



Rural Routes Initiative

Multi-Level
ESL Lesson Plans
Level 2 and 4

Based on the
ESL Resource Package
for Alberta Communities
(ERPAC)

Rural Routes Initiative

Multi-Level ESL Lessons Plans

Facilitator Guide

V1.10

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Multi-Level ESL Lesson Plans Based on the ESL Resource Package for Alberta Communities (ERPAC)

This project has grown out of work NorQuest College has been doing with Alberta communities over the past four years. It responds to a need that was identified through the work of the coach/mentor support service offered to the communities.

The work was guided by an advisory committee consisting of people involved in small community ESL programs. They have provided invaluable insight into the needs of their communities and the direction of this project.

Many thanks to our advisory committee:

- Jodi Cassell
- Lindsay Ewanchuk
- Shelley Goulet
- Helen Robinson
- Fran Rusnell

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- County of Lethbridge Community Learning Council
- Wetaskiwin Society for the Promotion of the English Language and Literacy
- Rocky Adult Tutoring Program (Rocky Mountain House)
- Rainbow Literacy Society (Vulcan)

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Multi-Level ESL Lesson Plans

Overview

This project was developed as a response to requests from smaller communities in Alberta that were just starting to offer ESL programs. These communities wanted a series of lesson plans they could use as a starting point. They wanted to be able to use the lesson plans either “as is,” or modified to meet the needs of their learners at a particular level. Many smaller communities offer ESL classes that meet once a week for 1½ to 2 hours and run for 8 to 10 weeks; therefore, this is the framework for these lesson plans.

An advisory committee was chosen to represent different areas of the province. The committee gave advice on appropriate benchmark levels, topics, format, and strategies for the lesson plans.

Since most classes in smaller centres are multi-level, there are three sets of lesson plans for each topic: one at Benchmark 2, one at Benchmark 4, and one at Benchmark 6. **This publication contains only Benchmark 2 and Benchmark 4.** Instructors may need to adapt certain activities. They may need to either simplify them or make them more challenging to accommodate their class. In addition, there are extension activities and suggested homework activities to accommodate learners who need more practice or further challenge.

The resources that have been referenced are authentic materials or resources with Canadian content. The ESL Resource Package for Alberta Communities (ERPAC) has been used as the basis for the topics and grammar. Instructors can refer to ERPAC for other suggestions on teaching strategies and techniques. You can obtain ERPAC at www.norquest.ca. Click on Corporate Services, then click on Educational Resources.

Lessons are not sequential, except for lesson one, which should be delivered first. The other lessons can be used in any order as long as learners have the skills needed to do the activities. Instructors may have to provide background information and preliminary instruction before some of the lessons. They may have to spend some time filling gaps in learning. For example, in order to write cheques (Topic Two Level 2) the learner needs to know how to write the months of the year and the words for numbers. Instructors may find that they can use only parts of an activity or handout with their learners. They should be judicious in meeting the needs of their learners and adapting the lesson plans as necessary.

The expectation is that instructors will take what they need from the resource and in doing so will further develop their teaching skills. Hopefully, they will become comfortable with using the competencies from ERPAC or the Canadian Language Benchmarks (CLB) in planning lessons and will also be able to add the various teaching strategies to their “bag of tricks.”



Goals

The Multi-Level ESL Lesson Plans are designed to do the following:

- Provide instructors with a 10-week program for 2-hour classes.
- Provide examples of teaching techniques and activities that instructors can transfer to other lessons.
- Provide an example of ways of dealing with multi-level classes.
- Recommend resources.
- Provide a useable model for planning lessons referenced to the CLB.

Resources

The resources were chosen primarily because they are Canadian (some are even Albertan) and are readily accessible. If your organization does not already have these, they would be useful additions to your library. At the back of this guide you will find a list of contacts where the resources may be purchased.

The following resources are referenced in the lesson plans:

- Canadian Language Benchmarks Can Do Check Lists
- ERPAC
- LINC Activity Books (levels 2 and 4)
- On Target! A Resource Book of Stage One Assessment Tasks
- Websites – If a resource is unavailable at the given URL address, go to the Google website and enter the name of the resource.

Scope and Sequence

	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan One	Getting to Know Each Other					
Listening/ Speaking	Use and respond appropriately to common social formulas such as greetings and introduction	Interests Needs CLB Levels Personal identification	Asking questions Responding to information questions	Open, develop, and close communication in common social interactions	Customs and Social Behaviour worksheet	
Reading/ Writing	Fill out simple forms	Personal identification forms		Write a short text about a personal experience or situation or about future plans Fill out simple forms	Paragraph writing School activity form	



	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan Two	Money and Spending					
Listening/ Speaking	Recognize and indicate communication problems in a number of ways Give and follow a number of short common daily instructions, positive and negative commands	Counting, pronunciation of numbers, prices Dialogue asking for change Want or need chart	Verbs: Simple present Statements and negatives Yes/no questions “wh” questions	Give and respond to persuasive oral communication such as warnings, accepting and rejecting goods, service, or help Express preference, satisfaction or dissatisfaction	Asking for estimates on car repairs, house repairs, rent for houses, expenses, utilities, taxes	Verbs: Past continuous (progressive)
Reading/ Writing	Read and understand very basic common formats – forms, maps, signs, labels and schedules	Read grocery flyers		Copy short text to record or learn information or to complete tasks Find information in short, reference and formatted text, such as forms, tables, graphs, schedules, directories, dictionaries, maps, and brochures	Match currency and country Debate advantages, disadvantages of credit cards Math Madness game Alibi game	

	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan Three	Money and Banking					
Listening/ Speaking	<p>Use and respond appropriately to common social formulas such as greetings and introductions</p> <p>Give and follow positive and negative commands and requests</p> <p>Express and respond to simple requests and warnings</p>	<p>Guess Mystery Items</p> <p>Brainstorm what you can do at a bank</p> <p>Listen to audio tape making a deposit</p> <p>Mock store pay by cheque</p> <p>Clarification strategies</p>		<p>Give and follow sets of sequential everyday instructions and directions</p> <p>Give and respond to persuasive oral communication such as warnings, accepting and rejecting goods, service, or help</p>	<p>Split exchange sentences</p> <p>Sequencing steps of ATM transaction</p> <p>Giving instructions in sequence</p> <p>Jigsaw reading</p> <p>Borrowing money</p>	<p>Adverbs: Sequencing</p> <p>Verbs: (borrow, lend)</p>
Reading/ Writing	<p>Follow 1–4 step, one-sentence, common everyday instructions</p> <p>Copy information</p> <p>Fill out simple forms</p>	<p>Writing a cheque</p>		<p>Follow 1-6 step common everyday written instructions</p> <p>Get the gist, key information and details of simple two to three paragraph texts</p>		



	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan Four	Health					
Listening/ Speaking	Comprehend requests for personal details and respond appropriately	Role play visit to doctor's office	Verbs: Present tense Subjective pronoun 'I' Possessive pronoun 'my'	Relate and understand factual details in a narrative, a report or a news item	Giving and getting information from a pharmacist	Either ... or Intensifiers
Reading/ Writing	Copy information Fill out forms	Fill out forms for a doctor's appointment Fill in date and time of doctor's appointment on calendar		Find information in short, reference and formatted text, such as forms, tables, graphs, schedules, directories, dictionaries, maps and brochures	Read labels on over-the-counter drugs to understand information	Expressions of quantity



	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan Five	The Weather and Environment					
Listening/ Speaking	Give a basic description	Match clothes to season Compare climate of three cities Weather Forecast	Adjectives: Descriptive Adjectives: Comparison	Give and respond to persuasive oral communication such as warnings, accepting and rejecting goods, service, or help	Ice word game Match photo and word Find Someone Who Discussion of Disappearing Environment	Reported/ Indirect speech
Reading/ Writing	Get information from very basic simple short text Read and understand very basic common formats – forms, maps, signs, labels, and schedules	Read grocery flyers		Write a short text about a situation or personal experience or about future plans		



	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan Six	Leisure Time Activities					
Listening/ Speaking	Give a basic description	Show and tell game Find a specific picture of sports or activity from a verbal description	Verbs: Present tense	Express preference, satisfaction or dissatisfaction	Talk about preferences for leisure time activities Class activity filling out questionnaire forms	Adverbs: Frequency
Reading/ Writing	Answer simple questions in writing	Fill out questionnaire about leisure time activities		Write a short text about a personal experience or situation or about future plans	Write a story about a favourite place or activity to share with rest of class	Verbs: Past tense Intensifiers



	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan Seven	The Community					
Listening/ Speaking	Express and respond to simple requests and warnings	Movement game Read Communities article Recommending best community service	Verbs: Simple past tense irregular verbs	Open, develop and close communication in common social interactions Answer the phone, understand and leave short messages Give and follow sets of sequential everyday instructions and directions	Make questions for Scrambled Life game Making phone calls Taking messages	Prepositions: Location
Reading/ Writing	Get information from very basic simple short text Identify the main idea and details of short simple text Fill out simple forms	Investigate your Community worksheet		Find information in short reference and formatted text such as forms, tables, graphs, schedules, directories, maps, and brochures Fill out simple forms	Map reading Reading Brochures	



	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan Eight	The Community – Schools					
Listening/ Speaking	Use and respond appropriately to common social formulas such as greetings and introductions Recognize and indicate communication problems in a number of ways Comprehend requests for personal details and respond appropriately	Lineups Discussion Setting a meeting	Conjunctions (and, but, or)	Open, develop and close communication in common social interactions Express preference, satisfaction or dissatisfaction	Booking meeting time by phone Mock parent-teacher interview	Modal auxiliaries
Reading/ Writing	Get information from very basic simple short text Write goodwill messages (cards, excuse notes) Answer simple questions in writing (following a guided text) Fill out simple forms	Writing an excuse note		Find information in short reference and formatted text such as forms, tables, graphs, schedules, directories, dictionaries, maps, and brochures Get the gist and key information and details of simple two to three paragraph texts Fill out simple forms	Fill in information about school chart Reading school letter Booking meeting time on a form	



	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan Nine	Being Canadian					
Listening/ Speaking	Give and follow a number of short common daily instructions	Using a map Giving directions from house to school	Verbs: present perfect tense (since/for)	Relate and understand factual details in a narrative, a report, or a news item	Be able to name an agency that offers aid in the community and tell what it does	
Reading/ Writing	Identify main idea of simple short text	Using a map Provinces and capitals		Get the gist and key information and details of simple two to three paragraph texts		Modals (able to, would, could) Nouns used as adjectives Connectors (also, both)



	ERPAC Level 2 Competencies	Activity	Grammar	ERPAC Level 4 Competencies	Activity	Grammar
Lesson Plan Ten	Goal Setting					
Listening/ Speaking	<p>Give and follow a number of short common daily instructions</p> <p>Give and follow positive and negative commands</p>	<p>Life line</p> <p>Can Do Checklists</p> <p>Mind mapping</p>	<p>Using</p> <p>I want to + verb phrase</p> <p>I want a + noun</p> <p>My goal is _____.</p> <p>I can ____.</p> <p>I can't ____.</p>	<p>Give and follow sets of sequential everyday instructions and directions</p>	<p>Goal statements and planning</p> <p>Can Do Checklists</p> <p>Time line</p>	
Reading/ Writing	<p>Follow 1–4 step, one-sentence, common everyday written instructions</p> <p>Read and understand very basic common forms, maps, signs, labels, and schedules</p>	<p>Life line</p> <p>Mind mapping</p> <p>Can Do Checklists</p>		<p>Find information in short reference and formatted text such as forms, tables, graphs, schedules, directories, dictionaries, maps, and brochures</p>	<p>Goal statements and planning</p> <p>Can Do Checklists</p> <p>Timeline</p>	



Topic One Level 2: Getting to Know Each Other

Lesson Plan One	Topic: <i>Getting to Know Each Other</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Use and respond appropriately to common social formulas such as greetings and introductions

Reading/Writing:

Fill out simple forms

Language and culture focus for the learning activities:

It is very important in Canadian culture to be able to give personal information clearly and correctly. Pronunciation should not hinder comprehension. It is also important to know how to respond in a socially acceptable way when introduced to someone.

This first lesson with your learners is the time to start laying the groundwork for classroom and instructional organization. Before you begin, think about the kind of environment you want to create in your classroom. How will you achieve it? What kind of organization do you need to put into place? Think about how you want your learners to organize their worksheets and binders (date, name, etc.), the kinds of classroom routines you want to establish, how you are going to get learners' attention, how you will deal with homework. Because your learners have limited language at this stage, a consistency in routines will smooth the running of the class activities.

Grammar:

Asking questions

Example: "What is your name?"

Responding to information questions

Example: "My name is _____."

Vocabulary:

Common vocabulary needed to provide an address (street, road, avenue, numbers, city or town name) Mr., Mrs.

Canadian format for telephone number (403-234-5678)

Suggested teacher resources and classroom materials:

- On Target: A Resource Book of Stage One Assessment Tasks
Social Interaction Listening/Speaking Benchmark 1 pg 4–5, pg 6–7
- Name cards in a tent form, felt pens
- Can Do Checklists: Levels 1, 2 and 3 for each learner
- Green pen or pencil for each learner (can be another colour but each learner must have the same colour)
- **Handouts:**
 - Personal Information Form – 3 or 4 for each learner
 - Getting to Know Each Other

Learning objectives:

The learners will be able to

- respond to questions about their personal information
- introduce themselves and others
- fill out a simple information form
-

Learning activities:

Print on the board before class.

Exercise 1

“Hi, my name is _____.”

“What is your name?”

“My name is _____.”

“I’m pleased to meet you.”

Exercise 2

Hi, I’d like you to meet my friend, _____.

Response: I’m pleased to meet you.

Exercise 3

What is your address? Where do you live?

What is your phone number?

Warm-up (approximately 15 minutes)

1. Begin the class by passing out name cards and asking learners to print their names on the cards.
2. Introduce yourself to the class by saying “Hi, my name is _____.” Then, turn to the first learner and say “What is your name?” Encourage the learner to respond with “My name is _____.” Shake hands with the learners and say “I’m pleased to meet you.” Indicate the words on the board (Exercise 1) as learners say these sentences for the first few times. Work through the entire class asking everyone their name and shaking hands.
3. Point to the sentences on the board and have the entire class practice repeating them.
4. Learners will then turn to the person next to them and, using the words on the board as a prompt, introduce themselves.

5. Learners will stand up and walk around introducing themselves to others in the class.
6. Model introducing someone to someone else. “I’d like you to meet my friend, _____.” Response “I’m pleased to meet you.” Show the dialogue on the board (Exercise 2). Read aloud with learners.
7. Learners practice introducing a friend to someone.

Working with forms (approximately 25 minutes)

8. Hand out the Personal Information Form to each learner and review format. Explain that most forms require your name, address and phone number. Have learners attempt to fill out the form. If necessary, learners can copy information from other forms. Circulate around class and help out as required.
9. Go over questions on board from Exercise 3. Model appropriate answers from learners’ information forms. Ask one learner the questions and have him/her answer. Then have learners work in pairs to ask and answer the questions.
10. Circulate and make note of any pronunciation problems. Ask two learners to demonstrate after they have practiced.
11. Review pronunciation problems with class. These may include pronunciation of numbers in address and phone numbers.

Pronunciation and listening practice (approximately 20 minutes)

12. Have learners dictate their phone numbers out loud. (If they aren’t comfortable giving their phone numbers, have them make up an imaginary phone number.) Emphasize good pronunciation. Other classmates must try to write them down. Have a learner read aloud what she has written or print it on the board to verify correctness. If there is time (depending on size of class) let everyone take a turn dictating.
13. Have learners dictate one word from their information form aloud. This could be their first name, last name, a word from their address. Other learners print it as they hear it. Have one learner print what he heard on the board. Check for correctness.

Getting to Know Each Other questionnaire (approximately 15 minutes)

14. Hand out Getting to Know Each Other questionnaire to each learner. Go through the questions and the format. Learners interview 1–3 classmates to fill in the information. If there is time they can report back to the class one thing that they learned about one of the interviewees.

CLB Can Do Checklists (approximately 30 minutes)

15. Hand out CLB Can Do Checklists Level 1–3 and a green pencil or pen to each learner. Have learners write the date at the top of the page in the coloured pen. As a class, go through each competency. Help learners decide whether they can do it. If they can, have them put a check mark in the appropriate box. Either collect the completed Can Do Checklists or have learners store them in their portfolio or binder. These should be updated at future intervals using different coloured pens. For example, update them in two months or at the end of the session, using a red pen.

Homework (approximately 5 minutes)

16. Give each learner two personal information forms. Practice filling out personal information forms. Help someone else at their house fill out a personal information form.

Additional and/or extension learning activities:

LINC Classroom Activities 1 Reading and Writing

Recreation: Social Interaction pg 175–176

LINC Classroom Activities 1 Listening and Speaking

Recreation: Social Interaction pg 141–142

Evaluation:

The instructor will evaluate the learning by observation.

The learners will role-play meeting someone and responding appropriately to an introduction.

The learners will introduce someone to someone else.

The learners will correctly fill out a personal information form.

Activities for Topic One Level 2

Personal Information Form

Name _____

Address _____

City _____

Province _____

Postal Code _____

Telephone Number ____ _____

Getting to Know Each Other

What is your name?	Where do you live?	How long have you been in Canada?	What is your favourite food?	What do you like to do?

Topic One Level 4: Getting to Know Each Other

Lesson Plan One	Topic: <i>Getting to Know Each Other</i>
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Open, develop, and close communication in common social interactions

Reading/Writing:

Write a short text about a personal experience or situation or about future plans

Fill out simple forms

Language and culture focus for the learning activities:

There seem to be forms for everything. Learners must be familiar with their format and language, and be able to provide the required information. They should also be familiar with which topics are polite to use in conversation in Canada, and which are impolite.

Grammar:

Vocabulary:

elementary, guardian, allergies, fire station, field trip

abbreviations for forms (YY/MM/DD)

Suggested teacher resources and classroom materials:

- On Target: A Resource Book of Stage One Assessment Tasks
Fill out Simple Forms Writing/Benchmark 4 pg 206
- On Target: A Resource Book of Stage One Assessment Tasks
Describe Personal Situations Writing Benchmark 4 pg. 208
- LINC Classroom Activities 3 Listening and Speaking
Recreation: Customs and Social Behaviour pg 13
- Several samples of different types of forms – credit card applications, library card applications, personal information forms from a doctor's or dentist's office

Learning objectives:

The learners will be able to

- demonstrate familiarity with polite topics of conversation in a social setting
- fill out a simple form
- write a short letter about a favourite place in Canada

Learning activities:**Warm-up** (approximately 15 minutes)

1. Review personal information by going around the classroom and asking learners such questions as “What is your first name? What is your last name? What is your phone number? What is your address?” Have learners ask and answer the same questions with each other.

Working with forms (approximately 45 minutes)

2. Divide learners into small groups. Hand out a variety of forms to each group. Have learners look them over for similarities and differences. Point out that most forms have similar construction and format, and most ask for some information that is familiar and some that may not be familiar.
3. Hand out LITTLE RED ELEMENTARY SCHOOL permission form for field trip to the fire station photocopied from *On Target: A Resource Book of Stage One Assessment Tasks*, pg 206. Explain that this is one type of form that parents with children in the school system will often be required to fill out. Go through vocabulary needed for the form.
4. Have learners work in pairs to fill out the form. They will each fill out their own form but may help each other.

Customs and social behaviour (approximately 45 minutes)

5. Discuss what subjects or topics are considered polite or impolite for conversation. Some topics might be the same in their country; some might be different. Hand out LINC Classroom Activities 3, Listening and Speaking, Recreation: Customs and Social Behaviour, pg 13. Read through questions and explain any new vocabulary.
6. Divide class into pairs. Each pair should read the questions and discuss whether or not they are polite topics of conversation in Canada. Then have a class discussion to decide which questions are okay for conversation.
7. Have learners circulate around the classroom asking and answering with classmates the “polite” questions. If the class is large enough they should ask each person a different question.

Homework (approximately 15 minutes)

8. Hand out copies of *On Target: A Resource Book of Stage One Assessment Tasks*, Describe Personal Situations, Writing Benchmark 4, pg 208. Have the learners write a letter to a friend telling him or her about a place they have visited since moving to Canada. Mention what they have seen and done. Have them write 2 paragraphs of approximately 6 sentences each.

Evaluation:

The instructor will informally evaluate the learners’ ability to fill out the forms by circulating in the class.

The instructor will collect the letters at next class and mark them according the rubric found in *On Target: A Resource Book of Stage One Assessment Tasks*, Describe Personal Situations, Writing Benchmark 4, pg 209.

Topic Two Level 2: Money and Spending

Lesson Plan Two	Topic: <i>Money and Spending</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Recognize and indicate communication problems in a number of ways

Give and follow a number of short common daily instructions, positive and negative commands

Express and respond to simple requests and warnings

Reading/Writing:

Read and understand very basic common formats – forms, maps, signs, labels and schedules

Language and culture focus for the learning activities:

Asking for change

Express likes, dislikes, wants, and needs

Grammar:

Verbs: Simple present

Example: I like to shop.

Statements and negatives

Examples: I want to work.

I do not want to work.

Yes/no and "wh" questions

Examples: Do you need cash to buy groceries?

When do you need to pay your rent?

Vocabulary:

pennies, cents, nickels, dimes, quarters, loonies, toonies, dollar, bills, coins,

buck, loose change, change

Suggested teacher resources and classroom materials:

- A variety of Canadian coins and some bills
- Flyers
- Handouts:

- Money Chart
- Dialogues 1 and 2
- Consumer Goods

Learning objectives:

The learners will be able to

- say large and small numbers correctly
- recognize different bill denominations and coins
- state and ask the price of something
- ask for change

Learning activities:

Warm-up (approximately 10 minutes)

1. Warm-up the group around counting and using numbers. Make this a fun time (give out a candy for getting it right). Have learners do the following:
 - count to 20
 - count backwards from 20
 - count by twos to 30
 - count by fives to 50

Saying numbers (approximately 15 minutes)

2. Have the learners practice saying the numbers correctly. Review how to say these numbers in English
 - 0.1 = zero point one
 - 1.5 = one point five
 - 10 = ten
 - 100 = one hundred
 - 1,000 = one thousand
 - 10,000 = ten thousand
 - 100,000 = one hundred thousand
 - 1,000,000 = one million
 - 111 = one hundred (and) eleven
 - 1,200 = one thousand, two hundred OR twelve hundred
 - 1,620 = one thousand, six hundred (and) twenty OR sixteen hundred (and) twenty
3. Pronunciation – Have the learners practice pronouncing twelve, twenty, etc and fifteen/fifty, sixteen/sixty, seventeen/seventy, eighteen/eighty, nineteen/ ninety.

Introducing the topic of money (approximately 20 minutes)

4. Write up the dollar sign – \$ and cent sign – ¢ on the board. Ask what they mean.
5. Discuss “Is money important? Why?”
6. Set out coins and introduce (or review) the vocabulary for each coin.
 - What are the Canadian coins?— pennies, nickels, dimes, quarters, loonies, toonies
 - Hand out a Money Chart to each learner. Have them fill it in either individually or with a partner.
 - What are common Canadian bills? — five, ten, twenty, fifty, one hundred dollar

Asking for change (approximately 20 minutes)

7. Review different expressions for clarifying conversation points. Examples: I'm sorry, I don't understand. Could you repeat that please? I'm sorry; I missed that. Could you tell me again? I didn't get what you said last. (See worksheet in: English Language Professionals (1995). *Living in Alberta: An ESL Workbook for Newcomers*. Edmonton, AB: Funded by Alberta Advanced Education and Career Development, p. 10).
8. Hand out copies of Dialogue 1. Have the learners work in pairs to practice. Learners can alternate parts. Practice substituting different amounts and stating what change they are giving. Have them practice expressions of clarification.
9. Switch pairs of learners and hand out Dialogue 2. Substitute different locations for getting change.

Grammar lesson (approximately 25 minutes)

10. Review and practice the simple present verb structure using the following verbs: to need, to like, to want, to have, to cost, to pay, to give
 - (Go over the meaning of the verbs). Note that we usually use the pronouns 'it' and 'they' (not 'he' or 'she') with the verb 'cost'.
 - Review how to make affirmative statements, negative statements and questions.
 - Ask the learners questions and let them practice using the verbs giving affirmative and negative answers in response –Examples: Do you like to shop? Does your (husband, wife) like to shop? Do you have a bank account? How much does your rent cost? How much do your groceries cost every month? Do you give pocket money to your children? Do you need cash to buy groceries? When do you have to pay your rent or mortgage?
 - Have the learners ask each other questions using the verbs.
11. Give learners the handout Consumer Goods. Have the learners work in pairs and decide what things on the list go into the two categories. Encourage the learners to use affirmative and negative statements. Bring two pairs together to share their decisions.
12. Learners can practice further using the verbs to like, to have, to cost, to pay, to give, by asking each other questions about the items in the Consumer Goods list.

Reading prices (approximately 15 minutes)

13. Pair up learners and hand out some flyers. Have them read prices from the flyer. Let them practice asking each other about likes and dislikes, wants and needs and the prices of different items. (Do you like ____? Do you need ____? Do you have a ____? How much does ____ cost? What's the sale price of ____? What's the regular price? How much can you save?)

Wrap-up (approximately 10 minutes)

14. Give time for questions about the lesson.

Homework (approximately 5 minutes)

15. Have the learners review handouts.

Additional and/or extension learning activities:

Write a shopping list of 10 items such as groceries, clothing, things for the home. Use a flyer to find prices for each item. Practice saying the amounts. Write the price in numbers and words.

Find out where the bank or credit union is in your community. Draw a map showing the bank and at least two other businesses or buildings across the street or beside the bank.

Evaluation:

The instructor will observe the learner's ability to use flyers and use the simple present tense with the activity Reading Prices.

The instructor will mumble some instructions to learners to check whether they appropriately use expressions to clarify.

Activities for Topic Two Level 2

Money Chart

Name	Value	Word
	10 ¢	
Penny		
		One dollar
Toonie		
	5 ¢	
		Twenty five cents
15 bucks		

Dialogue 1

A. Excuse me, do you have change for ten dollars?

B. Sure. What do you need?

A. I need some loonies and a five.

B. Here you are—a five dollar bill, three loonies and a toonie.

A. Thank you.

B. You're welcome.

Dialogue 2

A. I need change for a dollar. Do you have any?

B. No, I don't. Sorry. But maybe you can get change at Tim Horton's.

A. OK. Where's Tim Horton's?

B. Just 1 block ahead. It's on your right across from the bank.

A. Thanks.

B. No problem.



Consumer Goods

Which items in the chart are necessary for your life and which would you like to have?

List of things	I need	I want
a winter coat		
jewelry		
beer		
cushions		
a pair of jeans		
toothpaste		
an iPod		
a CD player		
paper		
a dental check up		
credit card		
a dog		
a computer		
a meal at a restaurant		
a telephone		
a package of gum		

Topic Two Level 4: Money and Spending

Lesson Plan Two	Topic: <i>Money and Spending</i>
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Give and respond to persuasive oral communication such as warnings, accepting and rejecting goods, service, or help

Express preference, satisfaction or dissatisfaction

Reading/Writing:

Copy short text to record or learn information or to complete tasks

Find information in short, reference and formatted text, such as forms, tables, graphs, schedules, directories, dictionaries, maps, and brochures

Language and culture focus for the learning activities:

Buying on credit

Gender roles in money decisions and handling money

Grammar:

Verbs: Past continuous (Past progressive)

Example: He was going to the bank at 5:30.

Vocabulary:

credit, charge, finance, credit card, cheques, VOID cheque, bank balance, robbery, alibi

Suggested teacher resources and classroom materials:

- Blank cheques
- One dice and one pencil
- Handouts:
 - Match the Currency
 - Money Idioms
 - Idiom Meanings

Learning objectives:

The learners will be able to

- state the advantages and disadvantages of using credit cards
- recognize various idioms related to money
- state what they were doing at some specific time in the past

Learning activities:**Warm-up** (approximately 10 minutes)

1. Hand out Match the Currency to each learner. Ask them to match the currency with the country it comes from.

Introducing the topic (approximately 15 minutes)

2. Involve the learners in a discussion about money. How does your family make decisions about spending large amounts of money- for example buying new furniture, or repairing the car? Who handles the money – the banking, paying the bills, doing the shopping? Talk about gender roles. Explain that women in Canada take active roles in making money decisions and handling money.

Role play (approximately 20 minutes)

3. Discuss with the class - How do you pay for things? What form of payment do you use?
4. Do some role plays about interacting with a cashier. Practice the dialogue for paying for a purchase. (Will that be debit or credit?) Discuss whether stores accept cheques in payment. Talk about the need to show ID.
5. See if the learners know how to correctly write out a cheque. If not, spend some time going over cheque writing steps. Have them write out a cheque to pay a bill, for example. Discuss VOID cheques and pre-authorized payment.

Credit cards (approximately 15 minutes)

6. Divide the class into two groups. One group should brainstorm and list the advantages of using credit cards; the other group will talk about the disadvantages. In a modified debate format, groups alternately present their lists one point at a time. This will give each group opportunity to add and refine their points related to what the other group has given. Below are some possible points.

Advantages	Disadvantages
Ability to buy needed items now Don't have to carry cash Creates a record of purchases More convenient than writing cheques Consolidates bills into one payment	Higher cost of items (interest and finance charges) May also include additional fees Financial difficulties may arise if you lose track of how much you spend each month Provides an avenue for increased impulse buying

7. Discuss and vote in the class as to whether people should use credit cards to pay for purchases.

Grammar lesson (approximately 30 minutes)

8. Teach the past continuous verb form (also called past progressive). Talk about using 'while' and 'when' with the past continuous. Prepare a worksheet where they can practice the structure.
9. Play the Alibi Game. Prepare a set of index cards with action verbs or phrases on them. Examples: cooking dinner, eating lunch with a friend, driving to the dentist, visiting the doctor, working overtime, taking a nap, jogging in the park, washing windows, singing at the hospital, buying a new house, painting the fence, depositing money at the bank. Set the stage for this activity by telling the learners that two men robbed the bank yesterday afternoon and the police suspect your class. Have each learner pick a card. They must give an alibi using the phrase on their card and 'when'.
Example: I didn't do it. I was waiting for my friend at the airport when they robbed the bank.
If you have time learners can discuss whose alibi they believe.

Math Madness game (approximately 10 minutes)

10. Have the learners sit around a table that has nothing on it. Give every person a piece of paper. Give one person a pencil. Give the person on his right a dice. The object of the game is to write the numbers (numerals) 1-100 on your piece of paper. On 'Go' the person with the pencil starts writing numbers and the person with the dice starts throwing it until he gets a 6. When he gets a 6 the person with the pencil must hand it to the person on his left, take the dice from the person on his right and begin throwing for a 6. Keep going around the table until one person gets all the numbers written. (Cheer the writers on, boo the dice thrower, grab the pencil when it is your turn, perhaps even cheat???) Get some excitement going!)

Money idioms (approximately 20 minutes)

11. Hand out the Money Idioms and the Idiom Meanings. Have the learners work alone or with a partner to choose the best meaning and write it into the chart.

Additional and/or extension learning activities:

Discuss with your family about credit card use. See what they think are the advantages and disadvantages of using credit cards.

Do a little survey among your neighbours about what they think is the most convenient way to pay for purchases.

Evaluation:

The learners will role play paying for something at a store where they are asked about what form of payment they will make. They will use a related idiom.

The learners will write a paragraph about an experience of going to a store and buying an item.

Activities for Topic Two Level 4

Match the Currency

Pound	Korea
Dollar	Norway
Yen	Syria
Won	Israel
Peso	Botswana
Krone	Japan
Euro	Mexico
Ruble	Canada
Rupee	Italy
Shekel	Russia
Pula	Sri Lanka

Answers for Match the Currency

Pound	Syria
Dollar	Canada
Yen	Japan
Won	Korea
Peso	Mexico
Krone	Norway
Euro	Italy
Ruble	Russia
Rupee	Sri Lanka
Shekel	Israel
Pula	Botswana

Money Idioms

Idioms	Examples	Meaning (Use the list of meanings)
go broke	You'll soon go broke if you spend more than you earn.	
flat broke	I am flat broke. I don't even have enough money to pay my rent.	
break even	We spent \$100,000 starting up our company and we hope to break even in six months. Then we expect to make a profit.	
not worth a cent	I bought the painting as an investment but I found out it's not worth a cent.	
hard up	His brother is hard up for money and always wants to borrow some from me.	
strapped for cash	I am strapped for cash at the moment so I won't be able to go with you on a holiday.	
cheapskate	My niece is such a cheapskate she eats at home and only orders water at a restaurant.	
make ends meet	I have been having trouble making ends meet because the rent for my apartment is too high.	
keep books	We keep careful books of all the financial transactions in our company.	
pick up the tab	I usually pick up the tab for my sister and her children at the restaurant because she doesn't have much money.	

Idiom Meanings

Decide which meaning goes with each idiom and copy it into the chart.

1. not have much money
2. pay the bill
3. keep records of money earned and spent
4. lose all your money, have no money
5. have enough money to pay your bills
6. have income equal to expenses
7. having no money, penniless
8. have no money available
9. not worth anything, not of any value
10. a person who will not spend much money, a stingy person

Topic Three Level 2: Money and Banking

Lesson Plan Three	Topic: <i>Money and Banking</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Use and respond appropriately to common social formulas such as greetings and introductions
 Give and follow positive and negative commands and requests
 Express and respond to simple requests and warnings

Reading/Writing:

Follow 1–4 step, one-sentence, common everyday instructions
 Copy information
 Fill out simple forms

Language and culture focus for the learning activities:

Getting service at a bank

Grammar: N/A

Vocabulary:

teller, deposit, withdraw, cash, credit card, cheque book, interest, savings, money order, loan, mortgage, debt, borrow, lend, bill, debit, utilities, denomination

Suggested teacher resources and classroom materials:

- Monopoly money
- Blank sample cheques
 - On Target: A Resource Book of Stage One Assessment Tasks
 - Fill Out Simple Forms Writing Benchmark 3 pg 182
 - LINC Classroom Activities 1 Complimentary Material pg 56
- Record the attached dialogue Making a Deposit onto a cassette
- Handouts:
 - Making a Deposit
 - How to Write a Cheque
 - The Winning Ticket

Learning objectives:

The learners will be able to

- name basic services offered by banks
- write numbers correctly
- fill out a cheque
- deposit a cheque, pay a bill and withdraw money (using a teller's services)

Learning activities:**Warm-up** (approximately 10 minutes)

1. Bring in 3–4 objects in a large bag. Ask learners to feel inside and guess what each object is. Have them tell why they think it is that object i.e. how it feels. This will get them to practice describing. Include a piggy bank (preferably a pig) as one of the objects.

Introducing the topic (approximately 25 minutes)

2. Ask the learners “Where do you keep your money?” In your wallet, purse, piggy bank, bank, under the mattress, in a sock?
3. Define vocabulary words related to the bank. See vocabulary list above. What is a bank account? How do you get a bank account? How do you use a bank account?
4. Divide into groups and have the learners list all the things they can do at the bank. Debrief and make a common list.

Depositing money at the bank (approximately 25 minutes)

5. Play the audio tape of the dialogue Making a Deposit that you created. Play it 2-3 times for the learners and talk about it. Distribute the handout Making a Deposit and have the learners answer the comprehension questions.
6. Ask the learners what would have happened if Mr. Smith didn't have an account. Could he cash his cheque? Talk about carrying and showing ID.
7. Ask the learners to act out the scene from Making a Deposit
Substitute other banking activities and have learners adjust the conversation to suit.
Paying my electricity bill
Withdrawing some cash
Buying a money order

Writing a cheque (approximately 25 minutes)

8. Practice writing dates in different ways and review abbreviations such as d, m, y.
9. Have the learners practice writing small and large numbers correctly. 9 (nine) 22 (twenty two) 100 (one hundred), 3000 (three thousand) Have learners take turns dictating the amount.
10. Hand out blank sample cheques and go over the steps needed to fill a cheque out correctly.
11. Set up a mock payment area and have learners make out cheques to pay bills such as telephone and electricity. Go over the checklist below – How to Write a Cheque. Give the learners a copy of the handout How to Write a Cheque. They can make sure they have made out the cheque correctly.

How to Write a Cheque

- Write the date.
- Write the name of the person or company you are paying.
- Write the amount in numbers (numerals).
- Write the same amount in words.
- Sign your name. You must sign your name. Do not print your name on a cheque.

Reading Comprehension (approximately 20 minutes)

12. Hand out a copy of the paragraph The Winning Ticket. Have the learners read it and do the comprehension and vocabulary exercises.

Homework (approximately 5 minutes)

13. Get the learner to try to involve their family to plan a family trip. Plan it for three days. They can only spend \$500. Decide: Where will they go? What will they do? How much will it cost? Find the real costs of everything. Write down the plan.

Some expenses may be

- Transportation (bus or gas or bike rental)
- Food
- Hotel
- Tickets
- Things you want to buy

Additional and/or extension learning activities:

Go to the bank and find out what the interest rate is for a savings account.

Find out what hours the local bank is open. Does it stay open later some days for people who are working to go to the bank?

Print the Extra Activity and give to the learners to do at home.

Evaluation:

The learners will name some of the services of a bank.

The learners will fill out a sample cheque blank.

Activities for Topic Three Level 2

Making a Deposit

- Teller: Good afternoon. What can I do for you today?
- Mr. Smith: I want to deposit my cheque.
- Teller: Do you have an account with us?
- Mr. Smith: Yes, I do. I have a chequing and a savings account.
- Teller: What account do you want your cheque to go into?
- Mr. Smith: Put \$100 in my savings and the rest into my chequing account.
- Teller: What is your account number?
- Mr. Smith: It's # 5008703 – 41
- Teller: OK. Do you want any cash?
- Mr. Smith: Yes, give me \$70.00 in tens, please.
- Teller: Just sign here. Here's your cash - 10, 20, 30, 40, 50, 60, 70.
- Mr. Smith: Thank you.

Comprehension Questions

Why did Mr. Smith go to the bank?

What accounts does Mr. Smith have?

How much money did he put in his savings account?

How much cash did he take?

What denomination of bills did he ask for?

How much money did Mr. Smith get on his paycheque?

How to Write a Cheque

Write the date.

Write the name of the person or company you are paying.

Write the amount in numbers (numerals).

Write the same amount in words.

Sign your name. You must sign your name. Do not print your name on a cheque.

The Winning Ticket

Andre remembers the time he won \$10,000 with a lucky ticket. He was completely broke at the time. He had just enough money to buy gas to get to work. He paid for the gas and the clerk gave him a 'scratch and win' ticket. He couldn't believe it when he scratched the ticket and hit the jackpot of \$10,000. His friends were very excited. They all wanted to borrow a few bucks from him. But Andre knew the money would not last forever. He wanted to stretch the money and make it last. First he paid off his debts. Then he opened a savings account with the rest so he could earn some interest.

Comprehension Questions

How much money did Andre win? _____

Where did Andre get his ticket? _____

What kind of a ticket was it? _____

What did he do with the money he won? _____

How much money did Andre lend to his friends? _____

Find these words in the story and underline them

completely broke
 borrow a few bucks
 pay off debts
 earn interest
 hit the jackpot

Use the words in the sentences below

John is so lucky. He really _____ when he won the raffle last year.

The best way to _____ is to invest your money.

I haven't got any money; I'm _____.

Brian and his wife used their credit card when he didn't have a job. Now they are trying to _____.

I would like to buy a new computer but I don't have enough money. Could I _____ until my next paycheck?

Extra Activity

Off to the Bank

Bill: Hi Joan. How are you today?

Joan: Hi Bill, I'm fine. And you?

Bill: I'm fine, too. You look like you are in a hurry. Where are you going?

Joan: I'm going to the bank. I have to deposit my paycheque.

Bill: I just came from the bank. It's very busy today. I had to wait in line 25 minutes.

Joan: Well, I have to hurry. I have to pick up the kids from school and I don't want to be late. See you later.

Comprehension Questions

Where is Joan going?

Why is Joan going to the bank?

How much money does Joan have?

Where was Bill before he met Joan?

What problem did Bill have at the bank?

Additional Exercises

Practice the conversation but substitute 'withdraw some money' for 'deposit my paycheque'.

Copy the conversation but substitute 'pay the electricity bill' for 'deposit my paycheque'.

Topic Three Level 4: Money and Banking

Lesson Plan Three	Topic: <i>Money and Banking</i>
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Give and follow sets of sequential everyday instructions and directions

Give and respond to persuasive oral communication such as warnings, accepting and rejecting goods, service, or help

Reading/Writing:

Follow 1–6 step common everyday written instructions

Get the gist and key information and details of simple two-three paragraph texts

Language and culture focus for the learning activities:

Using a debit card is convenient and easy when making purchases

Borrowing money from a bank

Grammar:

Adverbs: Sequencing (first, second, after that, after, before, next, then, finally)

Example: First insert your card into the slot. Second enter your Personal Identification Number. After that press ENTER. Next select the transaction or option that you want. Then choose the account you want to withdraw money from. ...Finally remove your card.

Verbs: (borrow, lend)

Vocabulary:

transaction, automated, ATM, PIN, password, deposit, withdraw, utility bill, debit, cash, credit card, account, interest, savings, debt, borrow, lend

Suggested teacher resources and classroom materials:

- LINC Classroom Activities 3 Using the Phone page 142
- Handouts:
 - Split Exchange Sentences
 - Before and After
 - Steps for Using an ATM
 - Borrowing Money

Learning objectives:

The learners will be able to

- give instructions to a friend on how to use an ATM
- ask for change
- sequence instructions or directions
- tell the difference between an personal line of credit and a personal loan

Learning activities:**Warm-up** (approximately 10 minutes)

1. Print the Split Exchange Sentences and cut it into sentence parts. Hand out the parts to the learners. They must try to pair up with the person who has the other half of their sentence. Make sure you have the right number of strips for the number of learners. You should participate if you have an odd number.

Grammar lesson (approximately 30 minutes)

2. Review or introduce sequencing words such as first, second, after that, after, before, next, then, finally. Look at different places we commonly use sequence words.
3. Spend some time explaining how to use ‘before’ and ‘after’. Learners are often confused about these two words. Have the class write answers to the questions on the handout Before and After.
4. Divide the class into groups. Each group will use sequence words as follows: Group 1 will create instructions for making a sundae or a pot of tea; Group 2 will develop directions to some local building; Group 3 will describe their daily routine.

Writing Practice Using an ATM (approximately 30 minutes)

5. Divide the learners into groups. Cut up the Steps for Using an ATM. Mix them up and spread them out on a table. Learners work together to put the steps in order. (If this seems as though it would be too difficult for the learners you can read through the steps in order first.)
6. Ask the learners to write sequencing words to connect the steps. First have the learners decide which statements are safety precautions. These sentences don’t need sequencing words.
7. Have the learners draw an ATM machine. Different learners can draw the machine at different transaction stages. Try a Total Physical Response activity where learners walk through the stages of withdrawing money. Get learners to take turns giving the directions while the others act them out. Encourage them to use some of the sequence words in their directions.
8. Have the learners create the instructions for depositing money or making a payment.

Getting a Loan/ Borrowing Money (approximately 50 minutes)

9. Review the verbs ‘borrow’ and ‘lend’.
10. Print copies of the Borrowing Money hand out. Split the class into two groups to do a form of Jigsaw Reading Activity. Give one group the information on Personal Line of Credit and the other the information on Personal Loan. Allow 15 minutes for the groups to read, discuss and make sure they understand everything about their topic.

11. Pair off the learners so there is one person from each group in the pair. Each will then teach the partner what they know about their topic.

Additional and/or extension learning activities:

Find out interest for savings at the bank or credit union.

Find out prime interest at the bank.

Find out the interest rate on a loan for \$2000.00 to buy a computer.

Evaluation:

The learners will follow a set of 4-5 instructions or directions using sequencing words and practice clarification strategies.

Activities for Topic Three Level 4

Split Exchange Sentences

People often use cheques ...	instead of cash.
Governments get most of their money ...	from taxes.
Term deposits or Guaranteed Investment Certificates (GICs) pay more interest ...	than savings accounts.
Never give your Personal Identification Number (PIN)...	to anyone else.
Credit cards let you buy things now ...	and pay for them later.
To get a loan, you must be ...	earning enough money to pay back the money you borrow.
Chequing accounts...	usually do not pay interest.

Before and After

Answer the following questions.

1. What do you usually do before you have dinner?
2. What did you do before you came to class?
3. What will you do after class?
4. What do you sometimes do before you go to sleep?
5. What must you do after a friend lends you some money?
6. What does a clerk do after you pay a bill for \$75 with \$80?
7. What do you do before you answer a hard question?
8. What do you do after you take money from the ATM?

Steps for Using an Automated Teller Machine (ATM)

Insert your card into the slot. It should face the way the machine shows

Enter your Personal Identification Number (PIN)

Memorize your PIN; don't write it down and carry it with you

Make sure no one can see you punch in your PIN number

Press Enter

Select the transaction or option that you want (Withdrawal)

Choose the account you want to withdraw money from (savings or chequing)

Enter the amount. On most machines you add the 2 zeros after the decimal.

Choose if you want a receipt

Press Enter

Wait while the request is processed

Take your cash

Don't count your cash while standing at the ATM

Take your receipt

Never throw your receipt away for someone to pick up

Remove your card

If you lose your ATM card, contact your bank immediately

Borrowing Money

Personal Line of Credit

Use a personal line of credit when you are not sure how much money you need or when you will need it. Borrow the exact amount you need or set up a limit that you feel comfortable with. You can use the money when you are ready. The line of credit is tied to your chequing account. You can use some or all of these funds by using your debit card, by writing cheques, or by cash withdrawals. Rates for lines of credit are usually lower than Credit Cards and regular loan programs. You only pay interest on the amount that you actually use.

Borrowing Money

Personal Loans

Apply for a Personal Loan if you are looking for a specific amount of money for a specific amount of time. A Personal Loan provides a set amount of money that must be repaid over a specific period of time. Personal Loans are good if you are buying a car or other big items, doing home renovations, or consolidating debts. You must pay interest on the money you borrow. You can choose how long you will take to pay back the loan (from one to five years). You can choose how often you make your loan payments. You can make them every week, every two weeks, two times a month or monthly.

Topic Four Level 2: Health

Lesson Plan Four	Topic: <i>Health</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Comprehend requests for personal details and respond appropriately

Reading/Writing:

Copy information

Fill out forms

Language and culture focus for the learning activities:

People are often nervous when they go to a Doctor's appointment. They need to understand what will be expected of them, have the vocabulary to express themselves and have the opportunity to practice (role play) how they will act and what they will say.

Grammar:

Verbs: Present tense

Example: I have a fever.

Subjective pronoun (I)

Example: I am sick.

Possessive pronoun (my)

Example: My arm hurts.

Vocabulary:

General vocabulary for the body and feelings of ill health e.g. head, shoulder, arm, hand, finger, chest, stomach, back, leg, knee, foot, toe, headache, sick, sore, fever, pain, cold, cough

Vocabulary for days of the week, months of the year and time

Suggested teacher resources and classroom materials:

- List of days of the week and months of the year on the board
- A calendar or copy of a calendar for each learner or
On Target: A Resource Book of Stage One Assessment Tasks
Listening/Speaking Benchmark 1 Information Pg. 8
- Pictures from magazines, or other sources, of doctors and people who are feeling ill

Learning objectives:

The learners will be able to

- answer questions about how they feel
- use a calendar to keep track of appointments

Learning activities:**Warm-up** (approximately 20 minutes)

1. Go through the days of the week from the blackboard with the entire class. Instructor says the word modeling correct pronunciation. The class repeats. Then have learners say the names of the days of the week in a round robin fashion. One learner says Monday, the next Tuesday, the next Wednesday and so on. Next, have the learners find partners and practice the days of the week in a “ping pong” fashion. One says Monday, the other says Tuesday, the first partner says Wednesday, etc.
2. Do the same procedure with the names of the months.

Calendars (approximately 20 minutes)

3. Hand out calendars to each learner. Go over the organization of a calendar. Point out the twelve months, the organization of the weeks, how many days are in a typical month, how many weeks, special days.
4. Dictate a date, including month, day number and name, and a time (Wednesday, February 13). Learners should write Doctor on the correct square. Have learners check with their partners to see if they agree. Practice several dates in the same manner. Have learners write in the time, also, if they are able. If learners are ready, introduce ordinal numbers for dates – first, second, third.

Body Parts (approximately 20 minutes)

5. Review parts of the body. Instructor writes words on board, pronounces them and has learners point to their own body part.
6. Play quick game of Simon Says. Instructor says “Simon says put your hand on your head.” The last person to respond, or anyone who responds incorrectly, must sit down. The last person standing is the winner.

Aches and pains (approximately 50 minutes)

7. Go back to the list of body parts on the board. Discuss feeling sick and going to see a doctor. Show a picture of a doctor and some pictures of people not feeling well. For each body part mime what could be the problem and write the word next to it. Examples: head - ache, throat - sore, shoulder - ache, neck - stiff, arm - broken, tooth – ache, back - pain
8. Write the sentence “What is wrong?” on the board. Mime an action, or show a picture, such as a headache. Learners can suggest what is wrong. Model the correct language for them. I have a headache. My arm hurts. I feel sick. I have a sore throat. I have a fever.
9. Model this interaction with a couple of learners. What is wrong?
My _____. I have a _____.

10. Have learners practice in pairs. Then have them move to a new partner and practice again. Instructor should be moving around class and checking for accuracy and comprehension. Have a couple of pairs demonstrate for the rest of the class.

Homework (approximately 10 minutes)

11. Learners get the name, address and phone number of either their doctor or a doctor they could go to. Suggest ways they could find a doctor: through friends, phone book, through a settlement agency, the church. If there is a community hospital, they find the address and if possible drive to it before the next class.

Additional and/or extension learning activities:

On Target: A Resource Book of Stage One Assessment Tasks

Unformatted Text Reading Benchmark 1 pg 66/67

LINC Classroom Activities 1: Reading and Writing

Health: What's the Matter pg 79-80, pg 86

LINC Classroom Activities 2: Listening and Speaking

Health: The Doctor's Office pg 105-106

Picture Stores for Adult ESL Health Literacy

www.cal.org/caela/esl_resources/Health/healthindex.html

Eastside Literacy Tutor Support "ESL Lesson Idea: Describing Symptoms" includes pictures

http://www.eastsideliteracy.org/tutorsupport/ESL/ESL_Symptoms.htm

Evaluation:

The instructor will informally observe the learners to evaluate their learning.

The learners will role play telling a doctor what is wrong with them.

The learners will mark an appointment on a calendar.

Topic Four Level 4: Health

Lesson Plan Four	Topic: <i>Health</i>
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Relate and understand factual details in a narrative, a report or a news item

Reading/Writing:

Find information in short, reference and formatted text, such as forms, tables, graphs, schedules, directories, dictionaries, maps and brochures

Language and culture focus for the learning activities:

North Americans treat themselves for common health problems four times more often than they turn to their doctors for help. Often people use this self-help approach because they think drugs sold over the counter are completely safe. But they are potent and can cause harm if they're not taken with care. The Canadian model of Pharmacists is quite different from some countries. The Pharmacists here are well equipped to provide information and counselling about drugs and medical care.

Grammar:

Either...or

Examples: Maria doesn't use Aspirin either.

I use Tylenol or Aspirin.

Intensifiers (extremely, occasionally)

Examples: Jose is extremely ill.

I have headaches occasionally.

Expressions of quantity (no more than)

Example: Take no more than one pill a day.

Vocabulary:

symptoms, ingredients, warnings, directions, cautions, side effects, expiration date, OTC (over the counter)

vocabulary from the worksheet of the medication label

Suggested teacher resources and classroom materials:

- An assortment of medication containers and labels, preferably one per learner
- Handouts:
 - Label from OTC Medication
 - Questions about OTC Medication Label

Learning objectives:

The learners will be able to

- describe symptoms of their illness to a pharmacist and listen to advice regarding over the counter medication
- read labels on over the counter medications and extract pertinent information

Learning activities:

Warm-up (approximately 15 minutes)

1. How many people in the class buy over the counter medications (OTC)? What symptoms are they buying them for? What do they buy? Make a list on the board matching symptoms and medication. If you have samples of the medication show them. Do they ever ask the pharmacist for help? Do they know how to read the label?

Here's a list of some of the most common OTCs

Pain relievers (Ibuprofen)

Fever reducers (Aspirin)

Stomach soothers (Antacid, Pepto Bismol)

Antihistamines (for allergies)

Cough and cold

Anti-itch (Calamine Lotion, Cortaid)

Laxatives (for constipation)

Anti-fungal (for athlete's foot)

Yeast infection medicine

Sleep aids

Aids to stop smoking (Nicorette)

Advantages and dangers of OTC drugs (approximately 15 minutes)

2. Divide the class into two groups. Have one group discuss the advantages of OTC drugs and the other group discuss the disadvantages. If they have difficulty coming up with some points you can help them out. They should choose a secretary to write down the points discussed and a spokesperson to present their findings to the rest of the class. Here are some points they may raise

Advantages	Dangers
Can be bought without a prescription Are intended for relief of minor ailments Are safe if warnings and directions are followed	Can change the effect of prescribed medications Can mask the symptoms of disease Can lead to overdose Can be harmful

Reading labels on over the counter drugs (approximately 60 minutes)

3. Give the learners the Label from the OTC Medication handout and the Questions about the OTC Medication Label worksheet. Have learners work in pairs to go over the worksheet and answer the questions.
4. Review the answers as a class. Encourage discussion.
5. On the board write the following headings and discuss the questions that accompany them. Have the learners answer the questions from the worksheet label.

Ingredients

- Is there anything in the product you should avoid?
- Are you allergic to any of the ingredients?
- Are you sensitive to any ingredients because of a chronic health problem?
- If you are on a low-salt diet, what is the sodium content?
- If you are on a low-sugar diet, what is the sugar content?

Warnings

- What are the limits on taking this medication, if any?
- Who should not take the medication?
- Are you currently taking any medication that may interact with this medication?
- Are there any foods or beverages you should avoid while taking the medication?
- Are there any circumstances under which a person should see a doctor before taking the medication?
- What symptoms are listed that serve as warnings to stop taking the medication?
- When should a doctor be consulted if symptoms persist?

Directions

- What is the appropriate dose?
- How often should this medication be taken?
- In what manner should the medication be taken?

Cautions

- Are there any activities to avoid while taking the medication (e.g., driving, drinking alcoholic beverages, or being exposed to sunlight). Can you follow these cautions?
- What should you do in the case of an accidental overdose?

Side Effects

- What are possible side effects?

Expiration Date

- When does the medication expire? (Be sure to discard, and do not take, any medication after its expiration date.)
6. Hand out actual medication containers to each learner. Have them look for the above headings on their label. Encourage them to ask if they have any vocabulary concerns.

Speaking to a pharmacist (approximately 20 minutes)

7. Divide the learners into pairs. One learner (the pharmacist) has a medication container. The other learner (the customer) pretends to have the symptoms for that medication. Have them develop a short role play describing their symptoms to the pharmacist. The pharmacist suggests the medication and gives its correct usage. The customer checks to make sure they have understood correctly.
8. Have each pair demonstrate their role play for the class.

Homework (approximately 5 minutes)

9. Each learner will check for OTC medications they may have at home and try to read the label and check the expiration date. If they don't have any medications at home they could go to a drug store and read some labels there.

Additional and/or extension learning activities:

LINC Classroom Activities 4 Integrated skills
Health: Describing Symptoms pg 28–30

LINC Classroom Activities 4 Integrated skills
Health: What's Wrong pg 31-32

Have a pharmacist come in to talk to the class

Evaluation:

The instructor will mark the worksheet answers with the class and observe the role plays.

Activities for Topic Four Level 4

Label from OTC medication

Drug Facts

Active ingredient (in each tablet)	Purpose
Chlorpheniramine maleate 2 mg.....	Antihistamine

Uses temporarily relieves these symptoms due to hay fever or other upper respiratory allergies: ■ sneezing ■ runny nose ■ itchy, watery eyes ■ itchy throat

Warnings
Ask a doctor before use if you have
 ■ glaucoma ■ a breathing problem such as emphysema or chronic bronchitis
 ■ trouble urinating due to an enlarged prostate gland

Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives

When using this product
 ■ drowsiness may occur ■ avoid alcoholic drinks
 ■ alcohol, sedatives, and tranquilizers may increase drowsiness
 ■ be careful when driving a motor vehicle or operating machinery
 ■ excitability may occur, especially in children

If pregnant or breast-feeding, ask a health professional before use.
Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.

Directions

adults and children 12 years and over	take 2 tablets every 4 to 6 hours; not more than 12 tablets in 24 hours
children 6 years to under 12 years	take 1 tablet every 4 to 6 hours; not more than 6 tablets in 24 hours
children under 6 years	ask a doctor

Drug Facts (continued)

Other information ■ store at 20-25° C (68-77° F) ■ protect from excessive moisture

Inactive ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch

Questions about OTC Medication Label

1. What symptoms does this medication treat?
2. Should you use this medication if you have emphysema?
3. List 3 things you should avoid while using this medication.
4. How often should an adult take this medication?
5. How many tablets can an 8 year old child have in 24 hours?
6. What kind of medication is this?

Topic Five Level 2: The Weather and Environment

Lesson Plan Five	Topic: <i>The Weather and Environment</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Give a basic description

Reading/Writing:

Get information from very basic simple short text

Read and understand very basic common formats – forms, maps, signs, labels, and schedules

Language and culture focus for the learning activities:

Comparing weather for two places

Selecting clothing appropriate for the weather

Grammar

Adjectives: Descriptive

Examples: Cancun is warm. (one or two syllable adjective)

His camera was expensive (more than two syllable adjective)

Adjectives: Comparison (comparative form)

Examples: Cancun is warmer than Vancouver. (one or two syllable adjective)

My camera is less expensive than his. (more than two syllable adjective)

Adjectives: Comparison (superlative form)

Examples: Cancun is one of the warmest vacation spots. (one or two syllable adjective)

That is the least expensive camera on the market. (more than two syllable adjective)

Vocabulary:

hot, cold, warm, cool, rain, rainy, cloud, cloudy, wind, windy, snow, snowy, ice, icy, frost, frosty, breeze, breezy, fog, foggy, mist, misty

temperature, blizzard, sleet, precipitation, tornado, weather forecast, thunder, lightning, scattered showers, downpour, humidity, frostbite, icicles

Suggested teacher resources and classroom materials:

- Newspaper weather forecast or weather report recorded from radio or TV
- Pictures/flashcards of different clothing items for every season. You can make them using flyers, catalogues or texts such as Side by Side.
- Flipchart paper
- Sticky tac
- Handouts:
 - Comparison of Adjectives
 - City Descriptions
 - Seasons Survey

Learning objectives:

The learners will be able to

- describe the weather
- read the temperature
- explain how to dress for the weather
- compare two places using the comparative form of adjectives

Learning activities:**Warm-up** (approximately 10 minutes)

1. Get the learners to line up alphabetically, according to the month of their birthday, from tallest to shortest, from the person with the longest time in Canada to the person with the shortest time in Canada.

Introducing the Topic (approximately 40 minutes)

2. Ask learners: What is the weather like today? What is the temperature? How do you know?
3. Bring in the weather forecast from the newspaper or Internet. Help learners understand the features of the weather forecast.
4. Put up four flipchart pages on the wall. Label each one for a different season. Have the learners walk around and write descriptive words associated with each season. For example, someone could write the word 'freezing' for winter and 'pumpkin' for fall. Review or introduce the vocabulary from the list above.
5. Hand out pictures/flashcards of clothing for different seasons. Make sure to have plenty of pictures. Put up four flipchart pages on the wall. Have the learners stick the clothing picture on the appropriate season.
6. Have the learners describe what they are wearing and what they like to wear in each season.

Grammar lesson (approximately 40 minutes)

7. Teach the comparison of adjectives. Introduce the comparative form for comparing two things and the superlative form for three or more. Give a copy of the Comparison of Adjectives chart to each learner.
8. Have the learners practice using the two forms verbally- X is taller than Y, X is the tallest

person here, X is older than Y, Y is the youngest person here, this picture is more beautiful than that picture. Ask the learners questions related to the seasons such as: What season is darkest? lightest? hottest? coldest?

9. Prepare and hand out a worksheet for the learners to practice.
10. Divide the class into groups. Have them ask each other questions about the climate, size, culture of their home country. They should answer the questions by comparing their home country to Alberta, Canada.

Choosing a Vacation Spot (approximately 30 minutes)

11. Divide the class into groups of three. Give each person a different city from City Description. Set the stage for the activity. Imagine that you (your group) have won a five day holiday to one of three cities. You have to read the information about each city then choose one to visit and explain why you chose the city. Have the learners work together to decide where they will go and why. Make sure they compare the weather and activities available for the three locations.
12. Have the learners write a list of the clothing they should pack for their vacation.

Additional and/or extension learning activities:

Take a walk each day and write your own weather report.

Listen to the Weather Network channel on TV or to a radio station each morning.

Write down what the forecast says the weather will be like the next day. Record the actual temperature for the day. Compare the two. Is the weather forecast always right?

Hand out the Seasons Survey for learners to research.

Evaluation:

The instructor will observe the learners as they work on the comparison activity.

The instructor will use the Seasons Survey as an in class assessment.

Activities for Topic 5 Level 2

Comparison of Adjectives

Descriptive form		Comparative form Compares two things	Superlative form Compares more than two
One or two syllables adjectives		Adjective + er than	The adjective + est
Examples	I am happy	I am happier than Mona	I am the happiest person in the room.
	I have few problems	I have fewer problems than Mona	I have the fewest problems of people in the room.
More than two syllable adjectives		More(less) + adjective than	The most (least)+ adjective
Examples	The white dress is beautiful.	The white dress is more beautiful than the pink dress.	The black dress is the most beautiful one I own.
	His camera was expensive.	My camera was less expensive than his camera.	That is the least expensive camera on the market.
Irregular adjectives			
good		better	best
bad		worse	worst
much		more	most
many		more	most
little		less	least

City Descriptions

Jasper, Alberta

Jasper is in the Rocky Mountains. It has warm dry summers. The winters are frosty with plenty of snow. In summer the temperature is usually above 20 ° C. The nights are cool. The temperature is around freezing (-5° to 0° C) most days in the winter. Jasper is a great place to ski in the winter and a beautiful place to camp and hike during the summer.

Vancouver, British Columbia

Vancouver has a great climate. Summers are hot and sunny with temperatures from 22° to 30° C. Most days are warm and sunny, perfect days for being at the beach. Winters can be rainy with about 120 mm of rain each month. Winter temperatures seldom go below 0°. When it snows, the snow is wet and heavy. Snow falls in the nearby mountains. Many people go skiing at the ski resorts.

Cancun, Mexico

Cancun is found on the Caribbean Sea. Cancun has miles of white sand beaches. The climate is tropical and the weather is good all year round. Days and nights in May and June are very hot with high humidity. The temperatures are 22° to 27° C. The rainy season comes from May to October. The winter is dry and very pleasant.

Seasons Survey

Ask 6 different people these questions and fill out the chart.

What is your favorite season?

What do you like to do in that season?

Season	Name	Like to Do
Winter		
Spring		
Summer		
Fall		

Topic Five Level 4: The Weather and Environment

Lesson Plan Five	Topic: <i>The Weather and Environment</i>
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Give and respond to persuasive oral communication such as warnings, accepting and rejecting goods, service, or help

Relate and understand factual details in a narrative, a report or a news item

Reading/Writing:

Write a short text about a situation or personal experience or about future plans

Language and culture focus for the learning activities:

Describing a natural disaster

Grammar:

Reported or indirect speech

Example: Juan said, "I recycle cans and bottles." (direct quote)

Juan said that he recycles cans and bottles. (reported speech)

Vocabulary:

recycle, compost, pollute, habitat, endangered, conservation, ecology

smog, atmosphere, global warming, oil slick, renewable resource, solar energy

Suggested teacher resources and classroom materials:

- CIC website has information on protecting the environment.
<http://www.cic.gc.ca/english/resources/publications/guide/section-07.asp#s15>
- Handouts:
 - Find Someone Who
 - Protecting the Environment
 - Environmental Word Chart

Learning objectives:

- The learners will be able to
- write a description of a natural disaster
- write about feelings during a natural disaster
- report on what others said in conversation about disasters and the environment
- identify nouns, verbs, adjectives, adverbs from a list of words



Learning activities:**Warm-up** (approximately 10 minutes)

1. Spend two minutes writing down all of the different words you associate with the word 'ice'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

Paragraph Writing (approximately 40 minutes)

2. Brainstorm different types of natural disasters – earthquake, tornado, flood, fire, hurricane, ice storm. Discuss briefly any personal experiences learners may have had.
3. Prepare learners to write a paragraph describing a natural disaster. The paragraph should describe both what happened and how people felt.
4. Lead learners through the writing process in a sample paragraph. For example create a paragraph on the tsunami that took so many lives. Start with pre-writing activities. Brainstorm the sequence of events, how people felt, the losses experienced. Go on to develop a topic sentence, supporting details and a conclusion.
5. Get the learners to write their own paragraph.

Steps to a Clean Environment (approximately 20 minutes)

6. As a change of pace hand out the Find Someone Who chart and have the learners move around and fill it in.
7. Discuss the actions listed in the chart. What are they all about? Draw out the idea of conserving the environment. Have learners work together to create a list of ways they can protect their environment. Hint – they can find and expand on ideas in the Find Someone Who chart. Hand out the Protecting the Environment list of things to do.
8. Discuss some of the environmental issues and problems the world is facing. Give the learners the Environment Word Chart and have them fill it out.

Disappearing Environment (approximately 15 minutes)

9. Have the learners pair up and talk with their partner about which of the following things they would worry about most if they started disappearing.
 - their savings
 - songbirds
 - Arctic ice
 - their country's land
 - their country's rivers
 - spruce trees
 - their hair
 - their job

Grammar lesson (approximately 35 minutes)

10. Introduce the use of Indirect or Reported Speech. Review how to write a direct quotation using quotation marks. Explain the sequence of tenses we use when reporting what someone has said. (Example "I work hard" becomes "She said that she worked hard." "I worked hard" becomes "She said that she had worked hard." "I will work hard" becomes "She said that she would work hard.")

11. Print an exercise/drill from a text or website for learners to practice.
12. Have the learners tell the whole group about their conversation they had earlier about disappearing things. They should use phrases like - She said that..., He told me that..., We joked that..., She explained that...
13. The learners can also tell about what they said in the paragraph they wrote earlier.

Additional and/or extension learning activities:

Learners look in the newspaper, the library and on the Internet for articles about global warming. Photocopy or print the article and underline all the words they don't understand. Bring it to class to discuss.

Go to a local business and find out how they handle their garbage. Do they recycle paper? How much goes to the dump? Report back to class.

Evaluation:

The instructor will collect the paragraphs and evaluate them.

The learners will report on what was the most interesting thing that they heard during the class, correctly using reported speech.

Activities for Topic Five Level 4

FIND SOMEONE WHO

Recycles newspapers, cans and plastic	Turns off the lights when leaving a room	Puts all litter into garbage cans
Obeys the rules when fishing	Walks or rides a bicycle to class	Conserves water by showering instead of bathing
Composts grass clippings and fruit and vegetable scraps	Shops at garage sales	Doesn't use chemical insect sprays

Protecting the Environment

Here are a few things you can do to help protect the environment:

- Throw waste paper and other garbage in public garbage cans.
- Compost, recycle, and re-use as many products as possible, such as paper, glass and cans.
- Conserve energy and water by turning off lights and taps when you are not using them.
- Walk, join a car pool, or use a bicycle or public transit whenever possible.
- Use products that are environmentally friendly.
- Plant trees or grow a garden, but avoid using chemicals.
- Never pour paint, oil or other harmful chemicals down sinks or toilets, into sewers or onto the ground. (Telephone your local government to find out where you can throw out hazardous materials.)
- Volunteer at a local organization.
- Educate yourself and your children about environmental issues.

Environment Word Chart

Put the words from this list where they belong. Example: recycle is a verb.

Try to think of other words that fit other categories. You will not be able to fill in the chart completely.

compost habitat
 conservation pollute
 ecology recycle
 endangered

Noun	Verb	Adjective	Adverb
	recycle	recycling (centre)	



Topic Six Level 2: Leisure Time Activities

Lesson Plan Six	Topic: <i>Leisure Time Activities</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Give a basic description

Reading/Writing:

Answer simple questions in writing

Language and culture focus for the learning activities:

Leisure time activities are often what enable immigrants to meet other community members. It is important for them to know what is available and how to access it.

Grammar:

Verbs: Present tense (for sports)

Examples: I am kicking a ball. S/he is kicking a ball.

Vocabulary:

Words for leisure time activities

Suggested teacher resources and classroom materials:

- Pictures of athletes, sports we play, water sports, winter sports, leisure time activities, daily routines for each learner (Collect pictures from magazines, brochures etc., or use the Oxford Picture Dictionary or Google ‘sports pictures’)
- One enlarged master copy or overhead transparency of Leisure Time Activities Questionnaire
- Handout:
 - Leisure Time Activities Questionnaire

Learning objectives:

The learners will be able to

- describe an action using a pronoun and a verb
- read and fill in a questionnaire

Learning activities:

Warm-up (approximately 10 minutes)

1. Have class stand up and mime actions such as kicking a ball, throwing a ball, catching a ball, bouncing a ball, swimming, skiing, fishing, skipping, exercising. Have the words written on the board so as they do the actions you can point to the words and have them repeat them.

Introducing vocabulary for leisure time activities (approximately 50 minutes)

2. Hand out pictures of sports and leisure time activities. Go over the pictures with the learners and introduce the necessary vocabulary. This includes the name of activities and the present verb tenses. As the words are introduced, write them on the board.
3. Divide the class into partners. Each partner will tell the other which activities they enjoy and which ones they don't enjoy or haven't tried.
4. After practicing with their partner each learner will report back to the class about one activity their partner likes and one activity their partner doesn't like.
5. Change to different partners. Make sure each person in a pair is using the same sheet of pictures. One partner will choose an activity from the pictures and must describe it to the partner with words like, "The man is throwing a ball. He is wearing something (a helmet) on his head." Or "The woman has a book." The other partner must look at the pictures and guess which one it is. Then the partner switch turns. Repeat a couple of times. The instructor will have to model the clues first.

Questionnaire on leisure time activities (approximately 25 minutes)

6. Hand out the Leisure Time Activities Questionnaire. Walk through it with the learners. Model asking the questions. Ask them to first fill it out for themselves, then ask two more friends the questions and record their answers.
7. On the enlarged master copy of the Leisure Time Activities Questionnaire, tally up how many people like each sport by putting a mark in the square. When finished ask questions such as "Which sport is most popular?" "Which sport is least popular?" "Which sports have the same number of marks?" If you have time, order the sports from most to least popular.

Relate back to Community (approximately 30 minutes)

8. Relate these activities back to your community. Discuss with the class which of the activities are available in their community. How can they access them? Give them information.

Homework (approximately 5 minutes)

9. Find one thing in the community that they would like to do and how they could do it.

Additional and/or extension learning activities:

Bring in tourism pamphlets or community flyers to show what activities are available in the community.

Take the class on a field trip to the library or sports arena.

Evaluation:

The instructor will observe the learners interacting with one another while describing actions. The instructor will look over the questionnaires while they are being completed.

Activity for Topic Six Level 2

Leisure Time Activities Questionnaire

Put a \checkmark beside the activities you like to do. Ask 2 friends which activities they like to do. Say “Do you like to _____?”

Name of person			
Play baseball			
Play hockey			
Ice skate			
Play basketball			
Play football			
Play soccer			
Play tennis			
Play volleyball			
Swim			
Sail or row a boat			
Water ski			
Cross country ski			
Downhill ski			
Sled			
Figure skate			
Read			
Walk			
Ride a bike			
Play music			
Go to a park			
Grow flowers			
Play cards or games			

Topic Six Level 4: Leisure Time Activities

Lesson Plan Six	Topic: Leisure Time Activities
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Express preference, satisfaction or dissatisfaction

Reading/Writing:

Write a short text about a personal experience or situation or about future plans

Language and Culture Focus for the Learning Activities:

Leisure time activities are often what enable immigrants to meet other community members. It is important for them to know what is available and how to access it.

Grammar:

Adverbs: Frequency (frequently, occasionally, seldom, never)

Example: I frequently go walking.

I seldom watch T.V.

I never smoke.

Intensifiers (extremely, fairly, occasionally)

Example: She is an extremely good swimmer.

Vocabulary:

words for leisure time activities

Suggested teacher resources and classroom materials:

- Handouts:
 - Adverbs of Frequency
 - Leisure Time Activities

Learning objectives:

The learners will be able to

- tell which leisure time activities they enjoy and why they enjoy them
- write a paragraph about a personal experience

Learning activities:**Grammar lesson** (approximately 25 minutes)

1. Review adverbs of frequency. Relate them to %. Always = 100%, Frequently = 75%, Occasionally = 50%, Seldom = 25%, Never = 0%. Give learners Adverbs of Frequency handout.
2. Ask learners to name something they do for each category. I always eat breakfast. I never smoke. Do this as a whole class activity.

Questionnaire on leisure time activities (approximately 20 minutes)

3. Have learners fill out the questionnaire Leisure Time Activities. Review the needed vocabulary first. After completing the questionnaire, divide class into small groups. Have each learner discuss which activity they do prefer and do the most. Have them tell why they like it.

Paragraph writing (approximately 1 hour)

4. Have learners write a paragraph about a favourite place or activity they have discovered since moving to their community. They should name the place or activity, describe it and tell why they like it. Have them work with a partner to edit and correct the paragraph. Then have learners read their paragraph to their partner.
5. Ask for volunteers to read their paragraph aloud.
6. Make a list of the activities or locations on the board. Allow for question time if any other learners want more information.

Homework (approximately 15 minutes)

7. Have learners go through newspapers, community flyers, and brochures to find out what clubs, sports facilities and cultural locations are available in the community. Find out about meeting or opening times, cost, and location.

Additional and/or extension learning activities:

Have learners mark sports arenas and libraries, etc. on a map of the community.

Have learners visit local recreation spots and report back to class.

Have learners prepare a short presentation on activities they were involved in their home country.

Activities for Topic Six Level 4

Adverbs of Frequency

The most common adverbs of frequency are always, frequently, occasionally, seldom, and never. The following chart shows the relative frequencies of these adverbs.

never 0%	
seldom 25%	
occasionally 50%	
frequently 75%	
always 100%	

Leisure Time Activities

Please check the frequency with which you did the following activities in the past two months. Check only one answer for each possible activity.

	Frequently	Occasionally	Seldom	Never
Watching T.V.				
Playing board games or cards				
Walking for pleasure				
Reading for pleasure				
Playing a sport				
Going on a family outing				
Visiting friends				
Going to the movies				
Listening to music				
Doing a hobby				
Swimming				
Exercising				
Other				

Topic Seven Level 2: The Community

Lesson Plan Seven	Topic: <i>The Community</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Express and respond to simple requests and warnings

Recognize and indicate communication problems in a number of ways

Reading/Writing:

Get information from very basic simple short text

Identify the main idea and details of short simple text

Fill out simple forms

Language and culture focus for the learning activities:

Learning about the community

Grammar:

Verbs: Simple past (regular and irregular verbs)

Example: I worked yesterday. (regular verb)

I drove to work yesterday. (irregular verb)

Vocabulary:

elementary school, principal, teacher, report card, junior high, high school

Suggested teacher resources and classroom materials:

- LINC Classroom Activities 2 Listening and Speaking
Housing: Calling 911, A Break-in pg 85-91
- Websites for lists of regular and irregular verbs and formation of simple past
<http://www.englishclub.com/vocabulary/regular-verbs-list.htm>
<http://www.englishclub.com/vocabulary/irregular-verbs.htm>
<http://www.englishclub.com/vocabulary/irregular-verbs-list.htm>
- Handouts:
 - Communities
 - Community Services Scenarios
 - Investigating Your Community

Learning objectives:

The learners will be able to

- list services available in the community and choose the appropriate one
- identify details from a short text
- phone a community agency for information or assistance

Learning activities:**Warm-up** (approximately 15 minutes)

1. Have the learners stand in a big circle with a little space between each person. The instructor can begin the activity by saying his/her name, making a gesture and saying what the gesture is. Gestures should be physical movement such as clap your hands, wink, turn around, jump. For example, the instructor says “My name is John.” then snaps his fingers and says “Snap my fingers.”
2. The learners repeat the name and gesture. The next person in line says his/her name and makes a gesture and the class repeats it plus the first name/gesture. Continue around the room. This can be an energizer for an evening class who’ve worked all day.

Introducing the topic (approximately 15 minutes)

3. Hand out a copy of Communities to each learner. Ask them to read the article and answer the comprehension questions.
4. Divide the class into two groups. Give each group one of the following questions to discuss. Have each group list their points on flipchart paper. Then have each group share what they have talked about with the entire class.
 - What are some good things in your community?
 - What are some bad things in your community?

Grammar instruction (approximately 45 minutes)

5. Review forming the simple past with regular verbs. Drill the learners in making positive and negative statements and questions.
6. Hand out a list of common verbs that have irregular past forms. Review forming the simple past with irregular verb.
7. Provide a worksheet using irregular past verbs to practice using them.
8. Copy the Community Services Scenarios and cut them into strips. Give each learner a strip. Have them fill in the correct verb form and then read the scenario to the class. The class should decide what community service applies to each scenario.

Calling Emergency (approximately 25 minutes)

9. Give the learners 5 minutes to write down some emergencies that could happen to anyone. Write up the results of their brainstorm on the board or flipchart.
 - Read aloud the list of problems in LINC Classroom Activities 2, Listening and Speaking, Housing: Calling 911, pg 85 (or create your own list) and have the learners decide whether they are emergencies or non-emergencies.
10. Photocopy LINC Classroom Activities 2, Listening and Speaking, Housing: Calling 911, pg 86 and 87. Give one script to Learner A, and the other to Learner B. Learner A has some

words missing from the script and Learner B has different words missing. First they should try individually to guess what words might be missing and pencil them in. Next they should read their sentences to each other and try to fill in the words that are missing. They must not show their papers to each other until they are finished. This is a good opportunity to use phrases such as, Could you please repeat that? Could you please repeat from ____? I'm sorry, I didn't quite catch that. I'm sorry, I didn't get that. What did you say? Could you please spell that word for me? How do you spell that?

Group or Partner Activity (approximately 20 minutes)

11. Hand out the Investigate Your Community assignment. Have the learners answer the questions. They may have to take some of the questions for homework if they don't know the answer. The instructor should not provide the answers. If the learners don't know, for example, how many policemen there are, they should come up with a plan to find out, and then follow through on the plan.

Additional and/or extension learning activities:

Try to find brochures about your town or community. Check with the Town Office or the Visitor's Center.

Go on a walking tour around your community with a friend or with your family. Talk about what is good about your community. Talk about what can be better. Talk about how to help make it better.

Evaluation:

The learners will role play an emergency call.

The learners will tell what they did on the weekend.

Activities for Topic Seven Level 2

Communities

A community is a place where people live and work and play. Communities may be part of a city. A city is divided into many different areas or communities. Each community has a name like Beverly or Westmount. Communities may be in the country. Usually the name of a community in the country is the same as the name of the town like Barrhead or Hanna.

Good communities are well lighted, clean and safe. Good communities have good schools, libraries and medical services. They have other important services such as garbage pickup and emergency services.

Good communities are friendly. People help each other. People work together on community projects. People watch out for each other. The people and the police respect and help each other. If there is a problem, everyone works to fix the problem.

Comprehension Questions

1. A community is an area where people

2. What kinds of services make a good community?

3. What kinds of people make a good community?

Community Services Scenarios

Each scenario requires the learners to write in the correct past verb form.

When they have done this they should read it aloud to the rest of the class. The class should make suggestions as to what community service would best handle the situation.

1. Last night someone _____ (break) into our garage and _____ (take) all our tools.
2. We _____ (buy) a new car seat for our baby. Now we don't know how to install it properly.
3. Yesterday afternoon 10 of my son's friends _____ (come) to our house and _____ (play) soccer for two hours. There was not enough space for them to play well.
4. My friend _____ (find) a library book on a bench in the park. Someone _____ (forget) it there.
5. I _____ (lose) my wallet while I was shopping this morning. I can't find it anywhere.
6. My sister was cooking yesterday. The phone rang and she _____ (leave) the kitchen for 5 minutes. The fat in the frying pan _____ (get) too hot and _____ (catch) fire.
7. The school _____ (phone) me before lunch. My son _____ (throw-up) in class. The teacher _____ (send) him to the nurse.
8. My neighbour's mother _____ (die) yesterday. She _____ (live) with him, his wife and children. They are very sad.
9. I just _____ (get) a new job at the hospital. Now I need to improve my English.
10. I am very upset today. No one _____ (pick up) my garbage yesterday. The can _____ (be) full.

Investigate your Community

1. How many schools are in your community?

2. Does your community have a police service? How many police work there?

3. Does your community have a fire service? What kind of service is it?

4. What medical services are in your community?

5. What kind of housing is available in your community?

6. How many parks are in your community? Describe them.

Topic Seven Level 4: The Community

Lesson Plan Seven	Topic: <i>The Community</i>
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Open, develop and close communication in common social interactions

Answer the phone, understand and leave short messages

Give and follow sets of sequential everyday instructions and directions

Reading/Writing:

Find information in short reference and formatted text such as – forms, tables, graphs, schedules, directories, maps, and brochures

Fill out simple forms

Language and culture focus for the learning activities:

Community services and how to access them

Handling phone calls and messages

Grammar:

Prepositions: Location (near, in, on, beside, in front of, etc.)

Example: The grocery store is near the post office.

The bank is beside the library.

Vocabulary:

agency, voicemail

Suggested teacher resources and classroom materials:

- On Target: A Resource Book of Stage One Assessment Tasks
- Instructions Listening/Speaking Benchmark 4 pg 36, 38
- Brochures from different community agencies outlining their services
- LINC Classroom Activities 3 Listening and Speaking
- Using the Phone: General Knowledge pg 142, 146, 153
- Handout:
 - Telephone Jokes

Learning objectives:

The learners will be able to

- ask questions to obtain personal information
- give and follow directions to places in the community
- identify community services
- phone to get information about community services
- take phone messages

Learning activities:**Warm-up** (approximately 15 minutes)

1. The activity, Scrambled Life, gets the learners to form suitable questions for answers that have been provided. Write several nouns and phrases that relate to the instructor's life on a whiteboard or flip chart. For example, married, high school, one son, for 5 years, from Saskatchewan, University of Alberta, daycare, in the country, and so on. They do not have to be in any kind of order.
2. Tell the learners that these are answers to questions about the teacher. The learners have to figure out the questions that will lead to getting these answers. If the question is 'incorrect' the instructor will simply answer it. If the question is 'correct', the instructor can elaborate on the answer as appropriate. The level of expectation depends on the levels of your learners. The activity may bring up some cultural issues around appropriate questions.

Following directions (approximately 15 minutes)

3. Prepare a map that shows where local businesses in your community are located Include bank, grocery store, post office, drugstore, library, and restaurant. Give learners a copy of the map and have them find different places. See On Target: A Resource Book of Stage One Assessment Tasks, Instructions, Listening/Speaking Benchmark 4, pg 36, 38 for sample maps.
4. Review prepositions of location and directions (north, south, east, west, near, across from, across the street, beside, next to, in front of, on ___ street, on the corner, between, around the corner, up the street, at the intersection.
5. Have learners ask each other directions to a business location. Make sure you identify the starting point. Note: If learners did the assignment from lesson 2, they can use their own maps. Learners can follow the directions by drawing the route on the map.

Using the telephone (approximately 40 minutes)

6. Hand out brochures from different agencies in the community. Learners have to answer the following questions:
 - What is the name of the agency or business?
 - What service does it provide?
 - Who can benefit from the service?
 - What is the contact information? (phone number, address)
7. Help develop a model phone call for learners to follow. Have learners role play phoning one of the agencies to request service or business hours. Remind them of ways to clarify communication.

8. Copy and cut up the LINC Classroom Activities 3, Listening and Speaking, Using the Phone: Phone Dialogues, pg 153. Give the learners different cards and have them work in pairs, sitting back to back, to role play telephone dialogues.

Taking a message (approximately 30 minutes)

9. Prepare audio tapes of messages that have been left on the answering machine. Use the scripts from LINC Classroom Activities 3, Listening and Speaking, Using the Phone: Voicemail and Messages, pg 142. If you don't have a tape recorder, read the messages. Have the learners listen to each message and decide if it is a business or personal message and if the style or tone was casual or formal.
10. Next hand out copies of LINC Classroom Activities 3, Listening and Speaking, Using the Phone: While You Were Out, pg 146. Have the learners listen to each message and fill out the form. If you don't have a tape recorder, pairs of learners sit back to back and one reads the message while the other makes the note. Reverse roles.

Telephone Jokes (approximately 20 minutes)

11. Photocopy Telephone Jokes and hand them out. Have the learners read them and see if they can understand why each story is funny. Discuss how humour is difficult to understand because it often depends on hidden or double word meanings and cultural context. Point out that the tone of voice someone uses also frequently adds to the humour. Ask if someone can think of a popular joke from their language that won't work in a direct translation.

Additional and/or extension learning activities:

Call the local recreation center to see if you can take swimming lessons. Find out the cost and times of lessons.

Find information about membership in the local library. Become a member.

Evaluation:

The instructor will give each learner a message that they must phone and give to someone in the class. The learners will report back on the messages they received and compare them with the intended messages.

Activities for Topic Seven Level 4

Telephone Jokes

Sorry, wrong number

One morning the phone rang at 3:00 a.m. in Jeff's house. He picked up the phone and a woman asked, "Is this 555-1111?"

"No, this is 555-1112." Jeff replied.

"Oh, I'm so sorry for disturbing you," the woman said.

"That's alright," Jeff said. "I had to get up to answer the phone anyway."

Ole answers the phone

One night, Ole and Lena were fast asleep when all of a sudden the phone rang. Ole woke up and went to answer it. "How the heck should I know, that's a thousand miles away!!" he shouted into the phone and then slammed down the receiver.

"Who was that?" asked Lena.

"I have no idea, Lena," said Ole. "Somebody wanted to know if the coast is clear."

Phone Repairs

Bill frequently used a pay telephone at a popular truck stop. He was very annoyed when the phone went out of commission. He called the phone company but they only made promises to fix it sometime.

After several days, Bill contacted the phone company again and told that there was no longer a rush. He said, "The phone is working fine now...except that all money is returned at the end of each call."

A repairman arrived within the hour!

Happy Birthday

A couple phoned a neighbor to give a birthday greeting. They dialed the number and then sang "Happy Birthday" to him. But when they finished their off-key rendition, they discovered that they had dialed the wrong number.

"Don't let it bother you," said a strange but amused voice. "You folks need all the practice you can get."

Topic Eight Level 2: The Community – Schools

Lesson Plan Eight	Topic: <i>The Community – Schools</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Use and respond appropriately to common social formulas such as greetings and introductions
 Recognize and indicate communication problems in a number of ways
 Comprehend requests for personal details and respond appropriately

Reading/Writing:

Get information from very basic simple short text
 Write goodwill messages (cards, notes – excuse notes)
 Answer simple questions in writing (following a guided text)
 Fill out simple forms

Language and culture focus for the learning activities:

Interacting with the school that your children attend
 Arranging a meeting

Grammar:

Conjunctions: (and, but, or)
 Examples: The town has an elementary school and a junior high school.
 I went to the school, but it was not open.
 The class is offered on Monday or Tuesday.

Vocabulary:

elementary school, middle school, secondary school, post-secondary, principal, teacher, report card, junior high, high school, college, university, technical school, school board, absence, options

Suggested teacher resources and classroom materials:

- Handouts:
 - Calendar A
 - Calendar B

Learning objectives:

The learners will be able to

- write a note to explain an absence
- combine more than one idea into a sentence using conjunctions.
- negotiate a time to meet

Learning activities:**Warm-up** (approximately 15 minutes)

1. Print different ridiculous reasons for not attending a party on individual slips of paper. Hand one excuse to each learner. Invite each learner (separately) to a Valentine party at your house. Or have one of the learners be the host/hostess issuing the invitation. They must politely decline the invitation giving one of the ridiculous reasons. Examples: mop the floor, brush my teeth, plant pumpkins, the moon is full, bath the dog.

Introducing the topic (approximately 15 minutes)

2. Hold a general conversation with the learners to find out what they want to know about interacting with the school. What are some of the problems they have in understanding what is happening in the school their children attend?
3. Discuss expectations or issues around things such as discipline, absences, communication with the school, volunteering, sports, field trips.

Writing an Absence Excuse (approximately 30 minutes)

4. We'll assume that one of the problems that learners have will be that of writing notes to the school. Guide the learners through a sample of how to write a note to excuse their child's absence from a day at school.
5. Have the learners each write their own note to the teacher to excuse their child's absence from a field trip, from an exam. They can use reasons that they have experienced.

Grammar lesson (approximately 30 minutes)

6. Look at a paragraph that has several short sentences. Talk about how to join the sentences to connect the ideas. Teach the concept of connecting with 'and' for items of equal value, 'but' for contrasting ideas and 'or' when there are choices to make.
7. Teach the punctuation rules that go with using 'and', 'but', 'or'.
8. Prepare practice exercises for learners to do. Check a grammar text for ideas.

Setting a Meeting (approximately 30 minutes)

9. Review months of the year, days of week, telling time, am/pm.
10. Pair off the learners and hand out Calendar A and Calendar B. Learner A has Calendar A and Learner B has Calendar B. Set the stage for the activity. Maria and Linda are taking a computer class together. They are also planning a surprise 40th birthday party for Linda's husband. His birthday is on Oct. 3rd. They have to get together soon to plan the party and to make invitations to send to their friends and family. They want to mail the invitations by Sept. 23rd.

11. Put the learners into pairs. Give one the A information with Linda's schedule and the other partner the B information with Maria's schedule. Have the learners practice using 'and, but, or' in trying to agree on a time and day to meet. Example "I can't come on Monday morning because I'm volunteering but I can meet in the afternoon."

Additional and/or extension learning activities:

Visit the school and find out when the next field trip will be for your child's class.

Phone the school and ask to speak with your child's teacher.

Write invitations to a party or supper.

Write thank you notes.

Evaluation:

The learners will write an excuse note for not attending a class barbecue or some other event.

Activities for Topic Eight Level 2

Calendar A

Linda							September						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Work 10-5	2 Work 10-5							
3 Work 10-5	4 Volunteer at school 9-12 Piano lesson 5-5:30	5 Babysit 9-12 Computer class 7-9 pm	6 Choir practice 7-9	7 Babysit 9-12 Computer class 7-9 pm	8	9							
10	11 Volunteer at school 9-12 Piano lesson 5-5:30	12 Babysit 9-12 Computer class 7-9 pm	13 Choir practice 7-9	14 Babysit 9-12 Computer class 7-9 pm	15 Work 10-5	16 Work 10-5							
17 Work 10-5	18 Volunteer at school 9-12 Piano lesson 5-5:30	19 Computer class 7-9 pm	20 Choir practice 7-9	21 Computer class 7-9 pm	22	23							
24	25 Volunteer at school 9-12 Piano lesson 5-5:30	26 Computer class 7-9 pm	27 Choir practice 7-9	28 Computer class 7-9 pm	29 Work 10-5	30 Work 10-5							

Calendar B

<div style="display: flex; justify-content: space-between;"> Maria September </div>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Day shift at hospital 7-3	2 Day shift at hospital 7-3
3 Day shift at hospital 7-3	4 Day shift at hospital 7-3	5 Day shift at hospital 7-3 Computer class 7-9 pm	6 Day shift at hospital 7-3	7 Day shift at hospital 7-3 Computer class 7-9 pm	8 Calgary for weekend	9 Calgary for weekend
10 Calgary for weekend	11 Night shift at hospital 11-7	12 Computer class 7-9 pm Night shift at hospital 11-7	13 Night shift at hospital 11-7	14 Computer class 7-9 pm Night shift at hospital 11-7	15 Night shift at hospital 11-7	16 Night shift at hospital 11-7
17 Night shift at hospital 11-7	18	19 Computer class 7-9 pm	20	21 Computer class 7-9 pm	22 Day shift at hospital 7-3	23 Day shift at hospital 7-3
24 Day shift at hospital 7-3	25 Day shift at hospital 7-3	26 Day shift at hospital 7-3 Computer class 7-9 pm	27 Day shift at hospital 7-3	28 Day shift at hospital 7-3 Computer class 7-9 pm	29	30



Topic Eight Level 4: The Community – Schools

Lesson Plan Eight	Topic: <i>The Community – Schools</i>
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Open, develop and close communication in common social interactions
Express preference, satisfaction or dissatisfaction

Reading/Writing:

Find information in short reference and formatted text such as forms, tables, graphs, schedules, directories, dictionaries, maps, and brochures
Get the gist and key information and details of simple two to three paragraph texts
Fill out simple forms

Language and culture focus for the learning activities:

Interacting with the school

Grammar:

Modal auxiliaries: (should, could, might, used to, ought to, would, plus the negative forms)

Example: I should do my homework.

Your child ought to attend school every day.

The school might offer the math class.

The child couldn't go on the field trip without his parent's permission.

I wouldn't let my child go on the field trip.

Vocabulary:

conference, interview, report card, grades, schedule, appointment, plan of action

Suggested teacher resources and classroom materials:

- LINC Classroom Activities 4: Integrated Skills
Parent-Teacher Interviews: Setting up a Conference pg 308-309
- Photocopy of a report card from each level of school – elementary, middle school, junior high, high school. Fill one in as a sample
- LINC Classroom Activities 4 Integrated Skills
Parent-Teacher Interviews: Talking to the Teacher pg 297
- Handouts:
 - School Chart
 - Modal Auxiliary Chart
 - Scenarios for Using Modal Auxiliaries

Learning objectives:

The learners will be able to

- arrange a time to attend a parent teacher conference
- fill in a conference request form
- make suggestions, give advice, make excuses using modal auxiliaries
- use appropriate questions at a parent-teacher interview

Learning activities:

Warm up (approximately 10 minutes)

1. Fill in the School Chart with the ages of students and the grade.

Preparing for Parent Teacher Interviews (approximately 45 minutes)

2. Explain that every school usually holds parent-teacher conferences after a report card goes out. Sometimes schools have two formal conferences where the teacher, the student and the parent sit down together and discuss the student's progress.
3. Photocopy LINC Classroom Activities 4, Integrated Skills, Parent-Teacher Interviews: Conference Request Form, pg 308-309. Have learners read the Conference Request Form pg 308 and do Activity B on pg 309.
4. Help learners understand the report card system and the information they provide. Explain that students receive about four report cards every year; in the fall, in early winter, in the spring and a final one at the end of the year. This is how the school keeps parents apprised of their child's learning. Hand out copies of a school report card and walk them through the information. Discuss marking systems – both letter and number grades.
5. Pair up the class and have each pair write a dialogue to book a conference in response to the Conference Request Form. Get each pair to read their dialogue. Choose a couple to work with and make any required corrections.

Grammar lesson (approximately 40 minutes)

6. Teach the class about the purpose of modal auxiliaries and how they are used to express specific meanings. Hand out the Modal Auxiliary Chart. Ask the learners questions so that they can practice using appropriate modals to express the right meaning.
7. Cut the Scenarios for Using Modal Auxiliaries handout into strips and give one strip to each learner. Have them respond to the scenario using appropriate modals.

Meeting with the Teacher (approximately 25 minutes)

8. Model a role play with the learners of a parent teacher interview. Hand out LINC Classroom Activities 4, Integrated Skills, Parent-Teacher Interviews: Talking to the Teacher, pg 297. Review the Tips for a Successful Interview with Your Child's Teacher.
9. Have the learners practice going to a parent-teacher interview. Have them take different roles – the student, the teacher and the parent. The 'parent' should use some of the suggested Questions to Ask at a Parent-Teacher Interview. The 'teacher' should make some suggestions using modal auxiliaries. The 'student' may offer a few excuses using modal auxiliaries.

Additional and/or extension learning activities:

Read the school newsletter and highlight anything you don't understand. Bring it to class for assistance.

LINC Classroom Activities 4 Integrated Skills
Parent-Teacher Interviews: Parent Volunteers pg 300-302

Contact the school and see if you can volunteer at the school for an event or an activity.

Evaluation:

The instructor will use the Scenarios for Using Modal Auxiliaries to assess the learners' understanding and use of modals.

The learners will do

On Target: A Resource Book of Stage One Assessment Tasks

Fill Out Simple Forms Writing Benchmark 4 pg 206

Activities for Topic Eight Level 4

School Chart

Type of School	Age of Student	Grade
Preschool or Head Start		
Kindergarten		
Elementary		
Middle School		
Junior High		
Senior High		
Adult Upgrading		
Vocational or Technical		
College or University		

Modal Auxiliary Chart

Modal auxiliaries are verbs which 'help' other verbs to express a meaning. They give many different meanings to verbs.

Auxiliary	Meaning	Example
can	Able to Permission	I can swim. You can check out late.
may	Permission Possibility	May I use your pen? It may snow tonight.
could	Ability Polite request Possibility Suggestion	I could run very fast as a child. Could you pass the salt, please? The plane could be late. You could use sweetener instead of sugar.
might	Possibility	We might not get tickets for the play.
must	Necessity Strong advice Assumption	Everyone must have a social insurance number. You must see that movie! You have a stethoscope; you must be a doctor.
should	Advice Deduction	You should see your doctor about that lump. I should pass the exam; I studied hard.
ought to	Advice	He ought to buy a condominium.
will	Indicate future Express certainty	They will buy a new car soon. I will be there; you couldn't keep me away.
would	Past of 'will' Show past habits Polite request	They thought they would be home earlier. We would always visit Grandma for Thanksgiving. Would you open the door for me?

Scenarios for Using Modal Auxiliaries

Anna's mother-in-law is coming to visit her. Give her some advice on getting ready for the visit.

George would like to drive a car but has never had the opportunity before. Tell him what he needs to do.

Find out who in the class is able to play a musical instrument.

Politely ask someone in the class to lend you their dictionary.

Suggest to someone in the class two ways to keep healthy.

Tell the class two things that you expect will happen in your future.

Tell the class two things that you used to do regularly in the past.

Tell the class two things that you are certain that you will do tomorrow.

Topic Nine Level 2: Being Canadian

Lesson Plan Nine	Topic: <i>Being Canadian</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Give and follow a number of short common daily instructions

Reading/Writing:

Identify main idea of simple short text

Language and culture focus for the learning activities:

Learners should understand the physical organization of Canada, especially their town and province

Grammar:

Since/for

Example: I have been here since 2003.

I have been here for 3 years.

Vocabulary:

Words to navigate maps: country, province, city, town, north, south, east, west, right, left, straight ahead, provinces, territories, capital cities, rivers, lakes, mountains, ocean, bays, islands, for more advanced learners (federal, provincial, municipal), streets, avenues, boulevards

Suggested teacher resources and classroom materials:

- Map of the world and push pins or sticky notes
- Map of Canada for each learner
http://www.craigmarlatt.com/canada/geography&maps/maps_political.html
- Blank map of Canada for each learner
<http://geography.about.com/library/blank/blxcanada.htm>
- Map of province of Alberta for each learner <http://www1.travelalberta.com/content/maps/>
- Map of your town
- Road map of Alberta

Learning objectives:

The learners will be able to

- say how many provinces and how many territories there are in Canada
- identify their town on a map of Alberta
- give simple directions from their house to the ESL classroom

Learning activities:**Warm up** (approximately 15 minutes)

1. Have learners come up to the map of the world and put a pin or sticky note on their country of origin. This may be beyond learners who have low literacy levels in their own language. Have them tell how long they have lived in Canada. I have been here for ___ years. Or I have been here since ____.

Map of Canada (approximately 30 minutes)

2. Show map of Canada. Have any of the learners been to other parts of Canada? Where have they been? Find it on the map.
3. Introduce the provinces and territories. One province for each finger (10) and one territory for each hand and a head (3). How many provinces can the class name? Write the names on the blackboard. Point out that Canada has a capital city and each province has a capital city.
4. Hand out the blank maps of Canada. Have learners fill in the names of the provinces in the correct place. They can copy from the first map. For more advanced learners they can also put in the capital cities.
5. Have learners work with partners to try to memorize the names of the provinces. If this is easy for the learners have them try to memorize the corresponding names of the capital cities. They can make a list of provinces and territories with their corresponding capital cities.

Map of Alberta (approximately 20 minutes)

6. Which province do the learners live in? Hand out map of Alberta to each learner. Point out the Rocky Mountains, the rivers and lake, the capital city, the major cities or elicit this information by questioning the class. Can anyone find the town they live in? Look at the distance between your town and major centres, U.S. border, B.C., Saskatchewan, any other interesting or major features. For more advanced learners you can introduce the concept of scale for distance.
7. How many learners have visited other cities in Alberta? Where have they been? Can they pinpoint the locations on the map?

City Map (approximately 40 minutes)

8. Hand out a map of their city. Discuss the orientation of the map and how the city is organized with streets and avenues. Have learners identify points of interest that they know such as grocery stores, their children's school, their home, their ESL class.
9. Point out other places of importance to them - City Hall, hospital, schools, sports centre, health clinic, fire station.
10. Have learners mark their route from their house to their ESL class.

11. Have learners give partner directions from the school to their house. They should be giving directions by saying turn left (west, east), turn right (west, east), go straight ahead until you reach such and such a street.

Homework (approximately 15 minutes)

12. On a map of their town mark and label their house, their children's school, their grocery store, and any other places that they visit.

Additional and/or extension learning activities:

On Target: A Resource Book of Stage One Assessment Tasks

Listening/speaking Benchmark 3 Instructions pg. 26-27

On Target: A Resource Book of Stage One Assessment Tasks

Listening/speaking Benchmark 4 Instructions pg. 36-37

LINC Classroom Activities 3 Reading and Writing

Instructions: Map Directions pg 137-142

Evaluation:

The instructor can evaluate the learner by collecting maps with the provinces and capitals labelled on them and checking for accuracy.

The instructor can informally evaluate the directions by observing while learners give directions to other learners.

Topic Nine Level 4: Being Canadian

Lesson Plan Nine	Topic: <i>Being Canadian</i>
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Relate and understand factual details in a narrative, a report or a news item

Reading/Writing:

Get the gist and key information and details of simple two to three paragraph texts

Language and culture focus for the learning activities:

Many countries do not offer the level of societal support that is available in Canada. Often immigrants don't know that this support exists or don't know how to access it.

Grammar:

Modals: (able to, would, could)

Examples: I am able to go to the play.

I would like to go to the play.

I could go to the play.

Nouns used as adjectives

Example: Landlord and Tenant Services

Literacy programs

Connectors:(also, both)

Example: Not only the movie, but also the play was good.

Both the movie and the play were good.

Vocabulary:

Take vocabulary from the pamphlets and information sources for the various agencies you will be covering in class

Suggested teacher resources and classroom materials:

- Information and pamphlets about various agencies and services available in the community - Mental Health, Landlord and Tenant Services, Literacy programs, Food Bank, Family and Community Support Services, Volunteer Centre, Suicide Prevention Services, Service Groups like United Way, Job and Career Counselling

Learning objectives:

The learners will be able to

- name an agency that is available for aid in the community and tell what it does

Learning activities:**Warm up** (approximately 10 Minutes)

1. Have everyone tell about one thing they did during the week in one sentence.
2. Review vocabulary from last lesson.

Introduction to the topic (approximately 15 minutes)

3. Ask learners about the community services that they have used or know about. As they are mentioned write them on the board. You may have to suggest a few to get things going. Did they have these organizations in their home country? Did they belong to any clubs or do any volunteering? If so, what? What would they be interested in finding out about in the community?

Finding Information (approximately 30 minutes)

4. Divide the class into groups of 2 or 3 or 4 depending on size of class. Hand out the same pamphlet to each member of a group. Each group should have a different pamphlet. They must look over the pamphlets and discuss them with their groups. They should look for unfamiliar vocabulary and the main points of who, what, why, when and where.
5. Review points for making a good presentation.
 - Organize your thoughts
 - Answer the questions who, what, why, when, where
 - Make eye contact
6. Speak slowly and clearly

3-2-1 Method of Presentation (approximately 45 minutes)

This activity allows learners to practice short presentations until they can deliver them confidently and concisely.

7. Here is an example of how you might organize a 16 learner class for this activity. You will have to modify the organization to fit the size of your group.

For Step One, divide the class into 4 groups of 4. Each group will have a different topic to research and prepare for presentation.

Step One

A	A	B	B	C	C	D	D
A	A	B	B	C	C	D	D

For Step Two, reorganize the groups so that each group has a representative from each of the first groups (in other words, from each topic).

Step Two

A	B	A	B	A	B	A	B
C	D	C	D	C	D	C	D

For Step Three, reorganize the groups so that each group has a different representative from each topic.

Step Three

A	B	A	B	A	B	A	B
C	D	C	D	C	D	C	D

8. Together each group should prepare a short presentation of no more than 3 minutes. Give them time to organize their thoughts and to practice presenting their information within their group.
9. Have learners move to another group with all new people. Each learner in the group will have a different topic to present. This will take some figuring out ahead of time on the part of the instructor. This time learners will present their material to their new group in 2 minutes. There will be 1 minute after each presentation for questions. The instructor will be the time keeper.
10. Have learners form new groups. This time they will present their information in 1 minute.
11. When the activity is through, have learners give their feedback on this experience. Did their presentation improve? How? Which presentations did they find most effective? Why?
12. Review any new vocabulary that arose during the class. Allow for time for questions about the community organizations that the class discussed.

Homework (approximately 20 minutes)

13. Ask learners to find relevant information, such as the names, purpose, location, cost and contact information about 3 clubs, sports organizations, or other groups in the community. Bring this information back to the next class.

Additional and/or extension learning activities:

Have speakers from community agencies come in to talk to the class about what they offer and how they can be used.

Get current and back copies of the “English Express” for learners to read.

Go over the responsibilities of federal, provincial and municipal governments.

<http://www.craigmarlatt.com/canada/government/government.html>

Evaluation:

The learners will discuss how their presentation improved and what makes an effective presentation. The instructor will informally evaluate the learners based on their feedback.

Topic Ten Level 2: Goal Setting

Lesson Plan Ten	Topic: <i>Goal Setting</i>
Level 2	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Give and follow a number of short common daily instructions, positive and negative commands

Reading/Writing:

Follow 1-4 step, one-sentence, common everyday written instructions

Read and understand very basic common forms, maps, signs, labels and schedules

Language and culture focus for the learning activities:

The learners in your class have already accomplished much in their life. However, living in a new country and being unable to speak the language fluently can be a demoralizing situation. By looking at what they have already done and by setting new goals they can feel a sense of control over their life. It is important to break the goal into small, specific achievable parts.

Grammar:

I want...., My goal is...., I can...., I can't

Example:

I want to	get a job.
My goal is to	help my children at school.
I can	get a job.
I can't	get an education.

Vocabulary:

goal, marriage, daughter, son, words necessary to state goals

Suggested teacher resources and classroom materials:

- Paper for each learner to draw a life line on
- Canadian Language Benchmark Can Do Checklists 1, 2 and 3. These are available to order or download at www.language.ca

Learning objectives:

The learners will be able to:

- follow directions and mark the highlights of their life on a simple life line
- mark their accomplishments on the CLB Can Do checklist
- state one or two of their goals

Learning activities:**Warm up** (approximately 10 minutes)

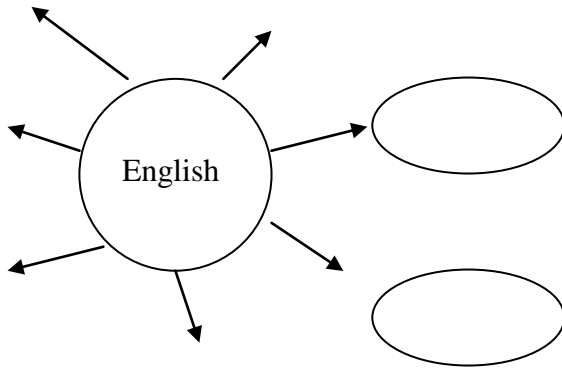
1. Draw a circle on the board and write English in the middle of it. Ask the learners why they are studying English. They must be specific in their reasons. If they say to be able to speak English better, ask why. Encourage them to be specific. You may have to make some suggestions. They may come up with answers like to get a job, to help my children at school, to talk to my neighbours, to talk to the doctor, to go grocery shopping.
2. As they make suggestions make arrows from the circle and print their responses on each arrow. Discuss each response and help them fine tune it, if necessary. Some of these responses may be something they can already do. Some of them may be goals. Mention goals as something to work toward.

Drawing a life line (approximately 45 minutes)

3. Talk about things they have already achieved in their life - jobs, marriage, children, moving to a new country. Now they are in a new country they still have goals that they want to achieve.
4. Draw your own life line on the board. It should include the date you were born, other major events, such as marriage, birth of children, moving to a different city or country, jobs, education.
The last entry should be something that hasn't happened yet but is a goal that you would like to achieve. You can use more than one goal.
5. Have learners draw their own lifeline, modeling it after yours. Circulate to help them with vocabulary and with their goals. Their goals could include speaking English better, getting a job, going back to school, buying a house.
6. Divide learners into pairs and have them tell their partner about their lifeline.
7. Have each learner tell the whole class about his/her goal. List the goals on the blackboard. Most of these goals will include learning English.

Mind Map (approximately 30 minutes)

8. Draw a mind map on the board or on chart paper. Beside each of the arrows write one of the goals that requires English.



9. Break each goal down into specific parts. For example, getting a job requires knowing English to fill in a job application, read job ads, go for an interview, learn how to do the job. Write these steps in circles beside each goal. Discuss with learners which steps they have already achieved and which they still need to work on.

CLB Can Do Checklists (approximately 30 minutes)

10. Hand out the CLB Can Do Checklists 1,2 and 3. Give learners a few minutes to look over them. Then go through them with the class.
11. If a learner thinks they have achieved a competency have them put a tick mark beside it. If there is a competency that will help them achieve their goal have them put an asterisk beside it.

Homework (approximately 10 minutes)

12. Review vocabulary from the mind mapping and lifeline. Ask each learner to think about what they need to do and practice to attain their goals. Their homework is to work toward their goal a little bit each day.

Additional and/or extension learning activities:

Learners will do research into and collect information from community services that will help them achieve their goals - employment centres, real estate offices, course schedules.

Evaluation:

The instructor will look over each learner's life line and CLB Can Do Checklist to make sure they understand the concept.

Each learner will state his/her goal to the instructor.

Topic Ten Level 4: Goal Setting

Lesson Plan Ten	Topic: <i>Goal Setting</i>
Level 4	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities are taken from ERPAC.

Listening/Speaking:

Give and follow sets of sequential everyday instructions and directions

Reading/Writing:

Find information in short reference and formatted text such as forms, tables, graphs, schedules, directories, dictionaries, maps and brochures

Language and culture focus for the learning activities:

“A dream is a wish that your heart makes. A goal is a dream with a deadline.” (Meta Potts)
Goals must be realistic and achievable in order for the learner to be able to maintain a sense of accomplishment and see their own progress. If goals are too broad or lack criteria it is difficult to know when they have been reached.

Grammar:

Applicable grammar that arises in writing up the goals and planning statements

Vocabulary:

goal, statement, time line, vocabulary around the learners’ goals, quote

Suggested teacher resources and classroom materials:

- Handout:
 - Goal Statement, Goal Planning
- Canadian language Benchmark Can Do Checklists levels 3, 4, and 5. These are available to order or download at www.language.ca
- A calendar for each learner or photocopy pages of the current month plus the following 2 months. You can download these from <http://www.printablecalendar.ca/>

Learning objectives:

- The learners will be able to:
 - formulate a specific, time referenced goal
 - identify actions that will move them towards their goal

Learning activities:**Warm up** (approximately 10 minutes)

1. Draw a circle on the board and write English in the middle of it. Ask the learners why they are studying English. They must be specific in their reasons. If they say to be able to speak English better, ask why. Encourage them to be specific. You may have to make some suggestions. They may come up with answers like to get a job, to help my children at school, to talk to my neighbours, to talk to the doctor, to go back to school.
2. As they make suggestions make arrows from the circle and print their responses on each arrow. Discuss each response and help them “fine tune” it, or be more specific, if necessary. Some of these responses may be something they can already do. Some of them may be goals. Mention goals are something to work toward. See Lesson 10, Level 2.

Writing a Goal (approximately 30 minutes)

3. Go around the class again and have each person choose one goal that they would most like to work towards. Now have each learner state which strand of English learning they most need to improve to help them achieve their goal. Is it reading, writing, listening or speaking? It might be more than one.
4. Show them the template for a goal statement. The goal statement should include what - identified skill and why - in order to/so I can. For example - I need to improve/ practice my (identified skill) in order to (do something). I need to improve my reading in order to read employment ads. I need to improve my speaking in order to talk to my child’s teacher about his/her progress.
5. Pass out the template and have each learner write his/her goal down in the correct format. The learners may need some assistance to work this correctly. Make sure that they are very specific.

Goal Planning (approximately 45 minutes)

6. Point out that in order to achieve a goal we must plan for success and work at it. Learners need to think about what they need to do to achieve their goal. They might suggest plans such as I will practice reading for 10 minutes a day. I will look at the job ads in the newspaper at least twice a week. I will talk to my daughter about school every day so I can learn some new vocabulary. Encourage the learners to make their plans specific, to attach a time or number to them, and to keep them realistic. They should be doable in their busy lives. Model writing out some goal planning statements on the board.
7. Have learners fill in the goal planning portion of their template. This will need some discussion to help them be specific.
8. Have learners share their goal planning with a partner to make sure they are specific, have a time or number included, and are achievable.
9. Ask learners to volunteer to read aloud some of their goal planning statements to the entire class.

Time Line (approximately 20 minutes)

10. Put the quote “A dream is a wish that your heart makes. A goal is a dream with a deadline” on the board. Discuss the meaning. How are they going to make their dream a reality? What is a realistic schedule for their goal? Point out that small steps allow them to see their

progress. For instance, it is easier to track I will look at the job ads in the newspaper 2 times a week than I will practice reading job ads.

11. Hand out calendar pages for the current month and the following two months. Have the learners chart their commitments on the calendar. Have them take into account their other activities. Remind them to plan for success. If they know that Tuesdays are always busy days, then they shouldn't plan to practice then. Also give them little tips for slipping practice into their day. For example, challenge them to learn 2 new words each time they go grocery shopping. Or suggest they try to add one new English word to their vocabulary each day. Ask for suggestions from the class on how they can schedule their practice.

Homework (approximately 15 minutes)

12. Encourage class to stick to their goals and practice schedules. Give each learner the CLB Can Do Checklists for levels 3, 4 and 5. Their homework is to read the competencies and put a checkmark beside each one that they feel they can do and put an asterisk beside each one that will help them achieve their goal. They should try to think about these competencies when they are practicing.

Additional and/or extension learning activities:

Have learners extend this goal setting template to other areas of their life such as fitness, home improvements, financial areas, studying for an employment based training session.

Evaluation:

The instructor will read each learner's goal statement and goal planning to ensure suitability.

Activities for Topic Ten Level 4

Goal Statement

Date _____
What do I want to improve? I need to improve my _____
so I can _____

Goal Planning

How will I achieve my goal?
I will achieve my goal by:
1. _____
2. _____
3. _____
4. _____

“A dream is a wish that your heart makes. A goal is a dream with a deadline.”

Mark your practice sessions on your calendar.

Resources

Azar Grammar Series by Azar, Betty Schramper Pearson Longman publishers

This grammar series blends communicative and interactive approaches to teaching grammar. It is a valuable resource for instructors and learners. The series consists of books at three levels:

Basic English Grammar (Beginners)

Fundamentals of English Grammar (Intermediate)

Understanding and Using English Grammar (Advanced)

These resources can be purchased from the publisher or from retailers such as Amazon or Chapters.

The Azar website is also a valuable resource www.AzarGrammar.com

Canadian Language Benchmarks Can Do Check Lists

These are checklists for language tasks referenced to the Canadian Language Benchmarks. They cover CLB levels 1 – 10. There is a checkbox for each item so that learners can indicate what they can do or need to learn. They can be used to determine level placement and for ongoing informal assessment.

Available free at the Centre for Canadian Language Benchmarks website www.language.ca

ESL Resource Package for Alberta Communities (ERPAC)

ERPAC was developed in Alberta, especially for community use. It is referenced to The Canadian Language Benchmarks and contains lots of information and ideas for your ESL class.

Go to the NorQuest College website at www.norquest.ca

Click on the Corporate Services, next click Educational Resources on the left menu. ERPAC is available in PDF version under English as a Second Language.

On Target! A Resource Book of Stage One Assessment Tasks

There are two books in this resource. For use with these lesson plans you will need only Volume One. It provides sample assessment tasks for Benchmarks 1–4. They are intended to be used by instructors to evaluate the language proficiency of their learners.

The tasks cover speaking/listening, reading, and writing. Each task has accompanying user instructions and scoring guides.

Available from the Bow Valley College Bookstore 403-410-1740

University of Victoria Grammar Resources

These websites are valuable resources for grammar related topics.

University of Victoria Study Zone

<http://web2.uvcs.uvic.ca/elc/studyzone/>

University of Victoria English Language Centre

<http://web2.uvcs.uvic.ca/elc/StudyZone/grammar.htm>





