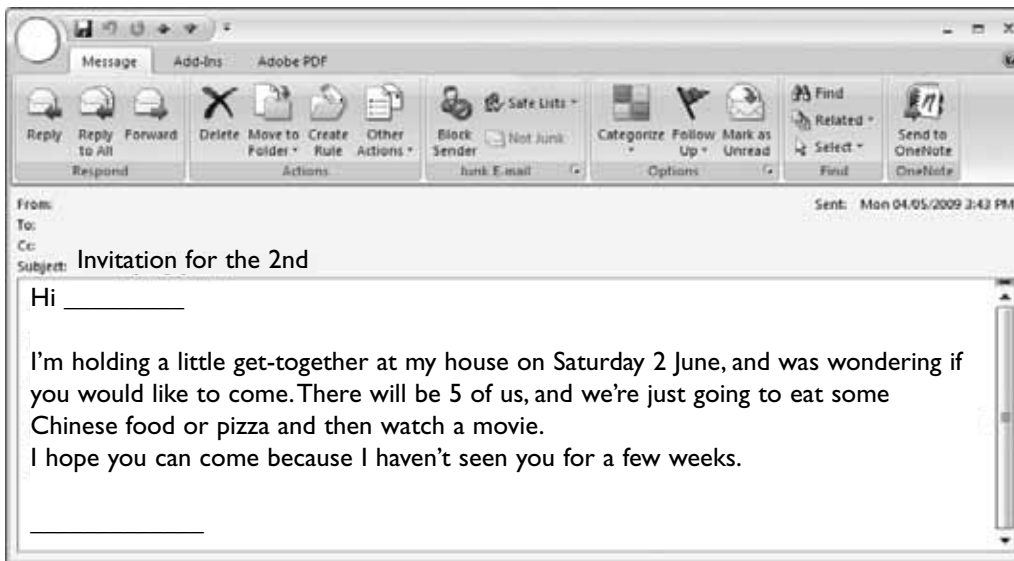


Activity: Would You Like To Come Over?

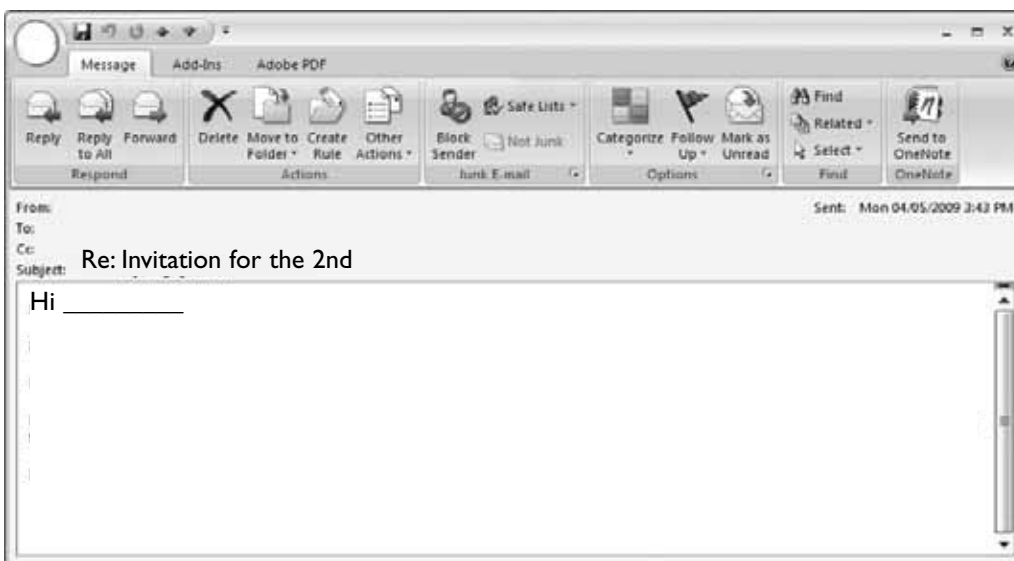
Writing Invitation Messages

I

Here is an email from your friend:



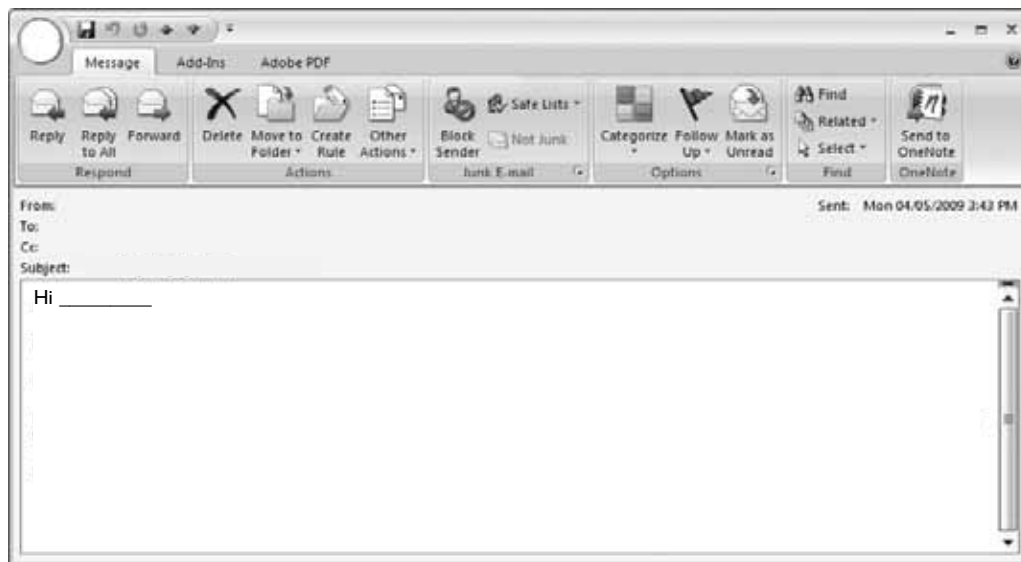
Reply to your friend below.



Activity: **Would You Like To Come Over?**

2

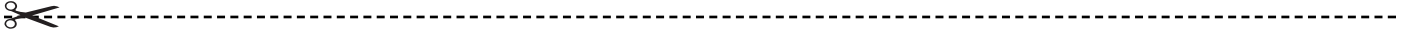
You want to invite your friend to come to your house for a get-together next Saturday night. Your friend has lost his or her cell phone, so you need to send an email. Complete the message below.

**Write About It**

Write a paragraph about a time when you were the host/hostess of a party, or a time when you were a guest. Describe what the occasion was, where the party was held, what you did, and who you were with.

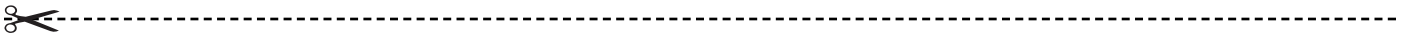
Example 1: *Last year I held a birthday party for my mother. I invited twelve people for supper ...*

Example 2: *Two years ago, I went to my sister's wedding celebration. It was held in a beautiful restaurant in China ...*

Activity: **Would You Like To Come Over?****ENTERTAINING AT HOME****Reading and Speaking Jigsaw****Learner 1**

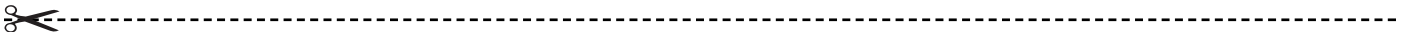
Read this information to the other learners in your group. Read slowly and pronounce the words clearly so that your classmates will understand you.

- Canadians are very busy. Invitations are often one month before the party.
- Canadians with young children don't entertain frequently. They are simply too busy. Single people, couples without children, older couples and people who have paid help (for example, paid cleaners) entertain at home more often.

**Learner 2**

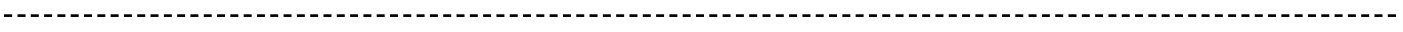
Read this information to the other learners in your group. Read slowly and pronounce the words clearly so that your classmates will understand you.

- If the party is *pot luck*, the guests will bring most of the food. The reason for the pot luck custom is that the host may not have enough time to prepare the home and cook a lot of food. Most Canadians have enough money to buy food, but they don't have enough time to prepare it.
- When a party isn't called *pot luck*, it is still common for guests to offer to bring food. Usually the guest offers immediately after accepting the invitation. Sometimes the hostess accepts the offer of food, and sometimes she declines it.

**Learner 3**

Read this information to the other learners in your group. Read slowly and pronounce the words clearly so that your classmates will understand you.

- It is common for men to help with cooking, cleaning and serving drinks to guests, but organizing the entertaining is usually the wife's work. It is fine for married people to invite singles and for singles to invite married people, but the single should usually invite both the husband and the wife.
- Canadians do not have a strong tradition of hospitality compared to some other cultures. Do not be surprised if you are rarely invited into Canadian homes.



Activity: **Would You Like To Come Over?****Listening Assessment Exercise**

Underline the answers that are correct.
You may need to underline more than one thing on each list.

1. Lindsay is going to bring ...

- salad
- a cake
- nothing
- a birthday present

2. Briana works with ...

- Lindsay
- Todd
- Sam
- Morrison
- Ian

3. Sam is ...

- new to Toronto
- going to have a birthday party
- a nice guy
- embarrassed
- Briana's husband

4. Next Saturday, they are going to ...

- work with Todd
- celebrate Sam's birthday
- eat dinner
- tell funny stories about Ian
- eat cake

Activity: **Would You Like To Come Over?****Scenarios For Paired Role-Play**

You are organizing a get-together at your house to say “farewell” to a friend who is moving to Calgary.

You are hosting a small birthday party for your spouse (husband/wife).

You are inviting some neighbours to your home for an afternoon get-together.

You are inviting some friends to your home for a backyard BBQ.

You work for a small company, and a popular co-worker is going to retire. You want to invite all your co-workers to your home for a small retirement party.

You have some relatives visiting from another country. You want to invite your friend over to meet them.

You want to invite some close friends/a close friend to come to your house to eat supper and watch a movie.

Your friend is going to take a long holiday. You are having a few people over for a “bon voyage” get-together.

Someone/A new family has just moved into your neighbourhood. You want to invite him/her/them over for coffee.

You are holding a New Year’s party.



Activity:

I Like Your Dress! Giving And Receiving Compliments – I

INSTRUCTOR NOTES

Women learn to give and receive social compliments appropriately in this 4-skills unit.

Timing: 90 minutes

WARM-UP

- In front of the class, give a few compliments to individual learners. After they have been modeled, introduce the word *compliment* and inform the class that they are going to learn to give and receive compliments in English.

ACTIVITY

- Learners follow the instructions on the worksheets.
- The audio (*Track 11*) should be repeated as necessary for learners to understand the speakers and to answer the comprehension questions.
- Learners answer the questions in “Giving and Receiving Compliments” by referring to the three excerpts in “Listen Again”.
- Instructors should clarify this complex point about receiving compliments:
 - ~ The person receiving the compliment often says “Do you like it?” but this isn’t really a question, and it would be rude to pause. If the speaker pauses, it forces the compliment-giver to answer “yes” and thus repeat the compliment.
- The role-play “Practice Using Compliments In Small Talk” is a speaking activity, and it is unnecessary for learners to write out their dialogues. Many learners will need to learn the idiom *run into*.
- Learners can practice additional role-plays as necessary.

FOLLOW-UP

- *I Like Your Dress! Giving And Receiving Compliments – II*

VARIATION

- “Giving And Receiving Compliments” can be used to teach or review reported speech.
- Learners perform their role plays for their classmates.

ANSWER KEY

- Listening 1
 1. casual
 2. female
 3. sweater
- Listening 2
 1. casual
 2. female
 3. hair style
- Listening 3
 1. at home
 2. casual
 3. female
 4. pants
- Giving And Receiving Compliments
 1. I like your
 2. Thanks
 3. She said it was cheap/she got it on sale
 4. She said she didn’t like it at first/she cried when she saw it
 5. She said she was pleased with them.



Activity:

I Like Your Dress! Giving And Receiving Compliments – I

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors circulate during the role play for speaking assessment.
 - CLB Performance Indicators:
 - ~ responds to small talk comments
 - ~ expresses and responds to compliments

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp 262-267.

- VOCABULARY**
- compliment; run into; casual; formal; gender; Do I ever like your ...; small talk



Activity:

I Like Your Dress! Giving And Receiving Compliments – I

LISTENING TRANSCRIPT

Listening 1

- Ashley: *Oh, hi Jennifer. How are you?*
 Jennifer: *Oh, hi Ashley! It's nice to see you. Are you here for the end of season sale, like me?*
 Ashley: *Yes, I'm looking for a new sweater.*
 Jennifer: *Gee, I really like the sweater you have on right now. It's really nice! Where did you get it?*
 Ashley: *You like it? Thanks! I got it at, um... Old Navy last year. It was really cheap because I got it on sale. I'm always looking for sales.*
 Jennifer: *Well, it's really nice. I like the colour. I'm looking for something blue like that, but just a little darker, to go with jeans.*
 Ashley: *Why don't you try The Bay? I was just there, and they still had a lot of sweaters.*
 Jennifer: *OK, I will. Thanks.*
 Ashley: *See you.*
 Jennifer: *See you.*

Listening 2

- First Woman: *Hi, how are you?*
 Second Woman: *Oh, good morning. I'm really sleepy. I need a big cup of coffee. How much longer until break time?*
 First Woman: *Well, at least you look good. I like your new hair style!*
 Second Woman: *Oh, thanks! I got it done last night, and when I got home and stood in front of the mirror I cried. But I'm getting used to it already.*
 First Woman: *I think it looks really nice. Is it hard to take care of?*
 Second Woman: *No, that's what I really like about it. The stylist said you just wash it and comb it while it's still wet.*
 First Woman: *Well, it looks really great.*
 Second Woman: *Thanks.*
 First Woman: *Well, I'd better get back to work. Big meeting tomorrow...*

Listening 3

- Sister One: *Hi, come on in.*
 Sister Two: *Thanks. It sure is cold out there.*
 Sister One: *Well, come on in and sit down. I'll make you a nice cup of hot tea. Here, let me take your coat. [PAUSE] Hey, do I ever like your pants! They look great!*
 Sister Two: *Do you? Thanks. I'm really pleased with them.*
 Sister One: *Yeah, they look great.*
 Sister Two: *Thanks. I got them at Sears. How are the kids? ...*



Activity: I Like Your Dress! Giving And Receiving Compliments – I

LISTENING TRANSCRIPT (Continued)**Listen Again****Conversation 1 – At The Mall**

- Ashley: *Yes, I'm looking for a new sweater.*
Jennifer: *Gee, I really like the sweater you have on right now. It's really nice!
Where did you get it?*
Ashley: *You like it? Thanks! I got it at, um... Old Navy last year. It was really cheap because I got it on sale. I'm always looking for sales.*

Conversation 2 – At Work

- First Woman: *Hi, how are you?*
Second Woman: *Oh, good morning. I'm really sleepy. I need a big cup of coffee. How much longer until break time?*

First Woman: *Well, at least you look good. I like your new hair style!*
Second Woman: *Oh, thanks! I got it done last night, and when I got home and stood in front of the mirror I cried. But I'm getting used to it already.*

Conversation 3 – At Home

- Sister 1: *Hi, come on in.*
Sister 2: *Thanks. It sure is cold out there.*

Sister 1: *Well, come on in and sit down. I'll make you a nice cup of hot tea. Here, let me take your coat. [Pause]... Hey, do I ever like your pants! They look great!*
Sister 2: *Do you? Thanks. I'm really pleased with them.*

Sister 1: *Yeah, they look great.*
Sister 2: *Thanks. I got them at Sears. How are the kids? ...*



Activity:

I Like Your Dress! Giving And Receiving Compliments – I

Listening 1

Listen to this conversation. Ashley is at the shopping mall, and she runs into her friend Jennifer outside of a store.

Comprehension Questions

1. Is this a casual or a formal conversation? _____
2. What is the gender (sex) of the two speakers? _____
3. What item was complimented? _____

Listening 2

Listen to this conversation between two co-workers at an office.

Comprehension Questions

1. Is this a casual or a formal conversation? _____
2. What is the gender of the two speakers? _____
3. What item was complimented? _____

Listening 3

Listen to this conversation between two relatives.

Comprehension Questions

1. Where are the speakers? _____
2. Is this a casual or a formal conversation? _____
3. What is the gender of the two speakers? _____
4. What item was complimented? _____



Activity: I Like Your Dress! Giving And Receiving Compliments – I

GIVING COMPLIMENTS

- Compliments are often a form of small talk, like the weather. They get a conversation started, or they fill in time.
- It is unusual [but not bad] to give a compliment to a stranger. Usually the people know each other, even if they are not close friends (for example, they could be classmates).
- Compliments are most common between females.
- The things that are complimented are often personal items like clothing, hair styles, and jewellery.

Listen Again

Listen to the conversations again, and fill in the missing words. You may need to write more than one word on a line, and you may need to hear the conversation more than once.

Conversation I – At The Mall

Ashley: Yes, I'm looking for a new sweater.

Jennifer: Gee, _____ the sweater you have on right now. It's really nice!
Where did you get it?

Ashley: _____! I got it at, um... Old Navy last year. It was really
_____. I'm always looking
for sales.



Activity: **I Like Your Dress! Giving And Receiving Compliments – I**

Conversation 2 – At Work

First Woman: *Hi! How are you?*

Second Woman: *Oh, good morning. I'm really sleepy. I need a big cup of coffee.
How much longer until break time?*

First Woman: *Well, at least you look good. _____!*

Second Woman: *Oh, _____! I got it done last night, and when I got home and stood in
front of the mirror _____. But I'm getting used to it already.*

Conversation 3 – At Home

Sister 1: *Hi, come on in.*

Sister 2: *Thanks. It sure is cold out there.*

Sister 1: *Well, come on in and sit down. I'll make you a nice cup of hot tea. Here, let me take
your coat. Hey, do I ever _____!
They _____.*

Sister 2: *_____? _____! I'm really pleased with them.*

Sister 1: *Yeah, they look _____.*

Sister 2: *Thanks. I got them at Sears. How are the kids?*



Activity: I Like Your Dress! Giving And Receiving Compliments – I

GIVING AND RECEIVING COMPLIMENTS

1. What words does the speaker use to give the compliment?

2. What word does the receiver of the compliment always use in reply?

3. What did Ashley say about her sweater in the first conversation?

4. What did the second woman say about her hair in the second conversation?

5. What did the second sister say about her pants in the third conversation?

- The receiver of the compliment often says something slightly negative about the thing that was complimented. Here are some examples:
 - I've had it for years.
 - I got it on sale.
 - Yes, it's really old, but I still like it.
 - It's easy to take care of.
 - It was cheap.

However, the receiver must not be too negative, or else she might communicate this idea:
"Do you like this? Are you crazy? It's ugly!"

- The receiver of the compliment sometimes just says "thanks", especially with a close friend or relative (Conversation 3).

**Activity: I Like Your Dress! Giving And Receiving Compliments – I****Practice Using Compliments In Small Talk**

Work with a partner. You will practice two conversations similar to the ones you listened to. (In these conversations, two people met and began their conversation with a bit of small talk, and then one gave the other a compliment.)

Choose any two of the situations below, and practice two short conversations. Take one turn being the compliment-giver, and one turn being the compliment-receiver.

- 2 friends have gone out to see a movie; they have just met at the cinema and now they are sitting down together and waiting for the movie to start
- 2 friends have gone out to a restaurant for dinner; they have just met and they are sitting down at their table
- 2 friends have gone to the gym; they have just met and now they are in the change room
- a woman is at a friend's party and is talking to her friend's aunt
- a woman is at home talking to her sister
- a woman is at home talking to her friend
- 2 friends run into each other at a fast food restaurant; they are in the same lineup
- 2 friends run into each other at a bus stop
- 2 friends run into each other at the hair stylist
- 2 friends run into each other at a library
- 2 friends run into each other at a grocery store



Activity:

I Like Your Dress! Giving And Receiving Compliments – II

INSTRUCTOR NOTES

This follow-up to I Like Your Dress! Giving and Receiving Compliments I contains a community-based listening task and an exercise on reported speech.

Timing: 15 minutes (writing)

- ACTIVITY**
- Review reported speech with the class before handing out “Practice With Reported Speech”. Read the dialogue one line at a time and elicit reported speech from the class.
 - Learners follow the instructions on “Practice With Reported Speech” to complete the writing exercise.
 - The community-based task involves eavesdropping. Instructors should prepare learners by overviewing culturally appropriate and inappropriate behaviour.
- FOLLOW-UP**
- Solicit feedback from the class about what they heard and how much they understood. Encourage them to feel positive about their experience even if they did not manage to overhear any compliments.
- VARIATION**
- Questions for class discussion:
 - ~ In your culture, can a man compliment a woman who is not his wife?
 - ~ In your culture, can a woman compliment a man who is not her husband?
 - ~ In your culture, do you compliment
 - food?
 - clothing?
 - someone’s home?
 - personal appearance?
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 262-267.
- VOCABULARY**
- dialogue; spring colours; gender



Activity:

I Like Your Dress! Giving And Receiving Compliments – II

PRACTICE WITH REPORTED SPEECH

Choose one of these short dialogues (conversations between 2 people) and rewrite it in reported speech.

Example Dialogue

Tina: I like your scarf.
 Alia: Thanks. I bought it when I was on holiday.
 Tina: Where did you go?
 Alia: I went to Cairo for three weeks.

Reported Speech

Tina told Alia that she liked her scarf. Alia thanked Tina and told her she had bought it when she was on holiday. Tina asked where she had gone, and Alia answered that she had gone to Cairo for three weeks.

Dialogue 1

Jun: I like your shirt!
 Amanda: Thanks. It's very old, but I'm still wearing it.
 Jun: It looks nice. I like the colour.
 Amanda: Thanks. It's nice to wear spring colours again after the long winter.

Dialogue 2

Jessica: I like your new purse!
 Silvia: Thanks. I've only had it three days, and already I can't find anything inside it.
 Jessica: I know. It's hard to keep a purse organized.
 Silvia: I have a bigger problem. My purses always eat my money!

Reported Speech



Activity: I Like Your Dress! Giving And Receiving Compliments –II

LISTENING AND WRITING ASSIGNMENT

Go into a public area like a cafeteria, a coffee shop or a mall. Sit and listen to the people around you, especially the women, as they make small talk. When you hear someone give their friend a compliment, listen carefully and then fill in the chart below. If you don't hear a compliment, then fill in Part Three of the chart instead.

THE COMPLIMENT GIVER		
Man or woman?	(Approximate) Age	What did they compliment?
		What did they say?
THE COMPLIMENT RECEIVER		
Man or woman?	(Approximate) Age	What did they say?
PART 3: SMALL TALK WITH NO COMPLIMENTS		
Gender and age of speakers		What did they talk about?



Activity:
Canadian Icons

INSTRUCTOR NOTES

Learners review the concept of cultural icons, and then identify and describe Canadian ones.

Timing: 60 minutes

- WARM-UP**
- Review the Warm-Up page and ensure all learners understand *symbol*, *represent* and *icon*.
- ACTIVITY**
- Learners continue with the page on world religions. They can work alone or with a partner. After they have finished, take up the correct answers. If desired, discuss the name/cultural significance of the pictures.
 - There are individual pages illustrating cultural icons from China, Egypt, Cuba, France and India, plus a common Word Bank for all 5 countries. Instructors choose how many sheets to distribute to their classes, and whether learners will work individually or in groups. Emphasise the importance of recognizing the country from the icons; the labeling activity is secondary.
 - Proceed with the activities for Canadian icons. Learners work individually on the first sheet “Canadian Icons” and when they have finished, divide the class into groups of four for the discussion.
 - Cut the sheets for the final descriptive paragraph into half before distributing them.
- FOLLOW-UP**
- When learners have completed their final writing assignment, mount each group’s work together on a poster board titled “Canadian Icons”. Hang the posters around the classroom, and allow learners time to circulate and read what their classmates have created.
- VARIATION**
- The international icons segment (China, Egypt, etc) can be done as a paper-free oral activity in e-classrooms.
 - Provide the learners with markers and coloured pencils.



Activity:

Canadian Icons

INSTRUCTOR NOTES CONTINUED

- ANSWER KEY**
- Warm-Up
The symbol represents medicine or a medical condition.
World Religions: Judaism, Buddhism, Christianity, Muslim religion (Islam)
China: dragon, Mao Tse-tung, china, marital arts, panda bear,
Great Wall of China, calligraphy, tea, Chinese food
Egypt: ancient gods, Cleopatra, mosque, date palm tree, Sphinx,
Tutankhamen, camel, Nile River
Cuba: cigar, samba, rum, Fidel Castro, Che Guevara, maracas,
sugar cane, beach
France: croissant, Napoleon, Eiffel Tower, fleur de lis, French bread,
Arch of Triumph (Arc de Triomphe)
India (in random order): monkey, cart, sari, Sikh, Indian dancer, temple, meditation,
goddess, Gandhi
- ASSESSMENT**
- The descriptive paragraph can be collected for writing assessment.
 - CLB Performance Indicators:
 - ~ uses simple structures; few errors
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
 - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 262-267.
- VOCABULARY**
- symbol; represent; icon
 - For other vocabulary, refer to the Word Bank



Activity:
Canadian Icons

WARM-UP



This is the **symbol** for dollars.



These are **symbols** for poison.



This is a **symbol** for love. The heart **represents** love.



This symbol represents **peace**.



A dove also **represents** peace.



What does this symbol represent? _____

The modern word for a symbol is an **icon**. Icons represent an idea or a way of life. Icons can be people or things. For example, Nelson Mandela is a modern icon. He represents racial equality (the idea that all races and colours of people are equal). Another icon of racial equality is Martin Luther King. Cell phones and laptop computers are icons that represent modern culture and the modern way of doing business.



Nelson Mandela



Martin Luther King



Cell Phone



Laptop Computer



Activity: Canadian Icons

Here are some icons that represent 4 world religions --Buddhism, Christianity, Judaism and the Muslim religion. Match the name of the religion to the icons below.



1. _____

2. _____

3. _____

4. _____



Activity: Canadian Icons

Name the country or culture these icons represent, and label each one.
Use the Word Bank if you need help with vocabulary.

COUNTRY: _____









Activity: Canadian Icons

Name the country or culture these icons represent, and label each one.
Use the Word Bank if you need help with vocabulary.

COUNTRY: _____









Activity: Canadian Icons

Name the country or culture these icons represent, and label each one.
Use the Word Bank if you need help with vocabulary.

COUNTRY: _____









Activity: Canadian Icons

Name the country or culture these icons represent, and label each one.
Use the Word Bank if you need help with vocabulary.

COUNTRY: _____















Activity: Canadian Icons

Name the country or culture these icons represent, and label each one.
Use the Word Bank if you need help with vocabulary.

COUNTRY: _____





















Activity: Canadian Icons

WORD BANK

ancient gods	Indian dancer
Arch of Triumph (Arc de Triomphe)	Mao Tse-tung
beach	maracas
calligraphy	martial arts
camel	meditation
cart	monkey
Che Guevara	mosque
china	Napoleon
Chinese food	Nile River
cigar	panda bear
croissant	Queen Cleopatra
date palm tree	rum
dragon	samba
Eiffel Tower	sari
Fidel Castro	Sikh
fleur de lis	Sphinx
French bread	sugar cane
Gandhi	tea
goddess	temple
Great Wall of China	Tutankhamen



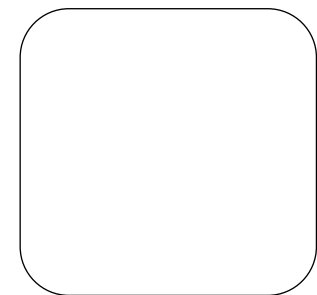
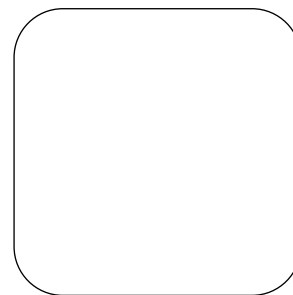
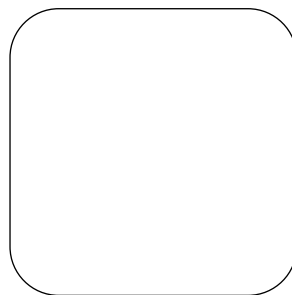
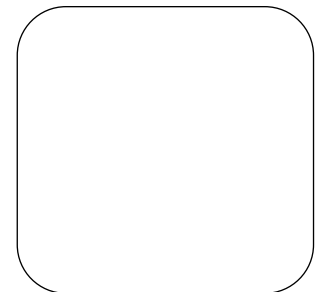
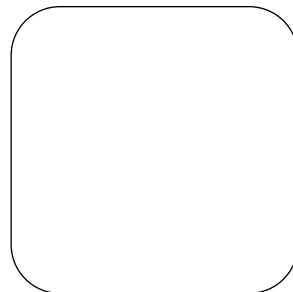
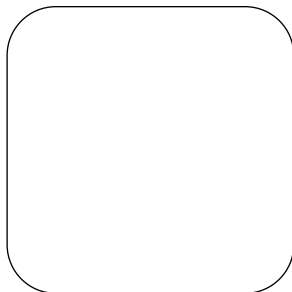
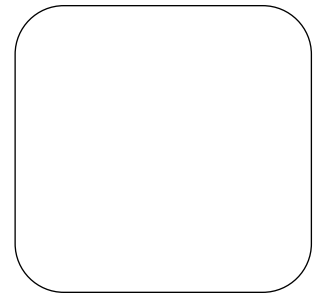
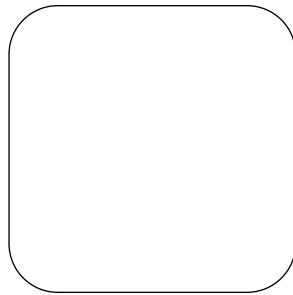
Activity: Canadian Icons

The maple leaf is an icon that represents Canada. It is on the Canadian flag, and maple trees are common in most parts of the country. What are some other Canadian icons?

Draw and label eight more icons. Remember, an icon can be a person or a thing.



Maple Leaf





Activity: Canadian Icons

Group Discussion

In your discussion group, take turns showing your icons to your classmates. You can joke about your artwork, if you like, and you can even name the best artist! When you show your icons, explain why you chose them -- explain why they are an important or common part of Canadian culture and life in Canada.

After everyone has had a turn showing their work, the group must decide on the “final four”. Choose the four you think are the most important or common in Canada. Then, each member of the group must take one of the finalists and draw and describe it on the sheet your instructor gives you. Draw the icon in the box, and then write a short paragraph about it. After you write your paragraph, read it one more time to find and correct spelling and grammar mistakes.

Here is an example:

*The Maple Leaf*

The maple leaf is a Canadian icon. There is a red one on the Canadian flag. Maple trees are common in Ontario and Quebec, and in the fall maple trees turn beautiful colours. There are yellow, orange and red maple trees in the fall.



Activity: Canadian Icons



Activity:

The Greatest Canadian Hero

INSTRUCTOR NOTES

A variety of exercises follow an extended listening passage about Tommy Douglas. Instructors choose the activities they deem appropriate for their classes.

Timing: varies

WARM-UP

- Inform the class that in 2004, Canadians were invited by the CBC to vote for the greatest Canadian. Ask the class to guess who the winner was, and list responses on the blackboard. Then, inform them that the winner was Tommy Douglas.
- Prompt learners to share as much as they know about Tommy Douglas, and note this information on the board. Include a reference to the Canadian health care system and medicare.
- Inform the class that they are going to listen to a passage about Tommy Douglas. Warn the learners that the passage is long and vocabulary-rich, and encourage them to focus on global comprehension rather than individual words.

ACTIVITY

- Play the audio (*Track 12*) once or twice. Learners listen for the gist.
- There are four possible exercises for learner response. Instructors choose among them.
- Learners listen for specific factual detail in Exercise 1.
- The focus of Exercise 2 is the expressions *inspired*, *number one issue*, *grateful*, *father of* and *universal*.
- In Exercise 3, learners are required to write the answers they would give to the two surgeons if they were Tommy's parents. It may be helpful to provide a copy of the transcript. After learners have finished writing, divide the class into pairs or small groups to share their responses.
- Divide the class into small conversation groups for Exercise 4. Clarify advantages and disadvantages, and compile a master list on the board to conclude the discussion.

FOLLOW-UP

- Questions for class discussion:
 - ~ How does the Canadian health care system compare to the one in your country of origin? Which system do you think is better?
- See the companion website for a listening activity on another Canadian hero named Wop May.



Activity:

The Greatest Canadian Hero

INSTRUCTOR NOTES CONTINUED

- VARIATION**
- For advanced classes, present Tommy Douglas' own words to the class and have them comment: *"I felt that no boy should have to depend either for his leg or his life upon the ability of his parents to raise enough money to bring a first-class surgeon to his bedside. And I think it was out of this experience, not at the moment consciously, but through the years, I came to believe that health services ought not to have a price tag on them, and that people should be able to get whatever health services they require irrespective of their individual capacity to pay."*
- SOURCE**
- <http://truenorthandme.blogspot.com/2006/09/tommy-douglas-greatest-canadian-of-all.html>
For more information on the CBC Greatest Canadian contest:
<http://www.cbc.ca/greatest/>
- ANSWER KEY**
- Exercise 1:
1. b 2. a 3. a 4. a 5. b 6. b 7. a
 - Exercise 2: Examples include Fathers of Confederation, Fathers of the church, Fathers of the nation, Father of (name of an invention).
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 262-267
- VOCABULARY**
- medicare; infection; amputate; approach; condition; surgeon; inspired; MP; cherished; monetary; profits; universal health care; strike; resist; convinced; worthwhile; flawed



Activity:

The Greatest Canadian Hero

LISTENING TRANSCRIPT

Every once in a while, a remarkable person comes along and helps to make life better for everyone. One such person in Canada's history was Tommy Douglas who, because of his efforts, improved the well-being of all Canadians. Today, many people are still grateful for his contribution and consider him to be a Canadian hero.

Listen To His Story

Tommy Douglas was born in Scotland and, at an early age, immigrated to Canada with his parents. Tommy was just 10 years old when something happened to him that would change his life. He was in hospital again because he had a bone infection in his knee. Previously, he had had several operations to help him, but the operations were not successful. In the hospital, two different surgeons approached his parents to talk about his condition.

Listen To What Each Surgeon Said

First Surgeon:

Mr. and Mrs. Douglas, I'm afraid I have some bad news for you; Tommy's knee is still infected. I know you said you can't pay for a specialist to see him. Now, I believe it might be better to just amputate his leg before the infection spreads to the rest of his body. If you don't mind, I'll schedule the operation for two days from now.

Second Surgeon:

Hello, Mr. and Mrs. Douglas. You don't know me, but I'm a visiting surgeon here at the hospital. I have an offer for you that I hope you will accept. I'd like to operate on Tommy for free if you allow my students to attend the operation.



Activity: The Greatest Canadian Hero

LISTENING TRANSCRIPT (Continued)

Of course, Tommy Douglas' parents accepted this surgeon's offer and his leg and life were saved. For the rest of his life, he was inspired by what the surgeon had done for him. He felt that ordinary Canadians should have the benefit of free health care. He became a Member of the Canadian Parliament in 1935 and spent his whole political life fighting for his cherished dream. As an MP from Saskatchewan, he worked hard to establish his dream of universal health care in this country.

Tommy Douglas also fought for the issue of human rights. He considered the rights of the ordinary individual to be more important than monetary profits, and he never stopped fighting for those beliefs. As a result of his efforts, Canadians today receive old age pensions, social welfare, mother's allowance and universal medicare.

But free health care was the number one issue for Mr. Douglas. In parliament, he devoted his life to arguing that every Canadian should have equal and free access to vital basic healthcare. Doctors held a strike to protest his ideas and the government in power resisted them as well.

Eventually, in the 1960's, Douglas convinced the government that his health care plan was worthwhile. Finally, in 1964, free health care was available across Canada and Tommy Douglas became known as the 'father of medicare.' Today, because of him, all Canadians still continue to receive free health care. Tommy Douglas was awarded Canada's highest honour, the Order of Canada, for his remarkable contribution to the well being of all Canadians. In 2004, Canadians voted and decided that Tommy Douglas was Canada's greatest hero.

Activity: **The Greatest Canadian Hero****Exercise I**

Listen again. Circle the correct answer for each question.

1. Tommy Douglas immigrated to Canada from what country?
 - a. England
 - b. Scotland

2. Where did Tommy Douglas have an infection?
 - a. in his knee
 - b. in his arm

3. The first surgeon suggested amputating (cutting off) Tommy's leg because his parents didn't have enough money to pay for a specialist to see him.
 - a. True
 - b. False

4. The second surgeon said he would operate for free if ...
 - a. his students could attend the operation
 - b. Tommy would fight for universal health care

5. When did Tommy Douglas become a Member of Parliament (MP)?
 - a. 1936
 - b. 1935

6. Tommy Douglas was an MP for what province?
 - a. Manitoba
 - b. Saskatchewan

7. When did free health care become available in Canada?
 - a. in the 1960's
 - b. in 1984



Activity: The Greatest Canadian Hero

Exercise 2

The word *inspire*:

“For the rest of his life, he was **inspired** by what the surgeon had done for him.”
The surgeon’s actions **inspired** Tommy Douglas to enter politics and fight for free health care for all Canadians.

- Discuss the meaning of *inspire*.
- Describe to your classmates a time when you were inspired to do something:

_____ inspired me to _____.

The word *issue*:

“But free health care was the number one **issue** for Mr. Douglas.”

- Discuss the meaning of *issue* as well as *number one issue*.
- What are important issues in your life right now?
- What is the number one issue in the world right now?

The word *grateful*:

“Today, many people are still **grateful** for his contribution and consider him to be a Canadian hero.”

- Discuss the meaning of *grateful*.
- Name one small thing and one important thing that you are grateful for.

The word *universal*:

“As an MP from Saskatchewan, he worked hard to establish his dream of **universal** health care in this country.”

- Discuss the meaning of *universe*. Canada is only one country. It is not the universe. So, what does the word *universal* mean in the sentence above?

Activity: **The Greatest Canadian Hero****Exercise 3**

Imagine that you are one of Tommy Douglas' parents. You are at the hospital. Two surgeons have given you their opinions, and now you must respond to (answer) them.

What will you say to the first one? (Write your exact words.)

What will you say to the second one? (Write your exact words.)



Activity: The Greatest Canadian Hero

Exercise 4

In small groups, discuss the following:

1. Tell your classmates about your experience(s) with the Canadian health care system. Are you satisfied with the health care system in Canada?
2. List the advantages and disadvantages of a free health care system.

ADVANTAGES



DISADVANTAGES

LINC 4

Canadian Law

Based on Canadian Language Benchmarks



Activity:
Legal Vocabulary

INSTRUCTOR NOTES

A listening passage that teaches legal vocabulary is followed by a newspaper story that uses the words in context. This unit covers the legal vocabulary used in The Amazing Rattenbury Story, Parts Three and Four - Canada.

Timing: 35 minutes

- WARM-UP**
- Give each class member copies of the “Legal Vocabulary” chart and “Legal Vocabulary – Definitions.” Allow the learners a few minutes to look at their two pages.
- ACTIVITY**
- Play Part 1 of the Listening (Track 13) and then check to ensure that everyone has the correct definition number for the first seven terms (commit a crime, charge, arrest, guilty, innocent, legal case).
 - Encourage learners to guess the definitions of the final four words, and then play Part 2. Learners should be able to self-correct.
 - Give the class time to copy the definitions onto their charts for future use.
 - Learners may refer to their charts for the reading comprehension activity (“Robber Helps Police”).
- VARIATION**
- Teach additional word forms, for example, *imprison; judgment; .*
 - If the reading comprehension activity is not intended for assessment, then learners can work together in pairs and answer the questions orally.
 - Instruct learners to isolate the verbs in “Robber Helps Police” and then state if they are in the passive or active voice.
- FOLLOW-UP**
- Assign the task of reading a crime story in the newspaper. Learners in advanced classes can work on separate stories, while classes that need more support should work on the same article. Tell learners to find and highlight the words in their news story that are on their Legal Vocabulary charts.
 - For information on the Canadian legal systems, The Ontario Justice Education Network has developed a number of resources for ESL learners. The “ESL Student Justice Education Series” includes units on human rights law, immigration law, employment law and resources for holding a mock trial. Although the linguistic level is too high for LINC 4, the resources can be adapted for low intermediate learners. See: <http://www.ojen.ca/eng/resources>
 - The Ontario Justice Education Network will also assist instructors who want to bring their classes to court for a field trip. Instructors can follow the Courthouse Visitors link [<http://www.ojen.ca/eng/programs/>] to arrange for a courthouse employee



Activity:

Legal Vocabulary

INSTRUCTOR NOTES CONTINUED

FOLLOW-UP (Continued)

to receive and orient their classes at a local Ontario courthouse. Instructors are advised to time their visit so that their class will have an opportunity to watch a trial in progress. Although they will not be able to understand everything that is going on, the experience teaches newcomers about both the transparency and the slow pace of the Canadian justice system.

CROSS- REFERENCE

- *The Amazing Rattenbury Story – Parts 3 and 4 – Canada*

ANSWER KEY

- Legal Vocabulary:

judge	11	someone who makes legal decisions
legal case	3	legal problem that will be judged in a law court
trial	4	legal process held in court to decide on a legal case
court	7	place for trials and legal cases
commit a crime	1	do something illegal
arrest	8	[police] take someone away to question them about a crime
charge with	2	formally or officially accuse someone of committing a crime
innocent	6	not responsible for breaking a law
guilty	9	responsible for breaking a law
sentence	5	legal punishment
prisoner	10	someone who is in jail
- Reading Comprehension:
 1. armed robbery
 2. left his wallet behind, left his cell phone behind, left fingerprints on the beer can
 3. 1 day
 4. armed robbery
 5. guilty
 6. Graham Boal
 7. no
 8. later Thursday

ASSESSMENT

- Instructor corrects individual responses for listening assessment.
- CLB Performance Indicators:
 - ~ gets key information and specific details from verbal text

SOURCE

- The news story is an adaptation of “*Bumbling Burglar Leaves Behind Cell Phone and Wallet*” from *Dumbcrooks.com*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 294-299.

VOCABULARY

- Refer to Legal Vocabulary chart.
Other expressions: armed robbery; liquor store; fingerprint



Activity:
Legal Vocabulary

LISTENING TRANSCRIPT**Part I**

I'm going to be talking to you about some words that relate to law and the legal system. You will need a chart called "Legal Vocabulary". Do you see all the words listed in the left hand column? Judge, legal case, and so on? These are the words I'm going to be talking about, but they aren't in the right order, so you are going to have to listen carefully. You should also have a paper called "Legal Vocabulary Definitions". Do you have it? Each definition is numbered, and there are numbers 1 to 11. Look back at your Legal Vocabulary chart. Do you see the second column? It says "Definition Number". While I am talking, your job will be to fill in the correct definition number for each of the words. Don't try to copy out the definition while I'm talking because you probably won't have enough time. Your teacher will give you time to copy out the definitions later. Right now, all you have to do is listen and then write the correct definition number for each of the words in the first column.

Are you ready?

When somebody does something illegal, they commit a crime. So, if someone robs money from a bank, they have committed a crime. If they plan to steal credit card numbers, they are planning to commit a crime.

When someone has committed a crime, it's the job of the police to find who did it. When they find the person, they charge him or her with a crime; for example, they charge him with murder or they charge her with theft. To charge someone with a crime is to formally or officially accuse them of committing a crime.

The police must take the person away. The police arrest the man. They want to ask the man questions to find out if he really committed the crime, so they arrest him and take him away.

Once the police have arrested the person and charged him with a crime, their job is basically over and the legal system continues from there. It is the job of the legal system, also called the "justice system", to decide whether the person really did commit the crime, or whether the police have arrested and charged the wrong man. If he did it, he is guilty. A guilty person is someone who is responsible for breaking a law. If he didn't break the law, then he is innocent. "Guilty" and "innocent" are opposites. "Guilty" means he did it, and "innocent" means he didn't.

I said it was the job of the justice system to decide whether the person really did commit the crime, or whether the police arrested and charged the wrong man. This is a legal problem, and it's called a legal case. When something has to be decided or judged in the legal system, it's a legal case.



Activity: Legal Vocabulary

LISTENING TRANSCRIPT

Part 2

The person who is responsible for making legal decisions is called a judge, and the judge's decisions are called "judgments". The judge doesn't just decide by himself or herself – there is a process or procedure for listening to the reasons why the charged person is guilty or innocent. This process or procedure is called a trial, and the trial takes place in a court. A court is the place for trials and other legal cases.

If the man is judged to be guilty, then he will be punished. The judge will decide on a punishment, which is called a sentence. The judge may sentence a guilty criminal to 5 years in jail, or another person may be sentenced to 10 years in jail, and so on. The sentences are different because they depend on what crime was committed. In some countries a judge can say that a guilty person must die, and this is called a "death sentence", but in Canada there is never a death sentence. Most criminals are sent to jail, where they are prisoners.



Activity: Legal Vocabulary

WORD	DEFINITION NUMBER	DEFINITION
judge		
legal case		
trial		
court		
commit a crime	1	
arrest		
charge (with)		
innocent		
guilty		
sentence		
prisoner		



Activity: Legal Vocabulary

Legal Vocabulary – Definitions

1. do something illegal
2. formally or officially accuse someone of committing a crime
3. legal problem that will be judged in a law court
4. legal process held in court to decide on a legal case
5. legal punishment
6. not responsible for breaking a law
7. place for trials and legal cases
8. [police] take someone away to question them about a crime
9. responsible for breaking a law
10. someone who is in jail
11. someone who makes legal decisions



judge



arrest



courtroom



prisoner



Activity:
Legal Vocabulary

THE DAILY NEWS

ROBBER HELPS POLICE

LONDON – A foolish robber was arrested after he left his wallet and cell phone behind during an armed robbery of a liquor store, a court heard on Thursday. Junior Adeoye of North London used his wallet to pay for a can of beer at the liquor store, in order to get the clerk to open the cash register. Adeoye was working with three others. The four young men stole cash, phone cards and alcohol from the store, but during all the confusion of the robbery Adeoye forgot he had left his wallet on the counter. He had also forgotten to

wear gloves while he was drinking the beer, so he left many fingerprints on the beer can. Finally, as he was leaving the store, he dropped his cell phone. The phone had his home phone number on it. Police used information on the cell phone and in his wallet to find him, and he was arrested and charged with armed robbery one day after the crime was committed. In court, Junior Adeoye admitted that he was guilty. Judge Graham Boal said he would sentence the prisoner later on Thursday.

Reading Comprehension

Answer the questions below. You do not need to write complete sentences.

1. What crime did Junior Adeoye commit? _____
2. What 3 mistakes did he make? _____

3. How long did it take the police to find, arrest and charge Adeoye? _____
4. What was he charged with? _____
5. Did Adeoye tell the court he was guilty or innocent? _____
6. What is the name of the judge? _____
7. Was this a difficult legal case for the judge? _____
8. When will Adeoye be sentenced? _____



Activity:
The Cigar Story

INSTRUCTOR NOTES

Learners listen to an informal narrative about a legal case, and then complete a summary of the story by filling in blanks. This activity is intended as a follow-up to Legal Vocabulary, but it can also be used independently.

Timing: 20 minutes

- WARM-UP**
- *Legal Vocabulary*
- ACTIVITY**
- Ensure that everyone understands the meaning of these key words: cigar, insurance.
 - Play the audio twice (*Track 14*).
 - Hand out “His Plan Went Up in Smoke”. Learners complete the summary.
 - Replay the audio as necessary.
- FOLLOW-UP**
- Take up the answers in class or else collect and correct the summaries. Explain the idiom *up in smoke*. Ask learners to recount stories from their own lives about plans and projects that went up in smoke.
- VARIATIONS**
- Speaking Activity:
 - ~ Provide transcripts of the listening passage.
 - ~ Draw attention to the words and expressions the woman uses to show interest and provide encouragement to the story-teller.
 - ~ Divide the class into groups. Each person takes a turn telling a story of his/her choice, while the remaining group-members practice using similar expressions of interest and encouragement.
 - Listening Activity:
 - ~ This urban legend has inspired “The Cigar Song” by country singer Brad Paisley. The lyrics are available at:
<http://www.azlyrics.com/lyrics/bradpaisley/thecigarsong.html>
 Paisley’s performance of the song is available at:
http://ca.youtube.com/watch?v=BoBmCl-q_54&feature=related
- ANSWER KEY**
- A man bought a box of 24 expensive **cigars**. He also bought **insurance** for them. Then, he smoked them. At the end of the month, he told the insurance company that he wanted to make a claim, because his **cigars** had **burnt**. The insurance company refused to pay, so the man went to **court**. There, the **judge** decided that the insurance company must pay, because they had insured the cigars against fire.



Activity:
The Cigar Story

INSTRUCTOR NOTES

ANSWER KEY (Continued) The company didn't want to continue with the **legal case** in court because of expensive **lawyers' bills**, so it paid the man \$15,000. However, after he had cashed his cheque, the company reported him to the **police**, and he was **arrested** . The police **charged** him with **arson** . He was charged with arson because he had **burnt** his insured cigars. The judge decided that the man was **guilty** and **sentenced** him to two years **in jail**. He also had to pay \$24,000.

SOURCE • "Top Ten Dumbest Criminals"
http://www.funlol.com/659/Top_10_Dumb_Criminals!.html

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 294-299.

VOCABULARY • up in smoke; cigar; insurance; rare; claim; series; arson; hilarious; You've got to be kidding!; uh huh; hmmm...



Activity:
The Cigar Story

LISTENING TRANSCRIPT

- Woman: *What are you laughing about?*
- Man: *I've just finished reading about a very funny legal case. (laughing)*
- Woman: *Oh yeah? What about?*
- Man: *Well, there was a man who bought a box of 24 really rare and expensive cigars. They were worth, like, thousands of dollars. So he decided that he should buy some insurance. So he bought some insurance to insure the cigars against fire, theft, and so on.*
- Woman: *Uh huh.*
- Man: *But the man started to smoke them. He lit the first cigar, and it was so good he smoked another one a few days later, and then another one a few days later. Within a month, he had smoked all 24 of his expensive cigars, and he hadn't even paid his insurance bill yet.*
- Woman: *Hmmmm.*
- Man: *He phoned the insurance company and said that he wanted to make a claim. He said he wanted a payment from them.*
- Woman: *A payment? Why?*
- Man: *He said that he had insured his cigars against fire, and all his cigars had burned "in a series of several small fires".*
- Woman: *I can't believe it! Surely the insurance company didn't have to pay!*
- Man: *Well, of course they said "no," but the man took them to court. The judge said the legal case was foolish, but in fact the insurance company had made a mistake by insuring the cigars against fire, and, so, legally, they had to pay. The judge ordered the company to pay the man \$15,000.*
- Woman: *You've got to be kidding!*



Activity: The Cigar Story

LISTENING TRANSCRIPT (Continued)

- Man: *No. Anyway, the insurance company decided it would be cheaper to pay him than to keep fighting in court with all the lawyers' bills and so on. So they sent the man a cheque for \$15,000 for the rare cigars he had lost "in the series of fires."*
- Woman: *That's terrible! It just makes me mad!*
- Man: *Well, the story's not over. The insurance company waited for the man to cash the cheque, which he did.*
- Woman: *And then?*
- Man: *And then they reported him to the police. And then ... the police arrested him.*
- Woman: *Arrested him? For what? What crime did he commit?*
- Man: *He was charged with starting an illegal fire. Arson. He was charged with 24 counts of arson.*
- Woman: *Arson? For setting his cigars on fire?*
- Man: *Yes. The company said that he illegally started 24 fires to burn his 24 insured cigars, so that he could make an insurance claim. That's arson, and it's against the law.*
- Woman: *That's hilarious!*
- Man: *Yes. The guy was found guilty. He was sentenced to 2 years in jail and had to pay \$24,000.*
- Woman: *Oh my gosh, that is a funny story. That man's great plan sure went up in smoke!*



Activity: The Cigar Story

HIS PLANS WENT UP IN SMOKE

Use each of the expressions below to complete this summary of the story you just heard. You will need to use some words more than once.

arrested
cigars
insurance
police

arson
court
judge
sentenced

burnt
guilty
lawyers' bills

charged
in jail
legal case

A man bought a box of twenty-four expensive _____. He also bought _____ for them. Then, he smoked them. At the end of the month, he told the insurance company that he wanted to make a claim because his _____ had _____. The insurance company refused to pay, so the man went to _____. There, the _____ decided that the insurance company must pay because they had insured the cigars against fire.

The company didn't want to continue with the _____ in court because of expensive _____, so it paid the man \$15,000. However, after he had cashed his cheque, the company reported him to the _____, and he was _____. The police _____ him with _____. He was charged with arson because he had _____ his insured cigars. The judge decided that the man was _____ and _____ him to two years _____. He also had to pay \$24,000.





Activity:
The Spanking Case

INSTRUCTOR NOTES

Learners study a landmark legal case related to using corporal punishment on children in Canada.

Timing: 1½ hours +

WARM-UP

- The whole class reads the first two paragraphs of the warm-up page and the vocabulary chart together. Review the four vocabulary expressions to ensure that everyone understands the differences between spank, slap and beat, and then ask learners to provide example sentences. Write these examples on the board, so the class can copy them onto their sheets.
- Next, learners read and discuss Paragraphs 1, 2 and 3. When they have finished, inform the class that all three paragraphs are false and that they will learn more about Canadian law in the upcoming listening activities.

ACTIVITY

- Continue with Parts 1, 2 and 3 of the Listening (Track 15), repeating the audio as necessary for the class to complete the comprehension checks successfully.
- Learners must completely understand the answers to “Check Your Understanding – Part 3” before doing “Speaking Activity 1”, as they need full comprehension of the five guidelines in order to discuss the scenarios.
- Refer to the Listening Transcript for the writing dictation.
- There are nine scenarios for “Speaking Activity 1”. Instructors can use them all or else choose the ones they deem most appropriate for their classes. The pages should be cut to separate the scenarios, and the slips placed face down in a pile between the participants.
- Discussion groups composed of people of differing ages and cultural backgrounds is optimal for “Speaking Activity 2”.

VARIATION

- The activities can be done incrementally over several days.

ANSWER KEY

- **Warm-up** – All three paragraphs are false.

Listening

Check Your Understanding – Part 1

What it means in simple English is that parents, **teachers** and other caregivers are allowed to use force to **correct** children and students, but they cannot use too much force.

Check Your Understanding – Part 2

Researchers believe that using a bit of force to correct children does not

harm their long-term development.

Researchers also believe that using force to correct children does not **work effectively.**



Activity:

The Spanking Case

INSTRUCTOR NOTES CONTINUED

ANSWER KEY (Continued)

Check Your Understanding – Part 3

1. The punishment must **teach the child something**.
2. The child must be **able to learn from the experience**.
3. Corporal punishment is suitable **for children ages 2-12**.
4. An adult cannot **use an object to hit a child**.
5. An adult cannot **hit a child on the head**.

ASSESSMENT

- The writing dictation can be collected for assessment.
- CLB Performance Indicators:
 - ~ makes only a few errors in grammar, punctuation and spelling
 - ~ has legible handwriting or printing
 - ~ spells and follows punctuation conventions, with few errors

SOURCE

- Ontario Justice Education Network, “*The Spanking Case: Testing The Validity Of Section 43*”

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 294-299.

VOCABULARY

- spank; slap; beat; corporal punishment; electrical socket; bruise; legal case; injure; guidelines; suitable; situation; frustrated; out of control; sneak; lose one’s cool; cool down; spit out; kids; take somebody to court



Activity:
The Spanking Case

LISTENING**Part I**

In Canada there is a group called “CFCYL”, which is short for “Canadian Foundation of Children, Youth and the Law”. The work of the CFCYL is to protect children and to protect the legal rights of all Canadian children. The CFCYL is against corporal punishment for children. They don’t think adults should use physical force against children – hitting, slapping, spanking and so on. They say if it isn’t OK for an adult to hit another adult, then it shouldn’t be OK for an adult to hit a child. In 1998 they took the Government of Canada to court over a part of Canadian law about using force on children. This small part of the law is called “Section 43” and this is what Section 43 says:

Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

Of course, this is legal English, but what it means in simple English is that parents, teachers and other caregivers are allowed to use force to correct children and students, but they cannot use too much force. Let me repeat this: parents, teachers and other caregivers are allowed to use force to correct children and students, but they cannot use too much force.

CHECK YOUR UNDERSTANDING**Part I**

Of course, this is legal English, but what it means in simple English is that parents, teachers and other caregivers are allowed to use force to correct children and students, but they cannot use too much force.



Activity: The Spanking Case

LISTENING
Part 2

So, the CFCYL said that “Section 43” is unfair and must be changed. They said you cannot treat people differently because of their age. The laws of Canada protect people from being treated differently because of their skin colour, language, culture, or religion – so people shouldn’t be treated differently because of their age, either. In 1998 they went to court to force the government to change the law.

Now, in Canada the legal process is very slow, and this was a very complicated case that took years for final judgment. In fact, the case went to three different courts and there wasn’t a final judgment by the Supreme Court of Canada, Canada’s highest court, until 2004. I’ll tell you what the final judgment was in a minute, but first I want to talk about some interesting research that the CFCYL talked about in court.

The lawyers for CFCYL talked about studies that researchers have done to measure the effects of using force on children. When parents or caregivers hit children, does this affect their development? Does it cause problems for children? The research results showed two things that are interesting. The first thing is that using a bit of force to correct children does not cause any long-term damage to children. Researchers say that children who are spanked by their parents turn out to be just as happy and just as good as children who aren’t spanked. We’re not talking here about beating children or hurting children badly, just a normal spanking by mom or dad to teach a kid a lesson. Studies show this doesn’t hurt children’s development.

But the second interesting thing the studies showed is that using this kind of force also doesn’t work very well to correct children. In other words, spanking doesn’t hurt children’s development, but it doesn’t really teach them or help them very much either. The researchers said that parents who want to correct their children, who want their children to learn good behaviour, should look for better ways because spanking isn’t the best teacher. It simply isn’t very effective. There are better ways to teach children what is right and what is wrong.

CHECK YOUR UNDERSTANDING
Part 2

The research results showed 2 things which are interesting. The first thing is that using a bit of force to correct children does not cause any long-term damage to children.

The researchers said that parents who want to correct their children, who want their children to learn good behaviour, should look for better ways because spanking isn’t the best teacher. It simply isn’t very effective. There are better ways to teach children what is right and what is wrong.



Activity: The Spanking Case

LISTENING
Part 3

After six years, the final decision of the Supreme Court was to uphold “Section 43”, which means the court said Section 43 is fine and that it’s OK for teachers, caregivers and parents to use a bit of force to teach and correct children. The court also said that Canadians are very confused about this area of the law, and that people need guidance and advice on when it’s OK by law to use corporal punishment. So the judges also gave some guidelines about when spanking is ok by law. We aren’t talking about beating or injuring children, because that is never legal. We’re talking about a normal spanking where the child may cry but is not seriously hurt. Here are the five main guidelines:

1. The law protects parents who are using corporal punishment to teach children something. The spanking is supposed to help the child learn. It does not protect parents who use corporal punishment because they are angry or frustrated. If you are angry at your kid and spank him out of anger, the law doesn’t protect you.
2. The law does not protect an adult who uses corporal punishment on a child who is not able to learn. Let’s look at an easy example. If a 6-month baby is crying at a restaurant, the adult wants the baby to stop. But the baby is too young to learn. Spanking will not correct that baby’s behaviour – the baby is not able to learn. So someone who spanks or uses corporal punishment on a child who cannot learn from the experience is breaking the law, not protected by it.
3. Thirdly, the guidelines say corporal punishment is suitable only for children ages 2-12.
4. Next, the guidelines say an adult cannot use an object to hit a child, for example, a belt, a shoe or a spoon. Only the hand.
5. Finally, number 5, it is against the law to hit a child on the head.
So, although corporal punishment of children is legal in Canada, it is legal only when it is used to teach a child and when it does not injure or damage the child.

CHECK YOUR UNDERSTANDING
Part 3

Replay entire Listening - Part 3

WRITING
Teachers’ Dictation:

Corporal punishment of children is legal in Canada. However, it is legal only when it is used to teach a child and when it does not injure or damage the child.



Activity: The Spanking Case

WARM-UP

Reading and Speaking

“When I came to Canada, someone told me that I cannot touch my children. If my child does something bad I cannot touch him or even say anything to him to punish him, and if I do, the police can take my child from me.”

Many newcomers hear stories like this. In fact, it is not only newcomers who are confused and unsure about what Canadian law says about hitting children. Many people born in Canada aren't clear about the law either. You are going to learn more about family law by studying an important legal case in Canada.

Here are four expressions that you will need:

<p>corporal punishment punishment of people (usually children) by hitting them</p>	<p>slap hit with something flat, especially the flat part of the hand</p>
<p>spank hit a child with the hand on the bottom several times as a punishment</p>	<p>beat hit hard many times</p>

Use each of the four expressions in an example sentence.

1. _____
2. _____
3. _____
4. _____

With a partner, read these three short paragraphs. Decide whether each one is true or false. Make your best guess.

1. All forms of corporal punishment for children are illegal in Canada. A parent, teacher or caregiver may never hit, slap, or spank a child for any reason.
2. In Canada, a parent, teacher or caregiver may hit, slap or spank a child in order to stop that child from hurting other children. Any other form of corporal punishment is illegal.
3. Many people think that it is illegal to hit, slap or spank children in Canada, but that's not true. In fact, the law says nothing about corporal punishment for children.



Activity: The Spanking Case

LISTENING

Part 1

You are going to listen to someone talking about a legal case in Canada. In this legal case, a group took the government of Canada to court over a part of the law called “Section 43”.

This is what Section 43 says:

Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

The speaker will explain what Section 43 means in simple English.

CHECK YOUR UNDERSTANDING

Part 1

The speaker explained what Section 43 means in simple English. Listen again, and write down the missing words:

... what it [Section 43] means in simple English is that parents, _____ and other caregivers are allowed to use force to _____ children and students, but they cannot use _____ force.

LISTENING

Part 2

CHECK YOUR UNDERSTANDING

Part 2

Read these sentences and fill in the missing words. If necessary, you can listen again.

Researchers believe that using a bit of force to correct children does not _____.

Researchers also believe that using force to correct children does not _____.



Activity: The Spanking Case

LISTENING**Part 3****CHECK YOUR UNDERSTANDING****Part 3****One**

In their decision, the judges also wrote guidelines for Canadians about using corporal punishment. What are the five guidelines?

1. The punishment must _____
2. The child must be _____
3. Corporal punishment is suitable _____
4. An adult cannot _____
5. An adult cannot _____

Two

Go back to the beginning of the Warm-Up and re-read what the newcomer said. Was the newcomer right?

WRITING

Listen, and write what your instructor dictates:

SPEAKING**Activity I**

Work in a group of 3 or 4. Read the paragraph together, and then decide whether the parents, caregivers or teachers acted legally or illegally. If they acted illegally, which part of the judges' guidelines didn't they follow?

Discuss a "better way" for the parents, caregivers or teachers in each situation. Was there something different and better for the adults to do?



Activity: The Spanking Case

Discipline Scenarios For Speaking Activity I

KEVIN

Eleven-year-old Kevin has caused trouble at school and at home for many years. He starts fights with his classmates and with his brothers and sisters. His parents and teachers have tried many things to teach him to control his anger, but nothing has worked completely. Last week he started to eat a chocolate bar while he was at home watching TV. When the phone rang, he put his candy down on the coffee table and went to the kitchen to answer it. While Kevin was talking, his 5-year old sister came into the living room and finished the chocolate bar. He became very angry, and hit and kicked his sister many times. She had bruises on her face and legs. Kevin's father decided it was time to teach Kevin a hard lesson, so he beat Kevin the same way Kevin had beaten his sister, and now two children in the family have bruises on their faces and legs.



JUNG (A)

Seven-year-old Jung was very tired when she came home from a long and exciting birthday party on Saturday evening. She was so tired that her parents decided to put her to bed immediately, without a bath or supper. However, Jung was on medication (antibiotics) for an earache, so she needed to take her medicine first. Jung often has earaches, so she is used to taking pills, and she usually takes them without any problem. However, on Saturday she was so tired that she refused to take the pills and spit them out every time her parents put them into her mouth. She was crying and out of control. Finally, her parents warned her they would spank her if she continued to refuse to take her pills. Jung still refused, and so they spanked her.



Activity: The Spanking Case

Discipline Scenarios For Speaking Activity I (Continued)**JUNG (B)**

Seven-year-old Jung hates to take medicine, and she always spits out her pills or liquid medicine. This is a problem because she often gets earaches and must take antibiotics. Her parents have talked to her about it, but it hasn't helped. They tried to hide her pills in her food, and that didn't work either. They promised Jung something sweet if she would take the pills, but she wouldn't. Her parents are getting frustrated because she is making everyone unhappy. Her parents understand that if Jung learns to take her medicine quickly and "get it over", then everyone's life will be better. They warned her they will spank her the next time she refuses for more than 10 minutes to take the pills. Then, when this happened again yesterday, they spanked her, after 10 minutes.

LUDMILLA

Four-year-old Ludmilla has been jealous of her baby sister since the day she was born. Her parents understand her jealousy and they try to give Ludmilla extra attention, but it hasn't solved the problem. Ludmilla has started to sneak into the baby's room and slap her while she is sleeping. She has done this several times, and her parents have warned her that they will spank her if she does it again. Yesterday, while her mother was cooking supper, Ludmilla snuck into the bedroom and hit her sleeping sister. Mother heard the baby screaming, ran into the room, and saw what was happening. She calmed the baby and then spanked Ludmilla on the bottom. She told her, "You mustn't hit your sister because it hurts. Do you feel how your bottom hurts now? That's how the baby feels when you hit her."

LUCIA

Nine-year-old Lucia has a "motor mouth" – she is always talking. She talks so much people become frustrated and angry, and it's very hard for the other children who are in her class. They cannot focus on their studies because she is always talking. Mrs. Smith, her teacher, has moved Lucia's desk to a separate corner of the room, far from others, but now Lucia just talks louder. Yesterday the class was writing a test, and Lucia wouldn't stop talking. She was asking questions, and telling other children some of the answers. The teacher warned her several times, and finally she slapped her on the hand. Lucia started to cry quietly, but she also stopped talking.



Activity: The Spanking Case

Discipline Scenarios For Speaking Activity I (Continued)

THABO

Five-year-old Thabo often “loses his cool” at school. He is an only child and his home is very quiet, so it is difficult for him to keep calm in all the confusion and noise of a kindergarten class. Also, he is still learning to share and take turns. Last week he was playing with a large puzzle. Amina joined him and began to put some pieces into the puzzle too. Thabo shouted “*Mine! Mine! It’s mine!*” and he began to hit Amina. Amina pushed back, and an angry fight began. The teacher picked Thabo up, held his arms and legs tightly, and carried him to another part of the room where he could sit quietly until he “cooled down”.

**PIERRE**

Justin and Annie are very worried because their three-year-old son Pierre is very interested in the electrical sockets in their home. They have moved furniture in front of the sockets, they have put in safety covers, and they have talked to Pierre about it, but of course he is too young to understand the danger, and he is always trying to play with them. On Thursday, while Justin and Annie were in the living room watching TV, Pierre went into his parents’ bedroom to play with his trucks. After five minutes, he went under the bed to find the socket he knew was on the wall behind the bed. Annie heard the noise and found Justin had removed the safety cover and was putting a pen into the socket. Annie spanked him.

**TRAN**

Tran is 18 months old. He is very cute, but there is a problem – he won’t stay in bed in the evening. His parents are going crazy because they are trying to study for important exams, and they need to focus on their work in the evenings. They put him to bed, and he comes out within 10 minutes. They do it again. Ten minutes later he’s back out. They have warned him they will spank him if he keeps coming out of bed, and last night they did.

HALIMA

Ali is a taxi driver, and he had a very bad day at work on Friday. There was a snowstorm and he saw many accidents on the road. He worked for 13 hours, didn’t earn very much money, and came home tired and hungry. Ali warned everyone that he was in a bad mood, and that he needed some time to relax quietly in front of the television. However, his eight-year-old daughter Halima was watching her favourite show, *American Fashion*, and she didn’t want to quit. Ali changed the channel to watch his program, but she kept changing the channel back to *American Fashion*. After this happened three times, Ali was so angry he spanked her on the bottom.



Activity: The Spanking Case

SPEAKING
Activity 2

Talk about your personal experiences.

People Who Don't Have Children

What kind of punishments were you given when you were a child? Your parents probably tried many things. What worked for you, and what didn't work?

Parents

The researchers said that corporal punishment doesn't damage children, but it doesn't correct them very well. Have you tried other ways of disciplining children? What has worked for your children, and what hasn't worked?

Seniors and Middle-Aged People

Compare how children are treated and disciplined now to how they were treated when you were young. Are the changes for the better or for the worse?



Activity:

Drinking And Driving

INSTRUCTOR NOTES

Learners gain knowledge of the Canadian legal system in a four-skills unit that follows a landmark compensation case about impaired driving. This activity is more challenging than The Spanking Case, and may not be suitable for classes that are not already familiar with basic legal terminology. It is recommended that learners complete Legal Vocabulary in advance.

Timing: 1 hour+

WARM-UP

- Hand out the one-page introduction to the class. Following the instructions on their page, the learners go over the vocabulary together and then make their predictions about the legal case.
- Hand out the second page and allow groups a few minutes to talk about the Group Discussion Question. Then, tell the class that the answer to the question is “maybe, under certain conditions,” and explain that they are going to learn more about these conditions.

ACTIVITY

- The reading can be done individually, in groups, or as a class. Clarify the meaning of *a history of drinking and driving*. Allow learners time to think about and answer the reading response questions “You Be the Judge” before dividing the class into groups of four.
- Repeat Listeners 1 and 2 (Track 16) until the learners are able to complete the comprehension activities. The class should listen first for overall meaning before attempting the exercises.
- The writing activity is challenging, and may not be appropriate for all classes.
- Encourage learners to practice using the phrases (for expressing opinions) that are provided in the “Wrap-up”.

FOLLOW-UP

- Play the CBC News clip from 2006 that reports on the Supreme Court decision: <http://www.cbc.ca/canada/story/2006/01/18/supreme-drink060118.html>
The clip is about two minutes long. Lower intermediate level learners will not be able to follow it all, as the newscasters delve into the home insurance implications of the case, but they should be able to understand a significant amount.

VARIATION

- The “Wrap-Up” can be used to review or reinforce usage of the apostrophe for possessives.



Activity:

Drinking And Driving

INSTRUCTOR NOTES CONTINUED

- ANSWER KEY**
- Group Discussion Question
The host may be responsible under certain conditions.
 - **LISTENING 1**
1. T 2. T 3. T 4. not enough 5. T 6. didn't ask
 - **LISTENING 2**
 1. Desormeaux had drunk 12 bottles of beer in 2 1/2 hours.
 2. Desormeaux was sentenced to 10 years in jail.
 3. He was let out of jail in 2003, and lived in a “half-way house” while he was on parole.
- ASSESSMENT**
- Instructors circulate and listen to learners' conversations during the discussion activities.
 - CLB Performance Indicators:
 - ~ indicates incomprehension
 - ~ uses vocabulary adequately
 - ~ expresses opinion
 - ~ agrees and disagrees
 - ~ expresses concern
- SOURCE**
- “*The Top Five: Annual Summaries of Compelling Cases 2006*” Ontario Justice Education Network www.ojen.ca
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 294-299.
- VOCABULARY**
- BYOB; hosts; intoxicated; drinking and driving; impaired driving; paraplegic; sue; parole; half-way house; third party; legal case; judgment; sentence; judge; court; responsible; champagne; compensation; risk; beer; predict; blood; alcoholic; behaviour; a history of doing something



Activity:
Drinking And Driving

LISTENING TRANSCRIPT**Listening I**

Listen to the court's judgment and for the reasons.

The accident happened on December 31, 1999, but a final decision was not made until May 2006. The case went to 3 different levels of court, and finally ended up at the country's highest court, the Supreme Court of Canada. The judges in the Supreme Court decided that the hosts of the party were not legally responsible for Child's injury. They gave several reasons.

First of all, the hosts did not control the supply of alcohol that Desormeaux drank. It was a BYOB party, and the guests served themselves, so the hosts did not know how much he had had to drink.

Secondly, there was no way for the hosts to know that Desormeaux was intoxicated. He did not seem to be drunk.

Thirdly, although the hosts knew that Desormeaux had a history of drinking and driving, they did not know that he was drunk on December 31, 1999. Because they didn't know he was intoxicated, they were not responsible for allowing him to drink and drive.

Next, it's true that they gave Desormeaux a small amount of champagne, but it was only very little and when they gave it to him, they didn't know how much he had already drunk. So the small amount of champagne that Zimmerman and Courier gave Desormeaux did not make them responsible for the accident.

So, the judges felt that none of Zimmerman and Courier's actions increased the risk that Desormeaux would drink and drive. Let me repeat this. None of Zimmerman and Courier's actions encouraged or increased the risk that Desormeaux would drink and drive.

And finally, none of the party guests asked Zimmerman and Courier to make sure that they didn't drink and drive. The guests never asked the hosts to be responsible.

For these reasons, the judges decided that every person at the party was responsible for his or her own behaviour. Zimmerman and Courier were not responsible for any of their guests' actions, including Desormeaux's, so they did not have to pay compensation to Zoe Childs.

Activity: **Drinking And Driving****LISTENING TRANSCRIPT****Listening 2**

After the accident, the police tested the amount of alcohol in Desormeaux' blood and then they arrested him. At the party, he had drunk about 12 bottles of beer in 2½ hours.

Desormeaux had been arrested before for impaired driving, and he admitted to the court that he was an alcoholic, so the judge sentenced him to 10 years in jail.

While he was in jail, Desormeaux felt very bad about what he had done and he stopped drinking. He joined support groups that would help him stay off booze. In 2003, he was let out of jail, but he was not completely free either. He stayed in a special place called a "half-way house" and his behaviour was watched. As long as he was good, he could stay free, but if he did anything illegal, he would have to go back to jail. This is called "parole." In Canada, most prisoners are given parole before they complete all the years of their jail sentences. Desormeaux moved to Edmonton to start a new life, and has been alcohol-free until now.



Activity: Drinking And Driving

DRINKING AND DRIVING**Introduction**

You are going to study an interesting legal case that will teach you about Canadian law. Here are some expressions you will need to know to understand the case:

BYOB	<i>bring your own booze</i> (alcohol) or <i>bring your own bottle</i> – a type of party where guests bring their own alcoholic drinks
hosts	people who invite guests to their home for a party or social event
intoxicated	drunk
drinking and driving impaired driving	driving when drunk; this is illegal in Canada
paraplegic	paraplegic people cannot move and feel their legs and the lower part of their bodies
sue	take legal action to get compensation (usually money) for harm or injury

1. Talk to a partner about the meaning of the expressions, to make sure you both understand them.
2. You may be able to guess what the legal case was about from this vocabulary chart. Talk about what probably happened. Then, join another pair to form a group of four, and share your predictions.



Activity: Drinking And Driving

GROUP DISCUSSION QUESTION

A friend or relative drives to your home for a New Year's party. He drinks too much alcohol. On his way home, he causes a car accident and someone is injured or killed. Under Canadian law, are you responsible for your guest's actions?



Read About the Legal Case

Julie Zimmerman and Dwight Courier invited some friends to their home in Ottawa for a BYOB party on December 31, 1999. At midnight, they served small glasses of champagne to their friends, but that was the only alcohol they provided. The guests had brought their own alcohol, and they served themselves drinks when they wanted more.

When the party was over, Courier walked one of his guests, Desmond Desormeaux, to his car and asked him "Are you okay, brother?"

Desormeaux answered "No problem," and then drove away. He was driving two of the other party guests. Everyone at the party knew that Desormeaux had a history of drinking and driving, but he did not seem to be intoxicated.

On his way home, though, Desormeaux caused a serious car accident because he was driving on the wrong side of the road. The accident killed one person in the other car and injured three. One of the injured passengers was a teenager who became paraplegic. Her name was Zoe Childs.

The Childs family decided to sue Desormeaux, Zimmerman and Courier for 2.3 million dollars. Part of their reason for suing Zimmerman and Courier was that Desormeaux had very little money and no insurance.



Activity: Drinking And Driving

YOU BE THE JUDGE

1. If you were a judge, would these facts be important to you?
 - a. The accident happened after Desormeaux left the party Zimmerman and Courier were hosting.
Yes____ No____
 - b. Zimmerman and Courier served only a small amount of alcohol to their guests – not enough to intoxicate Desormeaux.
Yes____ No____
 - c. Zimmerman and Courier knew Desormeaux had a history of impaired driving.
Yes____ No____
 - d. Courier walked Desormeaux to his car and asked if he was “OK” before he began driving, and Desormeaux answered “no problem.”
Yes____ No____
 - e. Desormeaux didn’t look or act drunk.
Yes____ No____
2. Do you agree that Childs should receive compensation from Desormeaux?
Yes____ No____
3. Do you agree that Childs should receive compensation from Zimmerman and Courier?
Yes____ No____

In your group of four, compare your answers and discuss the case.

Practice using these new expressions:

- ~ be responsible (for) somebody/something
- ~ host
- ~ drinking and driving/impaired driving
- ~ drunk/intoxicated



Activity: Drinking And Driving

LISTENING I

Listen to the court's judgment and for the reasons.

Listen again, and write **T** or **F** beside the statements below. If the sentence is false, correct it.

Example

T The party was hosted by Zimmerman and Courier.

F The party was hosted by Zimmerman and ~~Desormeaux~~ ^{Courrier}.



- _____ 1. The fact that it was a BYOB party helped Zimmerman and Courier.
- _____ 2. The judges believed that Zimmerman and Courier did not know that Desormeaux was drunk.
- _____ 3. Desormeaux had a history of drinking and driving.
- _____ 4. The amount of champagne Zimmerman and Courier gave Desormeaux was enough to make him drunk.
- _____ 5. The judges decided that Zimmerman's and Courier's actions did not increase the risk that Desormeaux would drink and drive.
- _____ 6. The guests asked Zimmerman and Courier to make sure they didn't drink and drive.



Activity: Drinking And Driving

LISTENING 2

Listen to what happened to Desormeaux.

Listen again, and fill in the dates and numbers.

1. Desormeaux had drunk _____ bottles of beer in _____ hours.
2. Desormeaux was sentenced to _____ years in jail.
3. He was let out of jail in _____, and lived in a "half-way house" while he was on parole.

WRITING

Conditional Sentences

The Supreme Court judges decided that Zimmerman and Courier were not responsible for their guests' behaviour this time. However, the judges also said that in different situations, hosts might in fact be legally responsible, "when it is shown that a social host knew that an intoxicated guest was going to drive a car and did nothing to protect innocent third parties." (Third parties are other people, like Zoe Childs, who had no relationship to the hosts or the drunk driver.)

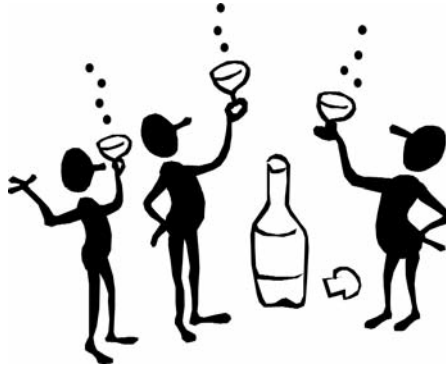
Use the facts of this case to write conditional sentences.

Follow this example:

Hosts might be legally responsible if _____ *they serve their guests a lot of alcohol* _____

Hosts might be legally responsible if _____

Hosts might be legally responsible if _____

Activity: **Drinking And Driving****WRAP-UP**

Return to your conversation group and give your opinion about these things:

- the Supreme Court's decision that Zimmerman and Courier were not responsible for Desormeaux' actions
- Desormeaux' punishment
- the judges' statement that in future legal cases hosts could be responsible for their guests' drinking and driving in certain conditions

During your discussion, practice using some of these expressions:

- ~ I agree with (something or somebody)
- ~ I disagree with (something or somebody)
- ~ I think that ...
- ~ I'm sorry, but I can't agree with you. I think that ...



Activity:

The CopShop Event

INSTRUCTOR NOTES

A listening passage on a police public relations event is preceded by a vocabulary exercise and followed by comprehension and discussion questions.

Timing: 60 minutes+

WARM-UP

- Hand out “The CopShop Event” reading. After the class has looked at the picture, invite individuals to express their feelings about police officers. Then, the whole class reads the two paragraphs together.
- Divide the class into pairs. Give one partner an envelope containing the vocabulary words cut into eight individual slips (from “Vocabulary Cutouts”). Give the second partner an envelope containing the meanings cut into eight slips (from the same page). Instruct the pairs to match the words with their meanings, and then copy the information into the chart on “The CopShop Event”.

ACTIVITY

- Read through the introductory passage (in “First Listening”) with the class and ensure that everyone understands it. Then, play the audio (*Track 17*).
- Give the learners time to read and begin to answer the Listening Comprehension Questions before re-playing the audio. Re-iterate that more than one answer is correct for some questions.

FOLLOW-UP

- There are two sets of group discussion questions for optional follow-up. The first set elicits a general response to the listening text, while the second set helps learners practice the new vocabulary.
- Twelve images from CopShop events held across Canada in 2008 can be viewed at the Canoe holiday website
<http://holidays.canoe.ca/Photos/2008/12/18/7795281.html?&pic=0>
- “CopShop Thrills 60 Kids” is a 2-minute video about the CopShop Event in Winnipeg, Manitoba in December, 2008. It can be downloaded at:
autontosun.feedroom.com/?fr_story=a83be7756ee3c0d73971dleadc6822460c7f16e4&rf=rss-
or: <http://www.winnipegsun.com/news/2008/12/17/7785271.html>



Activity:

The CopShop Event

INSTRUCTOR NOTES CONTINUED

- ANSWER KEY**
- Exercise 1: Vocabulary
 - trust - believe
 - shopping spree - buying many things in a short time
 - donate - give something to help others
 - positive - good, hopeful
 - pair - group of two
 - cop - police officer (slang)
 - gift certificate - something you can use like cash in a store
 - uniform - special clothing worn by people in the same group
 - Exercise 2: Listening Comprehension Questions
 1. to improve relations between the public and the police to give children a positive experience with the police
 2. yes
 3. schools
 4. \$200
 5. toys
 - gifts for their families
 - things for their homes
 - they could choose whatever they wanted
 6. store owners
 - mall owners
 - Exercise 3: answers will vary
 - Exercise 4: answers will vary

- ASSESSMENT**
- Answers to the Listening Comprehension Questions can be collected for formal assessment.
 - CLB Performance Indicators:
 - ~ gets the gist, factual details and some inferred meanings in a listening text
 - ~ identifies key words and phrases

- SOURCES**
- *Winnipeg Sun* 18 December 2008
 - *Ottawa Citizen* 18 December 2008

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 294-299.

- VOCABULARY**
- needy; hand in hand; once-in-a-lifetime experience; paired up; cop; donate; gift certificate; pair; positive; shopping spree; trust; uniform



Activity:
The CopShop Event

LISTENING TRANSCRIPT

If anyone wanted to rob a store in Billings Bridge Shopping Centre in Ottawa yesterday afternoon, they probably changed their minds when they entered the mall. It was a bad day for robbery because there were 30 police officers in the shopping mall all afternoon. They were all wearing their uniforms, but they weren't arresting anyone...they were carrying shopping bags. Each of the 30 officers was paired with a child, and they were all out on a shopping spree just in time for Christmas.

What was happening? They were participating in the CopShop Event, a new way of improving relations between the public and the police.

The 30 children were from poor and needy families. When they came to the mall, each one was paired up with a police officer. The children were given \$200 gift certificates to buy anything they wanted in any store, and their officer took them shopping. The officers helped them find and buy all the things they wanted. They also stopped for a snack or lunch together.

Across Canada, 400 children and 400 police officers participated in CopShop events in December 2008. Which children went on the shopping sprees? Most of them were chosen by their schools. The children came from poor families and were from communities that see a lot of the police in their area, but not for shopping. Organizers hope the Cop Shop Event will help children feel more comfortable with the police.

At the Billings Bridge Shopping Centre yesterday, you could see that everyone was feeling more than just comfortable – they were having a wonderful time. Everywhere you looked, you could see police officers and children walking together hand in hand, and all their fun put the rest of the Christmas shoppers in a good mood, too. For the children, \$200 is a lot of money, and so this was a once-in-a-lifetime experience for them. The children chose toys for themselves, of course, but they also wanted to get things for their family members. Some even bought things for their homes like sheets and towels.

Who paid for it all? The gift certificates were donated by the owners of the stores and malls. These businesspeople think CopShop is a great idea. They want the children to remember their good and positive experience of being with a police officer. If the children remember the wonderful day they had shopping with a cop, then maybe they will have more trust and more positive feelings towards the police when they are adults.



Activity: The CopShop Event

THE COPSHOP EVENT



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Look at the picture on your left. How do you feel when you see a police officer? Some people have positive feelings. They trust police officers. Others have negative feelings. They are afraid of police officers. Sadly, many of the people who are most in need of police protection are also the people who are the most afraid.

Police forces across Canada are working to improve their relations with their communities. They want the public to work with them. They have many outreach programs that will help people learn to trust them. One new program is called The CopShop Event. You are going to learn some new vocabulary and then listen to hear more about CopShop.

Exercise I: Vocabulary

Word	Meaning



Activity: The CopShop Event

VOCABULARY CUTOUTS

cop (slang)	
donate	
gift certificate	
pair	
positive	
shopping spree	
trust	
uniform	

<i>believe</i>	
<i>buying many things in a short time</i>	
<i>give something to help others</i>	
<i>good, hopeful</i>	
<i>group of two</i>	
<i>police officer</i>	
<i>something you can use like cash in a store</i>	
<i>special clothing worn by people in the same group</i>	



Activity: The CopShop Event

FIRST LISTENING

Read the sentences below, and then listen to learn more about CopShop.

If anyone wanted to rob a store in Billings Bridge Shopping Centre in Ottawa yesterday afternoon, they probably changed their minds very quickly when they entered the mall. It was a bad day for robbery because there were thirty police officers in the shopping mall all afternoon.

SECOND LISTENING**Exercise 2****Listening Comprehension Questions**

Underline the correct answer(s). For some questions, more than one answer is correct, so you will need to underline two or more items.

1. What is the purpose of the CopShop event?

- to give toys to children
- to teach children how to shop
- to improve relations between the public and the police
- to give children a positive experience with the police

2. Were the police officers wearing their uniforms?

- yes
- no

3. Who chose which children would go?

- schools
- police forces
- mall and store owners

4. What was the value of the gift certificates?

- \$30
- \$200
- \$230
- \$400



Activity: The CopShop Event

SECOND LISTENING (Continued)**Exercise 2****Listening Comprehension Questions (Continued)**

5. What did the children buy?

- toys
- gifts for the police
- gifts for their families
- things for their homes
- they could choose whatever they wanted

6. Who paid for the gift certificates?

- police officers
- store owners
- mall owners
- the public
- the government



Activity: The CopShop Event

Exercise 3
Discussion – The CopShop Event

1. Do you think that CopShop is a good idea or a waste of money?
2. Read this sentence from the listening:

Most of the children come from poor families and are from communities that see a lot of the police in their area, but not for shopping.

What is meant (but not said clearly) in the underlined words?

3. Are there policewomen in the country you lived in before you came to Canada?
4. Do you have any suggestions for how police forces can improve their relations with the community?
5. Talk about the job of law enforcement (being a police officer). What are some advantages and disadvantages of this job? Would you like to be a police officer? Would you want your spouse to be a police officer?



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Activity: The CopShop Event

Exercise 4
Vocabulary Practice – Discussion Questions

1. Have you ever gone on a **shopping spree**? Tell everyone about it. If you won a one-hour shopping spree in a local mall, what would you buy?
2. List 4 occupations that require the workers to wear **uniforms**. Have you ever had a job that required a uniform? Did you like wearing it? Did you wear a school uniform?

1. _____
2. _____
3. _____
4. _____

3. Have you ever given or received a **gift certificate**? Tell your classmates about it. Are gift certificates common in the country you were living in before you came to Canada?
4. You have \$200 to **donate** to one of the groups listed below. Which group would you choose, and why?
 - cancer research group
 - group to help feed hungry people in poor countries
 - Red Cross/Red Crescent
 - a political party
 - a group that helps poor children play organized sports like soccer or hockey
 - CopShop
5. Talk about a **once-in-a-lifetime experience** that you had.



Activity:
Personal Safety Test

INSTRUCTOR NOTES

Learners read and discuss a multiple choice test about personal safety in the city.

Timing: 40 minutes

- WARM-UP** • *Don't Be A Victim!* Canadian Law introduces the topic of personal safety in LINC 3. The speaking activity is recommended for warm-up.
- ACTIVITY**
- There is challenging vocabulary in this test, but most of it is found in the first two questions. Teachers might wish to go over these ones with their classes before instructing learners to complete the remainder on their own.
 - Divide the class into small groups of 3 or 4. Allow 10 minutes for learners to compare and discuss their responses.
 - Cut one answer sheet into strips for each group. Distribute the answers randomly but evenly amongst the group members.
 - Groups look over the test again. This time, the person who has the answer reads it to the others.
- FOLLOW-UP** • After a few hours/days have elapsed, review the personal safety tips provided in this exercise by instructing learners to write sentences (with modals) about how to keep safe.
- VARIATION** • The multiple choice format of this test places a considerable reading burden on the learner. It may be appropriate to divide the test into two. Alternatively, allow the groups to read and talk about each question separately rather than reading the entire test prior to discussion.
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 294-299.
- SOURCE** • The test and answers are an adapted and condensed version of “*The Suzy Lamplugh Trust Personal Safety MOT*” found online at: <http://www.suzylamplugh.org>
- ANSWER KEY** • See Answer Sheet
- VOCABULARY** • at risk; assault; attack; violently; situation; well-lit; aggressive; calm down



Activity:
Personal Safety Test

Circle the correct answer.

Who Is Most At Risk?

- Number 1** Who do you think is most likely to be assaulted (attacked violently)?
- A female over 45
 - A female aged 16–24
 - A male aged 16–24
- Number 2** Which of these sentences is NOT true?
- 40-65 year olds are most at risk from violent crime.
 - 23% of victims of violent crime were under 24.
 - Only 2% of victims of violent crime were over 65.

Going Out

- Number 3** You are most likely to be in a dangerous situation or to have unwanted sex because:
- Someone has put a drug into your drink.
 - Someone has put extra alcohol into your drink.
 - You have drunk too much alcohol yourself.
- Number 4** You went out for the night, and now it's late. You are going home alone. You just got off your bus, and now you must walk to your home. You should:
- Take the shortest way home, because the sooner you are home, the sooner you will be safe.
 - Take the quietest way home. You will be safer if there are fewer people around to cause trouble.
 - Take the busiest way home. You will be safer if there are more people around.
- Number 5** True or False?
- If you are walking home alone at night, it's a good idea to use your cell phone to talk to someone at home until you get there. That will make you feel more comfortable, and your family or roommates will know you are safe.



Activity: Personal Safety Test

Going Out (Continued)

- Number 6** If you are in danger and you need someone to help you immediately, the best thing to shout is:
- “Help!”
 - “Fire!”
 - “Call the police!”

Transportation

- Number 7** Where is the best place to wait for your bus, train or ride?
- In a well-lit area, near other people.
 - In a dark doorway. No one can see you, so no one can trouble you.
 - In a quiet area away from other people. You are safer alone.

- Number 8** On an empty bus, you should sit _____
- at the back, away from any trouble-maker who might get on the bus.
 - at the front, near the driver.
 - near the exit.

At Work

- Number 9** You are often the only person in your office/building late at night. Which of this advice is BAD advice?
- Make sure all the outside doors are locked while you are inside the building.
 - Make sure you leave the building at the same time every night, so you don't miss your bus and have to wait on the street.
 - If a person (eg, a delivery man) arrives when you don't expect him, do not open the door.

When Someone Is Aggressive

- Number 10** You are in a situation where someone is becoming aggressive. Which of this advice is BAD advice?
- Stay away from the person (more than 2 meters).
 - Put your hand on the person to try to calm them down.
 - Talk to the person. Ask open questions (questions that can't be answered “yes” or “no”).

This test is an adapted and condensed version of “The Suzy Lamplugh Trust Personal Safety MOT” found online at:
<http://www.suzylamplugh.org>



Activity: Personal Safety Test

ANSWER SHEET



Number 1 The correct answer is **c**. Males between the ages of 16 and 24 are the group most at risk of being assaulted.



Number 2 **a**. is not true. Males between the ages of 16 and 24 are the group most at risk of violent crime.



Number 3 The correct answer is **c**. Far more people put themselves into dangerous situations by drinking too much. It is rare for somebody to put drugs into another person's drinks (but it does occasionally happen, so you should be careful of it). If you suddenly feel very drunk, stay with someone you trust until you sober up (return to normal) or until they can take you home safely.



Number 4 The correct answer is **c**. Always try to stay on busy, well-lit roads, even if the walk is longer. Try not to walk through parks, empty fields or dark empty streets.



Number 5 **False**. It is not a good idea to chat on the phone while you are walking home. It may make you feel more comfortable, but it does not make you safer. Chatting on the phone will make you less likely to see or hear any danger because you will not be focused on where you are. Also, if you were attacked, the person on the other end of the phone could do nothing to help you.



Number 6 The correct answer is **c**. When shouting for help, try to tell people exactly what to do. People are more likely to believe and act when they hear something specific, but if they just hear "Help," they may not take it seriously.



Number 7 The correct answer is **a**. Try to be where there are lots of other people. "There is safety in numbers."





Activity: Personal Safety Test

ANSWER SHEET (Continued)

Number 8 The correct answer is **b**. If the bus is empty, sit near the driver so that help is near if you need it.



Number 9 The bad advice is **b**. It's not a good idea to leave at the same time every day. If you don't have a habit of leaving the same time every day, then nobody will make a plan to attack you.



Number 10 The bad advice is **b**. If you are in a situation that could become violent, don't touch the other person. This could make them more aggressive. Instead, give the other person lots of space, and try to get them to start talking. Getting someone involved in conversation is a good way to calm them down.





Activity:
Who Killed Mr. Green?

INSTRUCTOR NOTES

This is a traditional logic problem written in simple English, recommended for learners who enjoy Sudoku puzzles or similar analytical challenges.

Timing: 5 minutes+

- ACTIVITY**
- This logic problem is not intended as a class activity. It is recommended for individuals who enjoy puzzles.
 - The problem can be handed out to a learner who has finished a class activity long before the others, or it can be given as “homework”.
- FOLLOW-UP**
- Guidelines for instructors who wish to create their own logic problems can be found on this website: <http://www.geocities.com/Heartland/Plains/4484/lpconst.htm>
- ANSWER KEY**
- Mr. Black killed Mr. Green

Clue 1:

17	18	19	20
			Gray

Add Clue 4:

17	18	19	20
		Brown	Gray
			glasses

Add Clue 3: (There are two possibilities, but only one works)

17	18	19	20
Black		Brown	Gray
	belt	running shoes	glasses

Add Clue 2

17	18	19	20
Black		Brown	Gray
hat	belt	running shoes	glasses

Add Clue 5

17 - murderer	18	19	20
Black	Green	Brown	Gray
hat	belt	running shoes	glasses



Activity:

Who Killed Mr. Green?

INSTRUCTOR NOTES CONTINUED

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 294-299.

VOCABULARY • detective; investigate; solve; mystery



Activity:
Who Killed Mr. Green?

AN ESL LOGIC PROBLEM

One night last year, during a storm, Mr. Green went out to the movies with his friends Mr. Black, Mr. Brown and Mr. Gray. They sat together in a row, in seats 17, 18, 19 and 20. No one else was in the cinema because the weather was so bad. While they were watching the film, the electricity went out. The film stopped and the cinema went black and dark for 5 minutes. When the lights came back on, Mr. Green was dead. He had been murdered.

Police detectives were called in to investigate the crime. There were many clues. The detectives learned that one of the men was wearing a hat, another one was wearing glasses, the third was wearing running shoes and the last one was wearing a belt.

Unfortunately, the police haven't been able to solve the mystery yet. They need help from the world's greatest detective: you. Read the clues below and decide who killed Mr. Green. There is only one correct answer.

1. Mr. Gray sat in seat 20.
2. The man wearing a hat sat next to the man wearing a belt.
3. The man wearing a belt sat between Mr. Black and the man wearing running shoes. The fourth man sat on the end.
4. Mr. Gray wore glasses. He sat beside Mr. Brown.
5. The murderer did not wear running shoes. He sat in seat 17.

17**18****19****20**

LINC 4

Commercial
Services
and Business

Based on Canadian Language Benchmarks



Activity:

Product Nutritional Information

INSTRUCTOR NOTES

Learners read nutritional information found on product packaging, answer questions based on the reading, and complete a chart with details of nutritional information.

Timing: 50-60 minutes

- WARM-UP**
- Distribute several product packages among learners and have them look at the charts which contain the nutritional information.
 - Ask these questions: Are products labeled where you come from? Are people told to check labels?
- ACTIVITY**
- Review Exercise 1 “Vocabulary - Product Nutritional Information” with the learners.
 - Distribute “Nutritional Labels And What They Tell Us” and review it with the learners. Learners work on Exercise 2 alone or in pairs.
 - Hand out the two-page “Nutritional Information Chart” and the exercises, and then have learners complete the chart.
- CROSS-REFERENCE**
- *Nutrition Tables - Health & Safety*
 - The activity “Lifestyle: Healthy Eating”, *LINC 4 Classroom Activities*, CLB Projects Office, Edmonton is an excellent companion exercise.
- ASSESSMENT**
- Instructors correct answers to Exercises 3 and 4.
 - CLB Performance Indicators:
 - ~ identifies layout of forms; finds specific information
 - ~ gets overall meaning; identifies type and purpose of text
 - ~ gets key information and specific details from graphics
 - ~ compares facts to make choices
 - ~ competently copies information
 - ~ has legible handwriting or printing. Makes no major omissions in copying information.
- ANSWER KEY**
- Exercise 2
 - a. 7 crackers b. 90 c. 15 mg d. 0% e. low in fat, cholesterol free, source of fibre f. no
 - Exercise 3
 - 1. a. 45 g b. 39 g c. 2%
 - 2. a. Shelly’s Soup b. Shelly’s Soup c. 4%, 8% d. Shelly’s Soup, 8%



Activity:

Product Nutritional Information

INSTRUCTOR NOTES CONTINUED

- Exercise 4

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FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 326-331.

VOCABULARY

- carbohydrates; calcium; cholesterol; fibre; ingredients; iron; nutrition; nutrient; nutritional; per; protein; sodium; specific; sugar; Vitamin A, B12, C, E



Activity:

Product Nutritional Information

VOCABULARY

Exercise I

Read this vocabulary and the sample sentences. You will use some of the vocabulary in the exercises.

carbohydrates – give the body energy

We ate foods with carbohydrates when we were preparing for our race.

calcium – builds strong bones and teeth

My children know it's good to eat lots of foods with calcium.

cholesterol – a bad form of fat that stays inside our blood vessels and may lead to heart disease

My doctor checked my cholesterol level yesterday.

fibre – helps digestion, so food moves through the body quickly; lowers blood cholesterol

I eat fibre every day in my cereal.

ingredients – foods that are combined to make a certain dish

We used five ingredients to make our special chicken and rice.

iron – helps red blood cells carry oxygen throughout the body

There is a lot of iron in blueberries.

nutrition – the way we use food to keep our bodies healthy

Elena studied nutrition in high school. She knows the nutritional value of many foods. She also knows that nutrients are especially important for growing babies.

per – each

Joseph bought 2 kilos of nuts. They cost \$6 per kilo.



Activity: Product Nutritional Information

VOCABULARY (Continued)

Exercise I (Continued)

protein – builds muscle

She plays on the soccer team, so she needs protein to make her muscles strong.

sodium – salt

Everyone needs sodium, but be careful how much you use.

specific – exact

The specific weight of the nuts was 137 grams.

Vitamin A – helps eyesight, bones, teeth and skin

Vitamin B12 – helps keep nerve and blood cells healthy

Vitamin C – builds healthy teeth, gums and blood vessels; increases ability to fight disease and infection

Vitamin E – an antioxidant that protects against cell damage

Eat food with lots of vitamins, or take a vitamin pill every day.





Activity: Product Nutritional Information

NUTRITIONAL LABELS AND WHAT THEY TELL US

Read this nutritional label. You will see many labels like this on many products in the grocery store. Read the label on the left hand side of the chart and then look on the right hand side of the chart and see what the terms mean.

Nutritional Labels	What They Tell Us																														
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Activity: Product Nutritional Information

Exercise 2

Read these questions and find the information in the Crispy Crackers label above.

- a. What is the specific amount of food on the Crispy Crackers label? _____
- b. I want to learn about the nutrients in Crispy Crackers. How many calories are in 7 crackers?

- c. How many carbohydrates? _____
- d. How much calcium? _____
- e. Give one reason why it's a good product. _____
- f. I like sugar in my crackers. Is sugar one of the ingredients in Crispy Crackers? _____

Exercise 3

Read these questions and find the answers on the two-page Nutritional Information Chart.

1. Rice Blend and Betty's Rice Page 1

- a. One-third cup of Rice Blend equals how many grams? _____
- b. How many grams of carbohydrates are in $\frac{3}{4}$ cup of Betty's Rice? _____
- c. What is the % daily value of iron in Rice Blend? _____

2. Garden Soup and Shelly's Soup Page 2

- a. Which soup has fewer calories from fat? _____
- b. Which one has less sodium? _____
- c. What is the % daily value of iron in 250 ml of Garden Soup? _____ of Shelly's Soup? _____
- d. Which soup has more carbohydrates? _____ What is the % daily value of carbohydrates in this soup? _____



Activity: Product Nutritional Information

NUTRITIONAL INFORMATION CHART

Crispy Crackers	Snack Crackers	Rice Blend	Betty's Rice
Per 7 crackers (20g)	Per 5 crackers (17g)	Per 1/3 cup (45g)	Per 3/4 cup (50g)
Amount	Amount	Amount	Amount
%daily value	%daily value	%daily value	%daily value
Calories _____	Calories 70	Calories 140	Calories 179
Fat 2.0 g	Fat 1.5 g	Fat 1 g	Fat 0.5 g
Saturated 0.5 g	Saturated 0.5 g	Saturated 0.2 g	Saturated 0.3g
Trans 0 g	Trans 0 g	Trans 0 g	Trans 0g
Cholesterol 0 mg	Cholesterol 0 mg	Cholesterol 0 mg	Cholesterol 0 mg
Sodium 140 mg	Sodium _____	Sodium 5 mg	Sodium 1 mg
Carbohydrates 15g	Carbohydrates 13g	Carbohydrates 29g	Carbohydrates 39g
Fibre 1 g	Fibre 1 g	Fibre 1 g	Fibre 0.5 g
Sugars 0g	Sugars 0g	Sugars 0g	Sugars 0g
Protein 2 g	Protein 2 g	Protein 3 g	Protein 3 g
Vitamin A 0%	_____ 0%	Vitamin A 0%	Vitamin A 0%
Vitamin C 0%	_____ 0%	Vitamin C 0%	Vitamin C 0%
Calcium 0%	Calcium _____	Calcium 0%	Calcium 0%
Iron _____	Iron _____	Iron 2%	Iron 2%



Activity: Product Nutritional Information

<p>Garden Soup Per 250 ml</p> <p>Amount %daily value</p> <p>Calories 90</p> <p>Fat 4 g 6%</p> <p>Saturated 0.5 g 3%</p> <p>Trans 0 g</p> <p>Cholesterol 0 mg 27%</p> <p>Sodium 650 mg 4%</p> <p>Carbohydrates 12g</p> <p>Fibre 2 g</p> <p>Sugars 1g</p> <p>Protein 2 g</p> <p>Vitamin A 0%</p> <p>Vitamin C 0%</p> <p>Calcium 2%</p> <p>Iron 4%</p>	<p>Shelly's Soup Per 250 ml</p> <p>Amount %daily value</p> <p>Calories 130</p> <p>Fat 2.0 g 3%</p> <p>Saturated 1 g 3%</p> <p>Trans 0 g</p> <p>Cholesterol 5 mg 27%</p> <p>Sodium 640 mg 8%</p> <p>Carbohydrates 24g</p> <p>Fibre 4 g</p> <p>Sugars 17g</p> <p>Protein 3 g</p> <p>Vitamin A 15%</p> <p>Vitamin C 15%</p> <p>Calcium 6%</p> <p>Iron 8%</p>	<p>All Right Cereal Per _____ (46g)</p> <p>Amount %daily value</p> <p>per serving with ½ c. milk</p> <p>Calories 240</p> <p>Fat 1 g 6%</p> <p>Saturated 0.2 g 9%</p> <p>Trans 0 g</p> <p>Cholesterol 0 mg</p> <p>Sodium 250 mg 15%</p> <p>Carbohydrates 39g</p> <p>Fibre 2 g</p> <p>Sugars 10g</p> <p>Protein 4 g</p> <p>Vitamin A 8%</p> <p>Vitamin C 0%</p> <p>Calcium 15%</p> <p>Iron 45%</p>	<p>Betty's Rice Per ¾ cup (50g)</p> <p>Amount %daily value</p> <p>per serving with ½ c. milk</p> <p>Calories 140</p> <p>Fat 1 g 4%</p> <p>Saturated _____ 5%</p> <p>Trans _____</p> <p>Cholesterol 0 mg</p> <p>Sodium 310 mg 16%</p> <p>Carbohydrates _____ 11%</p> <p>Fibre 12 g</p> <p>Sugars 7g</p> <p>Protein 4 g</p> <p>Vitamin A 8%</p> <p>Vitamin C 0%</p> <p>Calcium 15%</p> <p>Iron 35%</p>
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Activity: Product Nutritional Information

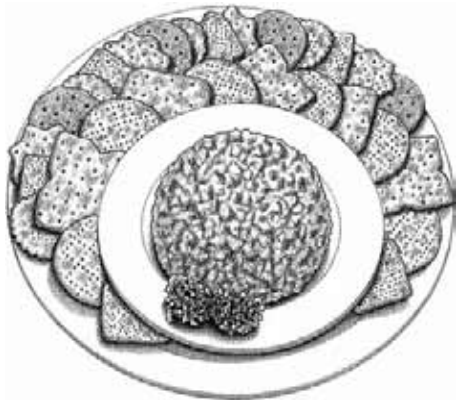
Exercise 4

Now complete the two-page Nutritional Information Chart by filling in the blank spaces on the chart with the information you read here.

Crispy Crackers

There are **90 calories** per 7 crackers.

You will get **6%** of the daily value of iron per 7 crackers.



Snack Crackers

There are **100 mg** of sodium in 5 crackers.

You will get **0%** of the daily value of **Vitamin A** and **Vitamin C** per 5 crackers.

All Right Cereal

1/2 cup is equal to 46g

A serving contains 250 mg of sodium, which is **13%** of the daily value.



Cereal Flakes

There is **0.2 g** of saturated fat and **0 g** of trans fat.

There are **27 g** of carbohydrates.



Activity:

It Tastes Good

INSTRUCTOR NOTES

Learners listen to a conversation about the nutritional value of fast food.

Timing: 45 minutes

WARM-UP

- Ask the class if or how often they eat at fast food restaurants.
- Talk about what their favourite places are and what foods they order.
- Find out if they are aware of the nutritional value of the food they eat.
- Discuss what it means to order food out of habit, and ask if anyone does this.

ACTIVITY

- Play the audio [Track 18]. Learners listen for the gist.
- Clarify any unfamiliar vocabulary, including *hold the lettuce and tomato*.
- Hand out Exercise 1. Learners read the chart and answer the questions in pairs.
- Hand out Exercise 2. Allow time for learners to read and begin to answer the questions.
- Replay the audio.

FOLLOW-UP

- The book (and subsequent movie) *Fast Food Nation* deals with the nutritional value of fast food. Also see the 2004 documentary *Super Size Me*. Further information is available online.
- The performance of a rapper ordering a double cheeseburger at a fast food drive-in window is available at: <http://www.youtube.com/watch?v=FLn45-7Pn2Y>

CROSS-REFERENCE

- Health & Safety - *Nutrition Tables*

ANSWER KEY

- Exercise 1: 1. Yes 2. 15 grams of protein 3. Answers will vary, but should include obesity and heart disease 4. & 5. Answers will vary.
- Exercise 2: 1. T 2. T 3. F 4. T 5. F

ASSESSMENT

- Instructors assess individual learner responses.
- CLB Performance Indicator:
 - ~ listener identifies specific factual details and inferred meanings in an audio-mediated listening text

SOURCE

- <http://www.fastfoodnutrition.org/nutrition-facts/McDonalds/Cheeseburger>



Activity:

It Tastes Good

INSTRUCTOR NOTES CONTINUED

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 326-331.

VOCABULARY • nutritional; fast food; to hold (back) something; breakdown; garbage (slang)



Activity:
It Tastes Good

LISTENING TRANSCRIPT

Jennifer and Jason are two students in their second year of university. Every day at noon, Jennifer meets Jason for lunch and he always eats a double cheeseburger, French fries and a milkshake. Today, she feels she has to say something about his eating habits. Listen to their conversation.

Jennifer: *Jason, how can you put that garbage into your body day after day?*

Jason: *Very easily. It tastes good.*

Jennifer: *Have you ever checked to see if it has any nutritional value at all?*

Jason: *No. What for?*

Jennifer: *Just to make sure you're treating your body right. What food value are you getting from that double cheeseburger, fries, and milkshake?*

Jason: *I don't know. I never looked.*

Jennifer: *I bet it's mostly fat and probably a lot of salt. Since you asked them to hold the lettuce and tomato, I wonder what benefits you're actually getting. Let's check it out on my laptop. I bet we can find a breakdown of everything you're eating right now.*

Jason: *Does this mean you want me to change?*



Activity: It Tastes Good

Exercise I

This is the chart that Jennifer found when she checked online.
Read it with a partner, and then answer the questions.



Nutrition Chart For Cheeseburger	
Serving Size	119 grams
Calories	310 calories
Calories from Fat	110 calories
Total Fat	12 grams
Cholesterol	40 mg
Sodium/Salt	740 mg
Carbohydrates	35 grams
Fibre	1 gram
Sugars	7 grams
Protein	15 grams



1. In their conversation, Jennifer told Jason, “I bet it’s mostly fat and probably a lot of salt.”
Was she right?

2. Is Jason getting any nutritional benefit from the cheeseburger?

3. If Jason continues to eat in the same way, how might it be harmful to his health in the future?

4. Do you know people whose eating habits are similar to Jason’s?

5. Why do people regularly eat at fast food restaurants?



Activity: It Tastes Good

Exercise 2

Listen to the conversation again. Write **T** (for True) or **F** (for False) beside these statements.

- _____ 1. Every day at noon Jason eats a double cheeseburger and French fries.
- _____ 2. Jennifer thinks that Jason does not have a healthy diet.
- _____ 3. Jason always thinks about what he eats at lunch.
- _____ 4. Jason enjoys his lunch.
- _____ 5. Jason eats lettuce and tomato on his cheeseburger.





Activity:

Internet Shopping Survey

INSTRUCTOR NOTES

Learners read and interpret two tables of statistics related to Canadian internet shopping, and then answer questions. This activity can be used as skimming and scanning exercise.

Timing: 50-60 minutes

- WARM-UP**
- Ask learners what kinds of products they would feel comfortable ordering online and/or what products they do order online.
 - List responses on the board.
 - Talk about any that are unusual or less common.
- ACTIVITY**
- Give learners the handouts. Review Vocabulary in Section 1 and answer any questions.
 - Look at the survey together. Ask the class what years are being compared, and refer them to the Notes (i.e., what the E means, what the numbers (1-8) represent).
 - In pairs or small groups, learners talk about their own internet shopping experiences.
 - Learners complete Section 3 individually or with partners.
- FOLLOW-UP**
- Assign learners one item and have them browse the internet for it.
 - Ask them to bring some information about it to the class, for example:
 - ~ what it is
 - ~ name of the internet site where it was found, or
 - ~ why that particular item was chosen.
 - *Shop Online*
 - *Internet Shopping Role Play*
- ANSWER KEY**
- 3. a. Table 1 b. Table 2 c. 20.2, 19.7 d. 19.8, 20.5 e. any two of compact discs, tapes, audio files f. T g. individuals 18 years and older, individuals 16 years and older h. travel arrangements i. consumer electronics j. one of cameras, stereos, televisions k. On-line consumers ordering: 16.4; 10.8; 13.2; 1.1, 1.3
Window shoppers browsing for: 30.6; 43.7; 15.7; 18.3, 21.2
- SOURCE**
- More information on Summary Tables may be found at: www.statcan.gc.ca
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 326-331.
- VOCABULARY**
- survey; consumers; condiments; window shop; browse; target; caution



Activity:
Internet Shopping Survey

I. VOCABULARY

Read these words and example sentences. If you have any questions, ask your partners or your instructor.

browse (v.)	to look for something without a specific idea of what you are looking for <i>Ravi <u>browsed</u> the internet for his new music.</i>
caution (n.)	pay attention to something, be careful <i>Use <u>caution</u> when you are on the internet. Don't give away personal information.</i>
condiments (n.)	spices that give foods more flavour <i>Ketchup is one of the most common <u>condiments</u> in North America.</i>
consumer (n.)	person who buys and uses a product <i>Many <u>consumers</u> use ketchup on their food.</i>
survey (n.)	a report about something <i>We will read a <u>survey</u> about some ways Canadians use the internet.</i>
target (n.)	a person or group that is being looked at <i>The <u>target</u> population for one internet survey is Canadians who are 16 years of age and older.</i>
window shop (v.)	look at items in a store window or online, usually without buying <i>Lots of internet users <u>window shop</u> for items.</i>



Activity: Internet Shopping Survey

2. CANADIAN INTERNET USE SURVEY

I. Read this survey with your group. Have you ordered any of these products online? Have you browsed for any of them? Which ones?

Canadian internet use survey, internet shopping, by type of product and service		
	2005	2007
TABLE I	%	
On-line consumers ¹ ordering		
Computer software	20.2	19.7
Computer hardware	12.1	13.4
Music ³	16.4	22.1
Books, magazines and online newspapers	35.4	36.8
Videocassettes and digital videodiscs (DVD)	13.5	13.8
Other entertainment products ⁴	25.0	32.5
Food, condiments and beverages	3.4	4.5
Prescription drugs	1.3 ^E	1.0
Other health products, beauty and vitamins	8.1	8.6
Clothing, jewellery and accessories	24.8	29.5
Housewares ⁵	8.3	10.8
Consumer electronics ⁶	15.9	19.6
Automotive products ⁷	5.6	8.2
Travel arrangements ⁸	36.4	44.5
Flowers -- gifts	13.2	15.9
Sports equipment	6.6	9.2
Toys and games	11.7	14.6
Real estate	1.1 ^E	1.3 ^E



Activity: Internet Shopping Survey

TABLE 2	%	
Window shoppers² browsing for		
Computer software	18.6	18.5
Computer hardware	19.8	20.5
Music ³	21.5	23.7
Books, magazines and online newspapers	28.3	30.6
Videocassettes and digital videodiscs (DVD)	17.7	18.8
Other entertainment products ⁴	22.5	26.4
Food, condiments and beverages	7.5	8.2
Prescription drugs	2.4	2.7
Other health products, beauty and vitamins	11.0	12.8
Clothing, jewellery and accessories	36.9	40.6
Housewares ⁵	39.0	42.8
Consumer electronics ⁶	42.4	43.7
Automotive products ⁷	25.8	28.0
Travel arrangements ⁸	36.7	41.5
Flowers -- gifts	11.9	13.4
Sports equipment	15.7	16.6
Toys and games	18.3	21.2
Real estate	16.2	18.7

^E : use with caution.

Notes:

- The target population for the Canadian Internet use survey has changed from individuals 18 years of age and older in 2005 to individuals 16 years of age and older in 2007.
 - Internet shopping refers to the activities of window shopping and/or ordering and/or paying for products and services on-line, for personal or household consumption.
 - Respondents were asked to indicate all categories that applied to them.
1. On-line consumers: Refers to individuals who reported to having ordered at least one product or service using the Internet, for personal or household consumption, during the preceeding twelve months, whether or not the payment was made on-line.
 2. Window shoppers: Refers to Internet users who reported, during the preceeding twelve months, having used the Internet to browse for goods or services without placing an order directly over the Internet for that product.
 3. Music (such as compact discs, tapes and audio files (MP3s, etc.)).
 4. Other entertainment products (such as concert or theatre tickets).
 5. Housewares (such as large appliances or furniture).
 6. Consumer electronics (such as cameras, stereos, televisions).
 7. Automotive (such as cars, trucks, recreational vehicles, car parts).
 8. Travel arrangements (such as hotel reservations, plane tickets, rental cars).



Activity: Internet Shopping Survey

2. Read the Internet Use Survey and answer the questions below.

a. Which table contains information about on-line consumers ordering products and services?

b. Which table contains information about window shoppers browsing for products and services?

c. What percent (%) of Canadians ordered computer software online
in 2005 _____ in 2007 _____?

d. What percent (%) of Canadians browsed for computer hardware
in 2005 _____ in 2007 _____?

e. Name two products listed in the category *Music*. (See Notes at the bottom of Table 2.)

f. More Canadians ordered *Flowers - gifts* on-line than browsed for them in 2007.

_____ T _____ F

g. What was the target population for this survey (See Notes at the bottom of Table 2.)

in 2005? _____

in 2007? _____

h. The product or service that most consumers ordered on-line in 2005 was

_____.

i. The product or service that most window shoppers browsed for in 2007 was

_____.

j. One example of this product is (See Notes at the bottom of Table 2.)

_____.



Activity: Internet Shopping Survey

2. Read the Internet Use Survey and answer the questions below. (continued)

k. Fill in the blanks with information from the chart.

	%	
On-line consumers ordering	2005	2007
music	_____	22.1
housewares	8.3	_____
flowers -- gifts	_____	15.9
real estate	_____	_____

	%	
Window shoppers browsing	2005	2007
books, magazines, on-line newspapers	28.3	_____
consumer electronics	42.4	_____
sports equipment	_____	16.6
toys and games	_____	_____



Activity:

Shop On-line

INSTRUCTOR NOTES

Learners read and talk about on-line shopping and then write an e-mail message to a friend.

Timing: 50–60 minutes

- WARM-UP**
- Ask learners what kinds of products they would feel comfortable ordering on-line and/or what products they do order on-line.
 - Make a list and write it on the board.
 - Talk about any that are unusual or less common.
- ACTIVITY**
- Give learners the handouts and divide the class into small groups.
 - Learners discuss the questions and the sample e-mail messages in Exercise 1.
 - Next, learners read and discuss each of the callouts in Exercise 2, clarifying any questions with a partner or the instructor.
 - Learners write an e-mail message telling a friend if they are going to shop on-line.
- FOLLOW-UP**
- Assign learners one item and have them browse the internet for it. Bring some information about it to the class, for example:
 - ~ what it is
 - ~ name of the internet site where it was found
 - ~ why that particular item was chosen
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 326-331.
- VOCABULARY**
- on-line; benefit; convenient; persuade; padlock; callouts; https (hypertext transfer protocol over secure socket layer --indicates a secure communication such as payment transactions)



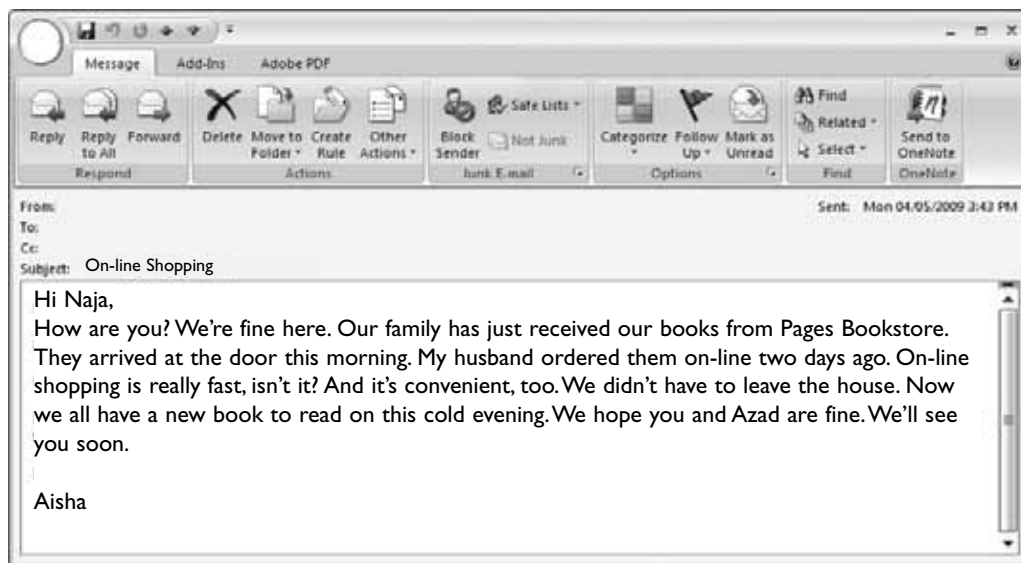
Activity:
Shop On-line

Exercise I

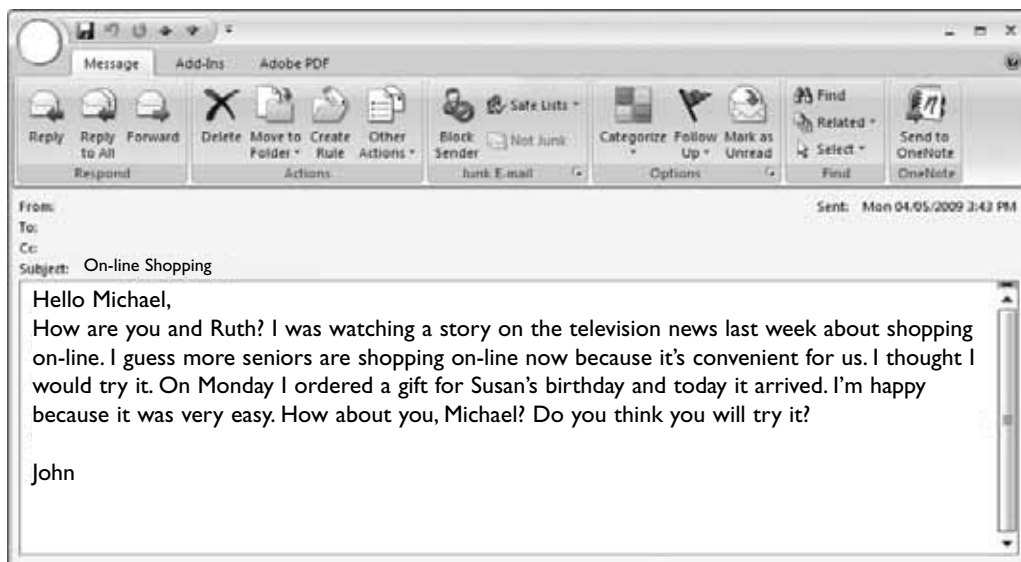
Discuss in your small group:

- Have you ever ordered something on-line? What was it? Tell your partners about your experience.
- If you haven't ordered anything on-line yet, do you think you might do it? Why would you? Why wouldn't you?
- Now read and discuss these sample e-mail messages.

Why does Aisha shop on-line?



John is 70 years old. Why do you think he shopped on-line?





Activity: Shop On-line

Exercise 2

Read each of the callouts to see what these people say about on-line shopping.
Talk about them in your small group.

These people enjoy shopping on-line.

It's fast. I can order something and often have it delivered the next day.

It's convenient. I can shop at my own desk 24 hours a day, 7 days a week.

It's easy to compare products and services. I can see many products on one page on-line instead of walking through the mall.

There is a lot of variety. Many of my favourite stores offer on-line products.

If you shop on-line, it's possible to get cheap or discount prices. Sometimes special offers are only available to on-line customers.

It's safe. Look for the symbols that show you this is a safe site. You'll see a padlock and the letters 'https:' in the web address. The 's' stands for 'secure'.





Activity: Shop On-line

Exercise 2 (Continued)

These people don't shop on-line.

Sometimes I need to talk to a salesperson after I buy something. It's not easy to do that on-line.

Actually, I like to be able to see and touch the product I buy. I can't do that on-line.

When I am shopping, I really like to talk to someone face to face.

I'm still afraid to give my credit card information on-line.

Sometimes there isn't enough information about the product on the site.

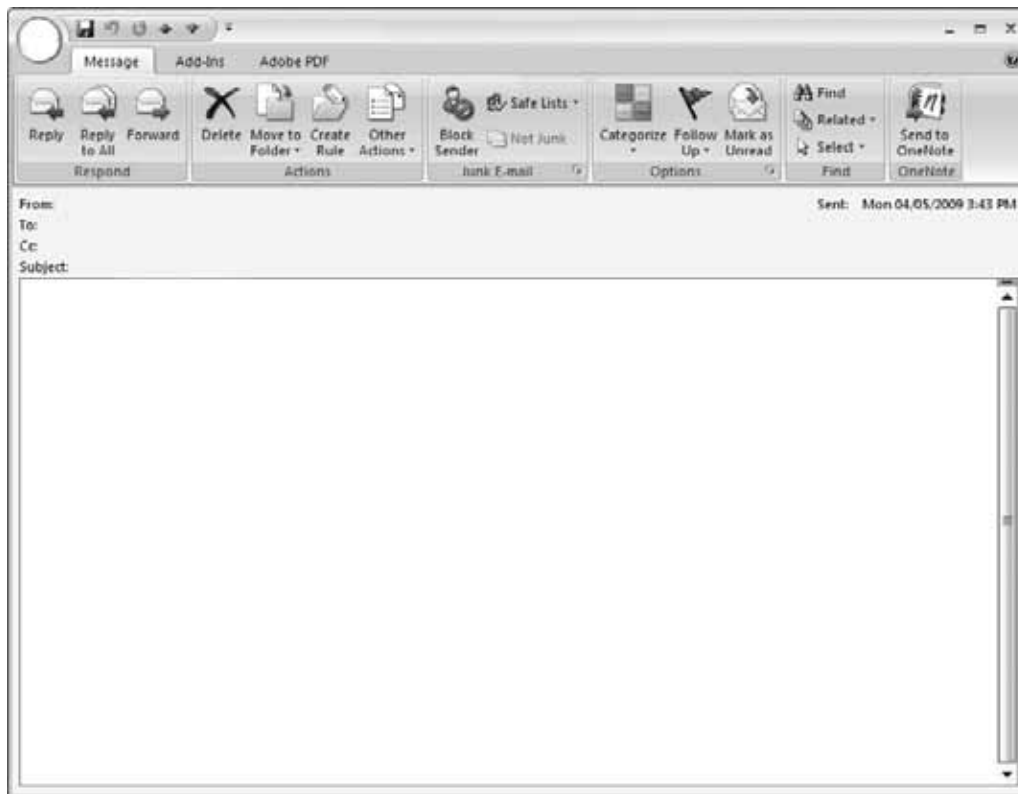
There are too many steps for me to follow on-line. It's easier to talk to someone in person.



Activity: Shop On-line

Exercise 3

Choose an idea from one of the callouts and use it to write an e-mail message to your friend. Tell him whether or not you are going to shop on-line. Explain why. Follow the examples in the two e-mail messages you have already read.





Activity:

Internet Shopping Role Play

INSTRUCTOR NOTES

Learners read role plays about purchasing items on the internet, and then create and present similar role plays with a partner.

Timing: 50-60 minutes

- WARM-UP**
- *Internet Use Survey*
 - *Shop Online*
 - Read and review Internet Vocabulary with the class.
- ACTIVITY**
- Learners choose a partner and read the sample role plays together.
 - Partners write their own role play and practice it aloud before presenting it to the whole class.
- FOLLOW-UP**
- Learners practice the Internet Vocabulary by creating their own sentences.
- ASSESSMENT**
- Instructor uses role play to evaluate speaking.
 - CLB Performance Indicators:
 - ~ presents information in a coherent connected discourse
 - ~ uses simple grammar structures, with clear present, past and future time reference; and personal and textual reference
 - ~ uses vocabulary adequately
 - ~ provides accurate, detailed descriptions
 - ~ speaks with appropriate eye contact, body language, voice volume, rate, fluency and intelligibility
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 326-331.
- VOCABULARY**
- click; download; point; site



Activity:
Internet Shopping Role Play

I. INTERNET VOCABULARY

- I. Read this vocabulary together with your partner. If you don't understand something, ask another classmate or your instructor.

point	use a mouse or pen to move a cursor on a computer screen <i>First, I <u>pointed</u> at the website address, then I clicked on it to open it.</i>
click	touch a button on a mouse <i>I <u>clicked</u> the mouse to download the data I needed.</i>
download	copy or transfer computer software or data <i>I found an internet site where I can <u>download</u> free music.</i>
site	source for files and services on the internet <i>I found a great <u>site</u> for used books on the internet.</i>





Activity: Internet Shopping Role Play

2. BUYING ON THE INTERNET – ROLE PLAYS

Practice reading these two role plays aloud with a partner.

Freda and Jenny are talking about buying music on the internet.

Freda: *Hi Jenny.*
Jenny: *Hi. What's new?*
Freda: *I'm really enjoying the music that I bought on the internet.*
Jenny: *Oh, how do you do buy music on the internet?*
Freda: *It's easy to buy music on-line. There is a lot of choice. I found a site that sells music I like. Then I chose what I wanted, downloaded it and paid for it with a credit card.*
Jenny: *That does sound easy. Will you come over tonight and show me? I'd like to try it, but I'd want you to help me.*
Freda: *I'll be glad to. Why don't you think of some music you'd like to buy and then we can point and click together?*
Jenny: *Sounds like fun. See you tonight. Bye.*
Freda: *Bye!*

Azad and Khalid are talking about buying books on the internet.

Khalid: *Hello Azad. I haven't seen you for a while.*
Azad: *Hello Khalid. I have been really busy studying for my Master's Degree.*
Khalid: *How is that going?*
Azad: *Oh, it's going really well. I just bought some books on-line that have been very helpful.*
Khalid: *You bought books on-line? What did you buy?*
Azad: *I found a site that sells books I need for my thesis. I bought three great ones that have helped me a lot. I couldn't find them in any bookstore. They were cheap, too. And I didn't even have to leave the house to buy them.*
Khalid: *I know what you mean. I love internet shopping. It's so convenient.*



Activity: Internet Shopping Role Play

3. WRITING YOUR OWN ROLE PLAY

You and your partner are going to write a role play about something you bought on the internet. You should talk about what you bought and some reasons why you decided to buy it on-line. Try to use some of the vocabulary from the list.

point --- click --- download --- site

Write your role play in the box. Practice it aloud when you have finished. When your instructor tells you, you will present it to your classmates.

(Partner 1)

(Partner 2)



Activity:
Gifts On-line

INSTRUCTOR NOTES

Learners write a postcard to thank a friend or relative for sending an on-line gift certificate.

Timing: 40-50 minutes

- WARM-UP**
- Ask learners to brainstorm ideas for some gifts that could be given through a gift certificate.
 - Find out if any learners have received a gift certificate and, if so, what it was for.
 - If possible, bring in a gift certificate to show the class.
 - Copy as many blank postcard forms as needed.
- ACTIVITY**
- Give learners the handouts. Read the sample postcard and the on-line store advertisements with the class and be sure learners understand the vocabulary.
 - Learners use the blank postcard and write to a friend or relative to thank them for the certificate from one of these stores.
- FOLLOW-UP**
- For more writing practice, learners choose another on-line store and write a second postcard.
- ASSESSMENT**
- Instructors correct individual postcards.
 - CLB Performance Indicators:
 - ~ conveys the message: reader can follow
 - ~ uses language and content that are appropriate to the occasion, intent and social context
 - ~ uses simple grammar structures, punctuation and spelling with few errors
 - ~ conveys main ideas and supports them with detail in a basic paragraph structure
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 326-331.
- VOCABULARY**
- gemstones; biography




Activity:
Gifts On-line

Your friend or relative sent you a gift certificate for your birthday. Write a postcard and thank him or her for being so generous. Talk about what you chose and why you like it.

Sample Postcard

Read this sample postcard before you begin.

<p><i>June 23, 20-</i></p> <p><i>Hi Mia,</i></p> <p><i>I just wanted to write to you and thank you very much for the gift certificate. You know I love The Jewel Box. I'm really glad they have on-line products because I can't get to their store very often.</i></p> <p><i>I bought a gold chain with the gift certificate. I'll think of you when I wear it.</i></p> <p><i>Thanks again.</i></p> <p><i>Trish</i></p>	 <p><i>Mia Jacobs</i></p> <p><i>2323 Main Street</i></p> <p><i>Hometown, Ontario</i></p> <p><i>K4R R4S</i></p>
--	---



Activity: Gifts On-line

ON-LINE GIFT CERTIFICATES

The Reading Room



paperback novels
world history books
magazines

order on-line at www.TheReadingRoom.com

The Sports Club



hockey and soccer
magazines
player cards
athlete biographies

order on-line at
www.TheSportsClub.com

The Jewel Box

gold and silver jewellery
gemstones



order on-line at www.jewelbox.ca



Activity: Gifts On-line

A large rectangular box representing an envelope. In the top left corner, there is a postage stamp icon with a scalloped border and a central rectangular area. To the right of the stamp, there are four vertical lines extending downwards, serving as a guide for the recipient's address. The rest of the box is empty, intended for the recipient's name and address.



Activity:

Internet Shopping Cards

INSTRUCTOR NOTES

This is a small group speaking, listening and reading activity in which learners use a game format to ask and answer questions about internet shopping.

Timing: varies

WARM-UP

- Tell learners they are going to play a card game to facilitate a discussion about browsing or shopping for items on-line.
- Ask learners to list some items that people browse or shop for on-line and write them on the board.

ACTIVITY

- Game rules for two different games are provided. Decide which game is most appropriate for your class.
- Explain that the games are for conversation practice, and learners may not have actually browsed for any of the items on-line. For Game 2, instructors may wish to review articles: the truth, a lie.
- Divide the class into groups of three. Give each group the Game Rules, a set of the Internet Shopping Cards and a set of the Adjective Cards in piles face down on a desk.
- Learners read the Game Rules in their groups. Allow the groups time to understand and follow the Game Rules on their own; however, some groups may require assistance from their instructor. If necessary, model the first turn

FOLLOW-UP

- If it is possible to keep the learners' warm-up list on the board, refer to it when the activity has ended and see how many items were found on the cards.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 326-331.

VOCABULARY

- browse; premium; specialty



Activity:
Internet Shopping Cards

INTERNET SHOPPING
Game I

Object of the game: to use adjectives correctly

Game Rules:

1. Work in a group of three.
2. Decide who will pick a card first.
 - ~ initial of your first name?
 - ~ age?
 - ~ how many children you have?
 - ~ who lives farthest from school?
 - ~ whose home country starts with the letter closest to A?
3. Player 1 picks an Internet Shopping Card from the top of the pile and reads it. Player 2 picks an Adjective Card from the top of the pile and reads it.
4. Player 1 asks Player 2 these questions:
 - ~ Why you are browsing for [this item] on the internet?
 - ~ Who are you buying it for?
 - ~ Is it for a special occasion (birthday, anniversary, new home, new baby, new job, ...)?
5. Player 2 uses the word on the Adjective Card in one of the answers. Player 3 judges if the adjective was used correctly. If Player 2 used the adjective correctly, he or she keeps the card. If the player did not use it correctly, then the card is returned to the bottom of the pile.
6. Play continues with the next person.
7. Continue playing until all the Shopping Cards and Adjective Cards have been used.
8. The person who has the most Adjective Cards at the end of the game is the winner.



Activity: Internet Shopping Cards

INTERNET SHOPPING
Game 2

Object of the game: to convince a teammate you shopped for an item (the truth) or you didn't (a lie)

Game Rules

1. Work in a group of three.
2. Decide who will pick a card first.
 - ~ initial of your first name?
 - ~ age?
 - ~ how many children you have?
 - ~ who lives farthest from school?
 - ~ whose home country starts with the letter closest to A?
3. Player 1 picks an Internet Shopping Card and an Adjective Card from the top of the pile and reads them.
4. Players 2 and 3 ask Player 1 these questions:
 - ~ Why you are browsing for [this item] on the internet?
 - ~ Who are you buying it for?
 - ~ Is it for a special occasion (birthday, anniversary, new home, new baby, new job, ...)?
5. Player 1- talk about the item on the shopping card and use the adjective to describe it, trying to make your partners believe you have actually shopped for it on-line. Respond to your partners' questions until they decide they have enough information to know whether you are telling the truth or a lie.
6. If your partners guess correctly whether you are telling the truth or a lie, they score a point.
7. You score a point for each partner you are able to fool.
8. The player with the most points at the end of the game is the winner.



Activity: Internet Shopping Cards

INTERNET SHOPPING CARDS

airplane
tickets



hotel accommodations



car
rental

flowers



ice
skates



living room
furniture



big screen television



microwave oven



mp3
player



diamond
ring





Activity: Internet Shopping Cards

INTERNET SHOPPING CARDS (Continued)

children's
books



fitness
equipment

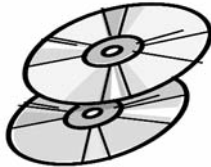


wine
glasses



pots and
pans

computer
software



clothing



music

teen
music



DVDs



premium
chocolate





Activity: Internet Shopping Cards

INTERNET SHOPPING CARDS (Continued)

floor lamp



office desk

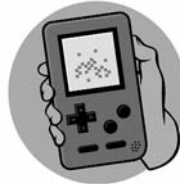


vitamins

children's toys



video games



coffee beans



specialty tea

prescription drugs



computer hardware





Activity: Internet Shopping Cards

INTERNET ADJECTIVE CARDS

delicious

designer

difficult

excellent

excited

expensive

fantastic

helpful

hungry

lovely



Activity: Internet Shopping Cards

INTERNET ADJECTIVE CARDS (Continued)

nutritious

old

ordinary

painful

perfect

sleepy

wonderful

worried

yummy



Activity:

The Electronic Grandmother

INSTRUCTOR NOTES

A conversation between a store clerk and a customer buying a computer video-conferencing system teaches computer terminology.

Timing: 30 minutes

WARM-UP

- Ask how many learners use computers each day and what they use them for.
- Ask if their parents or grandparents are computer-literate.

ACTIVITY

- Play the audio (Track 19). Learners listen for the gist.
- Hand out the exercises, and divide the class into small groups. Try to include someone who is computer-literate in each group.
- After Exercise I has been completed, play the audio again so learners can listen for the new vocabulary.
- Continue with the discussion questions.

FOLLOW-UP

- Further activities are available on-line.

ANSWER KEY

- Note for instructor on Exercise I:
to connect – to join one piece of software to another
software – programs that tell a computer what to do
to download – to send a file or program from one computer to another (often smaller or remote one)
to load – to transfer information from a disk or other outside device into the memory of a computer
to plug [something] into – to connect a secondary program into a main program
video conferencing system – the use of video cameras and computer networking to allow people to talk to and see each other
webcam – a camera attached to a computer that sends a live image to the world wide web
installation – taking software and placing it into a permanent location

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 326-331.

VOCABULARY

- electronics; electronically; to plug in; to load; to connect; to download; installation; webcam; video calling; software



Activity:
The Electronic Grandmother

LISTENING TRANSCRIPT

Mrs. Harazin is eager to see and communicate with her three-year-old granddaughter, Yasmin, but she is not about to travel to Lebanon to see her in person. Instead, Mrs. Harazin's son has advised her to go to an electronics store and buy a webcam. Then, even though she and her granddaughter are thousands of miles apart, they can visit each other electronically each week. Today, Mrs. Harazin goes to a computer store to buy a webcam but, when she gets there, she doesn't remember the name of what it is she wants to buy. Listen to the conversation she has with the store clerk.

Salesman: *Hello. May I help you?*

Mrs. Harazin: *Yes. I am here to buy something for my computer, but I don't remember the name.*

Salesman: *Okay. Maybe if you tell me more about it I can help you.*

Mrs. Harazin: *Well, I'll tell you what it's used for and maybe then you will know what I'm looking for.*

Salesman: *Sounds good to me. Go ahead.*

Mrs. Harazin: *My son says I have to buy it, plug it in to my computer, and load the software. Then I can see my granddaughter in Lebanon talking to me and she can see me talking to her.*

Salesman: *Oh! You want a webcam to connect to your computer. I'll show you where they are.*

Mrs. Harazin: *Thank you. I also need something called "Scape," I think, so we can talk for free.*

Salesman: *Oh, you mean "Skype." Well, you don't have to buy that. You download it for free.*

Mrs. Harazin: *Thank you. You've been very helpful.*

Salesman: *No problem. Good luck with your installation.*



Activity:

The Electronic Grandmother

Exercise 1

Discuss the meanings of these words. If there are any that your group does not know, ask someone in another group or your instructor.

to connect

to download

to plug [something] into

webcam

software

to load

installation

video conferencing system

Exercise 2

Discuss these questions with your group:

1. Do you use a computer to communicate with your family? What system do you use?
2. What are the advantages and disadvantages of using computer technology for conversations?
3. How do you think that computer technology will continue to improve in the future?

LINC 4

Community
and Government
Services

Based on Canadian Language Benchmarks



Activity:

Volunteer Applications

INSTRUCTOR NOTES

Learners review vocabulary and fill out typical volunteer application forms. Next, they read a chart listing volunteer opportunities, choose one position, and write a friendly e-mail message.

Timing: 60+minutes

WARM-UP

- Ask learners if they have filled out application forms for part-time or full-time employment positions in Canada.
- Ask if they have filled out volunteer application forms.
- Make a list on the board of the general types of information they were required to include in each form. (If desired, talk about the requirement for a police check, i.e., what it is, why it is necessary, where to get it, cost [volunteer agencies often pay for a police check]).
- If learners have not had experience filling out application forms for paid or volunteer work, this information will be directed by the instructor.

ACTIVITY

- Review “Vocabulary Warm-up.”
- Students fill in the information on both application forms. Learners can use either their own personal information or imaginary information that makes sense.
- Learners read the “Request For Volunteers” table and the “Sample E-mail.”
- Learners write their own friendly e-mail based on information from the table and including the points listed in the instructions.
- Instructors may wish to complete Application Form A as a practice exercise, and Application Form B as assessment.

FOLLOW-UP

- *Volunteer Ottawa*
- *Volunteer Experiences*

CROSS-REFERENCE

- Employment - *Volunteer Heroes*



Activity:

Volunteer Applications

INSTRUCTOR NOTES

- ASSESSMENT**
- Instructors correct individual learner responses for reading and writing assessment.
 - CLB Performance Indicators:
 - ~ fills out form with required information. Spells and follows punctuation conventions.
 - ~ has legible handwriting or printing. Makes no major omissions.
 - ~ identifies layout of forms; finds specific information
 - ~ gets overall meaning; identifies type and purpose of text
 - ~ gets key information and specific details from a simple [table]
 - ~ compares facts to make choices
 - ~ conveys the message: reader can follow
 - ~ uses language and content that are appropriate to the occasion, intent and social context
 - ~ conveys main ideas and supports them with detail in a basic paragraph structure
- FURTHER REFERENCE:**
- See *LINC Curriculum Guidelines*, pp. 358-363.
- VOCABULARY**
- employment history; educational background; reference; skill; special interests; valid; volunteer experience; fundraiser; squares (baked goods)



Activity:
Volunteer Applications

VOCABULARY WARM-UP

Application forms usually ask for similar information although every form looks different. Here are some common words and phrases found on many volunteer application forms.

**EDUCATIONAL
BACKGROUND**

Are you a high school, college, or university graduate?

**EMPLOYMENT
HISTORY**

Where have you worked? What have your jobs been?

REFERENCES

Names of people who know you well and who will be able to give information about you.

SKILL

What are you able to do very well?
Do you have specific training?

SPECIAL INTERESTS

What is important to you? What do you spend time doing when you are not working?

VALID (driver's license)

Driver's license that has not expired.

**VOLUNTEER
EXPERIENCE**

What non-paid experience do you have?



Activity: Volunteer Applications

VOLUNTEER APPLICATION FORMS

You will usually be required to fill out an application form before you are accepted for volunteer work. Here are two sample volunteer application forms. Fill out each one but you do not have to use personal information. Form **A** and Form **B** are each two pages long.

<p>A VOLUNTEER APPLICATION FORM</p>	<p>For office use:</p> <p>File #: _____</p>										
<p>Name: _____</p>											
<p>Address: _____</p>											
<p>E-mail: _____ Tel: _____</p>											
<p>Educational Background:</p> <p>_____</p>											
<p>Employment History:</p> <p>_____</p>											
<p>Volunteer Experience:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">TYPE</th> <th style="width: 75%;">LOCATION</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"> </td> <td> </td> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> </tr> </tbody> </table>		TYPE	LOCATION								
TYPE	LOCATION										



Activity: Volunteer Applications

A

Special Interests and Skills: _____

Kinds of volunteer work you would like to do: _____

_____, _____, _____

Circle all days and times you are available for work:

Monday	morning	afternoon	evening
Tuesday	morning	afternoon	evening
Wednesday	morning	afternoon	evening
Thursday	morning	afternoon	evening
Friday	morning	afternoon	evening
Saturday	morning	afternoon	evening
Sunday	morning	afternoon	evening

Do you have a valid driver's license? _____

Do you have a car? _____

List two personal references, including name and telephone/e-mail

Date: _____ Signature: _____



Activity: Volunteer Applications

For office use: File #: _____	B VOLUNTEER APPLICATION FORM	For office use: Date: _____
Name: _____		
Address: _____		
City: _____ Prov: _____		
Postal Code: _____ Tel: _____		
E-mail: _____		
Age: <i>Child (up to 11 years):</i> _____ <i>Youth (12-17 years):</i> _____ <i>Adult:</i> _____ <i>Senior:</i> _____		
How did you hear about us?		
<input type="checkbox"/> on-line <input type="checkbox"/> newspaper/newsletter		
<input type="checkbox"/> friend/neighbour <input type="checkbox"/> another volunteer		
<input type="checkbox"/> other (please indicate) _____		
Current or past paid work: _____		

Current or past volunteer work: _____		



Activity: Volunteer Applications

B

Availability: circle all available times

Monday	morning	afternoon	evening
Tuesday	morning	afternoon	evening
Wednesday	morning	afternoon	evening
Thursday	morning	afternoon	evening
Friday	morning	afternoon	evening
Saturday	morning	afternoon	evening
Sunday	morning	afternoon	evening

List two personal references, including name and telephone/e-mail

Date: _____ Signature: _____



Activity: Volunteer Applications

REQUEST FOR VOLUNTEERS

Read the information in the table below. These organizations all need volunteer help. Some need help all year around, while others only need help for a specific project.

WHEN	WHAT	WHERE
Tuesday afternoons	Greeter at hospital Duties: give information and directions, take visitors to various departments	Pine Hills Hospital
Weekends, afternoons	Gardening at seniors centre Duties: help seniors plant, water and weed flowers, rake leaves, etc.	Goldenrod Seniors Home
Monday / Wednesday evenings	Driver Duties: pick up, drop off and return books to the library for people who can't easily get out of their homes	Various locations in the neighbourhood
Days, weekends	Visitors' assistant Duties: greet people, direct them to exhibits, provide gallery information	Pine Hills Art Gallery and Museum
Weekend of Sept. 3rd only	Baker Duties: bake cookies, muffins and squares for fundraiser to buy new books	Westwood Public Library
Friday / Saturday evenings, weekends	Support Person Duties: meet with and listen to teens, play video games, play outdoor sports	Active Teens Support Group

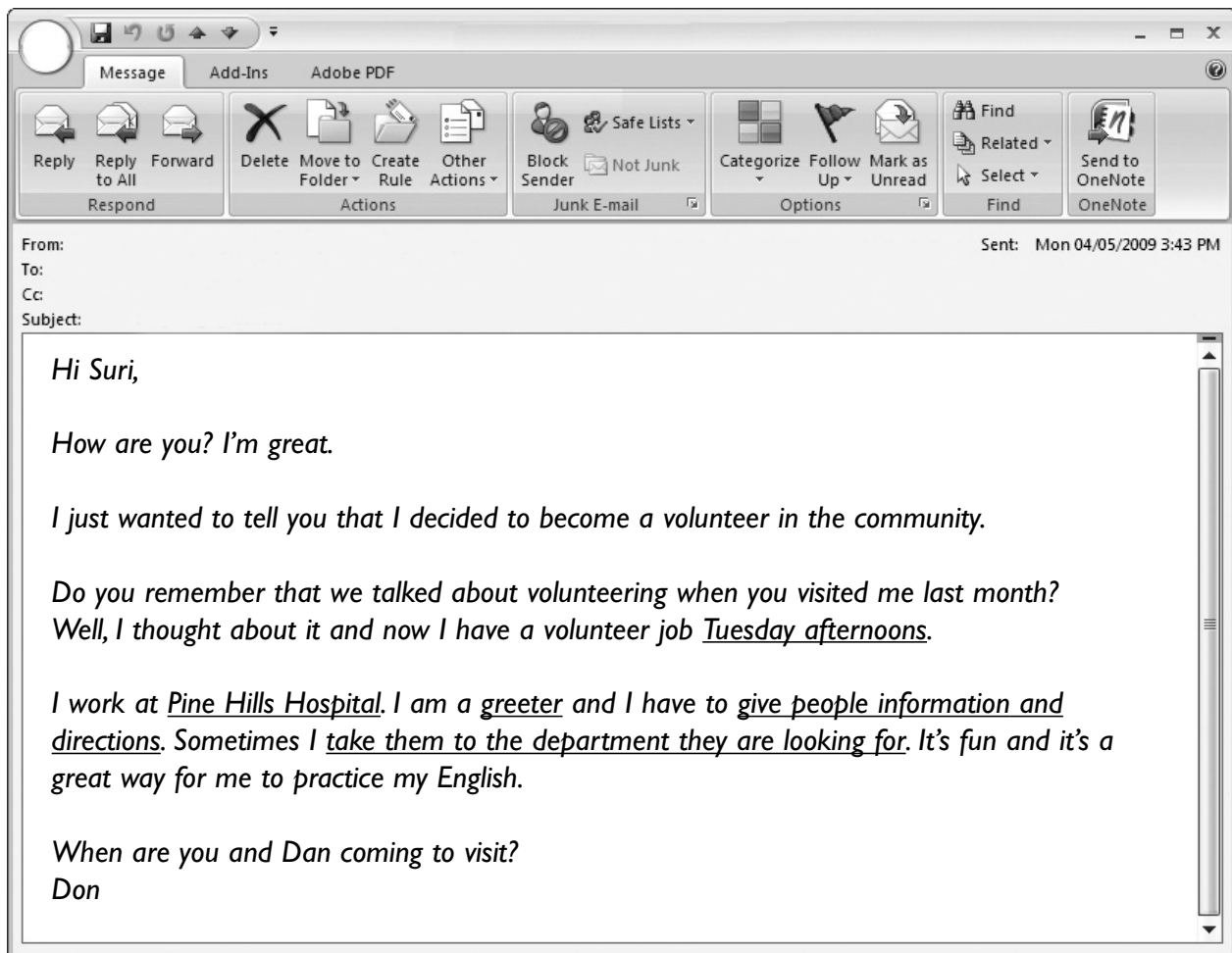


Activity: Volunteer Applications

SAMPLE E-MAIL

You are going to write an e-mail message to a friend and say that you have decided to volunteer in one of the places above. First, read the sample e-mail. Look at the underlined words; they will tell you what information you need to include in your e-mail message.

WHEN	WHAT	WHERE
Tuesday afternoons	Greeter at hospital Duties: give information and directions, take visitors to various departments	Pine Hills Hospital

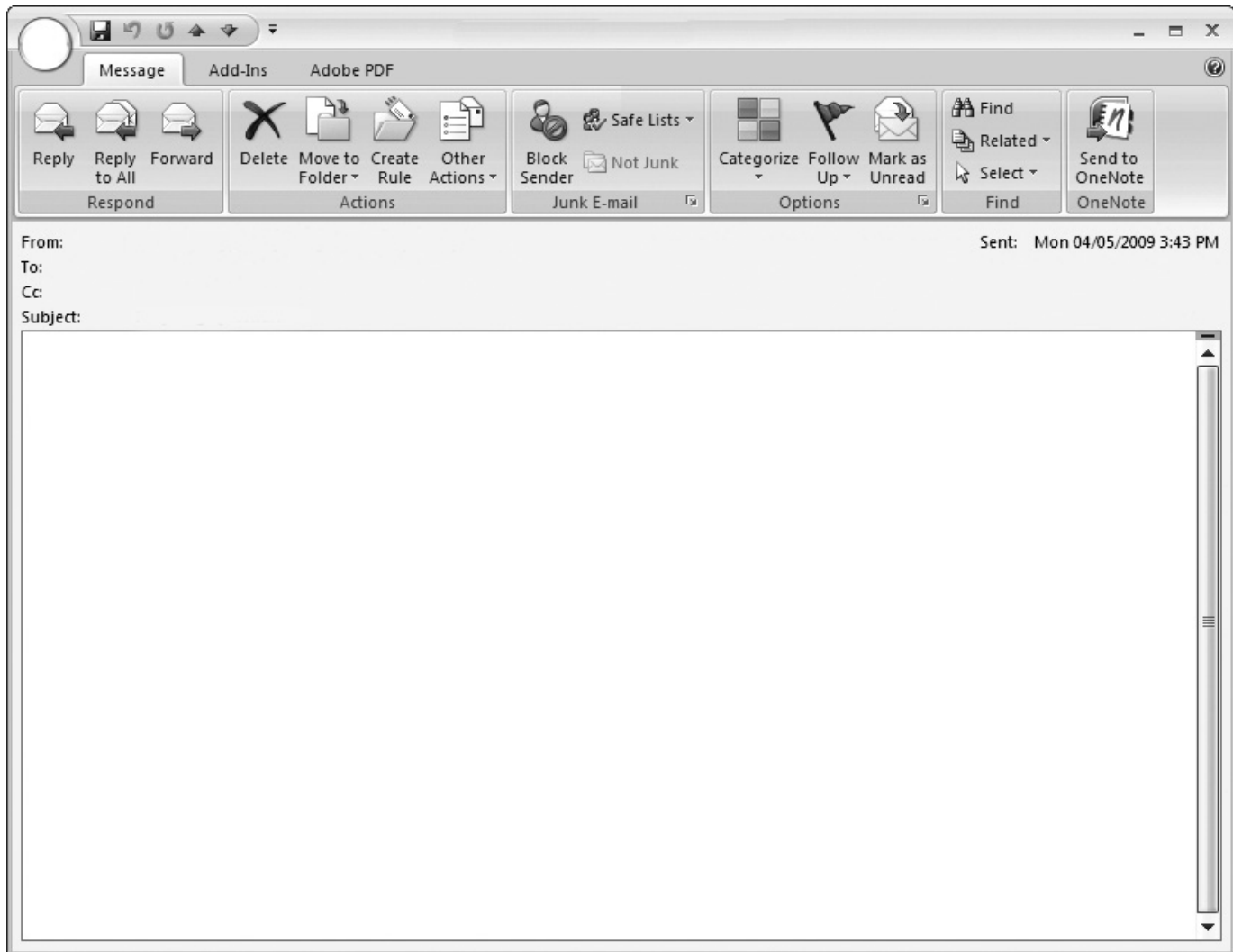




Activity: Volunteer Applications

WRITE AN E-MAIL

Write an e-mail message to a friend and say that you have decided to volunteer in one of the places on the Request For Volunteers table.





Activity:

Volunteer Experiences

INSTRUCTOR NOTES

This 4-skills unit provides information about volunteering. Learners will read some reasons why people volunteer; find out if their classmates volunteer, and learn reasons why; read a chart offering volunteer opportunities; and respond to one of these opportunities by writing an e-mail message.

Timing: 60+minutes

WARM-UP

- *Volunteer Applications* - or -
- Write the word 'volunteer' on the board.
- Ask learners some words to describe who volunteers are and what they do.
- Make a list on the board.

ACTIVITY

- Learners follow the instructions on the handouts to complete the exercises.
- Instructors circulate to assist learners as required.

CROSS-REFERENCE

- Employment - *Volunteer Heroes*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 358-363.

VOCABULARY

- mentor; mobile library; nursery; 'shelving' books; tutor; win-win



Activity:
Volunteer Experiences

I. WHY VOLUNTEER?


volunteer (n.) = a person who works for an organization without pay

volunteer (v.) = to offer to work for an organization without pay


Do you know someone who is a volunteer? Approximately 27% of Canadians who are over the age of fifteen are volunteers. They volunteer more than one billion hours each year. Are you one of these volunteers? Would you like to get involved in volunteering? There are many reasons why people volunteer. Read what these volunteers say:



I volunteer because it's a good way to improve my English.



I volunteer because it might help me get a job in my field.



I volunteer because it's a great way to meet people.



I volunteer because it makes me feel more confident.



Activity: Volunteer Experiences

I volunteer because I have learned a lot of skills in my life and I want to keep using them. I can do that by sharing them with others.

I love to volunteer because my community has helped me so much and I want to give something good back to my community.

I love to volunteer because it makes me keep growing and learning.

Volunteering is a fantastic way to meet people and grow in my personal life AND it looks great on my resume! Who wouldn't love that?

I volunteer because I'm a newcomer to Canada and everyone says it's a great way to make contact with people. It's called 'networking'. I can help people who need my skills and meet others who may be able to help me find a job. And that's called a 'win – win' situation!

Why do I volunteer?
It's simple. I volunteer because it's F-U-N!



Activity: Volunteer Experiences

2. WHO VOLUNTEERS?

- a. Are you a volunteer? If you are, write the main reason why you volunteer in this space. If you aren't, write the main reason that you might like to volunteer in the future.

A large, empty speech bubble with a thick black outline and rounded corners, intended for the student to write their response to question a.

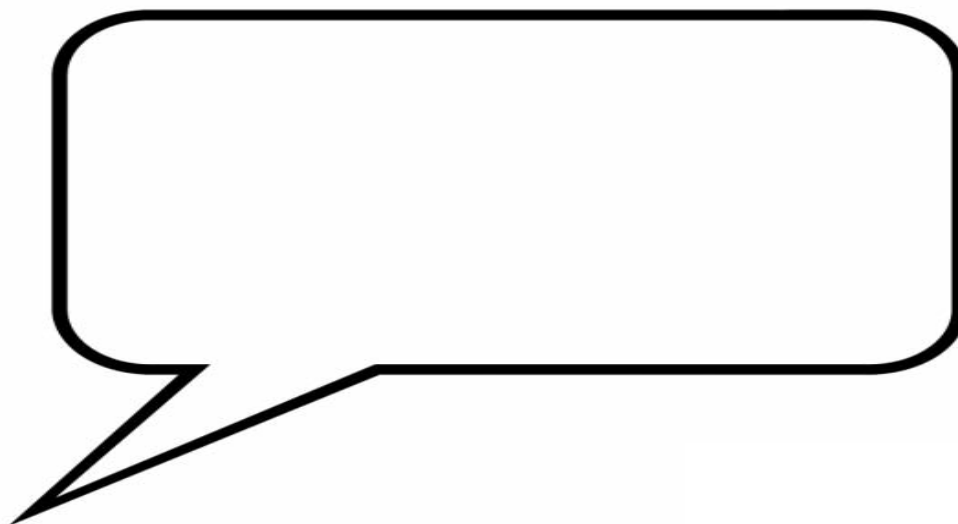
- b. Talk to 3 classmates. Ask them if they volunteer. If they do, write the main reason they volunteer in one of the spaces below. If they don't volunteer, ask them the main reason why they might like to volunteer in the future.

Classmate #1A large, empty speech bubble with a thick black outline and rounded corners, intended for the student to write their response to question b for Classmate #1.

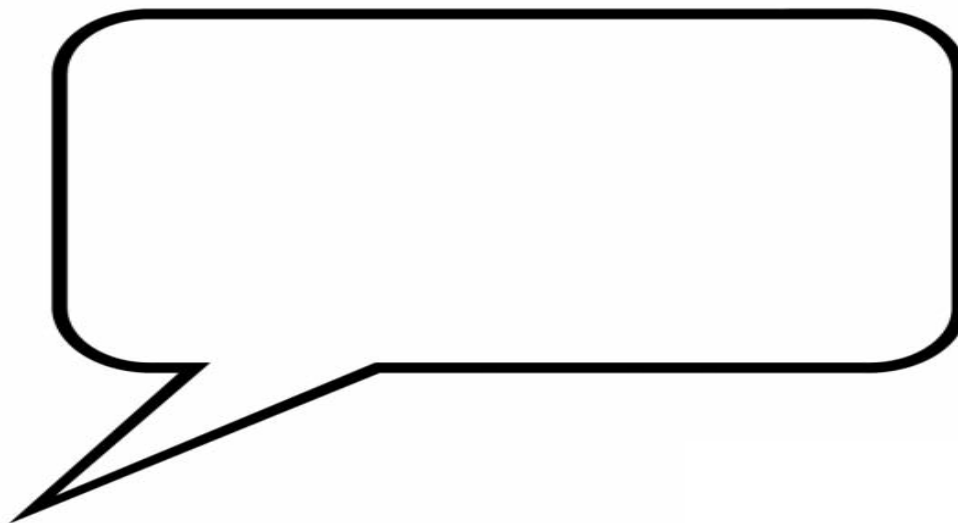


Activity: Volunteer Experiences

Classmate #2



Classmate #3





Activity: Volunteer Experiences

3. VOCABULARY LIST

You are going to read about the volunteer opportunities that are available at Applegate Volunteer Centre. Here is a list of some vocabulary that may be new to you.

mentor	A mentor is an advisor who has experience and who you can trust.
mobile (library)	A mobile is something that can be moved. The Applegate Hospital mobile library is a cart filled with books that can be brought to patients.
nursery	A nursery is a room especially for a baby.
shelving(v.) books	Shelving books means putting books back on a shelf after they have been taken down and looked at or read.
tutor	A tutor is a private teacher.



Activity: Volunteer Experiences

APPLEGATE VOLUNTEER CENTRE

Now read the list of volunteer opportunities at Applegate Volunteer Centre. If there are any words you do not know, check in the vocabulary list again or ask a classmate or your instructor.



**Applegate Volunteer Centre
Volunteer Opportunities**



Children First Fun Day	Sunset Seniors Home	<i>Baby and Me</i>	<i>Used Computer Store</i>
set up tables organize games sell tickets help in nursery	visit residents make crafts play music sing	be a mentor for a new mom	put items on shelves price items for sale answer phones
Meals-to-Go	Read to Me	Applegate Public Library	<i>Applegate Hospital</i>
drivers meal preparation	tutor (training provided)	volunteer reader shelving books book sales	information desk gift shop flower delivery mobile library

Can you help? We'd love to hear from you. For more information about these volunteer opportunities, including times and dates, and a volunteer application form, call or e-mail:

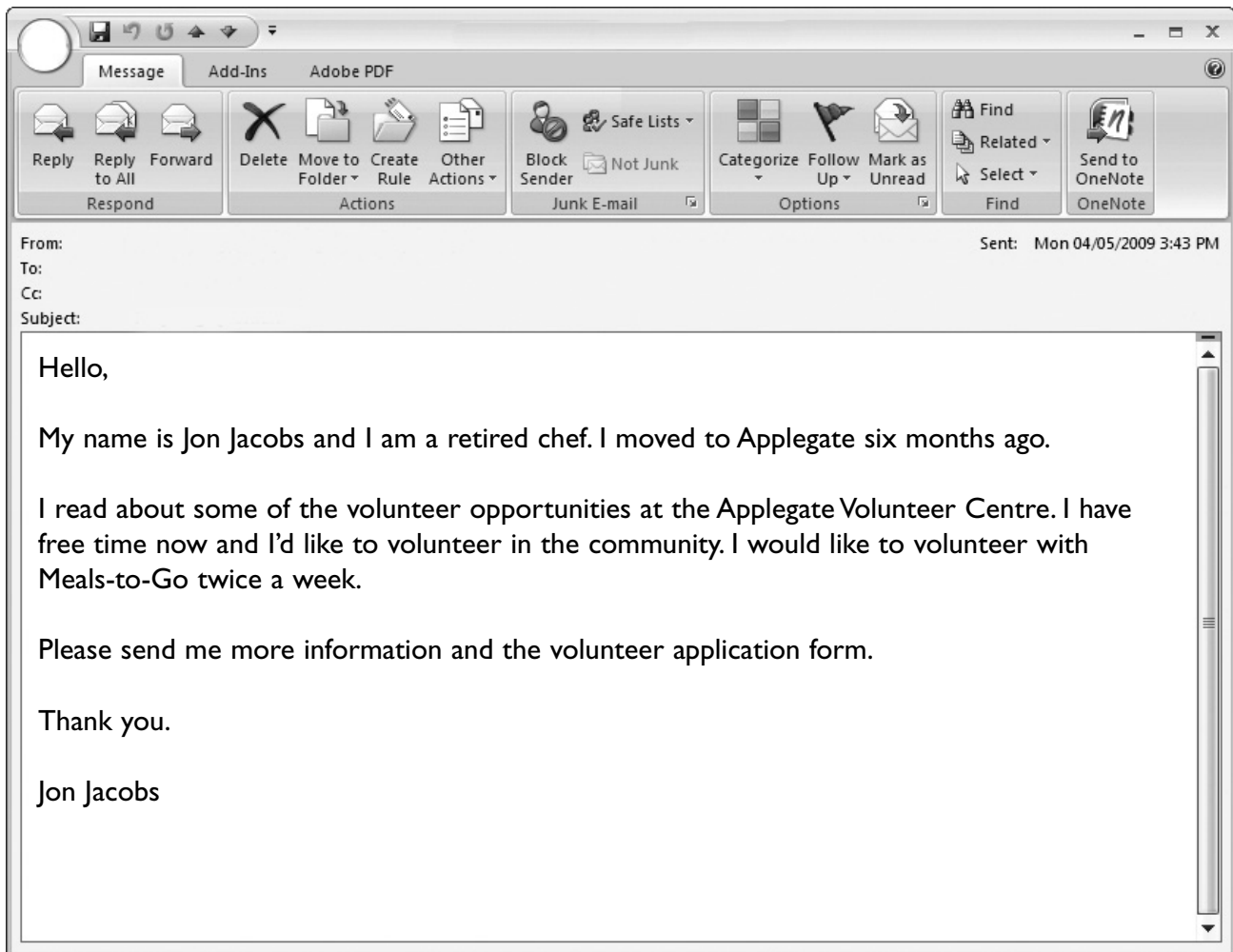
**555-5567
applegate@vol.com**



Activity: Volunteer Experiences

4. SAMPLE E-MAIL

a. Imagine that you are going to write an e-mail message to one of these places and offer to volunteer with them. Before you begin, read this sample e-mail to help you.





Activity: Volunteer Experiences

4. SAMPLE E-MAIL (Continued)

b. Look at the information in Mr. Jacobs' e-mail. Include the same kinds of information in your own e-mail.

WHO:

Jon Jacobs

WHAT he would like to do:

volunteer with Meals-to-Go

WHERE he would like to volunteer:

in the community

HOW OFTEN he would like to volunteer:

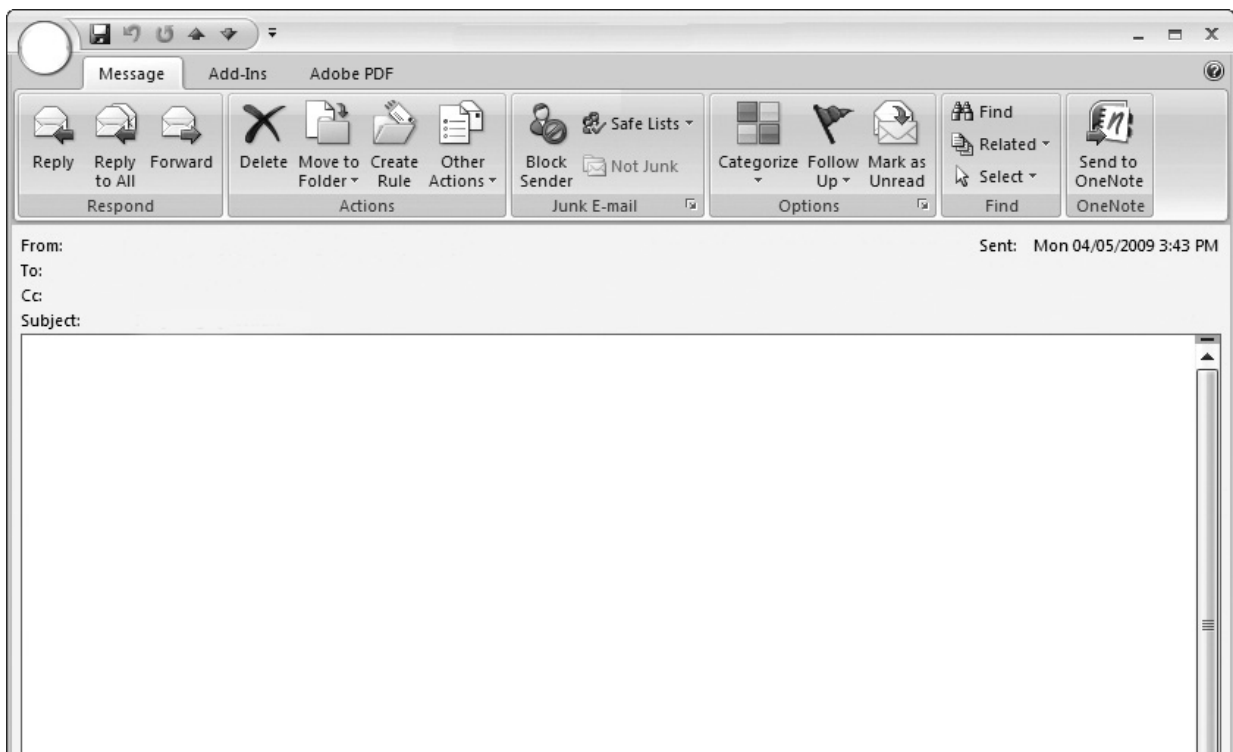
twice a week

WHY he would like to volunteer:

he is retired and he has some free time

Your E-mail

c. Now it's your turn. Write an e-mail message and offer to volunteer for one of the places in the Applegate Volunteer chart. Remember to use the kinds of information that is in the box.





Activity:

Volunteer Ottawa

INSTRUCTOR NOTES

Learners read the story of Krista in these paired four-skills exercises. This activity prepares classes for two guest speakers or presentations on the subject of volunteering.

Timing: 60 minutes

WARM-UP

- *Volunteer Applications, Volunteer Experiences* -or-
- Ask learners if they have volunteer experience in Canada or in their countries of origin.
- Ask the class to name some reasons why people volunteer and list their responses on the board.

ACTIVITY

- Learners work in pairs to read “Krista’s Story”. Clarify the expression ‘social issue’.
- Provide each partner with a different version of the “Reasons To Volunteer” jigsaw and then list these prompts on the board:
 - ~ Can you tell me what says?
 - ~ I’m sorry, did you say.....?
 - ~ How do you spell that word?
 - ~ Can you pronounce that word, please?
 - ~ What is in the blank space on the 1st...3rd...5th...row?
 - ~ What should I write on the 2nd...4th...last line?
- Partners continue with Exercises 2 to 4, following instructions on the handouts.

FOLLOW-UP

- Learners find information (on-line, community newsletter, word of mouth) about one volunteer opportunity in their area that is suitable for them.
- Ask them to share the information with the whole class.
- For more information on volunteering, see the website: www.volunteer.ca

CROSS-REFERENCE

- Employment - *Volunteer Heroes*



Activity:

Volunteer Ottawa

INSTRUCTOR NOTES CONTINUED

ANSWER KEY • I. Master chart (relevant text in bold)

REASONS TO VOLUNTEER (M A S T E R)

8 Reasons to Volunteer	8 Reasons Why It's Good For Me
get job experience	I could find paid employment with experience I get volunteering.
get new skills	I could develop computer skills or learn a new language .
help with community needs	I could help someone learn to read, or clean up a park , or be a friend.
meet new people	I can get to know people of all ages and professions .
improve health and self-esteem	I can feel better about myself , get rid of stress and be healthier.
get real-world experience	I can put my volunteer experience on a resume – employers love that!
have fun	I can learn to enjoy my world more by getting to know more people .
make the world a better place	I can fix a problem and make a difference in someone's life.

2. answers will vary
3. answers will vary
4. B. She wants to work with other people because she loves being with people.
C. She would like to share her computer skills and her interest in drawing.
D. She could spend two hours a week volunteering.
E. She wants to volunteer close to her home or school so she won't have to spend a lot of time on the bus.
F. The issue that is important to her is helping other new Canadians.
G. She is looking for a short-term volunteer opportunity.

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 358-363.

VOCABULARY • self-esteem; real-world experience; social issue; cause



Activity: Volunteer Ottawa

KRISTA'S STORY

With a partner, read Krista's story and discuss the questions.



Krista is a twenty-three year old college student. She moved to Canada with her family five years ago. She volunteered in her home country, and she thinks it would be good to get some Canadian volunteer experience. She loves being with people, so she wants to find a volunteer position helping others.

Krista is studying graphic design at Algonquin College, so she would love to get volunteer experience in this area. If she can, she will be able to include it on her resumé when she begins to look for paid employment. She has good computer skills and she is interested in drawing, so she could share these skills and interests with other people. Even though she is very busy at school, she could spend two hours a week volunteering. She really wants to find a volunteer position close to her home or school so she won't have to spend a lot of time on the bus.

When people ask her what social issue is important to her, she always says it is helping other new Canadians. Krista hopes that she can find a short-term volunteer opportunity that will help a new Canadian feel more at home.



Activity: **Volunteer Ottawa**

I. REASONS TO VOLUNTEER (PARTNER # 1)

Look at the information in your chart. It is incomplete. Your partner also has an incomplete chart. Ask and answer questions to fill in the blank spaces.

8 Reasons to Volunteer	8 Reasons Why It's Good For Me
	I could find paid employment with experience I get volunteering.
get new skills	I could develop _____ or learn _____
help with _____ needs	I could help someone learn to read, or clean up a park, or be a friend.
meet new people	I can get to know people of all ages and _____
improve health and _____	I can feel better about myself, get rid of stress and be healthier.
get real-world experience	I can put my volunteer experience on a _____ – employers love that!
	I can learn to enjoy my world more by getting to know more people.
make the world a better place	I can _____ and _____ in someone's life.



Activity: Volunteer Ottawa

I. REASONS TO VOLUNTEER (PARTNER # 2)

Look at the information in your chart. It is incomplete. Your partner also has an incomplete chart. Ask and answer questions to fill in the blank spaces.

8 Reasons to Volunteer	8 Reasons Why It's Good For Me
get job experience	I could _____ with experience I get volunteering.
get new _____	I could develop computer skills or learn a new language.
help with community needs	I could help someone learn to read, or _____, or be a friend.
meet _____	I can get to know people of all ages and professions.
improve health and self-esteem	I can _____, get rid of stress and be healthier.
get _____ experience	I can put my volunteer experience on a resume – employers love that!
have fun _____	I can learn to enjoy my world more by _____
make _____ a better place	I can fix a problem and make a difference in someone's life.

Activity: **Volunteer Ottawa****2. REASONS TO VOLUNTEER**

1. Ask your partner this question:
What is the main reason you are (or would be) a volunteer in Canada?
2. Write your partner's answer here.

Write your own answer here.

3. Here are some reasons why people volunteer. Read them aloud with your partner.

Ravi volunteers to **get job experience.**

Lara volunteers to **get new skills.**

Raymonde volunteers to **help with the needs in his community.**

Pieter volunteers to **meet new people.**

Josie volunteers to **improve her health and self-esteem.**

Martine volunteers to **get real-world experience.**

Ahmed volunteers to **have fun.**

Fatima volunteers to **make the world a better place.**

Activity: **Volunteer Ottawa****3. VOLUNTEER OTTAWA**

Krista looked on the internet and found a volunteer organization called “Volunteer Ottawa”. She called and spoke with Ryan Jones. Ryan told her that she should think about the kind of volunteer position she wanted. That was very good advice. Krista wrote down the questions that Ryan talked about. Read the questions below with your partner.

QUESTIONS ABOUT VOLUNTEERING

- A. *What experience do I want to get from volunteering?*
- B. *Do I want to work on my own or with other people? Why?*
- C. *What are the skills, interests and experiences that I could share?*
- D. *How much time do I have to volunteer?*
- E. *Do I want to volunteer close to school? Near my home? In the community? Why?*
- F. *What social issue (or cause) is important to me?*
- G. *Am I looking for a short-term or a long-term volunteer opportunity?*



Activity: Volunteer Ottawa

4. FINDING A VOLUNTEER POSITION FOR KRISTA

With your partner, look back at Krista's Story to find the answers to these questions. Question A has been done for you.

A. What experience does Krista want to get from volunteering?

She wants some experience in graphic design so she can use it on her resumé when she begins to look for paid employment.

B. Does she want to work on her own or with other people? Why?

C. What are the skills, interests or experiences that Krista would like to share?

D. How much time does she have to volunteer?

E. Does she want to volunteer close to school? Near her home? In the community? Why?

F. What social issue or cause is important to her?

G. Is she looking for a short-term or a long-term volunteer opportunity?

H. If you were considering volunteering, how would you answer questions A-G? Discuss your answers with a partner.



Activity:

2-1-1 Community Services Information

INSTRUCTOR NOTES

Learners read about the 2-1-1 community access service and find information to answer a variety of questions on what is provided by the service.

Timing: 60+ minutes

WARM-UP

- Write the number 9-1-1 on the board and ask learners what this number means. Ask the class to list reasons for calling 9-1-1.
- Find out if anyone has had to call 9-1-1.
- Write the number 2-1-1 on the board and ask learners if they recognize this number and what it means.
- Explain that 2-1-1 is a free, non-emergency telephone number used to access community services.

ACTIVITY

- Go through the “Vocabulary Warm-up” with the class to ensure everybody understands the new information, words and concepts.
- Learners work individually on the “2-1-1 Community Services” reading and comprehension questions. Collect the answer sheets or else take up the answers in class.
- Hand out Exercises 3, 4 and 5. Read through the five benefits with the class.
- Pairs work together to complete Exercises 4 and 5.

FOLLOW-UP

- Instruct learners to:
 - ~ check online to see when the 2-1-1 services became operational in their area
 - ~ check if there are plans underway in your area to provide the service if it is not operational
 - ~ search www.211ontario.ca for more information
- *2-1-1 Quick Facts*
- *2-1-1 Role Play*

VARIATION

- Learners may work collaboratively if the activity is not intended as an assessment tool.

ANSWER KEY

- 1 l. d 2. g 3. h 4. i 5. j 6. f 7. b 8. e 9. a 10. c
- 2 l. emergency assistance 2. non-emergency assistance 3. people facing barriers of language, poverty or personal difficulties; professionals in government, business or commercial agencies 4. yes 5. yes 6. 24 hours a day in some areas 7. False 8. False
- 3 3, 1, 4, 5, 2
- 4 children, youth and family supports; employment supports; support for seniors and persons with disabilities; physical and mental health resources; basic human needs



Activity:

2-1-1 Community Services Information

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Instructors correct individual worksheets.
 - CLB Performance Indicators:
 - ~ gets key information and specific details from...text
 - ~ identifies important details/specific information as required
 - ~ gets overall meaning; identifies type and purpose of text
 - ~ competently copies information, including capitalization, lower case, punctuation
 - ~ has legible handwriting or printing. Makes no major omissions in copying information
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 358-363.
- VOCABULARY**
- 2-1-1; access; abbreviated; barrier; benefit; visible; respite; tutor; intervention; operator



Activity:

2-1-1 Community Services Information

VOCABULARY WARM-UP

I. You will read these words in the text and the exercises below. Some of them may be new for you.

Match the words and the meanings that you already know. Use the example sentences to help you.

- | | |
|----------------------------|---|
| 1. _____ 2-1-1 | a. working with people to try to help a situation |
| 2. _____ abbreviated | b. relief from pain |
| 3. _____ access (v.) | c. easily seen |
| 4. _____ barrier | d. special telephone number |
| 5. _____ benefit (n.) | e. teacher or helper |
| 6. _____ confidential | f. private |
| 7. _____ respite | g. short, shortened, shorter |
| 8. _____ tutor | h. to get in |
| 9. _____ intervention (n.) | i. something that keeps people or things apart |
| 10. _____ visible | j. something helpful to someone or something |



Activity: 2-1-1 Community Services Information

Example Sentences

2-1-1 is the telephone number Svetlana used to find information about getting a health card.

*ON is the **abbreviated** name for Ontario, isn't it?*

*Maria **accessed** the community service by dialing 2-1-1.*

*Poor language skills are a **barrier** to higher education.*

*Sasha helped Mia by babysitting the children. It was a **benefit** to Mia.*

*All the information you provide to 2-1-1 is **confidential**.*

*Elena got some **respite** from the pain after she took a pill for her headache.*

*Ingrid worked with a **tutor** to help improve her language skills.*

*The problem of gangs was so bad in our neighbourhood that we needed police **intervention** to protect us.*

*Put on an outside light at night. If you do, your walkway will be more **visible**.*

**Activity: 2-1-1 Community Services Information****2-1-1 COMMUNITY SERVICES**

2-1-1 is a telephone number to access community resources. It is an abbreviated number, similar to 9-1-1, but the services are very different. The number 9-1-1 is used to call emergency services. The number 2-1-1 is used by people looking for non-emergency services.

People who live in a community with 2-1-1 service can call the number and ask for help. It is free and confidential and it is offered 24 hours a day in some areas. Many people have questions about community services, social services, health services or government services. They can dial 2-1-1 and get information they need, including phone numbers, names of programs, location or hours of operation. Each call is answered by an operator who connects the caller to the place which offers the community information that he or she is looking for.

The 2-1-1 service is useful for new immigrants, refugees and people facing barriers because of language, poverty or personal difficulties. It is also available to professionals in government, business or the community. Call 2-1-1 if you have a question. It is an excellent community resource.



Activity: 2-1-1 Community Services Information

Understanding The Reading

2. Look back in the reading you have just finished and complete these sentences.

1. 9-1-1 is a telephone number that is used to _____

2. 2-1-1 is a telephone number that provides _____

3. 2-1-1 service can be used by _____

4. Is the 2-1-1 service always free? _____

5. Is it always confidential? _____

6. When is it available? _____

7. 2-1-1 is available to Canadian citizens only. True or False?

8. 2-1-1 is available to professionals in business or the community only.

True or False? _____



Activity: 2-1-1 Community Services Information

3. There are many benefits of the 2-1-1 telephone access service.

Read the benefits that are listed.

BENEFITS OF 2-1-1

1. A visible number that is easy to remember.

2. One number is used to access community, health, government, and social services.

3. Simple for everyone; especially useful for people facing barriers.

4. Reduces confusion and frustration by directing people to appropriate services quickly.



Activity: 2-1-1 Community Services Information

4. Read these situations where 2-1-1 could be used. Then look at Benefits of 2-1-1. Decide which benefit is the best match for the situation.

One has already been completed for you.

SITUATIONS WHERE 2-1-1 COULD BE USED

 3

Ying is from China. She is a grandmother. Her language skills are still very weak.

Jen called Social Services in her area to ask about an after-school program for her daughter. Unfortunately, she had to call from a pay phone and when she hung up, she couldn't remember the 7-digit telephone number.

Svetlana and Igor are trying to get information about their health cards. They are frustrated because they had to call several different people today. They still haven't found the department they need, so they are confused about what to do next.

Ming is a newcomer to Vancouver. She needs to call several government departments and community agencies today. It's going to be difficult for her just to find all the telephone numbers for those places.



Activity: 2-1-1 Community Services Information

5. 2-1-1 provides callers with information about human services. 2-1-1 also connects callers to the best service available.
- a. Look at the list of services provided by 2-1-1.

Services Provided:
children, youth and family supports
physical and mental health resources
basic human needs
support for seniors and persons with disabilities
employment supports

- b. Read the information in each of these 5 boxes. They all list 'needs' that people have. Match the peoples' needs with the services provided and copy them into the correct box.

Need: *child care, after-school programs, family resource centres, summer camps and recreation programs, tutoring*

Service provided: _____

Need: *job training, transportation assistance, financial assistance*

Service provided: _____



Activity: 2-1-1 Community Services Information

Need: *adult day care, meals on wheels, respite care, home health homemaker services*

Service provided: _____

Need: *health insurance programs, maternal health, well-baby programs, medical information lines, crisis intervention services, support groups, counseling, drug and alcohol intervention*

Service provided: _____

Need: *food, clothing, shelter, rent assistance*

Service provided: _____



Activity:

2-1-1 Quick Facts

INSTRUCTOR NOTES

Learners read information and answer questions about 2-1-1 services in Canadian cities. The “Willow Park Neighbourhood Services” text that follows can be used both as a scanning exercise and also as a tool to educate learners about a typical community service.

Timing: 60+ minutes

WARM-UP

- 2-1-1 Community Services Information -or-
- 2-1-1 Community Services --
 - ~ free call, easy 3-digit dialing
 - ~ non-emergency service calls
 - ~ provides answers to questions about
 - community services
 - social services
 - health services
- government services
 - ~ only available in some provinces in Canada to date
 - ~ useful to new Canadians; immigrants; professionals
 - ~ confidential service

ACTIVITY

- Give each learner a copy of “2-1-1 Quick Facts” and the questions sheet.
- Review the information together and be sure learners understand the difference between these symbols: # = numbers % = percentages
- Learners read the questions and refer to the fact sheet for answers.
- Next, distribute “2-1-1 Services Willow Park”. Learners follow the instructions in the handouts to complete the vocabulary warm-up, reading and reading comprehension exercises.

ANSWER KEY

- 1 1. 1 million
- 2. It is the number of languages that can be served by 2-1-1.
- 3. 4,000
- 4. They say they would use the service again.
- 5. 91%
- 6. They said they learned something new from contacting 2-1-1.
- 7. Quebec City
- 8. They would recommend 2-1-1 to family and friends.
- 9. They called 2-1-1 in the first six months of operation.
- 2 1. programs; resume help; homework club
- 2. Safe-At-Home Project
- 3. support; service for women in abusive relationships
- 4. free
- 5. yes



Activity:
2-1-1 Quick Facts

INSTRUCTOR NOTES CONTINUED

- 6. yes; clinic provided
- 7. maybe (other languages may be available)
- 8. yes; wheelchair accessible building; barrier free washrooms
- 9. yes; nominal cost
- 10. no

- ASSESSMENT**
- Instructors correct individual responses.
 - CLB Performance Indicators:
 - ~ gets overall meaning; identifies type and purpose of text
 - ~ compares facts to make choices

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 358-363.

- VOCABULARY**
- 2-1-1; accurate; assist; recommend; database; abusive; advocacy; barrier; multi-service; nominal; refer, referral



Activity:
2-1-1 Quick Facts

2-1-1 FACTS CALGARY

of residents who called 2-1-1 in the first 6 months of operation: 20,000
% of callers who report that they receive accurate information: 91%
% of callers who said they learned something new from contacting 2-1-1: 97%

2-1-1 FACTS EDMONTON

% of callers who say they would use the 2-1-1 service again: 98%

2-1-1 FACTS OTTAWA

of languages that can be served by 2-1-1: 150

2-1-1 FACTS QUEBEC CITY

of French-language 2-1-1 services in North America: 1

2-1-1 FACTS TORONTO

of residents assisted since June 2002: 1 million
% of clients who would recommend 2-1-1 to family and friends: almost 100%

2-1-1 FACTS WINDSOR + ESSEX COUNTY, ON.

of services in database that can be accessed by 2-1-1: 4,000



Activity: 2-1-1 Quick Facts

QUESTIONS

Fill in the blanks with information from 2-1-1 Quick Facts.

1. How many Toronto residents have been assisted by 2-1-1 since June 2002? _____
2. How many languages can be served by 2-1-1 Ottawa? _____
3. How many services in the Windsor + Essex database can be accessed by 2-1-1? _____
4. What do 98% of Edmonton callers say? _____
5. What percentage of Calgary callers report that they receive accurate information from 2-1-1?

6. What did 97% of Calgary customers say about 2-1-1? _____
7. Where is the only French-language 2-1-1 service in North America? _____
8. What would almost 100% of Toronto 2-1-1 clients do? _____
9. What did 20,000 Calgary residents do? _____



Activity: 2-1-1 Quick Facts

2-1-1 SERVICES: WILLOW PARK

You are going to read about Willow Park Neighbourhood Services. This is one of the organizations that is on the 2-1-1 database. If you call 2-1-1 for non-emergency services, and you live in the Willow Park area, the 2-1-1 operator will tell you about one of their programs.

Vocabulary Warm-Up

Look at these words and their meanings. You will read the words in the Willow Park Neighbourhood Services information in the next exercise.

abusive **treat someone badly
(physically, psychologically, mentally)**

Shelley ended her relationship with her boyfriend because it was abusive.

advocacy **verbal support (support by words),
work on someone's behalf**

Tim is an advocacy worker for newcomers to Canada.

multi-service **provides several services in one place**

Willow Park is a multi-service organization. It provides 6 different services.

referral, refer **direct someone, or give them information**

Mr. King gave me a referral for a conversation group on Tuesdays.



Activity: 2-1-1 Quick Facts

**WILLOW PARK
NEIGHBOURHOOD SERVICES**

multi-service neighbourhood agency • information and referral • support group for women • services for women in abusive relationships • drop-in • homework club • youth and children's programs • access to computers, fax, photocopier and telephone • free internet access • filling out forms • income tax clinic • employment assistance for newcomers • resumé help for youth and immigrants • settlement services and advocacy for immigrants and newcomers • volunteer and outreach programs • Safe-At-Home Project (support to maintain housing) • community development • workshops

PHYSICAL ACCESS

wheelchair accessible building • street parking close to entrance

LANGUAGES OF SERVICE

English; other languages may be available • interpreters available for women in abusive relationships (call ahead to arrange)

HOW TO APPLY

call or drop in

FEES

free • nominal photocopying and printing costs

HOURS

Monday-Friday 8:00 a.m. - 9:00 p.m. Saturday 12:00 noon - 6:00 p.m.
Sunday – closed



Activity: 2-1-1 Quick Facts

Fill in the blanks with information from Willow Park Neighbourhood Services.

1. Find two services that are offered for youth.

2. What is the name of the program that offers support to maintain housing?

3. What services are available for women?

4. How much does it cost to use the internet? _____

5. Can I participate in a workshop? _____

6. How can I get help to fill out my income tax return? _____

7. Can I get help if I speak Mandarin or Cantonese? _____

8. I am in a wheelchair. Can I get into the building? _____

9. Do I have to pay for photocopying or printing? _____

How much? _____

10. Can I use Willow Park Neighbourhood Services on Sunday morning? _____



Activity:
2-1-1 Role Play

INSTRUCTOR NOTES

Learners create a dialogue between a 2-1-1 community services provider and a client requesting non-emergency social services.

Timing: 60+ minutes

WARM-UP

- *2-1-1 Community Services Information*
- Review what service the 2-1-1 telephone number provides and how it is different from 9-1-1.
- Ask if learners are familiar with role plays.

ACTIVITY

- Review the Reading with the class.
- Divide the class into pairs and have partners read “Sample Role Play”.
- Pairs read the “2-1-1 Role Play Instructions,” creating their own role play with information from the scenario they choose.
- Pairs present their role plays to the whole class.

FOLLOW-UP

- Learners may complete the second role play situation at another time.

ASSESSMENT

- Instructors listen to the learners’ conversations and to their role-play presentations for informal speaking assessment.
- CLB Performance Indicators:
 - ~ explains the nature of inquiry, provides necessary details
 - ~ asks relevant questions
 - ~ summarizes and repeats back
 - ~ gives thanks for the help and information
 - ~ speaks intelligibly; listener can follow all details

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 358-363.

VOCABULARY

- 2-1-1; access; abbreviated; barrier; benefit; visible; access; respite; tutor; intervention



Activity:
2-1-1 Role Play

READING



2-1-1 is a telephone number that provides access* to community information services in many provinces in Canada. Everyone needs help in order to make decisions about their lives. This simple three-digit number can be called by anyone in Canada. The 2-1-1 operator gives important information to the callers who are not familiar with the social services they need. 2-1-1 provides non-emergency assistance. A caller who needs emergency assistance should call 9-1-1.

* *a way of entering*



Activity: 2-1-1 Role Play

SAMPLE ROLE PLAY

Maria is single and she just had a baby. She doesn't know how to take care of him. She phones 2-1-1 for help. Read the telephone conversation.

2-1-1 Service Provider: Hello, this is 2-1-1.

Maria: Hello, my name is Maria.

2-1-1: Hi Maria. How can I help you today?

Maria: I just had a baby. I became a mother for the first time.

2-1-1: Congratulations Maria. How can I help?

Maria: Well, I have a problem. I don't have a partner to help me and I don't know how to take care of my baby.

2-1-1: Don't worry Maria. I'm here to help you. Now, where do you live?

Maria: I live in the West End.

2-1-1: OK Maria ... let's see. Yes, there's a program in your area called "Baby and Me". It's for first time mothers. It meets Monday and Wednesday mornings at Lakeside Shopping Centre. Can you get there on your own?

Maria: Oh, that's good news. I can take my baby on the bus with me. Thank you so much.

2-1-1: You're welcome Maria. Best of luck to you and your little one.

Activity: 2-1-1 Role Play**2-1-1 ROLE PLAY**
Instructions

- With your partner, read Situation 1 and Situation 2, and choose one of them to write about.
- Create a telephone conversation between the 2-1-1 service provider and the client who is calling for help. Write the conversation on paper first, and then practice it aloud. You can follow the example in the Sample Role Play.
- When you are ready, you and your partner will role play the conversation in front of your classmates.

SITUATION 1:**Caller to 2-1-1 is Konrad, newcomer to Canada**

- needs help with English
- needs to fill out forms, but can't read them very well
- lives in the North End
- can take a bus or walk
- is available every day

2-1-1 Services Available for Konrad

- English language volunteers are available
- There is a program in the North End called "Writing for Newcomers"
- Bus 65 stops at the building where service is provided – 35 Green Street
- Volunteers work Monday, Wednesday and Thursday from 1– 3 pm

SITUATION 2:**Caller to 2-1-1 is Mrs. Ortega**

- 79 years old
- lives alone
- doesn't drive
- needs to get to medical appointments
- wants someone to drive her
- lives in the South End

2-1-1 Services Available for Mrs. Ortega

- volunteer drivers available
- service available in the South End
- can call 333-5555 to contact a driver in her neighbourhood
- driver will pick her up at home and take her back when her appointment is finished



Activity:

Hey Dude

INSTRUCTOR NOTES

A listening activity about a teenager volunteering for the Phones For Food program provides a model for relaxed pronunciation.

Timing: 30 minutes

- WARM-UP**
- *Volunteer Experiences*
 - *Volunteer Applications*
 - *Volunteer Ottawa*
 - *Employment – Volunteer Heroes*
 - Introduce the term *food bank*.
- ACTIVITY**
- Play the audio (*Track 20*). Learners listen for the gist.
 - Explain the expressions *hunt around* and *Hey dude*, and clarify other vocabulary as necessary.
 - Hand out Exercise 1 and allow learners time to read and begin to answer the questions before replaying the audio.
- FOLLOW-UP**
- Replay the audio, focussing on the conversation between Ambrozy and his friend. Have learners listen for reductions and unstressed words and syllables:
 - ~ What did you...? – What'd you...?
 - ~ I don't know... – I dunno...
 - The Phones for Food program won a Canadian Environment Award for Living in 2005 and an Ontario Waste Minimization Award in 2002/03. For more information Google: Phones-For-Food Program.
- ANSWER KEY**
- Exercise 1: 1.T 2.T 3.F 4.F 5.F 6.T 7.F 8.T
- ASSESSMENT**
- Instructors correct individual responses.
 - CLB Performance Indicators:
 - ~ listener identifies factual details and inferred meanings in a listening text
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 358-363.
- VOCABULARY**
- to pick up; pamphlet; model; offering; to recycle; refurbished; resold; bonus; landfill sites; donation; cages; to toss; drawer; minimization; snowball effect



Activity:
Hey Dude

LISTENING TRANSCRIPT

Last week at Ambrozy's high school, some students were collecting food and money for the local food bank. When Ambrozy brought in his cans of food, he picked up a pamphlet about the food bank and was surprised to read that the food bank also collects used cell phones. Ambrozy thought of all his friends who were always changing their phones for newer models. He decided to phone the food bank and get more information.

Listen to his call.

Ambrozy: *Hi. I think I'm interested in offering my services to your phone recycling program. Can you tell me more about it?*

Spokesperson: *Sure. For every cell phone that's donated we receive up to four dollars from the Phones For Food program. The phones are refurbished and resold around the world. There's a double bonus to this program because it keeps harmful chemicals from landfill sites and raises money for food banks across Canada.*

Ambrozy: *Well, I'd like to volunteer. What do I do?*

Spokesperson: *Just start collecting phones and bring them in. You can bring them right here to the food bank or just drop them off at our red donation cages in your local grocery store.*

Ambrozy: *Thanks. I'll get started on it today.*

That day, Ambrozy gets on the phone and starts to call his friends, one by one. Listen to what he says.

Ambrozy: *Hey dude. I'm volunteering for the food bank and they raise money through the Phones for Food program. What'd you do with your old cell phone after you got that new one?*

Friend: *I don't know...tossed it into the drawer or something.*

Ambrozy: *Well, can you hunt around for it and bring it to me tomorrow?*

Friend: *Yeah, sure. Why not?*

Ambrozy: *Thanks.*



Activity:
Hey Dude

Exercise I

Listen again and write **T** (for True) or **F** (for False) beside these statements.

- _____ 1. Ambrozy called the food bank because he wanted to learn more about the Phones For Food program.
- _____ 2. Ambrozy's friends change their cell phones quite often.
- _____ 3. Anyone who brings in an old phone will receive \$4 from the local food bank.
- _____ 4. The Phones For Food program is good for the environment.
- _____ 5. To volunteer, Ambrozy just has to start collecting and bringing in cell phones.
- _____ 6. Ambrozy plans to call his friends.
- _____ 7. Ambrozy called his friend to ask him to volunteer at the local grocery store.
- _____ 8. Ambrozy's friend will look for his old phone and give it to Ambrozy.





Activity: Hey Dude

Exercise 2

Pronunciation Practice

Listen again to the conversation between Ambrozy and his friend. Then, practice it with a partner.

Ambrozy: *Hey dude. I'm volunteering for the food bank and they raise money through the Phones for Food program. What'd you do with your old cell phone after you got that new one?*

Friend: *I don't know...tossed it into the drawer or something.*

Ambrozy: *Well, can you hunt around for it and bring it to me tomorrow?*

Friend: *Yeah, sure. Why not?*

Ambrozy: *Thanks.*

LINC 4

Education

Based on Canadian Language Benchmarks



Activity:
Jason's E-mail

INSTRUCTOR NOTES

Learners read a friendly email message and answer comprehension questions.

Timing: 50 minutes

- WARM-UP**
- Ask if anyone has had to change schools during their school term. Invite learners to share their experiences.
 - Talk about ways in which this can be a positive experience.
- ACTIVITY**
- Learners read the text and answer the comprehension questions that follow. Collect the completed exercises for assessment, if desired.
 - If the activity is not intended for assessment, learners work in pairs to add a listening and speaking component to the activity.
- ANSWER KEY**
- Exercise 1: Grade 11; Nova Scotia; Ottawa; Sir Winston Churchill High School; University of Ottawa; 5; 0
 - Exercise 2: Mr. Tyler, Physical Education, 59%; Mr. Michaels, Math, 92%; Ms. Trenton, Band, 91%; Mr. Gillis, History, 80%; Mr. Hill, Social Studies, 85%; Mrs. Spears, English, 88%
 - Exercise 3: a. let's begin b. I'm not sure yet c. Opposite to
d. understand e. missed, not available for
- ASSESSMENT**
- Instructors correct individual handouts.
 - CLB Performance Indicators:
 - ~ gets overall meaning; identifies type and purpose of text
 - ~ predicts, guesses meaning
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 390-395.
- VOCABULARY**
- gifted student; stuff; here goes; we'll see about that; at the other end of the scale; get(v); lost(v); get back to the books; awesome



Activity:
Jason's E-mail

Jason Henry is a Grade 11 student in Ottawa. His home is in Ontario now, but he used to live in Nova Scotia. He goes to a local high school but he is also a gifted pianist, so he is taking private lessons at the University of Ottawa. He has written an e-mail message to his Uncle Bill, who lives in Nova Scotia, to tell him how his classes are going at his new school.

Read the e-mail message and complete the exercises that follow.

The screenshot shows an email client window with a toolbar at the top containing various actions like Reply, Forward, Delete, Move to Folder, Create Rule, Other Actions, Block Sender, Not Junk, Categorize, Follow Up, Mark as Unread, Find, Related, Select, and Send to OneNote. Below the toolbar, the email header shows 'From:', 'To:', 'Cc:', and 'Subject:' fields, with a 'Sent: Mon 04/11/2009 3:43 PM' timestamp. The main body of the email contains the following text:

Hey Uncle Bill,

How's it going? Things are good here, I guess. It's a little different from home, and I'm missing some stuff there. Anyway, you asked for ALL the news about my new classes, so **here goes**.

I guess I should start with music. Of course, Professor Willis is my piano teacher at the University of Ottawa, and that's great. The music program here at Sir Winston Churchill High School is awesome too, and the music teacher, Ms. Trenton, does a great job.

I'm taking the usual courses here. Math has always been pretty easy for me. My mark this term was 92%. Mr. Michaels wondered if I would consider helping some grade 10 students if I have time, but **we'll see about that**.

At the other end of the scale, my Physical Education mark is pretty low. Funny how I can **get** music so easily, but have such a big problem trying to move a ball with my feet! Mr. Tyler says I should just keep trying though. So, from 59% in my worst subject to 92% in my best subject!

Let's see. What else? Oh, History, Social Studies and English are all ok. I have grades of 80%, 85% and 88% in these subjects with Mr. Gillis, Mr. Hill and Mrs. Spears. Oh yeah, music. No, it's not my best mark this term. My Math grade was better by one whole percent!

I think I already told you that I had a serious flu in October. I **lost** a week of school, but I'm fine now. You know me; unless I'm sick, I'm always on time.

I should get back to the books now, Uncle Bill. Send me an e-mail when you get a chance, ok?

Jason



Activity: Jason's E-mail

Exercise I

Fill in the blanks with information about Jason.

Student's name	<u>Jason Henry</u>
Grade	_____
Home province	_____
Now living in	_____
Current high school	_____
Private piano lessons at	_____
School days missed	_____
School days late	_____



Activity: Jason's E-mail

Exercise 2

From the information in the e-mail message, match Jason's teachers at Sir Winston Churchill High School with the subjects they teach and the grade Jason received.

Teacher	Subject	Grade



Activity: Jason's E-mail

Exercise 3

You will find these words and expressions in bold type in Jason's e-mail message. Look back in the e-mail now and underline each one.

- a. here goes _____
- b. we'll see about that _____
- c. at the other end of the scale _____
- d. get _____
- e. lost _____

Read the the sentence before and the sentence after each expression to help you understand what it means. Then, choose the correct meaning from the list below and copy it onto the blank line.

opposite to (something)

I'm not sure yet

missed, not available for

let's begin

understand



Activity:

Parent-Teacher Interviews

INSTRUCTOR NOTES

Learners read 3 scenarios and then discuss appropriate questions that the parents might ask at a parent-teacher interview.

Timing: 15–20 minutes per story

WARM-UP

- Ask learners who are parents if their children's schools have staff to help newcomers with the school system.
- Hold a discussion on parent-teacher interviews. Discussion questions could include:
 - ~ What is discussed at a parent-teacher interview?
 - ~ Do teachers only see the parents of students who are doing poorly in class?
 - ~ If you are not asked to go to a meeting, can you request one?
 - ~ What if your English is not good enough?
- Review question formation.
- Review modal 'could' (suggestion).

ACTIVITY

- Divide the class into pairs.
- Include at least one parent with school age children in each pair, if possible.
- After pairs have read and understood the scenario, they discuss some options for appropriate questions to ask the teacher.
- Learners write out their questions.

FOLLOW-UP

- Learners select and role-play one parent-teacher interview.
- Invite a settlement worker guest speaker to discuss parent-teacher interviews.

ASSESSMENT

- The instructor circulates and monitors pairs' conversations.
- CLB Performance Indicators:
 - ~ indicates incomprehension
 - ~ takes turns by giving non-verbal and verbal signals
 - ~ encourages conversation
 - ~ speaks intelligibly; listener can follow all details
 - ~ expresses opinion
 - ~ agrees and disagrees



Activity:

Parent-Teacher Interviews

INSTRUCTOR NOTES CONTINUED

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 390-395.

VOCABULARY

- parent-teacher interview; single-parent home/family; brainstorm (v); try out for (an activity); marks/grades



Activity:

Parent-Teacher Interviews

All of the children you will read about live in single-parent homes with their mother. Some of them have brothers and sisters and some do not. You should:

- read their situations with your partner
- brainstorm ideas for questions their mothers could ask at the parent-teacher interview
- write the questions in the spaces below

TRAN'S STORY

Tran moved to Winnipeg from Korea in the summer with his mother and little sister. He started Grade 5 at Maple Lawn Elementary School in September. It's now the second week in October and his mother has a parent-teacher interview scheduled for Thursday evening. What are two questions Tran's mother could ask the teacher?

Question 1:

Question 2:

Activity: **Parent-Teacher Interviews****MIA'S STORY**

Mia is in Grade 4. She has been living in Montreal with her mother and her brother for two years. They moved from Venezuela when Mia was in Grade 2. When Mia's mother had her parent-teacher interview in October, everything seemed to be OK. When Mia was happy and she was doing well at school. It's February and now her mother is having another interview. For the last couple of months, Mia has been having headaches. She complains that she does not feel well enough to go to school. However, if she stays home, her headache disappears. Her grades are not as good as they were earlier in the year. What could be wrong? Write two questions Mia's mother could ask the teacher.

Question 1:

Question 2:





Activity: Parent-Teacher Interviews

LIN'S STORY

Lin came from China with her mother three years ago. She was in Grade 8 when they moved to Fredericton. She had excellent marks in Grades 9 and 10. She has just started Grade 11, and next week her mother will attend her first parent-teacher meeting of the school year. Lin's mom is proud of her daughter's high grades, but she worries that Lin is spending all her time studying. She thinks Lin should join some clubs or try out for a sports team. What could Lin's mom ask the teacher?

Question 1:

Question 2:





Activity:
Here Is My Opinion

INSTRUCTOR NOTES

Learners reflect on education practices in a sentence-completion activity that can be used for writing assessment.

Timing: varies

WARM-UP

- Ask learners to think about some of their own school experiences.
- Find out if they studied at small or large schools.
- Ask if they believe educational practices have changed much since they were in school. (Are they better, worse or just different?)
- Tell them they are going to write some sentences to express their opinions about children's education.

ACTIVITY

- Learners read each opinion box containing a partial sentence and complete it with a personal opinion.
- Tell learners how many cards they should complete.

ASSESSMENT

- Learner responses on opinion cards are marked according to individual instructor guidelines.
- CLB Performance Indicators:
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
 - ~ has legible handwriting or printing
 - ~ competently copies information, including capitalization, lower case, punctuation, and phonetic and other notations

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 390-395.

VOCABULARY

- one-room school; special learning needs; study habits; because



Activity:
Here Is My Opinion

INSTRUCTIONS

1. Read the opinion in each box.
2. Finish the sentence by writing your opinion.

Example:**HERE IS MY OPINION**

I believe that girls in secondary school should have separate classes from boys because ***girls are often embarrassed to speak in class if boys are listening.***

HERE IS MY OPINION

Students should be given time in class to learn about their classmates' culture because _____

_____.



Activity: Here Is My Opinion

HERE IS MY OPINION

Students should not be given time in class to learn about their classmates' culture because _____

HERE IS MY OPINION

It is important to develop good study habits because _____

HERE IS MY OPINION

It is not important to develop good study habits because _____



Activity: Here Is My Opinion

HERE IS MY OPINION

I believe that a teacher should be allowed to hit a student who won't stop talking when he/she asks him/her because _____

HERE IS MY OPINION

I believe that a teacher should not be allowed to hit a student who won't stop talking when he/she asks him/her because _____

HERE IS MY OPINION

It's a good idea to continue school throughout the summer months because



Activity: Here Is My Opinion

HERE IS MY OPINION

It's a bad idea to continue school throughout the summer months because

HERE IS MY OPINION

Students should have permission to go to the washroom during class because

HERE IS MY OPINION

Students should not have permission to go to the washroom during class because



Activity:

Coping Strategies: My Experience

INSTRUCTOR NOTES

Learners write a short text about a personal experience relating to being a newcomer to Canada.

Timing: 30 minutes

- WARM-UP**
- Begin with an all class discussion on coping strategies:
 - ~ what does it mean to cope with something?
 - ~ list several things we must all cope with every day
 - ~ list several things newcomers to a country must cope with (e.g. culture, language, food, homesickness, social integration)
 - Use class input to outline a strategy for a common problem (e.g. you don't have time for breakfast every morning: have ground coffee in the coffee pot the night before, set the breakfast table the night before, collect your homework / briefcase / laptop and set it at the door the night before).
- ACTIVITY**
- Have learners write a paragraph about a problem they had to cope with as a newcomer to Canada. Have them describe the experience and the coping strategies they used to work through it.
- FOLLOW-UP**
- Ask the learners to read their paragraphs aloud to the class.
- ASSESSMENT**
- Paragraphs are marked according to individual instructor guidelines.
 - CLB Performance Indicators:
 - ~ describes a situation: reader can follow
 - ~ conveys main ideas, supporting detail
 - ~ uses basic paragraph structure
 - ~ uses simple structures; few errors
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
 - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 390-395.
- VOCABULARY**
- cope; strategy



Activity:

Coping Strategies: My Experience

Everyone learns something new every day, and everyone has a story.

Sam was born in St. John's and spent all of his life there. What's his story?

Yira was born in Venezuela and moved to Canada when she was 14. What's her story?

Newcomers to a country have a story to tell that is unlike any other. What's your story?

Write about it:

Write a description of one thing that you had to cope with after you immigrated to Canada. Maybe it was hard for you to cope with English, or winter, or local customs, or homesickness, or Canadian food. How did you cope with your problem? Maybe you stayed home until you felt more comfortable; maybe you joined a local organization; maybe you took language classes; or maybe you found a Canadian friend.

Use this checklist:

- ✓ write one complete paragraph
- ✓ your paragraph will describe
 - ~ one thing you had to cope with
 - ~ the way you coped with it
 - ~ what you learned from this experience
- ✓ the paragraph should have 5–8 sentences
- ✓ check for correct spelling and punctuation



Activity:

Family Coping Strategies

INSTRUCTOR NOTES

A small group discussion addresses family coping strategies for language learning and social integration. Learners read scenarios about four immigrant families and provide advice.

Timing: 30-40 minutes

WARM-UP

- Review modals of advice.
- Make a list on the board of some common problems that newcomers to Canada face in these two areas:
 - ~ language learning
 - ~ social integration
- Discuss possible coping strategies for each item listed on the board.

ACTIVITY

- Divide the class into small groups of students with different first languages.
- Have a variety of first language speakers in each group, if possible.
- Hand out the “Family Stories” worksheets to each learner in the group.
- Learners read the scenarios, talk about them and discuss coping strategies for each family.

FOLLOW-UP

- Ask if any learner is willing to share a success story about a language learning problem or a social integration issue that they had to deal with as a newcomer.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 390-395.

VOCABULARY

- extracurricular; outgoing; homesick; shy; struggling



Activity:

Family Coping Strategies

Instructions:

- You are going to read brief stories about four families who moved to Canada from China, Russia, Venezuela and Africa.
- At the end of each family story, you will read a question that was asked by the wife or mother in the family.
- In your small group, answer this question by suggesting some things the wife or mother might do to improve the situation in her family.
- Think about local organizations that offer:
 - ~ extra language training (tutoring, evening classes)
 - ~ “coffee time” for socializing and practicing English
 - ~ opportunities to volunteer and learn at the same time
- For each family, note your suggestions on the lines.



Activity: Family Coping Strategies

FAMILY STORY I

Chen and her husband Hong came to Burlington from China ten months ago with their son Ping. Hong could not find a job in Canada, but he found one in the United States. He drives back to Burlington once every two months to see his wife and son. Ping is in high school now and is very busy with class and extracurricular activities. Chen is studying ESL in a local college. Although she is a friendly person, she is frustrated because English is very difficult for her. Her husband is too far away to help her very much and her son says he is too busy.

Question:

Chen says: *“I really have two problems. My husband is not at home most nights and my son is very busy with school, so I’m lonely. Also, I’m learning English much slower than I thought I would. What can I do?”*

Notes:



Activity: Family Coping Strategies

FAMILY STORY 2

Svetlana and Igor recently moved to Canada and are studying ESL at a local school. They have no children. They were both professionals in Russia and they hope they can find employment in their new country. Igor is doing very well in his ESL classes but Svetlana is homesick and is absent a lot. What advice could you give her?

Question:

Svetlana says: *“My problem is simple. My husband says I must try not to think about Russia so much. How can I follow this advice?”*

Notes:



Activity: Family Coping Strategies

FAMILY STORY 3

Rosalinda and Dan are from Venezuela. They are both computer engineers. Rosalinda's English is good, and she found employment quickly when she moved to Canada. She works very long hours and doesn't have much time to spend at home. Dan is taking ESL classes, but he is having difficulty learning. He knows there are volunteers at his school who could help him, but he is too proud to ask for help. Also, their children are busy at school and don't have much time to help their father. How can Rosalinda encourage him?

Question:

Rosalinda says: *"I think my husband is a genius at his work and he can learn English quickly too, if he just stops worrying about it. We have enough money to live comfortably. What can I suggest to him?"*

Notes:



Activity: Family Coping Strategies

FAMILY STORY 4

William and Bernadette came to Canada three months ago with their two children. In Africa, where they lived, they had a lot of relatives to help with their children. William is a scientist and Bernadette is a stay-at-home mother. William is very busy at work, but Bernadette is struggling at home because she is feeling lonely. She goes out to ESL classes three mornings each week and leaves her children in the day care which the community centre provides. Bernadette is very shy, but her daughters love being with the other children. What changes can Bernadette make to help her situation?

Question:

Bernadette asks: *“I’m happy that my husband has a good job and my children have found friends here. Now I need to improve my own life. What can you suggest?”*

Notes:



Activity:

How Would You Like To Volunteer?

INSTRUCTOR NOTES

Learners listen to a dialogue between a teacher and a parent who comes to a Meet The Teacher evening and is recruited as a classroom volunteer. Listening comprehension, reading and speaking activities follow.

Timing: 45 minutes

WARM-UP

- Ask learners with children if they have ever attended a Meet The Teacher evening and, if so, whether they found it useful.
- Ask learners if any of them have volunteered at their children's schools. If so, ask what their volunteer positions were and what their experiences were like.

ACTIVITY

- Play the audio (*Track 21*) once. Learners listen for the gist.
- Hand out Exercise 1. Allow time for learners to read and begin to answer the questions, and then replay the audio.
- Collect the handouts (if used as an evaluation) or review the answers together.
- Hand out Exercise 2. Learners read about the volunteer positions and answer the discussion questions in pairs.

FOLLOW-UP

- Learners share their choices for volunteer positions with the whole class.
- Have a class discussion on whether the requirement for a police check in some volunteer positions is a benefit or a deterrent.

CROSS-REFERENCE

- Community & Government Services ~ *Volunteer Applications*
~ *Volunteer Experience*
~ *Volunteer Ottawa*
~ *Hey Dude*

ANSWER KEY • 1. a 2. a 3. b 4. a 5. b 6. a 7. a

SOURCE

- Volunteers in Schools, Ontario Ministry of Education <http://www.schoolcouncils.net>

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 390-395.

VOCABULARY

- *Meet The Teacher*; wizard; benefit; stretched to the limit; exceptional; spare; knowledge; expertise; aboard; not-for-profit



Activity:

How Would You Like To Volunteer?

LISTENING TRANSCRIPT

Mrs. Guo is about to meet her son's Grade 5 teacher at a 'Meet The Teacher' evening. Listen to what happens.

Mrs. Guo: *Hello. Is this the Grade 5 classroom?*

Mrs. Novak: *Yes, and I'm the Grade 5 teacher, Mrs. Novak. Welcome to our Meet The Teacher evening.*

Mrs. Guo: *Hello. I'm pleased to meet you. I'm Mrs. Guo, Vincent's mother.*

Mrs. Novak: *Well, I'm delighted to finally meet the parent of our mathematics wizard. You must know from his first report card that your son is doing very well in all his subjects, but he is exceptional in mathematics.*

Mrs. Guo: *I'm not surprised. He has been interested in numbers since he was two and both my husband and I were math teachers in China.*

Mrs. Novak: *Oh! So that's where his talent comes from. Mrs. Guo, I hope you don't mind my asking, but are you working outside the home now?*

Mrs. Guo: *Not right now. I'm happy staying at home looking after the needs of my family.*

Mrs. Novak: *Have you ever thought of using your skills and experience to volunteer in a school classroom?*

Mrs. Guo: *No. I haven't. What would I have to do?*

Mrs. Novak: *Hopefully help me because right now I'm stretched to the limit just trying to meet all the needs of the students. If you can spare two or three hours a week, it would be so helpful for me because you could work with small groups of students who need additional help with math. You don't have to prepare anything because I would assign weekly tasks, like drills, for them to work on.*

Mrs. Guo: *Actually, it sounds interesting. What do I have to do to volunteer?*

Mrs. Novak: *All that's involved is filling out an application form and having an interview with our school principal.*

Mrs. Guo: *Yes, I guess I can do it. It will be fun to be in a classroom again.*

Mrs. Novak: *Welcome aboard! I'm certain the students will benefit from your knowledge and expertise.*



Activity:

How Would You Like To Volunteer?

Exercise I

Listen to the conversation again and circle the best answer.

1. During the interview, Mrs. Novak decides that
 - a. Vincent is good at mathematics because both his parents are good at mathematics
 - b. Vincent is good at mathematics because she is a good teacher

2. When Mrs. Novak asks Mrs. Guo if she's working outside the home, she is asking if
 - a. Mrs. Guo has a paying job somewhere
 - b. Mrs. Guo works in her garden

3. What does Mrs. Novak ask Mrs. Guo to do?
 - a. volunteer to take her place as the mathematics teacher because Mrs. Guo is experienced at teaching math
 - b. volunteer to help teach mathematics to students who are having trouble

4. What does Mrs. Novak mean when she says that she's *stretched to the limit*?
 - a. she is working as hard as she can
 - b. she is learning more and more every day

5. How often would Mrs. Novak like Mrs. Guo to volunteer?
 - a. two or three times a week
 - b. two to three hours a week

6. How many students would Mrs. Guo have to work with?
 - a. small groups of students
 - b. the entire class

7. How much preparation will Mrs. Guo have to do for the students?
 - a. none, because Mrs. Novak will do it
 - b. Mrs. Guo will have to prepare math drills for the students

**Activity: How Would You Like To Volunteer?****Exercise 2**

With a partner, read about these volunteer positions. Then discuss the questions together.

Volunteer Positions:

- A. We are looking for full- and part-time volunteers who are interested in joining the Afghan School Project. The Afghan School Project is a Canadian not-for-profit organization. Please call us at 555-3232.



- B. The Host Program is looking for volunteers to help newcomers in our area. We ask that you spend two hours a week for six to eight months to be a friend to newcomers. Please call us at 555-2123.



- C. Meals on Wheels is a volunteer service that delivers healthy meals to people in their own homes. We are looking for drivers to deliver food. Please call us at 555-3434.





Activity: How Would You Like To Volunteer?

- D. Main Street Preschool is holding a fundraising event on November 29th. We are looking for a children's entertainer to perform for thirty children for approximately one hour. Your transportation will be paid. Please call us at 555-4575.



Discussion Questions

1. Which of these volunteer positions would be most interesting for you?
If none of them interests you, what type of volunteering would interest you?
2. Which of the positions would require the shortest volunteer commitment?
3. You need a driver's license for one of these positions. Which one?



Activity:

Learning Styles: Which Kind Of Learner Are You?

INSTRUCTOR NOTES

Learners read about visual, auditory and tactile learning styles and then answer comprehension questions.
 Note: This activity is intended for classes of learners who are planning post-secondary study after LINC.

Timing: 30–45 minutes

- WARM-UP**
- Point out several typical patterns that learners follow when studying (e.g., listen to music as they do homework; orally review study notes; work with a partner).
 - Have several learners share their experiences.
- ACTIVITY**
- Learners read the text “Learning Styles” and try to guess the meaning of any difficult words using context clues.
 - Then, they answer the questions without using a dictionary.
 - Learners can work in pairs to add a listening and speaking component.
- FOLLOW-UP**
- Pairs or small groups talk about:
 - ~ what kind of learners they are
 - ~ whether their school system made it easier or more difficult to learn, based on the type of learner they are
 - ~ their children’s learning styles
- ANSWER KEY**
- Exercise I: 1. c 2. g 3. h 4. e 5. j 6. i 7. a 8. d 9. b 10. f
 - Exercise II: 1. a visual 2. an auditory 3. a tactile 4. an auditory
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 390-395.
- VOCABULARY**
- visual; auditory; tactile; visualize; educators; lecture (n.); aids (n.); absorb; rather than; interpreting; referred to; *hands-on*



Activity:

Learning Styles: Which Kind Of Learner Are You?

How do you learn best? Is it when you are in a quiet room with no-one around you? Do you need to have your favourite music playing? Maybe you need to see images or pictures or **visualize** the information you are reading. Or does it help if you can touch the item you are learning about?

Many **educators** believe that different people have different ways of learning. Not everyone learns using the same style. How can people judge what their learning styles are?

You are going to read about three styles of learners. One is the **visual** learner, another is the **auditory** learner, and the third is the **tactile** learner.

The **visual** learner learns best by seeing the teacher clearly. The visual learner needs to watch the teacher's face and body language. The visual learner also often writes down the important words or main content of a lecture or draws pictures on her notepad. This learner uses **aids** such as teacher handouts, PowerPoint presentations or photographs. These sources of information help the visual learner understand the lesson or lecture.

Another learning style is **auditory**. Auditory learners understand material better when they hear it. **Rather than** just reading from a book or written notes, auditory learners prefer to read aloud, listen to on-line lectures, or play back notes recorded on CD or mp3 players.

Auditory learners do not just learn by listening, they need to respond to the teacher and other students by asking questions and **interpreting** the way the responses are given.

Finally, some people are very active and they learn best by doing. They are **referred to as tactile** learners. They may need to touch or move something **in order to** understand it. For example, in a science lab, tactile learners want to *do* an experiment. It's not as clear to them if they just *watch* the professor doing it. People who learn best using this style are active learners and need to explore their subjects. They may get bored in a traditional classroom if they need to sit for a long period of time.



Activity: Learning Styles: Which Kind Of Learner Are You?

Exercises

I. From your reading, match the best definition for these words and phrases:

- | | |
|----------------------|--------------------------------------|
| 1. ____ visualize | a. instead of |
| 2. ____ educator | b. to be called by, or known as |
| 3. ____ visual | c. imagine, think about |
| 4. ____ auditory | d. figuring out the meaning of |
| 5. ____ tactile | e. concerned with hearing |
| 6. ____ aids (n) | f. to, so as to |
| 7. ____ rather than | g. teacher, instructor |
| 8. ____ interpreting | h. concerned with seeing |
| 9. ____ referred to | i. things that help |
| 10. ____ in order to | j. connected with the sense of touch |

**Activity: Learning Styles: Which Kind Of Learner Are You?**

II. Read the details of how these university students prefer to learn. Then decide if they are auditory, tactile or visual learners.

1. Gilda prefers to sit at the front of the class. She finds it easier to understand and remember what Professor Whyte says if she writes down the information. It's also very helpful for her if the professor prepares a hand-out for the class to take home.

Gilda is a(n) _____ learner.

2. Americo is always talking in class. He says he remembers the lecture better if he asks Professor Chang a lot of questions. When he goes home, he often sits at his desk and reads the lecture notes aloud. He says it's the way he learns best.

Americo is a(n) _____ learner.

3. Isaac has always been a hands-on person. He gets bored during lectures, but he loves science labs.

Isaac is a(n) _____ learner.

4. Our friend Rhona used to make us a little nervous. She always recorded the class lecture. "Oh, don't worry," she always said. "I'm not trying to record your conversation. It's just that I understand Professor Whyte's lectures so much better if I can listen to them again."

Rhona is a(n) _____ learner.

LINC 4

Employment

Based on Canadian Language Benchmarks



Activity:

Canadian Employers: What Do They Expect?

INSTRUCTOR NOTES

Read about what Canadian employers expect from their employees.

Timing: 30 minutes

WARM-UP

- Ask learners to think about some expectations of employers in their countries of origin.
- List some of these expectations on the board.
- Ask if any of your learners are working part-time in Canada.
- If they are, find out what some of their Canadian employers' expectations are.
- List some of these expectations on the board.
- The class looks at the lists: Are there similarities? differences?

ACTIVITY

- Write on the board the list of 6 expectations which Canadian employers have of their employees.
- Be sure learners understand the meaning of each expectation.
- Hand out Exercise 1. Learners fill in the missing expectations.
- Hand out Exercise 2. Learners can work independently or in pairs. If working in pairs, one student can be A, the other B, reading out the workplace conversations orally and discussing the answers.
- Circulate and monitor learners' pronunciation.

ANSWER KEY

- Exercise 1: Punctual; Team Player; Hard Worker; Listens to Direction; Organized; Problem Solver
- Exercise 2: A: problem solver B: team player C: listens to direction D: organized E: punctual F: hard worker

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 422-427.

VOCABULARY

- expect; expectation; punctual; fired (v); supervisor



Activity:

Canadian Employers: What Do They Expect?

Exercise I

The words below describe the kind of employees that Canadian employers are looking for. Match the words with the correct meaning in the chart.

team player**listens to direction****organized****punctual****problem solver****hard worker**

<u>punctual</u>	When an employee has agreed to work specific hours, his employer expects him to be on time.
_____	Teamwork is a very important part of the Canadian work environment. Employees have to learn to be cooperative.
_____	If an employer discovers that his employee is lazy, or doesn't try hard to do a good job, the employee could be fired.
_____	Sometimes an employee has to take direction from more than one person. He might have several 'bosses' who will give him instructions.
_____	An employee may be asked to have several tasks completed by the end of the same day. He must learn to organize his work so he can do everything he has been asked to do.
_____	Employees are encouraged to develop good problem solving skills.



Activity: **Canadian Employers: What Do They Expect?**

Exercise 2

Read these workplace conversations. Choose one quality from the list below that describes the employee they are talking about.

problem solver	organized	punctual
team player	listens to directions	hard worker

A: High Tech Company

Manager A: *I have asked James to work on that project.*

Manager B: *I think that's a good idea. James is a thinker.*

Manager A: *What do you mean?*

Manager B: *James will look at all parts of the puzzle, think about it carefully, and suggest a good solution.*



Which quality from the box describes James? _____

B: Financial Planning Organization

President: *How is Sarah getting along in her new position?*

Assistant: *She's great. Last week she was able to get Yira and Euri to work together with her on the new project.*

President: *Wonderful! I thought she would be a good worker.*

Assistant: *Oh, yes. She's very cooperative. She fits in very well.*



Which quality from the box describes Sarah? _____

Activity: **Canadian Employers: What Do They Expect?****C: Shipping Company**

Manager A: *Did Thomas work on the order for the Murphy Group yesterday?*

Assistant: *No, I asked him to fill all those boxes, but he was talking on the phone when I asked him. He worked on another order instead.*

Manager A: *Then we need Aiden's help. He always listens carefully when I give him instructions. He will get the job done correctly.*

Which quality from the box describes Aiden? _____

D: Grocery Store

Manager: *I need someone to fill the deli counter salads, put out fresh bread and slice the BBQ chicken this morning.*

Assistant: *I'll ask Robert. He knows how to arrange his work, so he'll be able to do everything that you ask him to do.*

Which quality from the box describes Robert? _____



Activity: **Canadian Employers: What Do They Expect?**

E: Call Centre

Director: *Where is everyone? It's 9:15 and the only person at her desk is Marie.*

Assistant: *The rest of the team is still drinking their morning coffee.*

Director: *But work starts at 9:00 and they should be ready to work at 9:00.*

Assistant: *Yes, I know. It seems only Marie understands that she needs to be on time.*



Which quality from the box describes Marie? _____

F: Department Store

Manager: *We have a new shipment of winter boots that must go on the shelves today.*

Supervisor: *You can ask Sam to take care of that.*

Manager: *But Sam is already taking care of rain boots and winter hats.*

Supervisor: *I know, but remember that Sam is always the first employee to arrive and the last employee to leave. He will get the job done.*



Which quality from the box describes Sam? _____



Activity:

Vet Clinic Interview

INSTRUCTOR NOTES

Learners read the text of an interview between the human resources manager of a veterinary clinic and a veterinary technician applying for a position in the clinic.

Timing: 50 minutes

- WARM-UP**
- Hold a class discussion about ways to prepare for an interview, for example:
 - ~ find information about the company
 - ~ ask a friend to practice a mock interview
 - ~ organize clothing to wear to the interview
 - Write *veterinarian*, *veterinary*, and *vet* on the board and discuss what a veterinarian does.
- ACTIVITY**
- Learners read the dialogue aloud in pairs, but they complete the exercises individually if the instructor intends to use them for assessment.
 - An audio recording of the interview is available on the companion website.
- FOLLOW-UP**
- *Follow-Up Letter: Central Veterinary Clinic*
 - *Mock Interview*
 - *Why Not?* (see companion website)
- ANSWER KEY**
- Exercise 1: a. 6 b. 1 c. 5 d. 2 e. 3 f. 4
 - Exercise 2: 1. long term 2. relate to 3. hands on 4. team player
5. cope with 6. short term
- ASSESSMENT**
- Learners work individually to answer questions on a text. Instructors correct individual responses.
 - CLB Performance Indicators:
 - ~ predicts, guesses new words in familiar context
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 422-427.
- VOCABULARY**
- veterinary; vet; veterinarian; technician; interviewer; interviewee; how does...relate to; cope (with); hands-on; short/long-term goals; team player; seminar



Activity:
Vet Clinic Interview

Work with a partner. One person will read the part of Marcus Cruz, who is the manager at the Central Veterinary Clinic. The other person will read the part of Angel Dominguez, who is applying for a job. This exercise will help you learn some of the vocabulary used in job interview situations.



Employment Interview:	Central Veterinary Clinic
Position Applied for:	Veterinary Technician
Interviewer:	Marcus Cruz, Manager
Interviewee:	Angel Dominguez, Veterinary Technician

Mr. Cruz: *Why are you interested in this position?*

Angel: *I've always loved animals. When I was little, I would try to help my dog, even though there wasn't anything wrong with him.*

Mr. Cruz: *How does your education and experience **relate to** this position?*

Angel: *I studied in the Veterinarian Technician program at Forrester College. I have a diploma from there. I also worked for two years at the Main Street Vet Hospital. And I've volunteered hundreds of hours at animal shelters.*

Mr. Cruz: *How do you **cope with** working under pressure?*

Angel: *I have had to prepare animals for surgery. If an animal comes in and it is hurt badly, we don't have much time to clean it and make it comfortable before surgery. Also, the owners are very stressed, so we often have to calm them down as well.*

Mr. Cruz: *Can you describe your ideal work environment?*

Angel: *My ideal environment is working with vets, helping to keep their schedule and being '**hands-on**' with the animals.*

Mr. Cruz: *Can you describe a challenge you encountered at work and how you dealt with it?*

Activity: **Vet Clinic Interview**

- Angel: *Usually it is one of the veterinarians who tells a family that their pet has died, but one time, I had to do that. It was a huge challenge for me because the pet was a young, healthy puppy that had been hit by a car. I was able to tell them clearly and calmly, and they thanked me for being so professional.*
- Mr. Cruz: *What are your **short-term** and **long-term** career goals?*
- Angel: *Well, my short-term goal is to be employed here at the Central Veterinary Clinic. I want to learn all I can about taking care of small animals. My long-term goal is to work more closely with cats, so I hope to take some more courses in caring for those animals.*
- Mr. Cruz: *How would a friend or co-worker describe you?*
- Angel: *Well, I've always been an animal lover. My friends say I am quiet, that I have a lot of energy, and that I am a **team player**.*
- Mr. Cruz: *Thank you, Angel. Now, do you have any questions for me?*
- Angel: *Yes, I'd like to know if there will be any opportunity for training here at Central.*
- Mr. Cruz: *Yes, there are training and development seminars regularly. Anything else?*
- Angel: *I would just like to say that I have read a lot about Central and I know some of the work that is done here. I would be very glad to work with such a great team.*
- Mr. Cruz: *Thank you. It was a pleasure to talk with you. I can certainly see that you love animals very much. We will be in touch.*
- Angel: *Thank you for your time.*

Activity: **Vet Clinic Interview****Exercise I**

Look at the **underlined** words in the dialogue. Match their meaning with the definitions below.

- | | |
|----------------------|-------------------------------------|
| a. _____ relate to | 1. deal with a situation or problem |
| b. _____ cope with | 2. for a short period of time |
| c. _____ hands-on | 3. for a long period of time |
| d. _____ short-term | 4. one who works well with others |
| e. _____ long-term | 5. actively participate |
| f. _____ team player | 6. be connected with |

Activity: **Vet Clinic Interview****Exercise 2**

Use the vocabulary list to complete these sentences.

short-term
relate to

hands-on
long-term

team player
cope with

1. I'm in my third year of university. My _____ goal is to finish another university degree and work as a lawyer.
2. He works for a gardening company and I work for a flower shop. We always talk about our jobs. We feel we can _____ each other.
3. I love working with horses. Every day I feed them, brush them and clean out their beds. It's a real _____ job.
4. My friend is having a hard time at work. She told me she prefers to work by herself, but her boss told her she has to work on a project with 6 others. She says she's just not a _____.
5. She asked me to volunteer at my son's school. I don't think I can _____ the extra work because I'm already volunteering at my community centre.
6. I'm in my third year of university. People ask me what my goals are. I tell them, "Well, my _____ goal is to graduate next year!"



Activity:

Follow-up Letter: Central Veterinary Clinic

INSTRUCTOR NOTES

Learners write a letter to thank a potential employer for granting an interview.

Timing: 20–30 minutes

- WARM-UP**
- Find out if learners have ever sent a follow-up letter to thank a potential employer for an interview.
 - Review vocabulary from *Vet Clinic Interview*.
- ACTIVITY**
- Review the sample follow-up letter with the class, pointing out the terms for parts of a business letter (see Section 3).
 - Learners write a letter to Central Veterinary Clinic thanking the office manager for the interview.
- ASSESSMENT**
- Instructors correct individual letters.
 - CLB Performance Indicators:
 - ~ conveys the message: reader can follow
 - ~ uses language and content that are appropriate to the occasion, intent and social context
 - ~ uses simple grammar structures, punctuation and spelling with few errors
 - ~ conveys main ideas and supports them with detail in a basic paragraph structure
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 422-427.
- VOCABULARY**
- interviewer; interviewee; (product) line (n.)



Activity:

Follow-up Letter: Central Veterinary Clinic

INTERVIEW FOLLOW-UP LETTER

I. Read this example of a follow-up letter.

123 Main Street
Cambridge, Ontario
N2N 0X0
December 9, 20—

Healthy Eating Bread Company
321 Green Avenue
Cambridge, Ontario
N4N 0X0

Dear Ms. Young:

I am writing to follow up on the interview I had with you on Thursday, December 8th. I want to thank you and your assistant, Paul Barnes, for meeting with me.

As I said in the interview, I believe I could be a benefit to your company. My education and training with the Wop May School of Hospitality has prepared me very well.

I would love to have the opportunity to work with you. I am very interested in the line of special breads that you bake. As I told you, I have extra training in traditional bread-making.

Thank you again for speaking with me. Please contact me if you have any questions.

Yours truly,

Brenda Jones

Brenda Jones
613-555-4567

**Activity: Follow-up Letter: Central Veterinary Clinic**

2. You had an interview with Central Veterinary Clinic for the position of Veterinary Technician. The interview was held with the Office Manager, Marcus Cruz. Write a follow-up letter to thank him. The address is:

Central Veterinary Clinic
21 Northgate Way
Sudbury, Ontario
P3E 0X0

- ✓ remind him when you met for your interview
- ✓ re-state (repeat) your most important skills
- ✓ tell him how much you would like the opportunity to work with the clinic
- ✓ thank him for taking the time to interview you

3. Be sure your letter includes:

- ✓ heading
- ✓ inside address
- ✓ greeting
- ✓ body
- ✓ closing
- ✓ signature
- ✓ correct spelling and punctuation



Activity:
Mock Interview

INSTRUCTOR NOTES

Learner pairs practice asking and answering questions in a typical employment interview.

Timing: 30+ minutes

WARM-UP

- *Canadian Employers: What Do They Expect?*
- *Vet Clinic Interview*
- Hold a class discussion about ways to prepare for an interview, for example:
 - ~ find information on the company
 - ~ do an internet search on interview questions
 - ~ practice answering interview questions with a friend
 - ~ do an internet search on what to wear to a job interview

ACTIVITY

- Learners work in pairs. Together, they read the “Instructions” and the “Prepare For Your Interview” chart.
- Partners discuss the “Interview Questions” and “Ideas For Answers” on the chart.
- Together, they role-play the interview for the position of Veterinary Technician, taking turns being the interviewer and the interviewee.
- Have students refer back to “Position Available” to see how their answers relate to the advertisement.

VARIATION

- Instructor brings in some Help Wanted ads for positions related to learners’ fields of employment. Pairs read them together, decide who will be the interviewer and who will be the interviewee, and then use the “Prepare For Your Interview” chart to prepare a mock interview for one job position. Learners perform the mock interview for the class.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 422-427.

VOCABULARY

- interviewer; interviewee; technician; flexible hours; long and short-term goals; team player; field (area of work); on-the-job training; to specialize; a people person



Activity:
Mock Interview

INSTRUCTIONS

Work with a partner. Read this advertisement.

Position Available

Veterinary Technician for a small animal clinic.
Must have Veterinary Technician Certificate.
Minimum two years of experience in this field.
Ability to work independently and with others.
Flexible hours will be required. Central Animal
Clinic is a local, independently run hospital
specializing in treating dogs and cats.
Reply to www.CentralAnimalClinic.com and
follow the links.

Now look at the “**Prepare For Your Interview**” chart on the next page.

- Read the Interview Questions together and talk about the words in bold print. Why does an interviewer ask these questions?
- Read the Ideas For Answers together. Do you know what these all mean?
- Prepare for the interview by asking and answering the questions. Partner A (Interviewer) asks Question 1 and Partner B (Interviewee) responds. Partner B can add extra information to the answers.
- Look at this example:

Partner A: How did you learn about this position?

Partner B: I read about it on-line in your website. I visit the websites of local animal hospitals because I am very interested in getting a position in a small animal clinic.

- Continue by taking turns being the interviewer and the interviewee until all the questions have been answered.



Activity: Mock Interview

PREPARE FOR YOUR INTERVIEW

Interview Questions	Ideas For Answers
<p>1. How did you learn about this position?</p> <p>2. Tell me about your best quality.</p> <p>3. Why are you interested in this position?</p> <p>4. Do you have any experience in this area of work (in this field)?</p> <p>5. What skills do you have that we are asking for in this position.</p>	<ul style="list-style-type: none"> • I read about it in the newspaper. • I read about it on-line. • A friend told me about it. • I am a team player. • I listen to directions. • I am a people person. • I am hard working. • I am patient. • I love animals. • My goal is to work in a small vet clinic. • I completed my on-the-job training at Albert Street Animal Clinic. • I worked as a veterinary technician for three years at Foster's Animal Hospital. • I have a Veterinary Technician Certificate. • At Foster's Animal Hospital, I worked on my own and with a team of veterinarians.



Activity:

Volunteer Heroes

INSTRUCTOR NOTES

Learners read about organizations that require volunteer assistance and then respond by composing an e-mail message that describes their skills and abilities.

Timing: 20–30 minutes

WARM-UP

- Ask learners if they have ever done volunteer work.
- Write on the board several places where they have volunteered.
- If learners have not been volunteers, write the names of some places that might need volunteer services.

ACTIVITY

- Learners read “Volunteer Heroes” and the 4 scenarios.
- They choose one organization and follow the example to write a one-paragraph e-mail message describing why they would be a good fit for that volunteer position.
- Instructors should copy extra e-mail forms if requiring learners to respond to more than one volunteer organization.

CROSS-REFERENCE

- Community & Government Services ~ *Volunteer Applications*
~ *Volunteer Experience*
~ *Volunteer Ottawa*
- Education ~ *How Would You Like To Volunteer?*

ASSESSMENT

- Paragraphs are marked according to individual instructor guidelines.
- CLB Performance Indicators:
 - ~ conveys main ideas, supporting detail
 - ~ uses basic paragraph structure
 - ~ uses simple structures; few errors
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation convention

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 422-427.

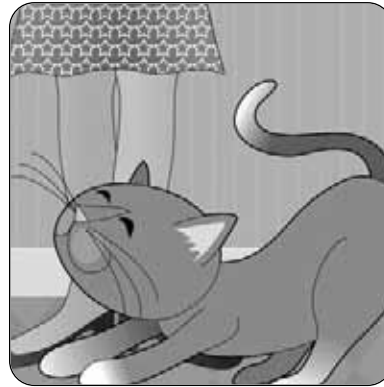
VOCABULARY

- hero; advertisement; volunteer experience; team player; to ‘fit’ an organization; from time to time; stroke (an animal)



Activity:
Volunteer Heroes

Everyone who has ever written a resumé knows that it is important to have volunteer experience. Why? It shows an employer that we are interested in our community and the world around us. It might also show that we are team players. Often, volunteer experiences will help us get the job we are hoping for. Read these newspaper advertisements. Each organization is looking for volunteer help.



Centre Town Animal Shelter

We are a small animal shelter located in the West End of Ottawa. Our main goal is to provide food and shelter to homeless cats and dogs. Yes, we even have some other furry (ferrets and rabbits) or feathered (birds) friends from time to time. We are always looking for people to walk the dogs, play with the cats, stroke the rabbits or 'talk' to the birds. Do you love animals? Do you have some free time? If you can help us, we'd love to hear from you.

Please write to us on-line at GiveUsShelter@magma.com and tell us why you would like to be a part of our volunteer team. Thank you for caring.

**Activity: Volunteer Heroes****Majors Park Senior Citizens Club**

Majors Park Senior Citizens Club has been a part of our community for ten years. Our volunteers offer to spend time with the seniors in a number of ways. Can you sing or play an instrument? Then you would be welcome to help with our Friday afternoon music program. Do you enjoy knitting? Are you a great card player? If you have these skills or any other, maybe you would like to share them with our active seniors. Please write to us on-line at MajorsPark@magma.org and tell us why you would like to be a part of our volunteer team.

**Atlantic Newcomers Club**

The Atlantic Newcomers Club has been making newcomers to our community feel welcome for more than 20 years. We have shared a lot of smiles during that time. Now we are asking for your help. Do you have some free time? If you like to volunteer by helping adults learn basic English or helping children with basic soccer skills, we would love to hear from you. Please write to us on-line at ANC@primus.ca and tell us why you would like to be a part of our volunteer team.

**Activity: Volunteer Heroes****Senior Men's Chess Club**

We are a group of men who have been playing chess in our club since 1995. We love the game. It's a great way to meet other senior men and to keep our minds active. Would you be interested in having a game in your free time? You can be young or old, male or female. You don't even have to know the game very well because we will be happy to teach you. We will show you that volunteering really is fun! Please write to us on-line at SeniorMen'sChess.ca and tell us why you would like to be a part of our volunteer team.



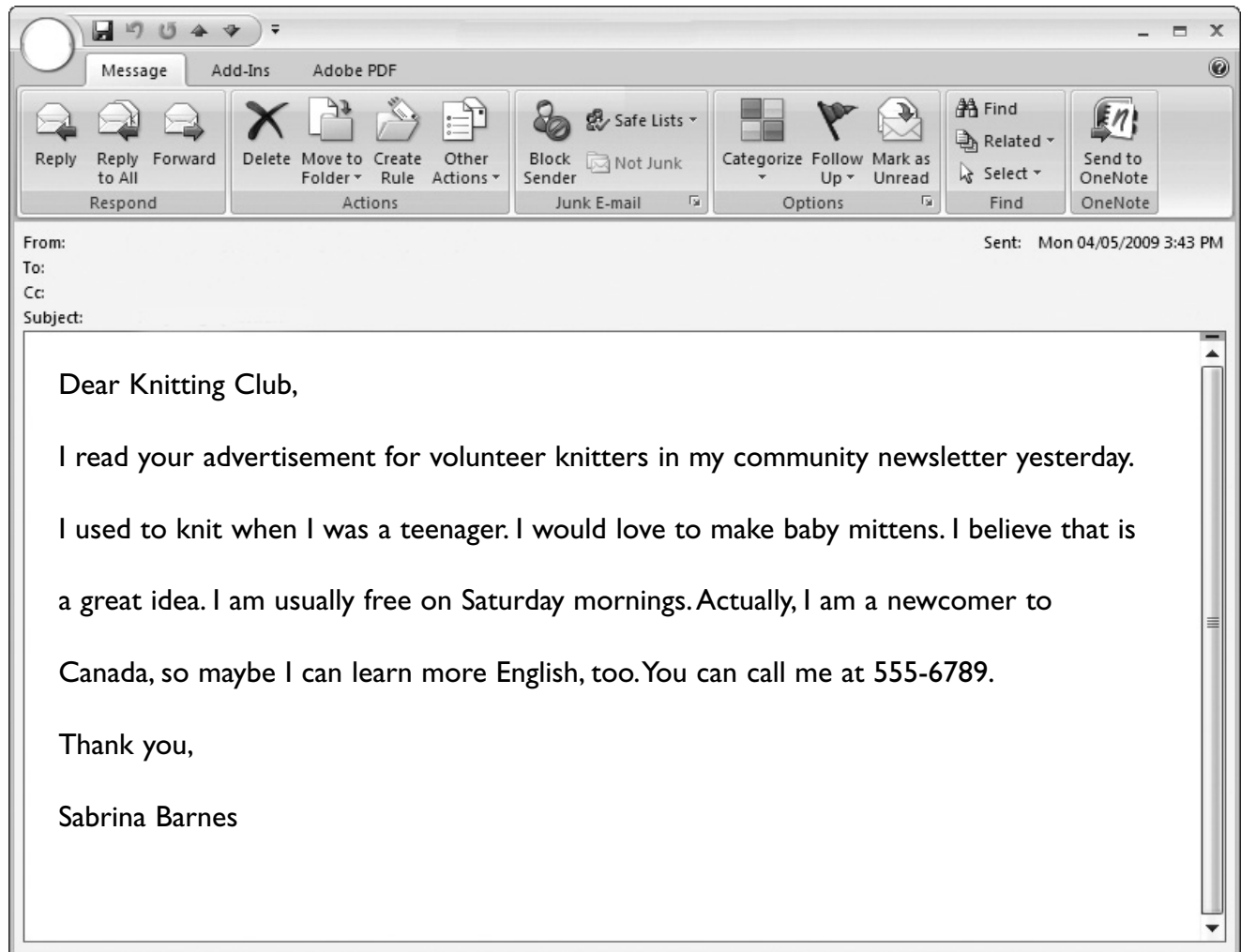
Activity: Volunteer Heroes

Exercise

Choose an organization and reply to their advertisement. Tell what you will do, where you saw the ad, why you are interested, when you are available and how the organization can reach you.

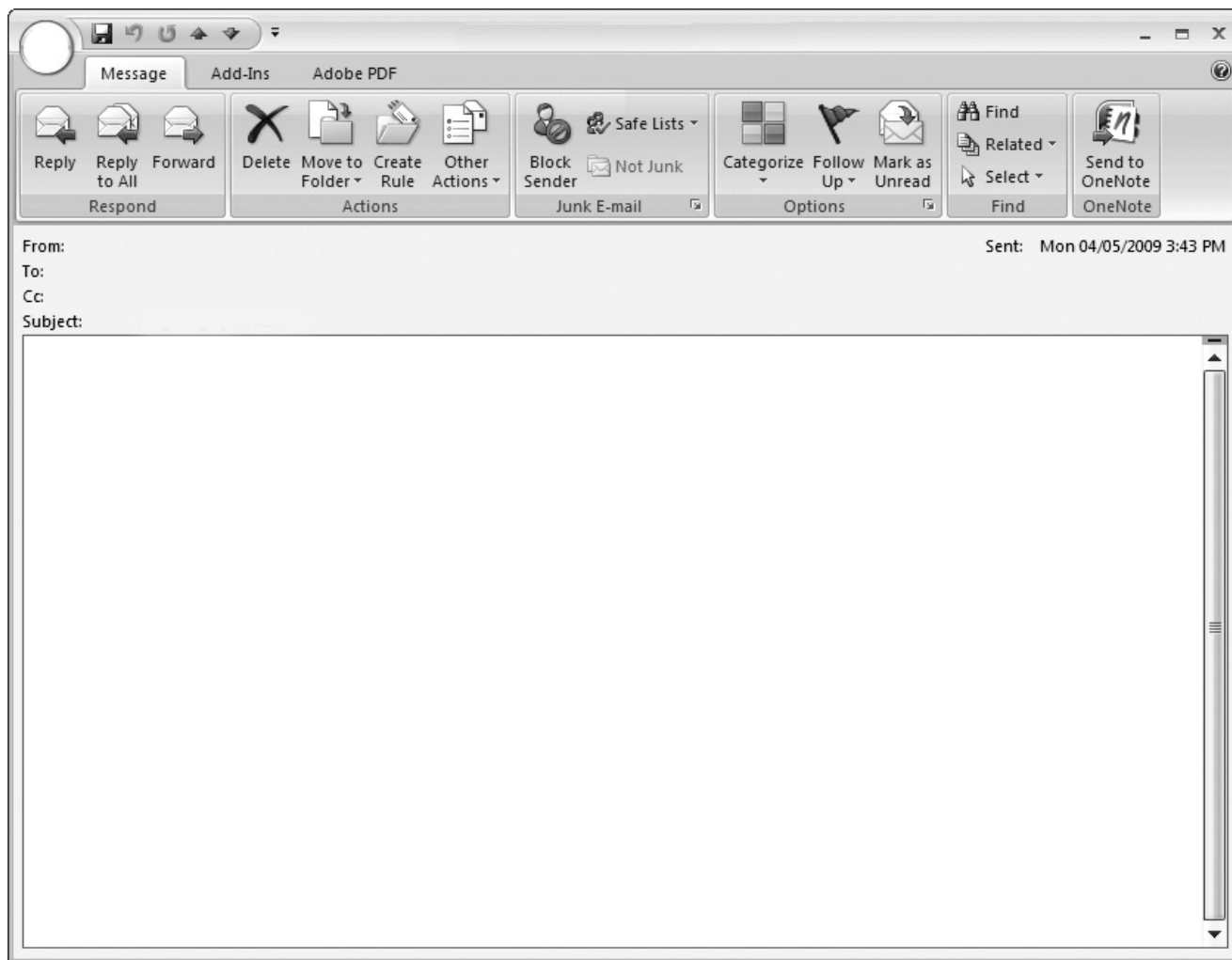
Example

Sabrina Barnes read an advertisement from a knitting club in her community. She would like to volunteer there. Read her email to the club.





Activity: Volunteer Heroes





Activity:
Be Positive – I

INSTRUCTOR NOTES

Learners discuss ways to maintain positive attitudes while searching for employment.

Timing: 20–30 minutes

WARM-UP

- Talk about the challenges of keeping a positive attitude while searching for employment.
- Ask the class if they know what a *pep talk* is and if anyone has received a pep talk from someone.
- Ask if anyone wants to share advice on keeping a positive attitude while searching for employment.
- Share an experience of your own.

ACTIVITY

- Divide the class into small groups.
- Give each group the “Be Positive Instructions” and a stack of BE POSITIVE cards. (The cards should be laminated and cut for easy use.)
- Groups read and follow the instructions for their discussion.
- Remind learners to keep referring to their list of questions to help their discussion.
- Make sure that the groups know there is no incorrect answer; these cards are a forum for open discussion.
- Circulate among the groups and guide any discussion as needed.

**FURTHER
REFERENCE**

- See *LINC Curriculum Guidelines*, pp. 422-427.

VOCABULARY

- positive attitude; pep talk; network (v.); rejection; reward

Activity: **Be Positive – I****BE POSITIVE INSTRUCTIONS**

Sit in a small group. Put your pile of BE POSITIVE cards in the middle of the table. Turn over the first one and read it. Take turns as you express your opinion, agree or disagree, or ask for meaning about the advice or comment on each card. Think about these questions as you discuss the comments.

- What does this mean?
- How can this help?
- Has anyone tried this?
- I'd like to tell you my experience about this.
- I'm not sure this will work.
- May I ask a question about that?
- How can I do this?

For example, if you have this card, here are some expressions you could use about yourself.

BE POSITIVE**TALK POSITIVELY
ABOUT YOURSELF**

- "I am well qualified in my field."
- "I know there is a job out there for me if I just keep looking."
- "I am very proud of my employment record."
- "I have always had good employment references."
- "My employers have always said I am a hard-working person."



Activity: Be Positive – I

BE POSITIVE

**ATTITUDE IS
EVERYTHING**

BE POSITIVE

NETWORK

BE POSITIVE

**FEEL GOOD
ABOUT YOURSELF**

BE POSITIVE

**STOP WORRYING
ABOUT THE FUTURE**

BE POSITIVE

**STOP WORRYING
ABOUT THE PAST**



Activity: Be Positive – I

BE POSITIVE

**CREATE A SCHEDULE
AND STICK TO IT**

BE POSITIVE

**ACCEPT YOUR
BAD DAYS, TOO!**

BE POSITIVE

**JOIN A
PROFESSIONAL GROUP**

BE POSITIVE

KEEP GROWING

BE POSITIVE

**DON'T TAKE
REJECTIONS PERSONALLY**



Activity: Be Positive – I

BE POSITIVE

**TAKE A DAILY
BREAK**

BE POSITIVE

REWARD YOURSELF

BE POSITIVE

TALK TO SOMEONE

BE POSITIVE

**LEARN FROM
YOUR MISTAKES**

BE POSITIVE

**EAT PROPERLY AND
EXERCISE DAILY**



Activity:

Be Positive – II

INSTRUCTOR NOTES

Learners listen to a telephone conversation about a job interview. The listening passage is followed by comprehension and discussion questions. This activity is intended as a follow-up to *Be Positive*, but it can also be used independently.

Timing: 45-60 minutes

- WARM-UP**
- Play Part 1 of the audio (*Track 22*), and ask the class to identify the two speakers' names. Then, inquire about Charlotte's mood – How does she feel? How can we tell she feels this way?
- ACTIVITY**
- Play Part 2 of the audio, and ask for the reason why Charlotte sounded sad or disappointed at the beginning of the conversation.
 - Hand out Exercise 1 and allow learners time to read and complete as much as they can before playing the audio a second time.
 - If the activity is intended for assessment, collect the answer sheets. Otherwise, take up the answers before dividing the class into discussion groups.
 - Each discussion group will need the 15 "BE POSITIVE" cards from the *Be Positive – I* activity. Instruct the groups to consider each card in relation to Charlotte. How many of the strategies and positive attitudes featured in the cards does she display during her phone conversation? Learners put the cards that apply in one pile and those that do not apply into another pile.
 - If necessary, play the audio again or provide groups with a transcript.
- VARIATION**
- Ask the class whether they think Charlotte will eventually find a job, and why.
- ANSWER KEY**
- Exercise 1: 1. F 2. NEI 3. F 4. T 5. NEI 6. T 7. T
 - Exercise 2: Answers will vary
- ASSESSMENT**
- If the activity is intended for assessment, ensure that everyone understands the words *disappointed*, *qualifications*, *job opening* and *workplace* prior to handing out Exercise 1.
 - CLB Performance Indicators:
 - ~ identifies specific factual details and inferred meanings in audio-mediated listening texts as required
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 422-427.
- VOCABULARY**
- disappointed; qualifications; CV; job opening; workplace



Activity:
Be Positive – II

LISTENING TRANSCRIPT

Charlotte and her friend Samantha are having a telephone conversation. Charlotte had been interviewed for a job, but she has just learned that she did not get it.

Part 1

- Charlotte: *Hello?*
- Samantha: *Hi Charlotte; it's Samantha. How are you?*
- Charlotte: *Oh, pretty good, I guess. Well, actually, I'm a little...*

Part 2

- Charlotte: *Hello?*
- Samantha: *Hi Charlotte; it's Samantha. How are you?*
- Charlotte: *Oh, pretty good, I guess. Well, actually, I'm a little disappointed. I just heard back from my job interview, and I didn't get the job.*
- Samantha: *Oh, gee, that's too bad. I'm really sorry.*
- Charlotte: *Yeah, I'm a little disappointed because I had all the right qualifications for the job, and the interview went really well. I thought I was going to get it.*
- Samantha: *When did you hear?*
- Charlotte: *About an hour ago. The guy was really nice about it, though. He told me my interview was great and my CV was great and they would have hired me.... But it turned out there was somebody else who had better qualifications and more experience than I did, so they got the job instead of me.*
- Samantha: *That's too bad.*
- Charlotte: *Well, yeah, but I'm okay with it. It wasn't that I did anything wrong to lose the job, it's just that someone else was a better match, so they got it. I can't take it personally. It wasn't that they didn't like me; it's just that somebody else was better.*
- Samantha: *That's a good way of looking at it.*

Activity: **Be Positive – II**

- Charlotte: *Well, it's important to be positive. I did do a good job on my CV and my interview, and if the person who they hired doesn't work out well, they can always come back and hire me instead. Also, I learned a lot from the interview. I'll know what questions to expect and my answers will be even better next time.*
- Samantha: *I'm always really nervous at job interviews. I hate them.*
- Charlotte: *Me too. But I won't be as nervous next time because of my experience this time. I'll feel more comfortable.*
- Samantha: *Well, good, because the reason I'm phoning you is that I've heard about another job opening that might interest you. You know the company that Kim works for? Well, they're looking for someone to...*



Activity:
Be Positive – II

Exercise I

Circle **T** (for True) or **F** (for False) or **NEI** (for Not Enough Information).

Examples:

- a. **T** **F** **NEI** Charlotte was disappointed because she wasn't hired for the job.
- b. **T** **F** **NEI** Charlotte got the job.
- c. **T** **F** **NEI** Charlotte has been Samantha's friend for a long time.
-

1. **T** **F** **NEI** Charlotte did poorly at her interview.
2. **T** **F** **NEI** Charlotte has been looking for a job for a long time.
3. **T** **F** **NEI** Charlotte felt the man at the workplace didn't like her.
4. **T** **F** **NEI** Charlotte feels it is important to be positive.
5. **T** **F** **NEI** Charlotte tried to get a job working for the government.
6. **T** **F** **NEI** Samantha doesn't like job interviews.
7. **T** **F** **NEI** Samantha has information about another job opening at another company.

Activity: **Be Positive – II****Exercise 2**

Work in a group. Your group will need the 15 “BE POSITIVE” cards from the Be Positive – I activity. Your instructor will play the audio again or give you a written copy of the conversation.

- Think about Charlotte as you read each card.
- During her conversation with Samantha, does she show the strategy or positive attitude that is written on the card? If yes, put that card in one pile. If no, put that card in another pile.

BE POSITIVE

LINC 4

Family and
Relationships

Based on Canadian Language Benchmarks



Activity:

Family Conflict: The Sleepover Party – I

INSTRUCTOR NOTES

These reading, writing and speaking exercises teach six idiomatic expressions and prepare learners for the listening activities that follow.

Timing: 45 minutes

- WARM-UP** • Divide the class into small conversation groups for the Discussion Questions.
- ACTIVITY** • Guide the class through the Vocabulary Focus exercises.
• Learners must use all six new expressions in Exercise 3.
- FOLLOW-UP** • *Family Conflict: The Sleepover Party – II & III*
- VARIATION** • To assist with Exercise 3
~ pair learners up
~ if necessary, provide the appropriate idiom for each conversation
- ANSWER KEY** • Exercise 2
put up with something = accept something you don't like
it's like talking to a brick wall = s/he doesn't listen
Get real! = Stop dreaming and accept the facts
booze = alcohol
driving somebody crazy = frustrating or annoying
cool = nice, good, fashionable
- ASSESSMENT** • To evaluate learners' ability to infer meaning of new vocabulary, instructors circulate and listen to learner pairs as they discuss their answers to Exercise One.
• Instructors check answers to Exercise Three for correct punctuation (quotation marks) and for socio-linguistic appropriateness.
• CLB Performance Indicators:
~ predicts, guesses meaning
~ uses language and content that are appropriate to the occasion, intent and social context
~ spells and follows punctuation conventions
- FURTHER REFERENCE** • See *LINC Curriculum Guidelines*, pp. 358-363.
- VOCABULARY** • cool; get real; drive somebody crazy; booze; it's like talking to a brick wall; put up with; idiom; slang; phrasal verb; snoring



Activity:

Family Conflict: The Sleepover Party – I

WARM-UP

Discussion Questions

Talk about these things in a small group:

1. How do people celebrate birthdays in your culture? Are there certain years that are special, for example, age 15, 18 or 21?
2. We have a birthday every year, but some years the celebration is especially joyful or memorable. Tell your classmates about one of your favourite birthdays.
3. Canadian children and teenagers often celebrate their birthdays with their friends by holding a sleepover party.
 - What is a sleepover party?
 - Have you ever been to one?
 - If you were a parent, would you allow your child to attend a sleepover party? Would you allow your child to attend if you didn't know the friend and the friend's parents well?

VOCABULARY FOCUS

Exercise I

Work with a partner. Together, read these six sentences and discuss what the words and expressions in *italics* might mean. Do not use a dictionary.

1. I love your new cell phone. It's really *cool*.
2. Do you seriously think you can win the lottery? *Get real!*
3. Our neighbours have loud fights late at night. It's *driving us crazy*.
4. On Saturday night we usually go to the bar and drink some *booze*.
5. My mother never listens to me when I try to explain my feelings. *It's like talking to a brick wall*.
6. If you move to Canada, you have to *put up with* the long, cold winter. You don't have a choice.



Activity: Family Conflict: The Sleepover Party – I

Exercise 2

Draw lines to match the expression on the left to the definition on the right.

Slang/Idiomatic expression	Definition
put up with (something)	she or he doesn't listen
it's like talking to a brick wall	nice, good, fashionable
Get real!	frustrating or annoying
boze	alcohol
driving (somebody) crazy	accept something you don't like
cool	Stop dreaming and accept the facts

These six new slang expressions are commonly used by adults of all ages when they are talking informally. The only one that is also used in more formal writing is *put up with*, which is a phrasal verb.

Exercise 3

Practice using the expressions by finishing the six conversations below. Use quotation marks to show someone is speaking. Note that the end punctuation (question mark, period, exclamation mark) goes **INSIDE** the quotation mark, not after it.

Example: “Did you enjoy the movie?”
 “Yes, it was really cool.”

1. “I’m going to register for a course that will teach me to speak English in three weeks.”



Activity: Family Conflict: The Sleepover Party – I

2. “I know your co-worker is giving you problems, but you should try talking to him before you complain to your boss.”

3. “Are you enjoying your mother-in-law’s visit?”

4. “I love my wife, but I hate her snoring!”

5. “What did they do last night?”

6. “I bought new running shoes yesterday.”

Listening I

You will hear these six new expressions as you listen to a family argument. Samira, a fifteen-year-old girl, wants to become a typical Canadian teenager as soon as possible. Her parents don’t want her to be in such a hurry to forget her culture and the customs they have taught her. An invitation to a sleepover party causes open conflict between Samira and her parents.



Activity:

Family Conflict: The Sleepover Party – II

INSTRUCTOR NOTES

A listening passage about a conflict between a teenager and her parents is followed by comprehension questions and a cloze passage.

Timing: 40 minutes

WARM-UP

- *The Sleepover Party – I*

ACTIVITY

- Play the audio (*Track 23*). Learners listen for the gist.
- Learners answer the comprehension questions (*Exercise 1*) orally, in pairs. Replay the audio and clarify as necessary.
- Replay the audio for *Exercise 2*. Refer the class to the word list (*2b*), so learners can correct their own responses. Point out that the answers are not in correct order and that *put up with* is used twice.

FOLLOW-UP

- *Family Conflict: The Sleepover Party – III*

ANSWER KEY

- *Exercise 1*: 1. She wants to attend a sleepover party. 2. She expects they will talk, watch videos, eat junk food and birthday cake, and sleep. 3. Samira's mother is unsure about what will happen at the party and she cannot trust a family she doesn't know. 4. Her mother says she will talk to Samira's father about it when he comes home from work. 5. The parents decide Samira can stay until midnight, but she will sleep at home. 6. Samira doesn't like the decision, but she accepts it.
- *Exercise 2*: Refer to *Exercise 2 b.* and to the *Listening Transcript*.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 454-459.

VOCABULARY

- sleepover; verdict; to drive someone crazy; to get real; to put up with something; to give in to; to work out; talking to a brick wall



Activity:

Family Conflict: The Sleepover Party – II

LISTENING TRANSCRIPT The Sleepover

When immigrants first arrive in a new country, there will be times when their values and beliefs will be challenged by the standards faced in the new culture. In the story that follows, just such a situation occurs. Samira, a 15-year-old girl, wants to become a typical Canadian teenager as soon as possible. Her parents, on the other hand, don't want her to be in such a hurry to forget her culture and the customs they have taught her. A simple invitation that Samira receives illustrates how dealing with these matters can bring conflict to a family.

Samira: *Hi Mom, guess what? The coolest thing happened to me today. Jennifer, one of the girls I really want for a friend, invited me for her birthday sleepover on Friday night. Isn't that great?*

Mom: *I'm happy you're so well liked by others, Samira, but what exactly is a sleepover?*

Samira: *Mom, it's just like it sounds. A bunch of us girls will get together, eat junk food and birthday cake, watch videos, and talk about nearly everything. Then, when everybody's exhausted, we'll go to sleep.*

Mom: *You mean the invitation is for you to sleep at this girl's house Friday night?*

Samira: *Oh, Mom, **get real**. Of course it is. That's why it's called a **sleepover**.*

Mom: *Samira, I'm not so sure that we can allow that. We know nothing about this girl or her family and, in our culture, girls don't go out at night so freely.*

Samira: *Ma, **you're driving me crazy**. Nothing is going to happen. There aren't going to be any wild parties, no drugs, no **booze** and no boys.*

Mom: *How do you know this for sure?*

Samira: *Honestly, it's **like talking to a brick wall**. Jennifer said her parents will be home the whole time. Ah, please, please let me go. It's going to be so much fun. I just want to be like everybody else.*

Mom: *But you're not like everybody else.*

Samira: *Ahhh, but I'm trying to be, Ma. Remember, we live in Canada now.*



Activity: Family Conflict: The Sleepover Party – II

LISTENING TRANSCRIPT (Continued)

Mom: *When your father comes home from work, we will talk more about it.*

Samira: *...ohh, the things I have **to put up with** in this family.*

Later that evening, Samira's father knocks on her bedroom door.

Samira: *Hi Dad. Well, what's the verdict? Can I go or not?*

Dad: *You know, Samira, it's hard for us too. We have come to a new country where nothing is the same as we knew before, and now our little bird wants to fly away and leave the nest.*

Samira: *Dad, I just want to go to a sleepover. I'm not leaving home yet.*

Dad: *Samira, we understand that you want to be with your friends now, but we're not ready to give in to you yet. You are not staying away from home all night. We decided that you can go to the sleepover, but I will pick you up at 12:00.*

Samira: *But Dad, you have to get up at five in the morning to go to work. Won't you be tired?*

Dad: *Yes, probably, but will you accept what I am offering you?*

Samira: *Yes, thanks Dad. I accept your offer. I don't like it, but I'll have to **put up with** it. Anyway, it's better than not going at all.*



Activity:

Family Conflict: The Sleepover Party – II

Exercise I

With a partner, discuss the answers to these questions.

1. What does Samira want to do?
2. What does Samira expect the girls will do at the party?
3. Why doesn't Samira's mother want her to go?
4. How does the mother end her argument with Samira?
5. What do the parents decide?
6. Does Samira agree with her parents' decision?





Activity: Family Conflict: The Sleepover Party – II

Exercise 2

a. Listen to the conversation again, and fill in the blanks.

- Samira: Hi Mom, guess what? The _____ thing happened to me today. Jennifer, one of the girls I really want for a friend, invited me for her birthday sleepover on Friday night. Isn't that great?
- Mom: I'm happy you're so well liked by others, Samira, but what _____ is a sleepover?
- Samira: Mom, it's just like it sounds. A bunch of us girls will get together, eat _____ food and birthday cake, watch videos, and talk about nearly everything. Then, when everybody's exhausted, we'll go to sleep.
- Mom: You mean the invitation is for you to sleep at this girl's house Friday night?
- Samira: Oh, Mom, _____. Of course it is. That's why it's called a "sleepover".
- Mom: Samira, I'm not so sure that we can allow that. We know nothing about this girl or her _____ and, in our culture, girls don't go out at night so freely.
- Samira: Ma, you're driving me crazy. Nothing is going to happen. There aren't going to be any wild parties, no drugs, no _____, and no boys.
- Mom: How do you know this for sure?
- Samira: Honestly, it's like talking to a _____ wall. Jennifer said her parents will be home the whole time. Ah, please, please let me go. It's going to be so much fun. I just want to be like everybody else.
- Mom: But you're not like everybody else.
- Samira: Ahhh, but I'm trying to be, Ma. _____, we live in Canada now.
- Mom: When your father comes home from work, we will talk more about it.
- Samira: Oooh, the things I have to _____ in this family.



Activity: Family Conflict: The Sleepover Party – II

Exercise 2 (Continued)

Later that evening, Samira's father knocks on her bedroom door.

Samira: Hi Dad. Well, what's the verdict? Can I go or not?

Dad: You know, Samira, it's hard for us too. We have come to a new _____ where nothing is the same as we knew before, and now our little bird wants to fly away and leave the nest.

Samira: Dad, I just want to go to a sleepover. I'm not leaving home yet.

Dad: Samira, we understand that you want to be with your friends now, but we're not ready to give in to you yet. You are not _____ away from home all night. We decided that you can go to the sleepover, but I will pick you up at 12:00.

Samira: But Dad, you have to get up at _____ in the morning to go to work. Won't you be tired?

Dad: Yes, probably, but will you _____ what I'm offering you?

Samira: Yes, thanks Dad. I accept your offer. I don't like it, but I'll have to _____ it. Anyway, it's better than not going at all.



Activity: Family Conflict: The Sleepover Party – II

Exercise 2 (Continued)

- b. The words and expressions in this box are the answers to Exercise 2 (but not in the right order). Check and correct your spelling.

accept**five (5)****booze****get real****brick****junk****coolest****put up with****country****Remember****exactly****staying****family**



Activity:

Family Conflict: The Sleepover Party – III

INSTRUCTOR NOTES

Learners listen to three people talking about the family conflict. In a group conversation, they respond to the speakers and then express their own opinions. A narrative writing assignment follows.

Timing: 50 minutes

- WARM-UP**
- *Family Conflict: The Sleepover Party – I & II*
- ACTIVITY**
- Play the audio (*Track 24*). Divide the class into small groups and hand out “Respond to the Speakers”. For Question 1, learners summarize and clarify what the three speakers have said; for Question 2 they express their personal opinion about the conflict.
 - Writing – Point out to learners that they will need to use the past tense in most of their story, but then change to the present tense to talk about how they feel about it now.
- FOLLOW-UP**
- Learners read their narratives to one another in small groups.
- ASSESSMENT**
- Instructors correct the narrative paragraphs.
 - CLB Performance Indicators:
 - ~ describes a situation: reader can follow
 - ~ uses basic paragraph structure
 - ~ uses simple sentences; few errors
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
 - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 454-459.
- VOCABULARY**
- frustration; suspicious; conflict



Activity:

Family Conflict: The Sleepover Party – III

LISTENING TRANSCRIPT

Exercise 2

Listen to three people as they give their opinion about the family conflict you just heard. Share your own opinions in a small group.

Speaker 1:

I completely understand how Samira feels. She just wants to be like all her friends, but her parents are limiting her with all their rules and old customs. Why did they leave their country if they don't want her to be like the rest of the kids?

Speaker 2:

I sympathize with the poor father. He's doing his best to be fair to his daughter, but he still has standards he wants her to live by.

Speaker 3:

Adjusting to life in a new country creates many new problems for an immigrant family. One of the problems that occur in a family is that children adjust and accept a new culture much faster than their parents do. Because parents feel they are losing control of their children, anger and disagreements often occur. This is the exact situation that Samira and her parents are facing.



Activity:

Family Conflict: The Sleepover Party – III

RESPOND TO THE SPEAKERS

Conversation Questions

1. You just heard three speakers talking about Samira's family problem. What did each of the three speakers say? (Listen to the audio again if you need to.)
2. Which of the three speakers do you agree with, or do you have a different opinion about the conflict? Share your feelings with your classmates.
3. The children of immigrants have a number of special problems and frustrations. Their parents grew up in another culture, so they sometimes don't trust or understand Canadian culture. This created difficulties for Samira because she wanted to be like her Canadian friends and attend a sleepover party, but her parents were suspicious. Another common area of conflict between teenagers and their immigrant parents is conflict over clothing choices.

Discuss these and other problems that the children of newcomers experience when their two cultures conflict. You can talk about the different problems of young children, teenagers and adult children. Do you have any personal experiences of misunderstanding with your parents over cultural differences?



Activity: Family Conflict: The Sleepover Party – III

WRITING

Do you remember a time when you wanted to do something, but your parents wouldn't allow it? Write a paragraph explaining what you wanted to do and why your parents wouldn't give you permission. How did you feel at the time? How do you feel about it now? Give your paragraph a title.



Activity:

Childfree By Choice – I

INSTRUCTOR NOTES

A reading activity explores childlessness in Canadian society.

Timing: 30 minutes

- WARM-UP**
- Questions for class discussion:
 - ~ Who in this class has children, and how many?
 - ~ Does anyone here plan to have more children or to start a family in the future?
 - ~ In your culture, would it be unusual or strange not to want children?
 - ~ Why do some people want to have large families while other people don't have any children?
 - ~ Do you think that family size is related to income or education level (in Canada or in other countries)?
 - Clarify the difference between a fact and an opinion.
- ACTIVITY**
- Learners read the article and answer the questions that follow.
 - Instructors may want to use the graphs to refer back to the Warm-up question on income and education level.
- FOLLOW-UP**
- *Childfree by Choice – II*
 - *It's Our Choice*
- ANSWER KEY** • 1. F 2. O 3. F 4. O 5. F 6. F 7. O 8. O 9. O 10. F
- ASSESSMENT**
- Instructors correct learner responses.
 - CLB Performance Indicators:
 - ~ gets key information and specific details from graphics
 - ~ identifies important details/specific information as required
 - ~ distinguishes facts from opinions
- SOURCE**
- Adapted from: Stobert, Susan and Anna Kemeny “*Childfree by Choice*,” Statistics Canada: www.statcan.ca/English/kits/social/childfree.htm, 2008-09-05
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 454-459.
- VOCABULARY** • assume; raise (v); kids; intend; religious affiliation; constant



Activity:
Childfree By Choice – I

CANADIANS WHO DO NOT HAVE CHILDREN

Have you ever really thought about whether or not you want to have children, or have you always just assumed that you would become a parent some day? In 2001, social researchers asked thousands of Canadians aged 20 to 34 whether they planned to have children, and about 8% answered “No.”

Why don't these people plan to have kids? Only about 2% of young Canadians reported they couldn't have babies for medical reasons. Most people are childless because they choose it. Some are in a situation that is not good for raising a family: they haven't met the right partner, their partner doesn't want children, or they are too busy with their education and career. Others simply don't want kids – they don't want to be parents, they don't like children, or they have other reasons. In the past, young people simply did what their families and society expected of them, and this included getting married and starting a family. In modern times, however, people ask themselves the question “Do I really want to have kids?” and many are finding that their answer is “No.”



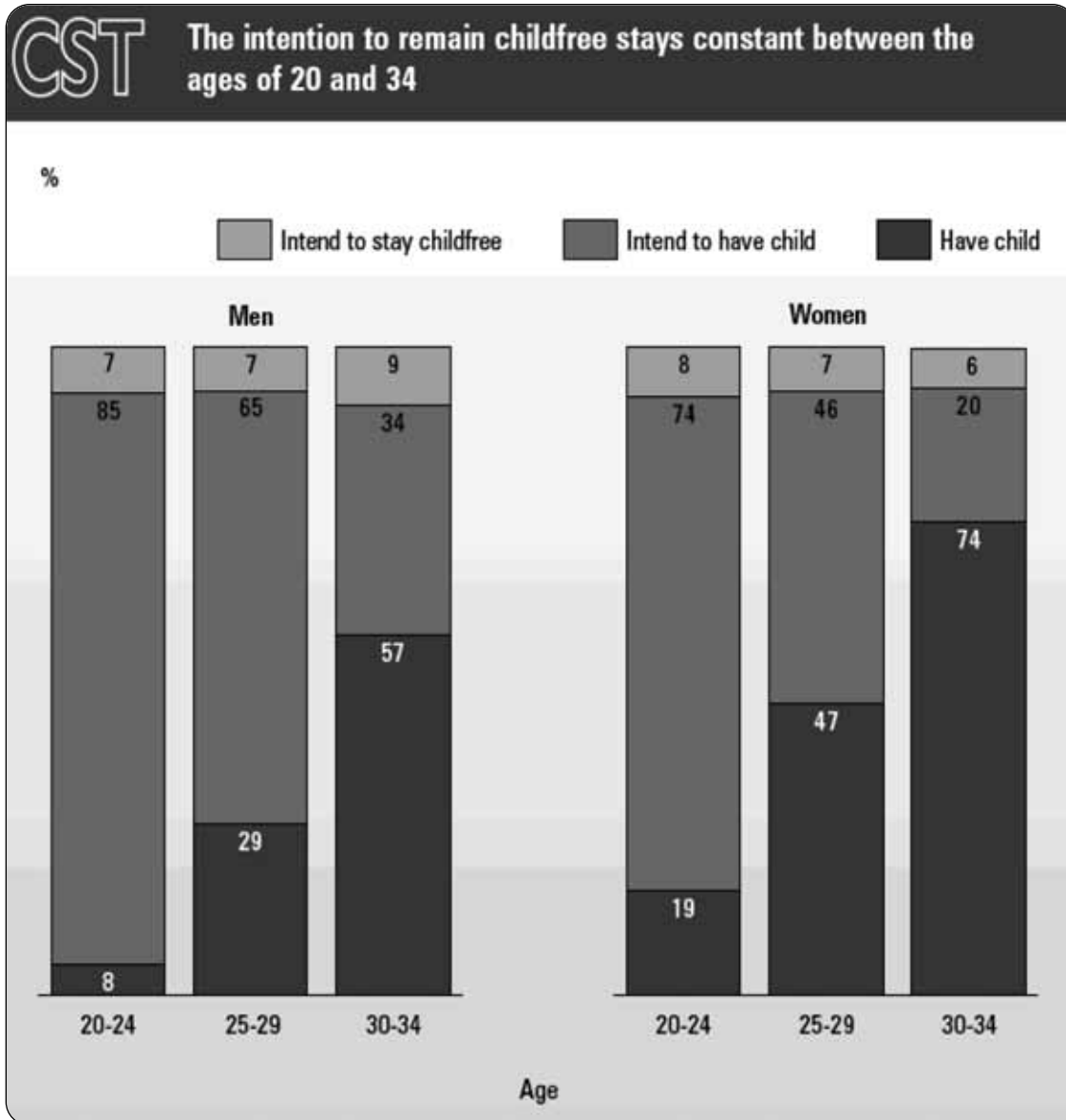
Adapted from: Stobert, Susan and Anna Kemeny “Childfree by Choice,” Statistics Canada.



Activity: Childfree By Choice – I

Read these two charts to find out more about childlessness in Canadian society.

Chart One



Source: Statistics Canada, General Social Survey, 2001



Activity: Childfree By Choice – I

Chart Two

CST Single Canadians were nearly twice as likely as married Canadians to want no children

	% of 20- to 34-year-olds intending to stay childfree
Total	7
Men	8
Women	7
Married/common-law	5
Single (never married)	9
Have religious affiliation	6
No religious affiliation	12
Born in Canada	8
Born outside Canada	5
University or college degree	7
High school graduate	7
Less than high school education	7

Source: Statistics Canada, General Social Survey, 2001.

Activity: **Childfree By Choice – I****Exercise I**

Write “**F**” on the line if the sentence is a **fact** that is found in the article or the two charts. Write “**O**” on the line if the sentence is an **opinion**.

1. _____ About 8% of Canadians aged 20-34 report that they do not intend to have children.
2. _____ People who don't want children are irresponsible.
3. _____ Only 8% of Canadian men aged 20-24 are fathers.
4. _____ Being busy with education and career is a good reason not to have children.
5. _____ The study was done in 2001.
6. _____ The decision whether or not to have children does not seem to be affected by education.
7. _____ The fact that many people don't want children is a problem for Canadian society.
8. _____ It's better to have only a few children because it's very expensive to raise them.
9. _____ 74% of men aged 30-34 should feel embarrassed about not having children.
10. _____ Only a few people who don't expect to have children have a medical problem that prevents them from having babies; the rest have other reasons.



Activity:

Childfree By Choice – II

INSTRUCTOR NOTES

*This reading and group discussion follows *Childfree By Choice – I*, but the conversation activity can also be used independently.*

Timing: 40 minutes

WARM-UP

- *Childfree By Choice – I*

ACTIVITY

- The class reads through “Childfree By Choice – II”, either independently or as a group. Learners underline any problematic vocabulary.
- Clarify the vocabulary, and then the class reads the text again.
- Give learners time to prepare for their discussion by reflecting on the questions and beginning to list reasons individually.
- Divide the class into small conversation groups. They should collaborate to produce one master list for Discussion Question 3.

FOLLOW-UP

- Use responses to Discussion Question 2 to compile a list of adjectives on the board.
- Hold a whole-class discussion on the pros and cons of having children.
- Mention to the class that financial planners estimate it costs an average of \$150,000 to raise a child in Canada.
- Direct learners to the internet site mentioned in the reading: *childfree.net*. The site contains many links, including a link to a questionnaire for couples on their motivation for having children.
- *It’s Our Choice*

SOURCE

- *childfree.net*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 454-459.

VOCABULARY

- frown upon; characteristics; break news; support group; network; imply



Activity:

Childfree By Choice II

In 2001, social researchers in Canada asked thousands of young people whether they planned to have children, and about 8% answered “No.” Most of these young people would agree that it was easy to inform social researchers about their choice, but much more difficult to tell the same news to their own parents and families.

The decision not to have children is often frowned upon by society, and childless couples may be criticized for their choice. It isn't always socially acceptable for someone to say “I don't like kids.” Some childless people join support groups so they can network with others who are like them. This is the introductory paragraph of *childfree.net*, an internet site for people who have decided against having children:

We are a group of adults who all share at least one common desire: we do not wish to have children of our own. We are teachers, doctors, business owners, authors, computer experts - you name it. We choose to call ourselves "childfree" rather than "childless" because we feel the term "childless" implies that we're missing something we want - and we aren't. We consider ourselves childFREE - free of the loss of personal freedom, money, time and energy that having children requires.



Activity: **Childfree By Choice II**

QUESTIONS FOR DISCUSSION

1. Why do you think society often frowns upon people who do not have children?
2. What are some characteristics of good parents (eg, patient, energetic)?
3. Make a list of reasons for and against having children:

REASONS TO HAVE CHILDREN	REASONS NOT TO HAVE CHILDREN
<i>- children are fun</i>	<i>- raising children is expensive</i>



Activity:
It's Our Choice

INSTRUCTOR NOTES

In this listening activity, a young couple breaks the news to their parents that they do not intend to have children.

Timing: 45 minutes

- WARM-UP**
- *Childfree By Choice – I & II*, or:
 - Ask the class if they know any couples who are childless by choice.
 - Ask about ways in which these couples' lives are different from the lives of couples with children.
 - Ask learners if they might think of making the choice to be in a childless relationship.
 - Ask about who is affected in a couple's decision to remain childless.
- ACTIVITY**
- Play the audio (Track 25). Learners listen for the gist.
 - Replay the audio for Exercise I, and then take up the correct answers.
 - Divide the class into small groups for the discussion questions.
- FOLLOW-UP**
- Provide the class with feedback on their answers to Discussion Questions A, B and C.
- ANSWER KEY** • 1. F 2. T 3. T 4. F 5. T 6. T 7. F
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 454-459.
- VOCABULARY**
- pitter-patter; I beg your pardon; goody; whoa; calm down; parenting; selfish



Activity:
It's Our Choice

LISTENING TRANSCRIPT

Donald and his wife Susan are visiting Donald's parents for a Friday night supper. After supper, Donald and his father watch TV in the living room while Susan and her mother-in-law are in the kitchen cleaning up the supper dishes. Listen to the conversation between the two women.

Mother: *Susan, you and Don have been married for three years now, and I'm wondering, will we be hearing the pitter-patter of little feet soon?*

Susan: *I beg your pardon?*

Mother: *Susan, you know what I mean, when are you and Don planning on starting a family?*

Susan: *Yes, well I'm going to let Don answer that question. Don, can you come in here for a minute?*

Mother: *Oh goody, I'll bet he's going to tell me I'm going to be a grandmother soon!*

Donald: *Hey, what's going on here?*

Susan: *Hi, hon. Your mom wants to know when she is going to hear the pitter patter of little feet and I thought you should tell her.*

Mother: *Oh, I'm so excited!*

Donald: *Whoa, mom, calm down. Nobody's pregnant here.*

Mother: *You mean I'm not going to be a grandmother soon? Why, is something wrong?*

Donald: *No, ma, nothing's wrong. We've just decided we don't want to have kids.*

Mother: *Not ever?*

Donald: *Yeah, that's right. Susan had to practically raise her brothers and sisters by herself and she's had enough parenting. And, to be honest, I like my life just exactly the way it is so, no kids.*

Mother: *But I'm ready to be a grandmother right now.*

Activity: It's Our Choice

LISTENING TRANSCRIPT (Continued)

Donald's father comes into the kitchen.

Father: *Hey, am I missing out on something?*

Mother: *Oh Harold, we're never going to be grandparents because these two don't want to have children!*

Donald: *Dad, mom, it's not about you. It's our decision, really.*

Mother: *Oh yeah, then who's going to carry on our family name, and what should we tell all the relatives? You both are so selfish!*

Donald: *It is our choice, ma.*



Activity:
It's Our Choice

Exercise 1

Listen to the dialogue again, and circle **T** (for True) or **F** (for False) for each statement.

- T F** 1. Everyone is in the kitchen.
- T F** 2. Donald's mother wants Donald and Susan to have children.
- T F** 3. Susan decides that Donald should answer his mother's question.
- T F** 4. Susan wants to be a mother.
- T F** 5. Donald really likes his life the way it is now.
- T F** 6. Donald feels that he and Susan should be the ones to decide whether they are going to have children.
- T F** 7. Donald's mother finally agrees that they shouldn't have children.

Exercise 2

In small groups, discuss the following questions:

- A. *Susan, you and Don have been married for three years now, and I'm wondering, will we be hearing the pitter-patter of little feet soon?*
What does the idiom the *pitter-patter of little feet* mean?
- B. Why does Susan say, "*I beg your pardon?*" to her mother-in-law when in fact she did hear the question?
- C. What does the mother mean when she says "...*then who's going to carry on our family name....?*"
- D. Do you think that Donald and Susan have a right to make their own choice to remain childless, without considering the feelings of Donald's parents?



Activity:

If I Were In Your Shoes

INSTRUCTOR NOTES

This advice game is a group listening and speaking activity that can be used to practice or assess proficiency with modals and the unreal conditional.

Timing: 45 minutes

WARM-UP

- Prepare the game in advance by cutting out the slips of paper on the problem sheets and placing them in an envelope. One envelope is required for each group of 4 or 5.
- There are 10 generic family problems as well as separate sets of problems specific to the concerns of seniors, women and young adults. Choose whatever combination of problems is most suitable for your learners. You may wish to print the different categories of problems onto different colours of paper.
- Present the class with a real or imaginary family problem, and solicit advice. Write their ideas on the blackboard, and underline any modals they may have used.
- Focus attention onto these modals and compile a list of ones that are used for advice-giving (*should, shouldn't, ought to, had better, must, must not, etc*). Tell the class that they are going to participate in an advice-giving activity and that they should practice using these expressions.
- If desired, also review the unreal conditional for the first person (*If I were you...*) and explain the idiom *If I were in your shoes*.

ACTIVITY

- Divide the class into groups of four and give each group “How to Play the Game” and an envelope of problems. Allow all the groups some time to figure out the rules on their own, but expect some groups to require further explanation before they understand what to do.

FOLLOW-UP

- At the conclusion, ask each group to identify its wisest member.

VARIATION

- Add a competitive element to the game with this extra rule: the reader gives the slip of paper to the group member whose advice he deems best. At the end of the game, everyone counts up their slips and whoever has the most is proclaimed *village elder*.
- Most of the problems can double as role-play scenarios.



Activity:

If I Were In Your Shoes

INSTRUCTOR NOTES

- ASSESSMENT**
- Instructors circulate and listen to learners as they discuss their answers.
 - CLB Performance Indicators:
 - ~ speaks with appropriate eye contact, body language, voice volume, rate, fluency and intelligibility
 - ~ gives thanks for the help and information
 - ~ expresses opinion
 - ~ agrees and disagrees
 - ~ expresses necessity and reason
 - ~ gives simple advice
 - ~ states the reason
 - ~ responds to requests for facts and opinions relating to text
- SOURCE**
- This is an adaptation of an activity from Jill Hadfield, *Advanced Communication Games*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 454-459.
- VOCABULARY**
- From the generic family problems: *If I were in your shoes*; spouse; insist; offend; an only child
 - From family problems for seniors: shocked (adj); antique; bossy (adj); *bite one's tongue*; old fashioned; reunion; alcoholic; quarrel
 - From family problems for women: *mind one's own business*; picky eater; disgusting; bicker; misbehave; spoiled (adj); respectful; miserable
 - From family problems for youth: life style; respected (adj); attraction; faithful; brag; bossy; affectionate; reliable; sensible; overweight



Activity:

If I Were In Your Shoes

HOW TO PLAY THE GAME

1. Play this game in groups of four.
2. One person takes a slip of paper out of the envelope and reads it to the group members slowly and clearly. The reading begins with “I have a problem...” and explains a family problem. Group members must ask the reader to repeat and explain sentences that they don’t understand.
3. After they have finished listening to the problem, the 3 group members take turns giving advice to the reader, going in a clockwise direction. They may not repeat the advice already given by another learner; they must give different advice even if it is not as good.
4. The reader listens to everyone in the group carefully, and asks questions where necessary. When all three have finished, the reader announces whose advice she or he would take (and possibly gives reasons).
5. A second person removes a slip from the envelope, reads, and play continues in this manner until all the slips have been used.



Activity: If I Were In Your Shoes

10 GENERIC FAMILY PROBLEMS

I have a problem. I have been offered a really good job, but if I take it, our family will have to move. My husband likes his job here in this city, and doesn't want to move. But if I don't take the job, I may never get another chance to find a position in my career, because I'm a chemist and there are very few jobs in chemistry. We have two teenage children. One is willing to move and the other isn't. I think it would be very bad for our family to separate, because teenagers need to live with both parents so they stay in control. What should we do?



I have a problem. I have two lovely and healthy children, ages 1 and 3. My wife wants another, but I don't. She really, really, really wants another, and I really, really, really don't. I'm already finding it difficult to raise two children because it's expensive and it takes so much energy that I can't focus on my professional career. I spent many years training for my job, and I want to have kids and advance far in my career. I can't do that if we have a big family. But I also want my spouse to be happy. What do you think I should do?



My family is very happy, but we have one small problem. I am happily married to a wonderful person, and we have two very nice kids. My father-in-law is coming to stay with us for 2 months over the winter. He is a nice man, very funny, very interesting, and we like each other very much. The problem is that he is a heavy smoker. He smokes about one pack of cigarettes each day, and he smokes them indoors. I can't open the windows and air out the house here in Canada in winter. I don't want to live with the smell, and I'm also concerned about my children and the second-hand smoke. But he is my guest and I don't want to offend my father-in-law. Where we come from, people smoke wherever they want to – it's not like Canada where you have to go outside to smoke, so he doesn't understand. Do you have any advice for me?





Activity: If I Were In Your Shoes

10 GENERIC FAMILY PROBLEMS (Continued)

Here's my big problem. My family and I immigrated to Canada two years ago. I love it here, but my spouse hates it. I want to stay, and she wants to go back. She says we'll never find good jobs here, and she misses friends and family too much. I think we should wait longer, be patient, and think about our children's future too. But my spouse is miserable and very homesick. What should we do?



Please tell me what you think about this problem. Every time we have a holiday, my wife wants to go visit her parents. I like my in-laws, but I want to spend time with my own family too. My parents ask why we spend so much time with my in-laws and so little time with them. My wife says that it's because her mother helps out with our young kids, and that my mother is too old to help. That's true. My parents are old and they are not active, so when we are at my mother's house, we are always worrying that our children will do something wrong. We are more comfortable at my mother-in-law's house. But still, I love my parents and I want to see them, and I don't want them to feel hurt. What should I do?



I have a difficult problem. I am an only child, and my mother is too old to look after herself. She needs help to eat and help to use the toilet, so she needs someone to be with her all the time. The problem is that I can't quit my job because we need the money. My spouse works full-time but he doesn't make very much money, and I earn twice as much. If I quit work to look after my mother, we won't have enough income. My spouse doesn't want to quit working to stay home with my mother. She is living in another city, but she cannot continue to live alone. What do you advise?





Activity: If I Were In Your Shoes

10 GENERIC FAMILY PROBLEMS (Continued)

Here's my problem. My brother loves my children (ages 3 and 4) but he doesn't have any children of his own, and he doesn't know how to talk to them. He speaks to them in a loud voice that frightens them, and he yells things like "No, be careful" when we are crossing the street. He means well, but he scares them. He keeps telling me that my spouse and I should go away on a short holiday and he will take care of our kids, and I always thank him and tell him "later." Now, however, my spouse's mother is very sick and we need to go back to our home country next week to see her and maybe say "goodbye" to her. Her house is very small and it would be a bad situation for young children, so I don't want to take them. My brother insists that he will look after them. I don't want to leave them with a man who frightens them, but if I leave them with a friend my brother will be terribly upset and hurt. What should I do?



I have a problem. I live with my spouse and two grown-up children (ages 19 and 23). We are all very busy because my spouse and I have demanding jobs and our kids are full-time university students. We have bought a house and we all like to play sports. The problem is our home. It is always very dirty and messy, and nobody wants to cook and wash dishes. We all say we are too tired!! I feel that we should try to have a clean and comfortable home, so we are always arguing about who is going to do the housework. Do you have any advice for me?



Here's my problem. My family is always complaining about my cooking. I try to do my best, but nobody taught me how to cook when I was young, and now it's difficult for me to learn to cook when I am trying to learn English, work, look after kids and do so many other things. It's true that I sometimes burn the food, but usually it's ok, and my spouse and kids are always complaining, complaining, complaining about it. They never like what I have prepared for them. My kids are 7 and 9 years old, and my spouse is always very busy. It's getting depressing. We don't have enough money to go out to restaurants all the time. Do you have any ideas for me?



I have two problems because I have two teenagers. One is 15 and the other is 17. They are both in high school. They both think they should be allowed to stay out as long as they like on weekends. I want them to come home by 11:00, and they tell me I'm crazy. They never listen to me. My spouse doesn't help me control them. What should I do?







Activity: If I Were In Your Shoes

FAMILY PROBLEMS FOR SENIORS


I have an unusual problem. My adult daughter has been a single woman for many years. She never showed much interest in men, and she never found one to start a family with. That's why I was so pleased when she told me she has met a man at work whom she really likes, and she is thinking of marrying him. Of course, I wanted to meet him, and so last week she brought him home. I was so shocked!!! My daughter is 38, and her boyfriend is only 23! He seems to love her ... but ... what should I do? Should I say anything?



Here is my problem. For years I have loved antiques, but I am not rich. Three months ago I saw a beautiful antique artwork for sale, but it is extremely expensive – thousands of dollars. It is exactly what I have always wanted, and it is so beautiful that I cannot stop thinking about it. I know it is expensive, but I have enough money to buy it. If I were rich, I would buy it immediately. The problem is that I have two adult children, and they don't have much money. They are good people, and they have both chosen careers that help others. Unfortunately, their jobs do not pay well. I want to buy this artwork, but I also feel I should save my money for my children. What do you advise me to do?



I need your advice. My son and daughter-in-law have invited me to stay with them from June to September. It will be during the school holiday, and the plan is that I will look after my grandchildren because both parents are working. They will take 2 weeks of vacation, and we will all go away on a holiday to the Rocky Mountains together. It sounds like a very nice idea except for one thing: I don't like my daughter-in-law. She is very bossy and I don't like the way she talks to my son. I must always "bite my tongue" when I am around her. If I suggest something she doesn't like, she calls me old-fashioned. I want to visit them and go on holiday with them, but would it be a disaster?





Activity: If I Were In Your Shoes

FAMILY PROBLEMS FOR SENIORS (Continued)

I have a problem. My son wants to marry a young woman who is extremely beautiful. I'm worried about it, though. He is very intelligent, and he has a high-paying job in computers, but he is not very wise and he doesn't understand women. I have met this girlfriend and she's ok, but I don't think she is in love with him. I think she is more interested in his money. My son has never asked me directly for advice, but he keeps mentioning to me that he's thinking of marrying her. Should I say something to him? He's 28.



My brother and brother-in-law had a big fight a long time ago, and they haven't spoken to each other for 25 years. I think it's time for them to stop fighting. We are all getting old, and it's time to make peace in our family. I want to invite all my relatives to come to a big family reunion, with all our spouses and all our children and grandchildren. My spouse thinks it's a bad idea and that it could cause trouble. I say it's time to forgive and forget, and I think my brother and brother-in-law just need somebody like me to bring them together. What do you think?



I have a very sad problem. My adult son is an alcoholic. It's a terrible thing, and he is very sick. He was living in another city, but he has lost his job and now he wants to come back home. The problem is that he is still drinking, and when he is drunk he gets violent. The last time he lived with us, he broke furniture and even stole some money. We had to tell him to leave. Now, my spouse has a heart condition and I'm afraid of what might happen if my son returns home. But he is our child ... so I don't know what to do. Do you have any advice for me?



Here's my life: I'm getting old, I'm alone, and I'm bored. I'm still healthy, but I'm lonely. I don't want to be a burden for my children. What should I do?



My spouse and I have been happily married for 35 years, but when we retired, we started to have problems. The problem is that we are home all day together, and we don't get a break. We're always together, and it's too much. We are driving each other crazy. We quarrel all the time over unimportant things, like little children. What should we do?





Activity: If I Were In Your Shoes

FAMILY PROBLEMS FOR WOMEN

I need some advice. I am good friends with my neighbour. I have noticed that she and her husband don't have a happy marriage. He often comes home very late and she is often in a bad mood. One night I was out with my husband celebrating our anniversary at a romantic restaurant. My neighbour (the husband) entered the restaurant with another woman. He sat holding this woman's hand and it was clear that they are romantically involved. I was very embarrassed, and my husband and I quickly left the restaurant before our neighbour saw us. Now, I'm wondering what I should do. I am friends with my neighbour, but we are not close, close friends. Should I tell her? Keep the secret and mind my own business? Do something else?



Here's my problem. My 13-year old boy is a picky eater. He hates meat and he says it is disgusting to eat dead animals. He refuses to eat many good foods, but his body is growing quickly and he needs very nutritious food. What should I do?



I have 3 problems because I have 3 girls, ages 11, 13 and 15. God help me! Their bodies are changing and they get into terrible moods. They sometimes argue and fight with me and my husband, but they are always fighting with each other. They bicker about what television program to watch, about who took whose clothes, about what radio station to listen to in the car – they bicker all the time about every small thing. They get madder and madder, and louder and louder. My husband and I are going crazy. How can we bring peace back into our home?



Here's a problem, ladies. My husband doesn't help with the housework. He says housework is for women, not for men. He says that if Canadian men want to do housework, that's their business, but he wasn't born in Canada so he isn't going to do it. We always had servants before, but here in Canada I have become the servant. I do all of the cooking and dishes at night while he sits in front of the TV. I'm so tired, and I'm getting depressed because I don't have time to study English. I know I will always be an outsider here in Canada if I don't speak the language. Do you have any advice for me?





Activity: If I Were In Your Shoes

FAMILY PROBLEMS FOR WOMEN (Continued)

I need some advice. My husband and I have been married for 15 years, and we have 4 lovely children. I was beautiful when we got married, but that was 15 years ago. Now I'm tired all the time, have a headache every night by 8:00 pm, and I don't have time or money to make myself look nice. The problem is that I have noticed that my husband has started looking at other women. I don't think he's misbehaving ... yet ... but I'm getting a little worried. What should I do?



Here's my problem. My husband is a very nice man and he loves our two children dearly, but he is not soft and gentle with them. He is especially hard on our son. To be honest, I don't think our son is as smart as our daughter. She does very well in school without trying. Our son studies very, very hard but his marks aren't good. My husband says angry things to him like "What's the matter with you?" and "You should stop dreaming and start trying." I feel so sorry for our son. He is a very nice boy, a very good boy, and it's not his fault if he isn't smart. It breaks my heart. What should I do?



I have a problem. My husband and I both work full time, and my parents look after our children, who are ages 5 and 7. We asked my parents to look after them because we want them to learn our native language and because it's important for children to be close to their relatives. Also, my parents love to be with their grandchildren. The problem is that my parents have "spoiled" the kids, and they can't control them. My parents always give them whatever they want and they never force them to behave well or to be respectful. When our kids do something bad, my parents just laugh and say "Don't worry about it. Kids grow up quickly." It wasn't a problem when the children were younger, but now they have started school and they are getting into trouble with their teachers. What should I do?



My daughter has a problem. We came to Canada 4 months ago, and my husband and I like it very much. But our 14-year old daughter is having a lot of trouble learning English, and we didn't expect that. She isn't happy at school because she can't speak English, so she's alone -- the other girls don't talk to her. She cries every morning at breakfast, and at night she has nightmares (bad dreams). She is miserable, and it is making us miserable too. Every day she says "Can we go back?" We are beginning to wonder if we should leave Canada. What do you think we should do?





Activity: If I Were In Your Shoes

FAMILY PROBLEMS FOR YOUNG ADULTS

My spouse and I have been married for two years, and we are beginning to have some problems. We want different life styles. My spouse wants to save money and doesn't like to go out very often. I don't like staying in our apartment and watching television on Saturday nights. I say that is for old people, and my spouse says I am like a child. I want to spend some money and enjoy life, but the only thing my spouse wants to do is save money for a house. We are beginning to fight a lot about this. What should we do?



I have a problem. My parents expect me to graduate from university and become a respected professional, like a doctor, lawyer or engineer. I have always done very well in my studies and I always have good marks, but I have begun to hate my classes. I would like to quit studying science and become an artist. I actually have a lot of artistic talent. The thing is, artists in Canada don't make much money, and my father gave up a professional job in his first country to immigrate to Canada and make a better life for me. Now he's a taxi driver, and he expects me to complete my education and get a good job. What should I do?



Here's my problem. I am in love with a wonderful woman, and I want to get married. I have known my sweetheart for a long time, and she is very nice, good-looking, and has a good job, but there is one thing that worries me. I don't like her family. I don't think they are good people. Should I go ahead and get married to the person I love even if her family isn't good?



I have a problem. I have been happily married for 5 years. I enjoy being with my spouse, but the romance and attraction have already gone out of our relationship. There is no fire between us. We are more like friends. I want to be faithful to my spouse and I want my spouse to stay faithful to me. I'm worried about what the future will bring, since we have only been married for 5 years and it seems like 50. Do you have some advice?





Activity: If I Were In Your Shoes

FAMILY PROBLEMS FOR YOUNG ADULTS (Continued)

Here's my problem -- I don't know what to do with my life. For years, I studied very, very hard to get into medical school. Now I am in the second year of the program, and I don't like it. I had to watch some surgery yesterday and it made me feel sick. My parents are very proud of me, and when I was accepted into medical school they phoned everyone to brag about it. They're always telling me how proud they are. I don't want to break their hearts, but I'm sure I don't want to be a doctor, nurse, medical researcher, or to do anything that relates to health and bodies. To be honest, I don't know what I want. What should I do?



Friends, here's my problem. I was madly in love with my spouse when we got married, but my eyes are slowly opening. I am beginning to see that my spouse isn't always a good and kind person. For example, sometimes I want to give money to poor people, but my spouse just says, "Why waste our money? That money will never reach the poor anyway." My spouse loves our two families very much, but doesn't seem to care about anyone else. We don't have kids yet, but I want them to grow up to become good citizens, and good members of society. I don't think my spouse will be a good example for them. What should I do?



I have a problem. I love my spouse and my father-in-law, but I don't like my mother-in-law. She is too bossy and she is always telling us what to do. I think she knows that I don't like her, and I have a feeling that she doesn't like me either. It doesn't matter because we live far apart. We have always been polite to each other and my spouse doesn't know how I feel. But now, we are expecting our first child and my spouse invited my mother-in-law to come and stay with us for 3 months. She immediately said she will come, but I'm afraid that if she stays for 3 months, we will end up having a big fight. What should I do?





Activity: If I Were In Your Shoes

FAMILY PROBLEMS FOR YOUNG ADULTS (Continued)

Here's my problem. There are 2 special people in my life, and both want to marry me. I love them both, but they are very different.

Here is how I would describe the first one:

- very funny
- interesting, not very affectionate, not very reliable
- intelligent
- enjoys restaurants, movies, casinos, having a good time
- changes jobs a lot
- very, very **HOT!!!**

Here is how I would describe the second one:

- very loving
- faithful, sensible, but boring
- likes to be with family members, loves kids
- has a good job
- a little overweight
- very, very **nice !!**

So you see, they are very different. One is exciting and dangerous, and the other is safe and boring. Which one do you think I should marry?



LINC 4

Health
and Safety

Based on Canadian Language Benchmarks



Activity:

Canadian Superfoods

INSTRUCTOR NOTES

A reading on Canadian superfoods describes the health benefits of blueberries, cranberries and salmon.

Timing: 30 minutes

- WARM-UP**
- Ask the class if they know of any foods that are native to Canada, and list their responses on the board (for example, turkey, maple syrup).
 - Tell the class that they are going to read about some native Canadian foods, and show them that the article has no title.
 - Explain that they will be expected to compose a suitable and appropriate title after they have finished reading.
- ACTIVITY**
- The passage contains a lot of vocabulary related to health and nutrition, so it is best if the class reads the article together; the instructor should stop to ensure comprehension at the end of each paragraph.
 - Point out that a title relates to the main idea of a passage, and that it is possible to understand the main idea without understanding each detail. (See also “Variation” below.)
 - Learners must put away the reading before they begin the “Fill in the Blanks” activity.
- FOLLOW-UP**
- Instructors provide feedback to learners on titles for the reading passage.
 - *Cranberries, A North American Superfruit*
 - *Steps For Buying And Freezing Blueberries*
- VARIATION**
- Elicit possible titles for the text and list them on the board; include “Canadian Superfoods”. Learners select the one they deem most appropriate.
- ANSWER KEY**
- Fill In The Blanks:
Fresh and frozen blueberries are available year-round **in** grocery stores. Canadians enjoy blueberries fresh **in** fruit salad, but more often **they** eat the fruit cooked in desserts **and** snacks like pies and muffins. The berries have **a** mild taste **and** a strong purple-blue colour. The chemicals **that** give the blueberry this dark colour are also very healthy: they protect the cells in **our** bodies against damage that comes with age. These chemicals (called *antioxidants*) protect important organs **like** our hearts, eyes and brains from aging, and they **also** fight cancer and other diseases. Blueberries contain more antioxidants **than** most other fruits and vegetables.



Activity:

Canadian Superfoods

INSTRUCTOR NOTES

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 486-491.

VOCABULARY • junk food; native; nutrition; mild; organs; bladder and urinary tract; sour; bitter; stroke; poutine; *antioxidants*; *omega-3 fatty acid*



Activity



Blueberry



Cranberry

Read this article, and then write a title on the line above.

Did you know that there are special foods that help keep your body young? Did you know that many of these superfoods come from Canada? No, they're not potato chips and soda pop – they're blueberries, cranberries and salmon.

Fresh and frozen blueberries are available year-round in grocery stores. Canadians enjoy blueberries fresh in fruit salad, but more often they eat the fruit cooked in desserts and snacks like pies and muffins. The berries have a mild taste and a strong purple-blue colour. The chemicals that give the blueberry this dark colour are also very healthy: they protect the cells in our bodies against damage that comes with age. These chemicals (called antioxidants) protect important organs like our hearts, eyes and brains from aging, and they also fight cancer and other diseases. Blueberries contain more antioxidants than most other fruits and vegetables.

Another superfood, the cranberry, comes from the same plant family, but it has different health benefits. In addition to being nutritious, cranberries protect the body against bladder and urinary tract infection. Cranberries are dark red and they taste very sour and bitter, so most Canadians drink their cranberries in sweetened juice.

Salmon are fish that live in the Northern Atlantic and Pacific Oceans. Cold-water fish contain a type of fat called omega-3 fatty acid. Omega-3 is not found in most foods, and it is very good for the heart and blood system. It helps prevent heart attack and stroke. Salmon is sometimes called "brain food" because the omega-3 fatty acids are also good for the fat in our brains. Red salmon is slightly healthier than pink, but it is also more expensive.

The next time you want to try some Canadian foods, forget about the doughnuts and poutine! Try blueberries, cranberries and salmon for delicious Canadian flavours that will make you strong and healthy.





Activity: Canadian Superfoods

Fill In The Blanks

Read this paragraph and write your “best guess” in the blanks. Your instructor will read the paragraph aloud after you have finished writing, so you can fill in any missing words and correct your answers.

Fresh and frozen blueberries are available year-round _____ grocery stores. Canadians enjoy blueberries fresh _____ fruit salad, but more often _____ eat the fruit cooked in desserts _____ snacks like pies and muffins. The berries have _____ mild taste _____ a strong purple-blue colour. The chemicals _____ give the blueberry this dark colour are also very healthy: they protect the cells in _____ bodies against damage that comes with age. These chemicals (called antioxidants) protect important organs _____ our hearts, eyes and brains from aging, and they _____ fight cancer and other diseases. Blueberries contain more antioxidants _____ most other fruits and vegetables.



Activity:

Steps For Buying And Freezing Blueberries

INSTRUCTOR NOTES

This sequencing activity can be used independently or as a follow-up to Canadian Superfoods.

Timing: 10-15 minutes

- WARM-UP**
- Prepare one set of six cut-out and scrambled steps in an envelope for each learner.
 - Give each learner the introductory instructions page and read it to ensure learners comprehend the task.
- ACTIVITY**
- Give the learners their own set of six steps, and instruct them to arrange the strips in the correct order on their desks. Then, they number the strips from 1 (first step) to 6 (final step) and hand them in for assessment.
- VARIATION**
- If the activity is not intended for assessment, it can be varied as follows:
 - ~ Give each learner only one strip. They must find classmates with the remaining strips and put themselves in the correct order, forming a 'conga line'.
- ANSWER KEY**
- 1. First, buy blueberries that are fresh and not over-ripe. At the store, shake the blueberry container gently and watch the berries. If they move around separately, they are good. If the berries stick together and do not move separately, they are too old and soft.
 - 2. When you bring your blueberries home, rinse them in cool water and remove any bad berries. Then, dry them on towels.
 - 3. Move the clean and dry berries onto cookie sheets or other shallow containers. Freeze them in a single layer.
 - 4. After the berries have frozen, transfer them into plastic bags or other frozen food containers.
 - 5. Seal the containers.
 - 6. Now, you are ready to enjoy your frozen blueberries! Put them straight from the freezer onto your morning cereal, or add them to cakes and muffins. You can use your blueberries for up to a year after they were frozen.
- ASSESSMENT**
- Instructors correct individual learner responses.
 - CLB Performance Indicators:
 - ~ follows 1 to 6 step instructions
 - ~ numbers steps in sequence
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 486-491.
- VOCABULARY**
- ripe; shake; stick (v.); towel; cookie sheet; container; transfer; seal (v.)

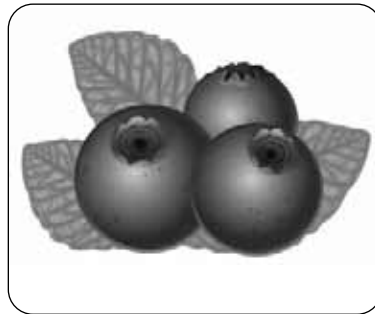


Activity:

Steps For Buying And Freezing Blueberries

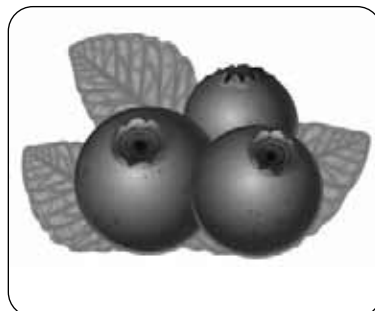
STEPS FOR BUYING AND FREEZING BLUEBERRIES

Blueberries are expensive, but they freeze well. Some people like to buy fresh blueberries when they are on sale, and then freeze them for future use. Your instructor is going to give you six-step instructions on how to prepare frozen blueberries, but the steps are mixed up! Your job is to read the steps and arrange them in the correct order.



STEPS FOR BUYING AND FREEZING BLUEBERRIES

Blueberries are expensive, but they freeze well. Some people like to buy fresh blueberries when they are on sale, and then freeze them for future use. Your instructor is going to give you six-step instructions on how to prepare frozen blueberries, but the steps are mixed up! Your job is to read the steps and arrange them in the correct order.





Activity: Steps For Buying And Freezing Blueberries

STEPS FOR BUYING AND FREEZING BLUEBERRIES

_____ First, buy blueberries that are fresh and not over-ripe. At the store, shake the blueberry container gently and watch the berries. If they move around separately, they are good. If the berries stick together and do not move separately, they are too old and soft.



_____ When you bring your blueberries home, rinse them in cool water and remove any bad berries. Then, dry them on towels.



_____ Move the clean and dry berries onto cookie sheets or other shallow containers. Freeze them in a single layer.



_____ After the berries have frozen, transfer them into plastic bags or other frozen food containers.



_____ Seal the containers.



_____ Now, you are ready to enjoy your frozen blueberries! Put them straight from the freezer onto your morning cereal, or add them to cakes and muffins. You can use your frozen blueberries for up to a year.





Activity:

Cranberries, A North American Superfruit

INSTRUCTOR NOTES

Learners listen to information about cranberries and then complete comprehension exercises.

Timing: 45+ minutes

WARM-UP

- *Canadian Superfoods*
- Ask the class if anyone has tasted cranberries, and whether they liked them.
- Ask if anyone knows why the cranberry is considered a superfood.
- Prepare Exercise 3 in advance. Provide one set of six cut-out strips in an envelope for each class member.

ACTIVITY

- Play the audio (*Track 26*). Learners listen for the gist.
- Instruct learners to listen again for the four reasons why cranberries are called a *superfruit*, and replay the first part of the audio. Elicit the four reasons and write them on the blackboard along with any new vocabulary that arises during discussion.
- Hand out Exercises 1 and 2. Learners work on the first one independently and with a partner for the second. It may be necessary to re-play the audio. Take up the correct answers.
- Hand out one envelope of the Exercise 3 sequencing strips to each class member. Instruct them to listen to the audio again, and then play the final section. While learners listen, they place the strips in order on their desks. Afterwards, they number the strips from 1 (first step) to 6 (final step) and hand them in for assessment.

FOLLOW-UP

- Direct learners to Lyle Slater's website for more information on cranberries and how to grow them: <http://www.uc-cranberries.com/>
- *Honey: An Ontario Superfood* (available on the companion website)

VARIATION

- Exercise 3 can also be done in conjunction with *How To Prepare A Healthy Snack*.
- For writing practice, learners add a few connecting expressions such as "after that" and "then" to the strips after they have been sequenced.

ANSWER KEY

- Exercise 1: 1. b 2. b 3. a 4. b 5. c 6. c
- Exercise 2: C. 1 E. 2 A. 3 D. 4 F. 5 G. 6 H. 7 B. 8



Activity:

Cranberries, A North American Superfruit

INSTRUCTOR NOTES CONTINUED

- ASSESSMENT**
- Exercise 3 can be used for listening assessment.
 - CLB Performance Indicators:
 - ~ follows instructions and directions relating to movement and position in space, manner, frequency and duration

- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 486-491.

- VOCABULARY**
- vital; advantageous; antioxidant; flavonoids; cardiovascular; urinary; bladder infections



Activity:

Cranberries, A North American Superfruit

LISTENING TRANSCRIPT

By now, you probably know how advantageous superfoods are to your health. But did you know that there is a superfruit that grows only in North America? What do you think it is? Listen to this article and find out more!

Cranberries are one of the few fruits that are actually native to North America. Long before any immigrants arrived here, Native Americans, who called cranberries ‘sassamanash’, ate and used them in food as a vital source of Vitamin C. Today, scientists have discovered that cranberries have even more benefits than previously known.

Here are four reasons why scientists consider that cranberries are helpful for your health.

Reason # 1

Cranberries are packed full of antioxidants and other natural compounds that promote health and wellness.

Reason # 2

Cranberries contain flavonoids that have been effective in preventing certain types of cancers.

Reason #3

For years, North American women have been drinking cranberry juice as a remedy for bladder infections and to maintain urinary tract health.

Reason # 4

Recent studies have shown that drinking cranberry juice is good for your cardiovascular health.

In Canada, cranberries, which are also called ‘moss berries,’ are found in five provinces: British Columbia, New Brunswick, Nova Scotia, Quebec and Ontario. Now, where in Ontario can you find this marvelous berry grown? Well, in all of Ontario, there are only three commercial cranberry growers.

Lyle Slater, who owns Upper Canada Cranberries, is a cranberry farmer in eastern Ontario. The other two cranberry growers are located in the Muskoka area, north of Toronto. Lyle’s cranberry farm is located in the city of Ottawa. He says he has done a lot of research and, as far as he knows, he is the only cranberry grower in the entire world that is operating within the boundaries of a city. Lyle is very enthusiastic about the amazing benefits of cranberries, and enjoys telling people how he became a cranberry farmer. To learn his story and other interesting details about cranberries, visit his website at: <http://www.uc-cranberries.com/> On his website, Lyle likes to share cranberry recipes with the public.

His recipe for Canadian Cranberry Sauce is uniquely Canadian. Here’s how you make it: You will need four major ingredients. Naturally, the first ingredient is going to be cranberries. You’ll need two cups of fresh or frozen cranberries. Next, you’ll need a half cup of water and a half cup of brown sugar. Of course, the ingredient that makes this recipe uniquely Canadian is a half cup of real maple syrup! If you want to, you can include a teaspoon of shredded orange peel. Let’s begin by putting the sugar, maple syrup, and water in a pot and heating everything until it boils. Next, just add the cranberries, and keep stirring and cooking. When you hear the cranberries pop, stop cooking. That’s it – you’ve made cranberry sauce. Finish by adding the orange peel. This wonderful sauce can be eaten hot or cold.



Activity:

Cranberries, A North American Superfruit

Exercise I

Fill in the blanks to complete these sentences. Use words you heard in the audio.

1. Cranberries are one of the few fruits that are actually _____ to North America.
a. useful b. native c. advantageous
2. Native Americans ate cranberries because they contained Vitamin _____.
a. B b. C c. D
3. Cranberries are helpful to health because they are _____ full of antioxidants and other natural compounds.
a. packed b. sometimes c. never
4. Another name for cranberries is _____.
a. blueberries b. moss berries c. loganberries
5. Cranberries are found in British Columbia, New Brunswick, Quebec, Ontario and _____.
a. Manitoba b. Alberta c. Nova Scotia
6. Lyle Slater's research told him that he was the only cranberry farmer in the _____ world that was operating within the boundaries of a city.
a. wide b. human c. entire



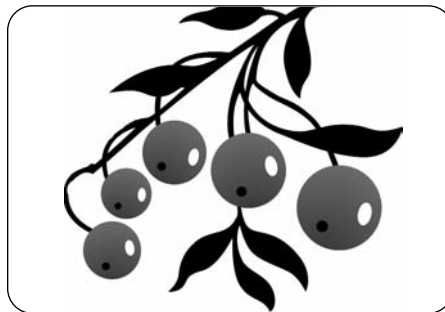
Activity: Cranberries, A North American Superfruit

Exercise 2

Work with a partner. Read these questions and write the letter of the correct answer in the blank space.

Questions

- _____ 1. What are two different names for cranberries?
- _____ 2. What makes this cranberry sauce recipe Canadian?
- _____ 3. Where are cranberries grown in Canada?
- _____ 4. Why did Native Americans eat cranberries?
- _____ 5. Why are cranberries helpful to health?
- _____ 6. How many commercial cranberry farms are there in Ontario?
- _____ 7. Where are these cranberry farms located?
- _____ 8. How long must you cook cranberries to make cranberry sauce?





Activity: Cranberries, A North American Superfruit

Exercise 2 (Continued)**Answers**

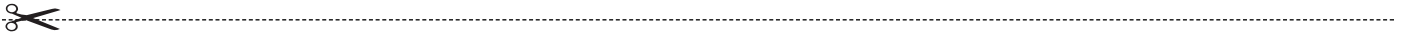
- A. Cranberries are grown in British Columbia, New Brunswick, Nova Scotia, Quebec and Ontario.
- B. You must keep cooking the cranberries until they pop.
- C. The Native American name for cranberries was 'sassamanash' and another name is 'moss berries'.
- D. Native Americans ate cranberries because they have a lot of Vitamin C.
- E. Maple syrup added to the cranberries makes this sauce recipe uniquely Canadian.
- F. Cranberries are helpful to health because they are packed full of antioxidants and other natural compounds.
- G. In all of Ontario, there are only three commercial cranberry growers.
- H. In Ontario, two cranberry farms are found in the Muskoka area north of Toronto, and one is located in the city of Ottawa.



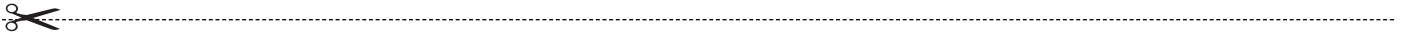


Activity: Cranberries, A North American Superfruit

Exercise 3



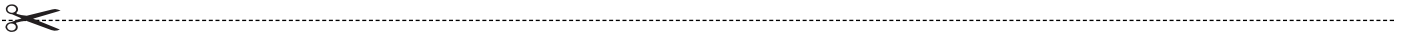
_____ Add 2 cups of cranberries.



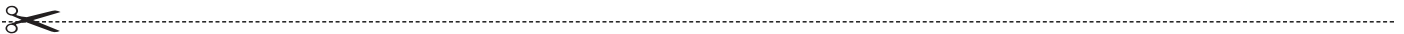
_____ Add a teaspoon of (shredded) orange peel, if you want it.



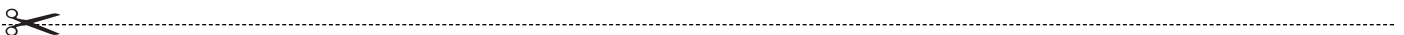
_____ Heat them until they boil.



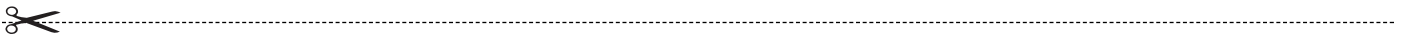
_____ Keep cooking and stirring until the cranberries pop.



_____ Now, you are ready to eat your cranberry sauce either hot or cold.



_____ Put $\frac{1}{2}$ cup of water, $\frac{1}{2}$ cup of brown sugar, and $\frac{1}{2}$ cup of maple syrup into a pot.





Activity:

How To Prepare A Healthy Snack

INSTRUCTOR NOTES

This is a writing and paired listening and speaking activity.

Timing: 30 minutes

- WARM-UP**
- Canvas the class to find out who is hungry and what they would like to eat.
- ACTIVITY**
- Learners follow the directions on the sheets (“Prepare to Speak” and “Prepare to Listen”). Once the writing component is complete, pair up learners who sit across the room from one another for the speaking component. If the writing will be used for assessment, reiterate that learners should compose complete sentences.
- FOLLOW-UP**
- Some classes may wish to follow this up with a recipe exchange or a pot luck meal.
- VARIATION**
- Before learners begin writing, give them a list of basic food preparation terms (cut, slice, chop, spread, stir, drain, boil, simmer). Some of these are introduced in *Cranberries, A North American Superfruit*.
 - Incorporate a review of the imperative form.
- ASSESSMENT**
- For writing assessment, collect and mark the preparation steps. Stress that learners should compose complete sentences. For speaking assessment, instructors listen to learners as they give instructions to their partners.
 - CLB Performance Indicators:
 - ~ uses simple structures with few errors in grammar
 - ~ uses adequate vocabulary for topic
 - ~ give spoken directions (listener can follow the directions)
 - ~ uses explicit markers/logical connectors
 - ~ summarizes and repeats back
 - ~ indicates non-comprehension
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 486-491.
- VOCABULARY**
- nutritious; simple; preparation steps; spread; catch (understand)



Activity:

How To Prepare A Healthy Snack

PREPARE TO SPEAK

1. You are going to tell a classmate how to prepare a simple and nutritious snack or drink. Choose something that you enjoy here in Canada, or else something that is traditional in your culture.
2. Think for a minute, and select your simple snack or drink.

What is it called? _____

3. Now, you are going to explain the preparation steps clearly and in detail, so that your classmate could go home and prepare it alone. Start by writing some notes. (See the Example below.) Write as many sentences as you need. Use your dictionary or ask your instructor or another classmate for help with vocabulary.
4. Later, when you are explaining the preparation steps to your partner, you can use your hands to communicate ideas like 'cut', but **DO NOT SHOW YOUR WRITING TO YOUR PARTNER.**

First, _____

Second, _____

Third, _____

Next, _____

Then, _____

Finally, _____

Example:

What is it called? Peanut butter and honey sandwich.

First, buy some peanut butter and some whole wheat bread.

Second, take two slices of bread and put them on a plate.

Next, spread peanut butter onto one slice of bread.

Then, spread honey on top of the peanut butter.

Finally, put the other slice of bread on top and cut the sandwich with a knife.



Activity:

How To Prepare A Healthy Snack

PREPARE TO LISTEN

1. You are going to listen to your partner explain how to make a simple snack or drink. You want to understand your partner very clearly, so that you could make it yourself when you get home.
2. Every time your partner explains a step in preparing the food, you will repeat what you hear back to your partner, to make sure you understood correctly. If you didn't understand what your partner said, you will need to ask for help.
3. Here are some polite ways to communicate that you didn't understand:

I'm sorry. I didn't understand you.

I'm sorry. I didn't understand that.

I didn't catch what you said.

What? (*rising intonation*)

Would you mind saying that again?

Could you please repeat that?

Correct: **Can you repeat that again, please?**

Incorrect: Repeat again, please.



Activity:
Nutrition Tables

INSTRUCTOR NOTES

Learners use the information on two nutrition tables and a glossary to answer comprehension questions and to fill in a chart.

Timing: 30-40 minutes

WARM-UP

- *Canadian Superfoods* introduces some of the nutrition terms used in these activities, but it is not a requirement.
- Introduce and explain the sayings *You are what you eat* and *An apple a day keeps the doctor away*. Ask class members to introduce and explain other proverbs related to health and nutrition in English or English translation.
- Explain what a glossary is, and perhaps show examples of books that contain glossaries.

ACTIVITY

- Hand out the Glossary and read through it with the class, clarifying and explaining the nutrition terms as necessary.
- Learners can complete the exercises individually or in pairs, depending upon whether the tasks are intended for reading and writing assessment.

FOLLOW-UP

- *Food And Health Myths*
- Additional nutrition charts can be accessed online for learners to research the nutritional value of their favourite foods and snacks: www.healthcanada.gc.ca/cnf

CROSS-REFERENCE

- These activities can be used in conjunction with the unit on Healthy Eating from *LINC 4 Classroom Activities* (CLB/LINC Projects Office, Edmonton, Alberta).
- *How Do You Like Your Eggs?* is an optional e-activity that contains listening, reading and vocabulary exercises related to eggs and nutrition.

ANSWER KEY • Comprehension Activities – Table I

Food	Amount	Energy	Carbohydrate	Total Sugar	Total Fibre	Calcium	Iron	Potassium	Magnesium	Phosphorus	Vitamin A	Beta-carotene	Folate	Vitamin C
		kcal	g	g	g	mg	mg	mg	mg	mg	unit	mcg	unit	mg
Apple with Skin	1	72	19	14	2.6	8	0.2	148	7	15	4	37	4	6
Orange	1	62	15	12	2.3	52	0.1	237	13	18	8	93	39	70



Activity:
Nutrition Tables

INSTRUCTOR NOTES CONTINUED

- ANSWER KEY**
CONTINUED
1. fruit salad canned in syrup
 2. watermelon
 3. watermelon

Comprehension Activities – Table II

Food	Amount (cooked)	Energy	Protein	Total Fat	Cholesterol	Calcium	Iron	Potassium	Magnesium	Phosphorus	Vitamin A	Vitamin C	Vitamin B12	Vitamin E
		kcal	g	g	mg	mg	mg	mg	mg	mg	unit	mg	mcg	mg
Lamb leg	75 g	176	19	10	76	-	1.6	128	15	166	-	-	1.96	0.1
Hot dog, beef	1	104	5	8	23	-	0.6	54	5	60	-	-	0.65	0.1

1. chicken
2. 22 grams
3. salmon
4. least nutritious: hot dog
most nutritious: salmon
5. salmon
6. A wide variety of foods will provide a wide variety of nutrients.

Reading And Writing Activity

FOOD	CONTAINS THE MOST	EFFECTS
beef	iron	helps blood carry oxygen throughout body
orange	potassium	<i>balances chemicals in our bodies; controls blood pressure</i>
<i>apple with skin</i>	fibre	helps digestion, so food moves through the body quickly; lowers blood cholesterol



Activity:
Nutrition Tables

INSTRUCTOR NOTES CONTINUED

orange	Vitamin C	builds healthy gums, teeth and blood vessels; helps body fight illness
75 g lamb leg	calories	the body needs energy in order to live
baked chicken	cholesterol	stays inside our blood vessels and may lead to heart disease.
salmon	Vitamin A	helps eyesight, bones, teeth and skin

- ASSESSMENT**
- The Glossary terms should be explained to learners even if the tasks are intended for assessment.
 - CLB Performance Indicators:
 - ~ identifies layout of forms
 - ~ finds specific information
 - ~ gets key information and specific details from graphics
 - ~ finds information in complex directories
 - ~ compares facts to make choices
 - ~ competently copies information, including capitalization, lower case, punctuation, and other notations

SOURCE • Health Canada: *Nutrient Value of Some Common Foods* www.healthcanada.gc.ca/cnf

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 486-491.

VOCABULARY • See Glossary



Activity:
Nutrition Tables

GLOSSARY

- Beta-carotene** – changes to vitamin A in the body
- Calcium** – builds strong bones and teeth
- Carbohydrates** – give the body energy
- Cholesterol** – a bad form of fat that stays inside our blood vessels and may lead to heart disease
- Energy** – measured in kilocalories, usually called calories in everyday English; the body needs energy in order to live, but when a person eats too much, the extra calories are stored as fat in the body
- Fibre** – helps digestion so food moves through the body quickly; lowers blood cholesterol
- Folate** – a form of vitamin B; it helps the body produce new cells, including blood cells
- Iron** – helps red blood cells carry oxygen throughout the body
- Magnesium** – protects bones; keeps nerves and muscles working well
- Phosphorus** – works with calcium for healthy bones and teeth
- Potassium** – balances chemicals in our bodies; controls blood pressure
- Protein** – builds muscle
- Vitamin A** – helps eyesight, bones, teeth and skin
- Vitamin B12** – helps keep nerve and blood cells healthy
- Vitamin C** – builds healthy teeth, gums and blood vessels; helps to fight disease and infection
- Vitamin E** – an antioxidant that protects against cell damage



Activity: Nutrition Tables

TABLE I – FRUITS

Add this information about apples and oranges to Table I:

- One apple with skin provides 6 milligrams of vitamin C, 15 milligrams of phosphorus, 0.2 milligrams of iron and 148 milligrams of potassium. It provides 72 kilocalories of energy. It has 19 grams of carbohydrates and 14 grams of sugar, as well as 2.6 grams of fibre. The apple also contains 4 units of vitamin A, 37 micrograms of beta-carotene and 4 units of folate. One apple provides 7 milligrams of magnesium and 8 milligrams of calcium.
- An orange provides 62 kilocalories of energy and 70 milligrams of vitamin C as well as 52 milligrams of calcium and 0.1 milligrams of iron. It contains 39 units of folate, 2.3 grams of fibre and 8 units of vitamin A. An orange has 15 grams of carbohydrates, and a total of 12 grams of sugar. It contains 93 micrograms of beta-carotene. It contains 237 milligrams of potassium, 18 milligrams of phosphorus and 13 milligrams of magnesium.

Use Table I and the Glossary to answer these questions:

1. Which is more nutritious – fruit salad canned in juice, or fruit salad canned in syrup?

2. Which fruit serving contains the least fibre?

3. Which fruit is best for helping eyesight, bones, teeth and skin?



Activity: Nutrition Tables

TABLE 1 – FRUITS

Food	Amount	Energy		Carbohydrate	Total Sugar	Total Fibre	Calcium	Iron	Potassium	Magnesium	Phosphorus	Vitamin A	Beta-carotene	Folate	Vitamin C	
		kcal	g													
Apple with Skin	1															
Blueberries	125 mL	44	11	8	2.0	5	0.2	59	5	9	2	25	5	7		
Fruit salad, canned in juice	125 mL	58	15	14	1.3	10	0.3	119	9	18	19	193	4	3		
Fruit salad, canned in syrup	125 mL	73	19	18	1.3	8	0.4	114	6	14	13	133	4	2		
Orange	1															
Watermelon	125 mL	24	6	5	0.3	6	0.2	90	8	9	22	243	2	7		

Note: This chart does not show the types of antioxidants contained in blueberries.

The information on this chart was taken from a Health Canada booklet called Nutrient Value of Some Common Foods. It is available online at this address: www.healthcanada.gc.ca/cn



Activity: Nutrition Tables

TABLE II- MEAT, FISH AND POULTRY

Food	Amount (cooked)	Energy		Protein	Total Fat	Cholesterol	Calcium	Iron	Potassium	Magnesium	Phosphorus	Vitamin A	Vitamin C	Vitamin B12	Vitamin E
		kcal	mg												
Beef, steak	75 g	146	52	21	6	52	-	2.0	257	20	160	-	-	2.33	0.2
Chicken, baked (no skin)	75 g	143	67	22	6	67	-	0.9	182	19	146	12	-	0.25	0.2
Lamb leg	75 g						-					-	-		
Salmon, red	75 g	134	47	18	6	47	9	0.3	345	-	249	44	-	2.38	0.7
Hot dog, beef	1						-					-	-		

The information on this chart was taken from a Health Canada booklet called Nutrient Value of Some Common Foods. It is available online at this address: www.healthcanada.gc.ca



Activity: Nutrition Tables

TABLE II – MEAT, FISH AND POULTRY

Enter this information about a hot dog and a portion of lamb leg onto Table II:

- One beef hotdog provides 5 milligrams of magnesium, 60 milligrams of phosphorus and 54 milligrams of potassium. It has 104 kilocalories and 5 grams of protein. It contains 8 grams of fat, and 0.6 grams of iron, but no vitamin C or A. In addition, it provides 0.65 micrograms of vitamin B12, 0.1 milligrams of vitamin E, and 23 milligrams of cholesterol.
- A 75-gram portion of lamb leg contains 1.6 milligrams of iron, 166 milligrams of phosphorus and 15 milligrams of magnesium, in addition to 128 milligrams of potassium. It provides 176 kilocalories and 19 grams of protein. It contains 0.1 milligrams of vitamin E and 1.96 micrograms of vitamin B12, but no vitamin C or A. The average portion contains 10 grams of fat and 76 grams of cholesterol.

Use Table II and the Glossary to answer these questions:

1. Which meat has very little vitamin B12? _____
2. How many grams of protein are there in the serving of chicken? _____
3. Name the only meat that contains calcium. _____
4. Which meat choice is the least nutritious, and which is most nutritious?
 Least nutritious: _____
 Most nutritious: _____
5. Which meat would best balance chemicals in our bodies and control blood pressure?

6. Challenge Question – From the information you see on both tables, why is it important to eat a balanced diet that contains a wide variety of foods?



Activity: Nutrition Tables

TABLE II – MEAT, FISH AND POULTRY (Continued)

7. Use the Glossary and the two tables to complete this chart.

FOOD	CONTAINS THE MOST	EFFECTS
beef	iron	helps blood carry oxygen throughout body
orange	potassium	
	fibre	
		builds healthy gums, teeth and blood vessels; helps body fight illness
	calories	
	cholesterol	
		helps eyesight, bones, teeth and skin



Activity:

Food And Health Myths

INSTRUCTOR NOTES

Learners listen to statements about food and health and decide whether they are true or false. This activity is intended as a follow-up to Nutrition Tables, but it can also be used independently.

Timing: 60 minutes

WARM-UP

- Write the word *myth* on the board and ask learners if they know what it means.
- Share some common myths with the class and elicit others from the students (for example, you must wait thirty minutes after eating before you swim; see 19 Common Health Myths Debunked at http://household-ips.thefuntimesguide.com/2008/12/health_myths.php)
- Distribute and read through Ways Of Giving Information.
- Lead a practice session using everyday facts about class members (where someone lives, where they come from, how long they have been in Canada), for example:
 - ~ [Instructor] “Musa, how long has Jin lived in Canada?”
 - ~ [Musa] “I’m sure she has lived in Canada for 3 months.”
- Inform the learners they are going to participate in discussions about food and health myths, and challenge them to continue practicing these expressions during their conversations.

ACTIVITY

- Divide the class into small groups.
- Explain that they will listen to a statement about food and nutrition, and then discuss in their groups whether the statement is true or if it is a common myth.
- Play the first food and health statement (each statement is one or two sentences long) and stop the audio. (Track 27) Allow time for group discussion.
- When all the groups have reached their conclusions, canvas the class for opinions and then read the answer aloud (See Listening Transcript 2). Clarify vocabulary and information as needed.
- Circulate around discussion groups to listen for appropriate use of the expressions in Ways of Giving Information.

FOLLOW-UP

- Bring some dark chocolate into the class, and invite class members to lower their blood pressure by sampling it.

VARIATION

- For advanced classes, write the vocabulary list (below) on the board during the warm-up, so that learners can use the words during their discussion.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 486-491.

VOCABULARY

- myth; calorie; hygienic; refreeze; skip; nutritional; eggshell; tooth decay; microscopic; bacteria; germs; food poisoning; thaw; antioxidant



Activity:
Food And Health Myths

LISTENING TRANSCRIPT I

You are going to hear short segments that present food and health statements. You will hear one statement at a time. The CD will be stopped each time so you can discuss whether the statement is true or false.

Listening #1

Brown or whole wheat bread is better for you than white bread.

Listening #2

Are brown eggs healthier for you than white eggs?

Listening #3

If you want to lose weight, one of the best things you can do is to start drinking ice cold water because when you drink really cold water, it burns up more calories and makes you lose weight much faster.

Listening #4

Putting fruit juice in your baby's bottle can hurt your baby's teeth.

Listening #5

When cutting or preparing your food and meat, it is better to use a plastic board than a wooden board because the plastic is more hygienic.

Listening #6

Do not refreeze meat because it's no good for you to eat.

Listening #7

Skipping a meal can help you lose weight.

Listening #8

Is eating dark chocolate good for you?



Activity: Food And Health Myths

LISTENING TRANSCRIPT 2 (To Be Read By Instructor)**Answer #1**

*Brown or whole wheat bread is better for you than white bread. **True***

Certainly it is. Bread is made of wheat flour. The most nutritious parts of the wheat are the brown parts, which are called the bran and the germ. These nutritious brown parts are removed to make the flour white, so white bread isn't as good for you as brown bread.

Answer #2

*Are brown eggs healthier for you than white eggs? **False***

Scientists have studied the nutritional value of brown and white eggs. They agree that they are equally nutritious. The colour of the egg shell does not change the flavour or the food value of the interior.

Answer #3

*If you want to lose weight, one of the best things you can do is to start drinking ice cold water. **False***

Water is water and your body won't use more calories if you drink the cold stuff. The best way to loose weight is to eat nutritious food, eat less food, and get lots of exercise.

Answer #4

*Putting fruit juice in your baby's bottle can hurt your baby's teeth. **True***

During the day, or at night, you shouldn't let your baby nap or go to sleep drinking fruit juice in a baby bottle. If you do this regularly, your baby might get tooth decay. But juice is still healthy for babies, so if you want to give your baby juice in a bottle, just do it at mealtimes. Give your baby milk and water the rest of the time.



Activity: Food And Health Myths

**LISTENING TRANSCRIPT 2 (To Be Read By Instructor)
(Continued)****Answer #5**

When cutting or preparing your food and meat, it is better to use a plastic board than a wooden board because the plastic is more hygienic.

In the past, people thought that plastic cutting boards were cleaner than wooden boards. They thought that all the small, microscopic holes in wooden boards would collect bacteria and germs. They thought that germs and bacteria couldn't live on plastic boards since it is hard and smooth. But when scientists did studies comparing plastic and wooden cutting boards, they found that wooden ones are more hygienic. There is something natural in the wood that causes most bacteria to die after about three minutes, but on the plastic board they lived and multiplied.

Answer #6

*Do not refreeze meat because it's no good for you to eat. **False***

It is perfectly safe to put meat back in a freezer even if it has thawed. Bacteria grow very slowly in a freezer and even if there are some bacteria in the refrozen meat, they will die when the meat is cooked. So yes, it's okay to put it back in the freezer if you are going to cook it well. Refreezing might change the flavour of the meat, and the meat might get dried out, but it won't give you food poisoning.

Answer #7

*Skipping a meal can help you lose weight. **False***

It isn't true that skipping a meal can help you lose weight. This is because our bodies change and work differently when we get too hungry. Our bodies slow down, so we burn fewer calories. And then we usually over-eat at the next meal. A better way to lose weight is to eat smaller amounts of food more frequently.

Answer #8

*Is eating dark chocolate good for you? **True***

The great news is that chocolate is actually good for us. Dark chocolate contains antioxidants and scientific studies have shown that eating 100 grams of dark chocolate every day helps lower blood pressure in men and women.



Activity: Food And Health Myths

WAYS OF GIVING INFORMATION

1. When you are sure about something, use these expressions:

I know.
I'm sure.
I'm certain.
I'm absolutely /100%/ totally sure.

Water is healthier than soda. I'm **certain**.

I'm **absolutely sure** that bread is made from wheat.

I'm **100% sure** that babies need to drink milk.

2. Use these expressions when you think you might know something, but you aren't sure:

I'm not sure.
I think ...
Maybe ...

Why is protein important for nutrition?
I'm **not sure**, but I **think** it builds muscle.

Why are oranges good for us?
I'm **not sure**. **Maybe** they have a lot of Vitamin C.



Activity: Food And Health Myths

WAYS OF GIVING INFORMATION (Continued)

3. Use these expressions when you don't know something:

I don't know.
I don't really know.
I really don't know.
I have no idea.

What is an antioxidant?
I have no idea.

How many grams of sugar are there in a blueberry muffin?
I don't really know.



LINC 4

Travel and
Transportation

Based on Canadian Language Benchmarks



Activity:
Getting Around Town

INSTRUCTOR NOTES

A reading text introduces the topic of alternative transportation. Vocabulary exercises follow.

Timing: 20–30 minutes

- WARM-UP**
- Ask the class to brainstorm a list of alternative forms of transportation, and write their responses on the board.
 - Find out which of these forms of transportation they use; how often they use it; and why they use it.
 - Ask what was the most common form of transportation in their country.
- ACTIVITY**
- Learners read ‘Getting Around Town’ and then complete the vocabulary exercise.
 - Instructors circulate to assist and correct learners as they compose sentences.
- FOLLOW-UP**
- *Alternative Transportation*
- ANSWER KEY**
- Answers will vary.
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 518-523.
- VOCABULARY**
- get around; alternative; familiar; carpool; specific



Activity:

Getting Around Town

VOCABULARY EXERCISE

Many of us don't want to drive our cars to work every day. What could we do instead to **get around** town? People are thinking of **alternative** ways of traveling. Of course, we are all **familiar** with cars, but we don't have to drive our cars every day of the week. There are other choices.

One idea is to share car transportation with others. If we joined a **carpool**, we would drive only a few days each week instead of every day. Then, there would be fewer cars on the road.

Another idea is to ride a bicycle to work as often as possible. We would get lots of fresh air and exercise. Some cities even offer bicycle-sharing. Instead of buying their own bicycles, people borrow one for a **specific** period of time.

The definitions of the **bold** words are below. Study the definitions, and then use the new words in sentences of your own.

Definition: get around = move from one place to another

Example: Susan knew she couldn't **get around** on her bicycle in February, so she decided to carpool.

Your sentence: _____
_____.

Definition: alternative = other

Example: People who don't eat enough healthy food often take a vitamin pill as an **alternative** form of nutrition.

Your sentence: _____
_____.

Activity: **Getting Around Town****VOCABULARY EXERCISE (Continued)**

Definition: familiar = common, usual

Example: Bright yellow cars aren't as **familiar** as black ones.

Your sentence: _____
_____.

Definition: carpool = shared automobile travel

Example: Three people in my office **carpool** together every day.

Your sentence: _____
_____.

Definition: specific = definite

Example: The book is long, but I don't know the **specific** number of pages.

Your sentence: _____
_____.



Activity:

Alternative Transportation

INSTRUCTOR NOTES

Learner pairs read the dialogue on ideas for alternative transportation, and then work individually to complete a vocabulary matching exercise.

Timing: 30 minutes

WARM-UP

- *Getting Around Town*
- Brainstorm ideas for alternative forms of transportation and write the list of ideas on the board.
- Survey the class to see if anyone uses these forms of transportation.

ACTIVITY

- Learner pairs read the dialogue.
- After the first reading, pairs switch roles and read it again.
- Following the second reading, learners complete the related matching exercise individually.

FOLLOW-UP

- Ask learners to research one company in their community which is dedicated to alternative or green transportation.
- Learners practice asking for and giving opinions, agreeing, disagreeing about various alternative forms of transportation:
 - ~ What do you think about roller-blading to work?
 - ~ What's your opinion of ...
 - ~ I think ...
 - ~ In my opinion ...

VARIATION

- An audio recording of the dialogue is available on the companion website

ANSWER KEY

- 1. c 2. f 3. a 4. g 5. b 6. e 7. d

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 518-523.

VOCABULARY

- alternative transportation; green transportation; carbon footprint; eco-friendly; carpool; park 'n ride; roller blade; impact; convenient; give someone a lift



Activity:

Alternative Transportation

READING

With a partner, read this dialogue between Mohammad and Fatima. Underline any new vocabulary, but do not use a dictionary until after you have completed the Matching Exercise.

For more practice, read the dialogue again. This time, switch roles as you read.

Mohammad: I've been thinking about selling my car.

Fatima: I'm not sure that's such a good idea. How will you get around town?

Mohammad: Well, I know there are a lot of forms of **alternative transportation**.

Fatima: Yes, but a car is so much more **convenient** than any of those other forms of transportation.

Mohammad: It has become very important to me over the last few years to stop and think about how I am treating the earth. Haven't you heard about the effects of our **carbon footprint**?

Fatima: Oh, sure, but how is one less car on the highway going to make a difference?

Mohammad: But that's just the point, Fatima. If we all do just one thing to **make the earth greener**, we'll all be better for it.

Fatima: I'm still not convinced. If you sold your car, how would you come to college?

Mohammad: Well, the truth is, I don't live so far from the college. I could buy a bicycle and ride it in the fall and late spring. Think about the fresh air and exercise I'd be getting. Plus, it's eco-friendly and actually fun.

Fatima: What about all those books you have to carry?

Mohammad: It's true that some days I have more books to carry than others, but on those days I could take a bus. The bus route is very convenient, and if I took it, I could add a little exercise to each day by walking to the bus stop. Isn't that better than **hopping** into the car in my driveway?

Fatima: Well, don't take all the cars off the highway yet. I really like the convenience of a car.

Activity: **Alternative Transportation****READING (Continued)**

Mohammad: Well, if you do, I have another great idea for reducing our carbon footprint.

Fatima: I think I know what you're going to say. You're going to tell me I should **carpool**.

Mohammad: Exactly! There are so many great reasons to share a ride to work. You can save money; learn more about your fellow employees who are traveling with you; make cell phone calls safely when you are not behind the wheel; reduce the stress of having to drive every day; or even sleep if you wanted to.

Fatima: You're really serious about this, aren't you? Are you sure you've thought of every possible alternative form of transportation?

Mohammad: No, I could roller blade, use **park 'n ride** or just walk.

Fatima: I'm exhausted just thinking about it. Could you give me a lift home?

Mohammad: Fatima!

Fatima: Just kidding!

Activity: **Alternative Transportation****Matching Exercise**

- | | |
|------------------------------------|--|
| 1. ____ alternative transportation | a. an earth where we practice reducing, reusing, recycling |
| 2. ____ carbon footprint | b. easy, not difficult |
| 3. ____ green earth | c. travel that doesn't always include cars |
| 4. ____ eco-friendly | d. combined transportation that includes car and public transportation |
| 5. ____ convenient | e. shared automobile travel |
| 6. ____ carpool | f. the environmental impact we make on the earth |
| 7. ____ park 'n ride | g. not harmful to the environment |





Activity:
Letter To The Editor

INSTRUCTOR NOTES

Learners express opinions on car-sharing in a mock Letter to the Editor.

Timing: 30 minutes

WARM-UP

- Ask learners if they have seen or read “Letters To The Editor” in the newspaper. Distribute several newspapers and refer students to this section, explaining the concept if necessary, (i.e., these are letters [for publication] written to the editor of a newspaper or newsmagazine about issues that are of concern to the readers).
- Introduce the concept of car-sharing companies. See Source below.
- Questions for class discussion:
 - ~ Are there any car-sharing companies here in or in a city you lived in before?
 - ~ Have you ever used the services of a shared car company?
 - ~ What are some of the advantages and disadvantages of joining a car-sharing company? (Option: list the points on the board for learners’ future reference.)

ACTIVITY

- Read through the introductory paragraph with the class, and ensure that everyone understands the scenario.
- Discuss possible car club rules (optional).
- Learners read the prompts and then complete the statements expressing agreement and disagreement with the idea of Car Club.

FOLLOW-UP

- Learners gather information about car-sharing companies in their town, and present this information in a future class.

ASSESSMENT

- Letters To The Editor are marked according to individual instructor guidelines. Instructors choose how many sentences will be written and assessed.
- CLB Performance Indicators:
 - ~ uses simple structures; few errors
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
 - ~ has legible handwriting or printing

SOURCE

- Information about car-sharing companies can be found at:
www.autoshare.com,
www.vrtucar.com
www.zipcar.com



Activity:

Letter To The Editor

INSTRUCTOR NOTES CONTINUED

FURTHER REFERENCE • See *LINC Curriculum Guidelines*, pp. 518-523.

VOCABULARY • Letter To The Editor; article; access; earth friendly; second car; vehicle pollution



Activity:
Letter To The Editor

You have just read an article in the Travel and Transportation section of your local newspaper, *The West End Times*. It talks about a new business in town called “Car Club”. Car Club owns cars that people can share. You can pay money to become a member of Car Club, and use one of their cars. Car Club has rules, just like other clubs, and every member must follow the rules.

Read the beginning of these Letters To The Editor. Complete the sentences by expressing **support for** the idea of Car Club. (This means that you think it is a good idea.)

Example:

Dear Editor,

I have just read your article about the new business here in town called Car Club.

*What a great idea! **This way, I wouldn't be paying money just to have a car sitting in my driveway when I don't need it.***

Letter 1

Dear Editor,

I have just read your article about the new business here in town called Car Club.

What a great idea! If we share cars, we can help the earth by _____

_____.



Activity: Letter To The Editor

Letter 2

Dear Editor,

I have just read your article about the new business here in town called Car Club.

What a great idea! If people can share cars, maybe my family won't need to buy a second car. This would be great because _____

_____.

Letter 3

Dear Editor,

I have just read your article about the new business here in town called Car Club.

What a great idea! Everyone today is talking about reducing the space we need to park our cars. If we can share more cars, _____

_____.



Activity: Letter To The Editor

Read the beginning of these Letters To The Editor. Complete the sentences by showing that you don't support the idea of Car Club.

Example:

Dear Editor,
I have just read your article about the new business here in town called Car Club. I don't support the idea. **When the weather is bad, I don't want to walk very far to find a shared car. Maybe I will join Car Club when it has some cars in my neighbourhood.**

Letter 4

Dear Editor,
I have just read your article about the new business here in town called Car Club. I don't support the idea. If I don't have a car in my driveway when I need it, _____

_____.

Letter 5

Dear Editor,
I have just read your article about the new business here in town called Car Club. I don't support the idea. If I have to fill out a lot of forms every time I want to use a car,

_____.

Letter 6

Dear Editor,
I have just read your article about the new business here in town called Car Club. I don't support the idea. The rules say that I would have to clean the car every time I use it, and that is not convenient because _____
_____.



Activity:

Confederation Bridge

INSTRUCTOR NOTES

Learners read about and answer questions on the *Confederation Bridge*.

Timing: 30-50 minutes

- WARM-UP**
- Ask learners if there is a structure (e.g., bridge, building, statue) in their country of origin that caused debate and popular controversy.
 - Discuss some of the issues that could cause debate about a proposed structure, (e.g., height, location, appearance).
- ACTIVITY**
- Learners read the text and try to determine the meaning of any unfamiliar words by using context clues.
 - Learners answer the accompanying questions. Point out that they must circle more than one correct response in some cases.
- FOLLOW-UP**
- Students can search online for a structure they have seen or heard about in their own or another country, and tell the class about it.
- ANSWER KEY**
- 1. a, c 2. b 3. a 4. b 5. a, b 6. a, c
- ASSESSMENT**
- Instructors correct individual learner responses.
 - CLB Performance Indicators:
 - ~ gets key information and specific details from verbal text
 - ~ gets overall meaning
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 518-523.
- VOCABULARY**
- amazing; safety barrier; curves; fixed link; reliable; green; alert



Activity:

Confederation Bridge

In 1997 Canada's smallest province, Prince Edward Island, became connected to the mainland with a very long bridge. The Confederation Bridge is an amazing structure. It is the longest bridge over ice-covered water in the world. It is 12.9 kilometres long and 11 metres wide. The safety barrier walls are 1.1 metres high. It is designed with three curves, which help keep drivers alert. These curves are a safety feature, but they also make the bridge look beautiful. You can drive onto the bridge at either Borden-Carleton in Prince Edward Island, or Cape Jourimain in New Brunswick.

When the idea for building the bridge was first discussed, not every Prince Edward Islander thought it was such a good plan.

Why were some people opposed to the bridge? They thought it would change the way of life on Prince Edward Island; damage the environment, the fishing industry, agriculture, and tourism; and even bring unwanted visitors.

Why did other Islanders want the bridge to be built? They thought it would be easier to come to and leave the Island; more reliable than a ferry boat (especially in winter); more economical; and a faster, cheaper and greener way to travel.

Finally, the government decided to ask Islanders to vote. 59.4% voted for the bridge, so the government went ahead with the plans to build this amazing structure.





Activity: Confederation Bridge

Questions

Circle all correct answers.

1. The Confederation Bridge is
 - a. 12.9 kilometres long
 - b. 11 kilometres long
 - c. 11.1 kilometres long

2. The curves built into the design of the Confederation Bridge help
 - a. to keep drivers alert
 - b. to keep drivers from speeding
 - c. to make it a beautiful sight

3. You can drive onto the bridge at
 - a. Carleton, Prince Edward Island
 - b. Cape Jourimain, New Brunswick
 - c. Borden, New Brunswick

4. Some people did not want the bridge to be built because they thought it might hurt
 - a. tourism, farming, fishing
 - b. the environment, the fishing industry, agriculture
 - c. the environment, the tourism industry, the visitors themselves

5. Some people wanted the bridge to be built because they thought it would
 - a. be easier to come to the Island
 - b. be more reliable than the old bridge
 - c. be a faster, cheaper and greener way to travel

6. What percentage of people did not want the bridge to be built?
 - a. 39.6%
 - b. 40.6%
 - c. 41.6%



Activity:
A Perfect Day

INSTRUCTOR NOTES

Learners write a holiday postcard describing a perfect day.

Timing: 30 minutes

- WARM-UP**
- Ask learners to name one place they would like to visit on a special holiday, and one feature about that location that interests them (e.g., waterfall, beach, mountains, gourmet food, cathedral).
 - List responses on the blackboard.
- ACTIVITY**
- Learners visualize a perfect vacation day, and then write their friendly message in a postcard format.
- FOLLOW-UP**
- Learners could purchase a postcard before, during or following a field trip and send it to a friend or student in another class.
- ASSESSMENT**
- Collect the postcards for assessment and feedback.
 - CLB Performance Indicators:
 - ~ conveys the message: reader can follow
 - ~ uses language and content that are appropriate to the occasion, intent and social context
 - ~ uses simple grammar structures, punctuation and spelling with few errors
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 518-523.
- VOCABULARY**
- destination; gourmet; five-star; hiked; spa; trail; paté



Activity:
A Perfect Day

Imagine . . .

You are on holiday, and you have just experienced a perfect day. It is now evening and you want to tell your friends or family back home what a wonderful time you had today. Write a postcard to describe your experience.

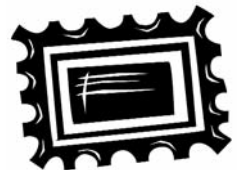
- Did you see the mountains or hike up a trail?
- Did you swim in clear blue waters or get some sun on the beach?
- Did you relax at a spa or eat a gourmet meal at a 5-star restaurant?

Sample: Read Bernie's postcard to his friend Frank. Then write your own postcard.

Hi Frank,

This is just a quick note to tell you what a wonderful day I had here in the Gatineau Hills. We spent the day hiking and saw a hawk and a beaver dam. The leaves on the trees are fantastic - red and gold and yellow. We ate a simple dinner under the stars - Quebec cheese and paté, some fruit and a bottle of wine. Perfect! Maybe I won't come back!

*Your friend,
 Bernie*



*Frank Jones
 34 South Street
 Calgary, AB
 T3R 0X0*



Activity: A Perfect Day



.....



Activity:
Dream Destination

INSTRUCTOR NOTES

Conversation groups share ideas and information about dream destinations.

Timing: 30 minutes

- WARM-UP**
- Begin with an instructor-led discussion about dream destinations, using the Class Discussion questions as a guide.
 - ~ Share your personal concept of a dream destination.
 - ~ Write the names of some dream destinations on the board.
 - ~ Show some images of world-famous destinations.
- ACTIVITY**
- Refer the class to the Small Group Discussion section of their handout. Allow learners time to think about their responses, and then divide the class into conversation groups.
- FOLLOW-UP**
- Selected learner(s) describe their dream destinations to the whole class.
 - *A Great Holiday*
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 518-523.
- VOCABULARY**
- destination; spiritual/cultural significance; burial ground; trip of a lifetime



Activity:
Dream Destination

**Class Discussion**

What is a dream destination?

What places are popular dream destinations?

When do people visit dream destinations? (For example, they travel after they win a lottery, or when they want to get away from winter.)

Small Group Discussion

In groups of three or four, talk about your dream destinations. Use some of these points to tell your partners about this special place:

- Where is it?
 - ~ Is it a famous city?
 - ~ Is it a special area (nesting home for birds, burial ground)?
 - ~ Is it a specific site (volcano, beach)?
 - ~ Is it spiritually or culturally significant (temple, pyramid)?
- What would you do there?
- When did you first read or hear about this place?
- Do you know others who have gone there?
- Do you want to go alone, or with family or friends?



Activity:
A Great Holiday

INSTRUCTOR NOTES

Learners describe their personal holiday experiences in a paired listening and speaking activity.

Timing: 20 minutes

WARM-UP

- *Dream Destination*
- Write names of some holiday destinations on the board.
- Ask for ideas of what makes a great holiday and write these on the board.
- Write these words on the board and clarify any that are new for the learners: accommodations; holiday; vacation; wonderful; cost; travel; hotel; bed and breakfast; scenery; surf; architecture; authentic (food); nature; hiking

ACTIVITY

- Learners think about their own holidays. Next, divide the class into pairs. The pairs follow the instructions on the handout to describe their vacation to their partner and also listen to and repeat back their partner's experience.
- After repeating their partner's experience, learners change partners again and repeat the story to another person.

FOLLOW-UP

- Ask for volunteers or randomly select learners to present their version of one partner's holiday experience in front of the whole class.

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 518-523.

VOCABULARY

- particular; *couples only*; *family-friendly*; scenery; architecture; awesome

Activity:
A Great Holiday

Think about a special vacation that you have taken:

- Where did you go?
- Why did you choose that particular location?
- What made it a great holiday?
- Was it a *best friend* or *couples-only* or *family-friendly* holiday?
- Were you a child with your parents, or an adult with your children?
- Was the scenery beautiful?
- Was the architecture awesome?
- Were the people very friendly?
- Were the hotel and meals special?





Activity: A Great Holiday

Listening and Speaking Exercise**Partner A****One**

Use the list of questions to tell your partner about your great vacation.

Two

Your partner will listen to you, and then repeat back what you said. Do not correct your partner until he or she has finished speaking.

Partner B

Listen to your partner tell you about a great holiday. You can take short notes if you need to. When your partner has finished, you will report back what you have heard.

Partner A and Partner B

Switch roles, get more practice, and learn about another great holiday!





Activity:

Travel Accommodations Canada

INSTRUCTOR NOTES

Learners visualize and describe a holiday rental property.

Timing: 60 minutes

- WARM-UP**
- Discuss various types of holiday accommodations:
 - ~ What kinds are there?
 - ~ To whom do they cater?
 - ~ What is the range of service provided?
 - ~ What are the reasons we choose one over another?
- ACTIVITY**
- Learners look at the pictures of the various types of holiday accommodation.
 - They choose one type, and write a short text describing it for the *Travel Accommodations Guide*.
- FOLLOW-UP**
- Provide authentic travel accommodation literature for reading and discussion.
- ANSWER KEY**
- 1. deluxe suite 2. sightseeing 3. restaurants 4. theatre 5. double, single
6. hiking 7. attractions
- ASSESSMENT**
- Correct the descriptions according to individual instructor guidelines.
 - CLB Performance Indicators:
 - ~ uses simple structures; few errors
 - ~ uses adequate vocabulary for the topic
 - ~ spells correctly; follows punctuation conventions
 - ~ has legible handwriting or printing
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 518-523.
- VOCABULARY**
- inn; B&B; chalet; cabin; motel; hotel; deluxe suite; single room; double room; attractions; sightseeing; hiking; exotic; dim sum; sushi; Northern Lights



Activity:

Travel Accommodations Canada

Exercise I

Choose the correct word to complete each sentence.

theatre**single****sightseeing****double room****restaurants****hiking****deluxe suite****attractions**

1. I am going on a romantic holiday with my husband. We have saved a lot of money and we want a special room at the hotel. We will probably rent the _____.
2. She would like to see the CN Tower, watch the boats on Lake Ontario and visit the Royal Ontario Museum. She plans to do a lot of _____ while she is here.
3. I love exotic food, so I will go out for dim sum and sushi while I am in Vancouver. The _____ there are fantastic.
4. We always try to see a _____ performance when we go away on holiday. Last year we saw *Anne of Green Gables* in Charlottetown.
5. My husband and I will be traveling with our son. The two of us would like a _____ room, but our son really wants to be by himself in a _____ room. He thinks he's old enough this year!
6. We spent three days _____ on the Cross Canada Trail, but we only walked sixty kilometers. It was very beautiful, but my feet were sore.
7. There are many _____ in northern Canada. The landscape is beautiful, the food is delicious and the Northern Lights are brilliant.



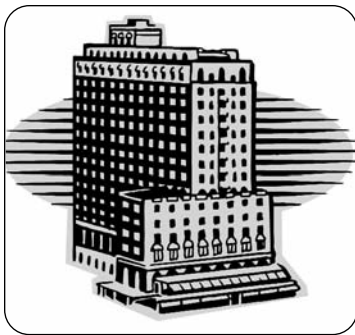
Activity: Travel Accommodations Canada

Exercise 2

THINK ABOUT IT

Imagine you have bought one of these beautiful holiday properties where people can stay while they are on vacation.

hotel



motel



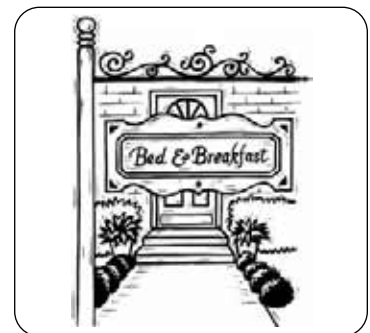
inn



chalet/cabin



B&B
(bed & breakfast)





Activity: Travel Accommodations Canada

WRITE ABOUT IT

Now that you have bought a property, you need to advertise it. Write a short description of your new property. Your description will appear in a magazine called *Travel Accommodations Canada*. It is a popular guide which advises travelers where to stay when they are on vacation in Canada. You are only allowed to write one short paragraph (about 5 sentences) in the guide, so choose only the most important details.

Here are some ideas:

- the type of accommodation
- where it is located (in a city, in the country, close to the mountains, by a lake, on the ocean)
- how many rooms are in it (are there double, single, deluxe suites?)
- what the cost is for each night
- whether it is close to attractions (sightseeing, hiking, shopping, theatre, restaurants)
- what special features it has for visitors (women, seniors, youth, couples, families with children, pets)

Make some notes here, and then write your paragraph on a separate piece of paper.



Activity:

Travelling Experiences

INSTRUCTOR NOTES

A dialogue between two women discussing their negative and positive travelling experiences is followed by listening and speaking assessment, exercises on idiomatic expressions, paired conversation and role play.

Timing: 60 minutes

- WARM-UP**
- Begin by telling learners about a positive and a negative travel experience you have had, and invite learners to share some of their own travel experiences.
- ACTIVITY**
- Play the audio (Track 28). Learners listen for the gist. Global comprehension question: “Who enjoyed her holiday more, Grace or Vera?”
 - Distribute Exercise 1 for assessment. Replay the audio.
 - Pair learners and then distribute Exercises 2 and 3. Clarify the instructions. Circulate and monitor pairs’ conversation
- FOLLOW-UP**
- Replay the audio. Students listen for the idioms in Exercise 4. Clarify the meanings. Learners complete sentences using the correct idioms in Exercise 5, and create sentences with the idioms in Exercise 6.
- ANSWER KEY**
- Exercise 1:
1. Toronto International Airport 2. Europe 3. Any three of: terrible food, expensive food, boring tourist sites, expensive tourist sites, rude waiters, bad hotel rooms, lost luggage 4. Any three of: scenery, climate, weather, people, food, rich cultural tradition
 - Exercise 5:
1. put up with 2. heading off 3. show up 4. have had enough 5. out of this world 6. give him a piece of my mind 7. bumped into
- ASSESSMENT**
- Instructors correct individual responses to listening comprehension exercise (Exercise 1)
 - CLB Performance Indicators:
~ listener can identify specific factual details in audio-mediated listening text
 - Instructors circulate during conversation to assess speaking (Exercise 7)
 - CLB Performance Indicators:
~ presents information in a coherent connected discourse
~ express opinion
~ express necessity and reason (must/because)
- FURTHER REFERENCE**
- See *LINC Curriculum Guidelines*, pp. 518-523.
- VOCABULARY**
- unsanitary; unaccustomed; to bump into; have had enough of; nightmare; horribly; to put up with; to top it off; baggage claims department; to show up; no dice; to give someone a piece of one’s mind; to head off; exotic; out of this world; unique



Activity:
Travelling Experiences

LISTENING TRANSCRIPT

When people are questioned about what they would do if they won a million dollars, nearly 95% of them reply they would travel more. When people talk about the joys of exploring and connecting to a new place in the world, they've probably had a very positive travelling experience. But if they complain about unsanitary conditions; unaccustomed food and being homesick; most likely their experience was not a pleasant one. Listen as two friends bump into each other at the Toronto International Airport and talk about their experiences.

Grace: Hi Vera, is that you? What are you doing here, travelling to somewhere?

Vera: Oh, hi Grace, no I've had enough of travelling, thank you. Honestly, I've just returned from a nightmare trip to Europe. I ate food that was not only terrible, but horribly expensive. I visited boring tourist sites that charged too much to get in, and I put up with rude waiters and even worse hotel rooms. To top it all off, the airlines lost my luggage. Would you believe this is the third time I've been to the baggage claims department to see if my suitcases have shown up yet? Still no dice but, when I finally get them back, I'm going to give someone a piece of my mind. Right now, I'm convinced that home is the only place to be, so this is where I'm staying. What about you, are you heading off to somewhere exotic?

Grace: To tell you the truth, I'm just returning from somewhere exotic, and my experience is totally opposite from yours. For me, it was a trip of a lifetime.

Vera: Oh yeah, where'd you go?

Grace: Well, I've always dreamt of going to Bali and three weeks ago I finally went. Truly, I never knew travelling could be so fantastic!

Vera: Bali? Isn't that an island near the Indian Ocean?

Grace: Yes, it's an island, but it's more like a tropical paradise. The scenery, the climate, the weather and the people were unbelievable.

Vera: And I suppose you're going to tell me that the food was out of this world, too?

Grace: It's true, it really was. Everything was fresh and I've never tasted food that was so uniquely flavored. But most of all, I just fell in love with the people of Bali. They were warm and friendly and had such a rich cultural tradition. I found it exciting to be there and learn new things. You know, if I had the money right now, I'd go back in a minute.

Vera: Grace, next time you go, please take me with you.



Activity: Travelling Experiences

Exercise 1

Listen for detail.

1. Where did Grace and Vera meet? _____

2. Where did Vera go on her holiday? _____

3. List three things that Vera disliked about her trip. _____

4. List three things that Grace liked about her trip. _____

Exercise 2

With a partner, list positive and negative travel experiences you have had (e.g., beautiful scenery, polite people, bad food, airplane delays).

Positive Travel Experiences	Negative Travel Experiences



Activity: Travelling Experiences

Exercise 3

With your partner, write a short conversation telling about one or two travel experiences. Use the information from your list in Exercise 2. Practice your conversation with your partner.

Exercise 4

Listen to the conversation again. You will hear these idioms.

- **bump into = meet by accident**
Listen as two friends **bump into** each other at the Toronto International Airport.
- **had enough = don't want more**
No, I've **had enough** of travelling, thank you.
- **put up with = tolerated, accepted**
... I **put up with** rude waiters ...
- **shown up = arrived**
Would you believe this is third time I've been to the baggage claims department to see if my suitcases have **shown up** yet?
- **give someone a piece of my mind = complain forcefully**
I'm going to **give someone a piece of my mind**.
- **heading off = beginning a trip**
Are you **heading off** to somewhere exotic?
- **out of this world = wonderful**
And I suppose you're going to tell me that the food was **out of this world** too?



Activity: Travelling Experiences

Exercise 5

Choose the correct idiom for each sentence, and copy it into the blank.

bumped into

heading off

show up

out of this world

have had enough

put up with

give him a piece of my mind

1. I don't like being unemployed, but I have to _____ it until I learn more English.
2. Steve was _____ to work when his car broke down.
3. Kate didn't _____ for work yesterday because she had a bad flu.
4. I think we _____ of winter, don't you? When will spring arrive?
5. Her delicious berry pie was _____.
6. I'm tired of those late night noisy parties my neighbour has. The next time I see him, I'm going to _____.
7. I _____ my high school teacher at the supermarket.



Activity: Travelling Experiences

Exercise 6

Choose three of the idioms you have learned and use them in your own sentences.

Sentence: _____
_____.

Sentence: _____
_____.

Sentence: _____
_____.



Activity:
Safety In Your City

INSTRUCTOR NOTES

Learners share ideas and opinions about personal safety.

Timing: 20–30 minutes

WARM-UP

- Questions for class discussion:
 - ~ Have you ever visited a city that is considered dangerous or unsafe?
 - ~ Has anyone ever been the victim of a crime while visiting another city?
- Write *pickpocket* on the board and discuss its meaning. Find out if anyone has been the target of a pickpocket.
- Inform the class that they are going to talk about personal safety in two cities – the one they live in now, and the city they lived in before they came to Canada.

ACTIVITY

- Divide the class into heterogeneous groups of three that include different genders and nationalities.
- Groups share ideas and opinions about the discussion points on the handout.

FOLLOW-UP

- Ask learners to find out if there are courses on public safety in their city.
- Most police departments have community relations/education staff willing to act as guest speakers on personal safety and crime prevention. Invite one to your class.

CROSS-REFERENCE

- Canadian Law – *Personal Safety Test*

FURTHER REFERENCE

- See *LINC Curriculum Guidelines*, pp. 518-523.

VOCABULARY

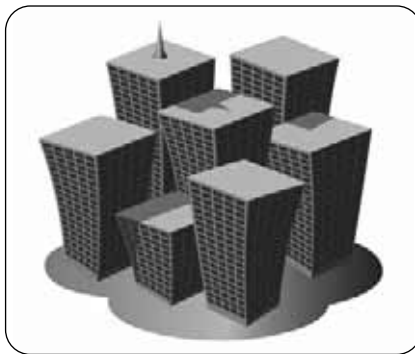
- public safety; personal safety; personal safety device; safety concerns; pickpocket



Activity:
Safety In Your City

Talk about personal safety in your Canadian city:

- Do you feel safe in public places?
- Are there some places that you don't like to go when you are alone?
- Would you go to some places during the day, but not at night?
- Is your city usually a safe place?
- Do women and men feel differently about their personal safety?



Talk about personal safety in another city you have lived in:

- Do women go out alone at night?
- Do women often speak about feeling safe? Or unsafe?
- Do women usually carry personal safety devices?
- Do men have safety concerns? What are they?



