Canadian Language Benchmarks 2000: ESL for Literacy Learners

Sample Tasks

Phase II and III

Linda Johansson, Team Leader
Kathy Angst, Brenda Beer
Wendy Rebeck, Nicole Sibilleau
WRITING TEAM

The members of the CLB ESL for Literacy Learners Sample Tasks Team were Kathy Angst, Brenda Beer, Wendy Rebeck, and Nicole Sibilleau;

Team Leader was Linda Johansson.

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Introduction:

This collection of sample tasks is meant to be a companion document to the CLB 2000: ESL for Literacy Learners. That book explains the term ESL Literacy and outlines the ESL Benchmarks for reading, writing and numeracy for learners who:

- May have had little or no schooling in their native country or,
- May have come from a country with a non-Roman alphabet.

For a full description of ESL Literacy learners and situations in which non-ESL Literacy learners may benefit from short-term or monitored placement in an ESL Literacy program, please see the CLB 2000: ESL for Literacy Learners.

These sample tasks are intended to provide guidance in moving toward a contextualized approach to literacy and language instruction. We hope that they will help the teachers to:

- Identify the range of tasks within the CLB 2000: Benchmarks for Literacy Learners.
- See the methodology used by some ESL literacy teachers. (There are certainly other methodologies.)
- See that the development of schema is usually augmented for literacy learners.
- Recognize the collaborative nature of these lessons.
- Understand that opportunities for guided practice sometimes don't lead to independent learning in the initial stage of a phase. In collaborative learning, the stronger learners support the other group members.
- Use the sample task provided to make similar tasks for purposes of remediation or assessment.
Frequently Asked Questions

Our ESL literacy learners are not used to coming to school. They often present unique challenges that need to be overcome or overlooked in order to make progress in language and literacy learning.

What are the differences in an ESL Literacy class?

1. **A slower pace:** Usually ESL literacy learners’ oral language is considerably higher than their reading and writing. This strength is built on in an ESL Literacy class. Learners are encouraged to discuss issues and life situations. Throughout this discussion, the teacher would write key words on the board for reference and spelling. When the time comes to read or write, the pace slows down. More time is needed to work on discrete skills such as context clues, word attack, spelling, sentence structure, and punctuation. It’s important not to overload the learners. Care must be taken to ensure that the learners understand each step of the lesson so that they can leave feeling that they have accomplished or learned something.

2. **More constant need for teacher encouragement:** ESL Literacy learners often lack the confidence in their skills to complete something on their own. There needs to be a very clear, thorough teacher presentation and practice before learners are ready to work on the tasks. For this reason, a collaborative approach is also used.

3. **Following directions can be a challenge:** Even if learners can read the directions and say that they understand, it is important that teachers model the activity and work through several examples with them. Think-aloud protocols are helpful in this phase of the lesson.

4. **Inconsistency of performance:** Because these routines, skills and strategies are newly learned and not automatic yet, if the learner is having a bad day, everything the teacher has taught goes out the window. Experienced literacy teachers have learned to relax, not put any pressure on the learner, and to wait until the next day. However, if a learner is coming to school regularly, but is not progressing, teachers need to keep a logbook of observations. What kinds of mistakes are being made? Might the learner need to have a hearing or eyesight check? Are there family problems that the learner might want to talk about with a counsellor? Has the learner unresolved stress or trauma that is not being handled by a professional?

5. **Need for organizational direction:** Most literacy learners will need help to learn organizational skills such as putting papers in a binder according to date or skill area. Without some organization a learner can spend a long time looking for yesterday’s paper. Colour coding for sections or weeks may help.

6. **Need for repetition and spiralling:** There are several ways of reworking materials for learners. These are necessary for learners to get a feeling that they can read independently.
   
   - Learners can start a lesson by reading over past worksheets in pairs. This may take the first 5-10 minutes of a class, but it provides an opportunity for the learner to review and/or redo yesterday’s material. The teacher moves around the class and helps learners with words that have been forgotten. Usually, there are a few.
   
   - Several different activities can be provided that reuse the same vocabulary in the four skills.
   
   - The same topic can be presented in a slightly different way a couple of weeks after the first lesson. Each time learners encounter these materials successfully, they will feel a little more confident. Some examples might include spiralling back to: filling in forms, writing thank you letters, reading notes from their children’s schools, cheque stubs, job ads, etc.

What are effective techniques for teaching ESL Literacy Learners?
Experienced ESL literacy teachers know that they need to tailor literacy instruction to meet the needs and goals of adult English language learners. There are many techniques that are effective in assisting these learners to improve their language and literacy learning. The following examples come from a variety of levels.

1. Create a climate that fosters self-esteem and interdependence. Our students come to classes at a time of life crisis or life change, often with added responsibilities and worries. It takes time to build a bond of closeness in the classroom. There are a number of ways to enhance the climate of the classroom, such as:

   a. Hanging interesting pictures on the walls, having coffee available, and playing music in the morning, make the room a more appealing place to come.

   b. Allowing new students time to sit and absorb English sounds and meanings without the increased pressure of having to answer questions, will allow them to become more relaxed and willing to participate when they are ready.

   c. Pairing a new student with someone who speaks his own language will increase the comfort level of that student. The peer helper could translate (before the new student understands the teacher's accent), show him around the school facilities, explain procedures, and answer his questions.

   d. Acceptance of each other’s differences can be enhanced by a teacher recognizing the validity and significance of each individual and each culture, including her own. Building on a student’s strengths, such as asking questions that he will probably be able to answer, will increase his confidence and accelerate acceptance by the group. Stressing the positive and giving honest praise for progress, not just for a "correct" answer, are ways to make students feel valued and respected.

   e. The way that the class is organized can also foster a good learning climate. In an ESL Literacy class, short, clear, and consistent directives will aid understanding and avoid confusion. When introducing a new concept, teachers should begin with the concrete (e.g. real food) and then move to the more abstract (pictures, words.) This will raise the student’s confidence in his ability to comprehend and to learn.

   f. By building a friendly climate in the classroom, a cohesiveness is formed. This provides an opportunity to learn how to work independently and in groups, and how to be self-directing. The students can read in pairs, state their opinions about what they have read, and write collaboratively. The students should feel free to talk about their lives back home and share cultural customs (e.g. finding a husband/wife, coming of age, and family traditions). Teachers need to learn to facilitate discussion, not to control it. Through dialogue, students can build social relationships, model good oral and written language, and expand background knowledge.

2. Allow learners to take ownership of their learning by making sure that each topic or lesson is relevant to them. When selecting teaching topics, the teacher should use a needs assessment to find out the current situation and immediate goals of the learner. Beginning with their lives is always a good place to start when introducing any new concept or building a schema for a language task. For example, if one learner is looking for a job, there could be stories about that. If another is having problems with a neighbour, perhaps it's a good time to deal with this topic in a problem-posing manner.
3. Help learners to help themselves by teaching strategies and techniques that good learners use to understand print texts of various types. Students who have had little experience in an educational setting in their native country often have limited strategies for language and literacy learning. For example: some students will be frustrated if, instead of following the interaction of ideas and examples about a certain word or concept, they try to translate each new word on their voiced computer dictionary. Many students just don’t know what to do to learn a language. At the beginning stages, if a teacher uses a translator to explain the fundamental differences between the two languages, and some strategies to aid retention, it will be helpful. Some techniques in teaching learning strategies include encouraging learners to:

   a. Expose themselves to as much English as possible. They can watch TV, listen to tapes, reread the stories studied in class, make some Canadian friends, and speak to their neighbours.

   b. Ensure that that they understand what the teacher is saying. If they don’t, they need to ask for help. Questions can be taught and posted on the classroom walls for reference:

      Can you repeat, please?
      Can you speak more slowly, please?
      What's this?  What are these?
      How do you spell ____________?
      How do you write _____________?
      How do you say _____________?
      What's the past tense of _________?

   c. Help the learners organize a way to remember the new material. This can be done with the help of graphic organizers, to help connect meaning to what is read through problem-solving, predicting, and other higher-level thinking skills.

4. Teach reading and writing within the context of an interactive, meaning-centred, integrated skills curriculum. The lessons should be planned in a pre-, during, and post reading framework to build background knowledge, to practise reading skills within the reading text itself, and to engage in comprehension activities. (Grabe, 1993) Sequence activities so that they move
   • from the concrete to the abstract,
   • from less challenging to more challenging (such as from a strong oral understanding to a weaker written component),
   • from realia or language experience activities to pictures or photos with text,
   • to text alone.

When teaching a new story, begin by building schema for the topic. When the story has been mastered, then the lesson can move to word attack skills and spelling needs.

It is possible to use an interactive approach to deal with numerous life topics that originate from the learners’ needs and interests. Some difficult topics such as car thefts, family violence, a new medical card, and the TV guide, might be too difficult for the students to read on their own without a number of pre-reading activities to activate their prior knowledge. Each lesson includes various word attack, listening, or grammar activities. After that, each lesson requires that the student write one or two sentences or a small story to express his own knowledge or feelings on the topic. In this way, students can see that they learn about
something relevant and also gain skills to make subsequent reading and writing more independent.

5. Allow learners an opportunity to work with the concepts and new skills to be gained in a variety of procedures and activities. Learning processes that provide opportunities to practise skills are much more likely to result in the ability to apply knowledge to life. The learner can read over the material and think about it in different ways. They can make predictions, they can think about the strategies they used to find the meaning in the text, they can find the topic or main idea, they can state their opinions, they can do a search in the class for other learners’ opinions. By practising the new vocabulary, using different techniques within a contextualized series of activities and/or within a given topic or topics, the learning will be consolidated.

6. Include activities within the lesson that appeal to diverse learning styles. By selecting a wide variety of techniques and strategies, teachers will be more successful in engaging their learners and fostering some guided style stretching. Learners who are comfortable learning in a variety of settings will find more opportunities to learn. Also, ESL learners, who are not used to sitting in a classroom, may suffer mental fatigue if the activities are not frequently changed. Some examples might include writing on the board, working with word cards, working in a group or with a volunteer, completing an information grid where the learner collects data from classmates, language experience activities, listening to tapes, singing or chanting, or total physical response (TPR).

7. Teachers with adult ESL Literacy students need to be flexible, sympathetic, task oriented, and focused on the students’ needs. There is no doubt about the fact that teachers need to be well prepared for each day of class. However, there have been numerous times that I have come to school with a lesson prepared, but ended up abandoning it when another topic became more relevant. Perhaps it was the first snowfall, and for some this would be the first experience ever with snow. Perhaps someone had a car accident. Students can be encouraged to tell their stories, share their pictures, and tell their favourite proverbs. If encouraged, students begin to examine the role of literacy in their lives and become active participants in providing themes that involve the use of natural language in meaningful contexts.

8. Learners’ stories provide a catalyst for discussion and comparison of experiences, and for the development of mutual support for one another in striving for both linguistic and non-linguistic goals. The teacher must always be prepared with a lesson, but flexible and sensitive enough to recognize that literacy is life. For example: One day, a student came into class late. He looked upset, so of course we asked him what was the matter. He had been in a minor car accident and it had shaken him up. The classmates were concerned, so the lesson couldn’t go on as planned. Instead, we asked him questions and finally got the story out. We wrote what had happened onto the board. This became the lesson for the day with several others relating their accident stories. Instructions on how to drive in snowy conditions became the follow up activity for the next day. This was real language for them because it concerned a real issue.

Are the tasks in this collection authentic?

Learners express their needs and frustrations to us daily. It is difficult to come into a new country and have to function in a new language. When the learners haven’t been literate in their first language or have had to learn a new alphabet system, this difficulty is compounded. Our goal is to enable these learners to deal with their different needs for literacy in Canada. If learners can begin to read examples of what literacy is used for in the world outside of school, they may begin to read these materials on their own.
The CLB Benchmarks acknowledges that it is best to receive instruction in authentic, real-world examples of literacy, but the level at which our learners can cope with written material often makes this impossible. Good teaching always involves adapting instruction to the needs and skill levels of specific individuals or groups of students. What is needed in one case may be quite different from what is required in another. We have made a compromise in the literacy stream by using teacher-simplified materials so that the learners can:

a. Focus on one small part of a document  
b. Not be overwhelmed by the density of print  
c. Read materials successfully  
d. Use a step-by-step approach to reading real outside world text

In order to allow learners to see the connection between the real material and their teacher-adapted materials, we encourage teachers to have a copy of different authentic materials to show the connection. Sometimes at the end of the lesson, a copy of the 'real' text can be circulated or handed out. The learners can then highlight or circle parts of these materials that they can now recognize. In this way they understand that they are working toward being able to deal with authentic text.

Therefore, when looking over these sample tasks, please remember that learners may not need to read all of these types of texts. Teachers should find out that information by means of formal or informal needs assessments.

Students in ESL Literacy classes come from a variety of backgrounds, with different expectations of what they want to learn, and different preferred styles of learning. They come to classes in order to gain greater independence and mastery over their own lives in Canada. Our job as teachers is to help facilitate the ways and the means for them to succeed.

References


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http://ncsall.gse.harvard.edu/teach.html#teach
# Read and Understand a Thank You Letter

**Skill Area:** Reading  

**Task:** Read and understand a short thank you message  

**Purpose:** Students will  
- Read and understand a short written letter  
- Understand the format of a simple letter or note  

**Materials:** Overhead, board, driver’s licence, visuals of a family, sample letters, examples of thank you cards  

**Grouping:** Whole class, pairs, individuals  

**Learning Style:** Auditory, visual  

**Time:** 30 minutes  

**Method:**  
1. To introduce the lesson, hold up a driver’s licence and elicit input. Ask personal questions. *E.g.* Do you have a driver’s licence? Did you have a licence before? Do you need a licence? Why? What are some of the problems you face in trying to get a licence?  
2. Provide visuals by asking for student volunteers to sketch members of a family of newcomers on the board. Ask also for the drawing of a “Canadian” man. (good for visualizing and sometimes comic relief)  
3. Teacher reads the letter 3 times. (Students don’t have a copy of the text yet.) Ask oral questions to check for comprehension.  
4. Teacher reads the story from an overhead and the class echoes back. Next individual students take turns reading a portion of the letter.  
5. Students read the letter in pairs.  
6. To personalize it, ask students who it is that helps them? Who are they thankful to? etc.  

**Follow Up:**  
- Follow up could consist of writing a thank-you note to someone they know. Refer to Hamid’s letter and highlight some of the key phrases that might be needed. Write up other key words that are offered by the students. *E.g.* volunteer, understand, baby-sitting. Students work on a draft copy of a thank-you letter. Teacher checks the draft, then students write it up again in finished form on a card or a letter. Students read their cards in pairs and then give them to the designated person.
December 18, 2004

Dear John:

Thank you so much for helping me study for my driver’s licence. I am happy to say that I passed my road test last Friday.

Now I can drive my children to school or to the doctor. I can go shopping for groceries with my wife. We are so happy. You were very kind to give me so much of your time. Thank you again.

Sincerely,

Hamid
## Read and Understand Safety Rules

**Skill Area:** Reading

**Task:** Read and understand safety rules for winter driving

**Purpose:** Students will
- Read and understand information about winter safety.
- Choose a picture to match a sentence
- Develop an awareness of how Canadian weather (particularly winter) impacts on everyday activities.

**Materials:** Overhead, winter driving kit, flashcards, worksheets

**Grouping:** Whole class, pairs, individuals

**Learning Style:** Auditory, visual, kinesthetic

**Time:** 45 minutes

**Note:** For students that come from warm climates, winter driving can be a new and challenging experience.

**Method:**
1. Bring in items from a winter-driving kit. Have students walk around the room and discuss the various items they see. Elicit information. What is this? Why do I need this? Do you have one of these? Etc.
2. Write the key words on the board and discuss/drill.
3. Show the overhead of the visuals. Ask the students: What do you see? Sometimes a visual is not clear or students interpret it as something else. E.g. booster cables as a snake.
4. Hold up a flashcard of one of the words and ask students to give the number of the corresponding picture. E.g. [flashlight] is number 7.
5. Divide the class into 2 teams and play TIC-TAC-TOE to practice matching the new vocabulary to a picture.
6. On an overhead show the written text at the bottom of the sheet. Read it together, with teacher modelling and students echoing the information.
7. Write the numbers on the overhead together.
8. Then hand out one worksheet per pair of learners. They practise in pairs. One learners asks "What number is Remember to bring a shovel?" The other learner replies, "It's number 5."
9. After the practice, learners can fill out their own worksheets.
10. Teacher circulates among the students, checking the papers and the interactions.
11. Personalize the lesson by asking students to share some of their winter experiences. Solicit advice and share strategies for winter survival.

**Follow Up:**
- Ask students to assemble a winter driving kit and bring it in. Ask the students to explain their choices.
WINTER DRIVING SAFETY RULES.

Do you drive a car?
IN WINTER, REMEMBER TO:

_____ bring a flashlight. 1.____ fill your car with gas.
_____ bring blankets. 2.____ add antifreeze.
_____ bring jumper cables. 3.____ check your battery.
_____ bring some sand. 4.____ bring some food.
_____ bring an ice scraper. 5.____ bring jumper cables.

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Reading Instructions on How to Use a Bank Machine

**Skill Area:** Reading, Numeracy  

**Task:** Read and understand instructions on how to use a bank machine

**Purpose:** Students will  
- Read and understand instructions on how to withdraw cash from an ATM  
- Sequence the instructions for withdrawing $100  
- Understand how to use an ATM in a secure manner

**Materials:** Bankcard, visual of an ATM, money, transaction record, flashcards, overhead, sentence strips, worksheets

**Grouping:** Whole class, small groups, individuals

**Learning Style:** Auditory, visual, kinesthetic

**Time:** 45 minutes

**Note:** If possible, contact your local bank to see if they have a portable training ATM to lend out.

**Method:**

1. Show a bankcard and elicit information from the students. *Do you have a bankcard? Do you use it sometimes? When? Where?* Guide the discussion in the direction of the banking machine. Write and explain key words as they arise.

2. Using a visual (whether it’s a portable ATM, large picture, overhead or a sketch) demonstrate the steps for withdrawing money from an ATM. Ask for student input when doing this. Do this several times with different amounts.

3. Next hold up flashcards with the new vocabulary, such as *insert, withdraw.* Drill for meaning and pronunciation. Using pantomimes if necessary.

4. Using an overhead, read the scrambled instructions for the ATM.

5. Read together as a group with teacher modelling and students echoing. Next, individual students take turns reading for the group. (Use more pantomiming if necessary.)

6. Hand out the pre-cut sentence strips to groups of students. Their task is to physically sequence the strips, from # 1 - 7.

7. Ask students to confirm the results by checking with other groups.

8. Class then discusses the sequence together as a large group. Read again in order.

9. Hand out the worksheet. Students sequence their own handout. Teacher checks the papers.

10. Conclude by asking if students will try this out on the real ATM. Encourage them to share their own experience.

**Follow Up:**

- Discuss some of the safety issues surrounding the use of ATMs, particularly when alone or late at night. Also emphasize the security of the P.I.N. number.
Do you know how to use a bank machine?
Number these sentences from 1 to 7.

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<tbody>
<tr>
<td><strong>3</strong></td>
<td>Press ok, when you are done.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Enter your PIN number.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Insert your bank card.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>You want to withdraw some cash.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Remove your card, cash and transaction record.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Do you want it from <em>Chequing</em> or <em>Savings</em>?</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Enter this amount in dollars and cents. $100.00</td>
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</table>
**Skill Area:** Reading and Writing  
**Task:** Read a story and fill out a form  
**Purpose:** Students will  
- Read and understand a simple story and personal information form  
- Present information by filling out a medical history form  
- Understand the need for short answers on medical forms and the need to print accurately and legibly  

**Materials:** Overhead, flashcards of the whole story, worksheets, medical card  
**Grouping:** Whole class, small groups, pairs, individuals  
**Learning Style:** Auditory, visual, kinesthetic  
**Time:** 45 minutes  

**Note:** PHIN refers to the 9 digit Personal Health Insurance Number in Manitoba.  

**Method:**  
1. To introduce the story, use an overhead to show the picture and the title. Elicit predictions from the students.  
2. Teacher writes the story, sentence by sentence, on the board. After writing each sentence, have the students read it out loud a couple of times. Work on comprehension and pronunciation. Then write the next sentence. Students read that sentence and then read the story from the beginning, and so on to the end of the story.  
3. Prior to the lesson, the teacher has written out each word of each sentence on a flashcard.  
4. Teacher then shows the students all the flashcards for sentence number one, (All these sentences are scrambled and the flashcards are not in order.) Students orally read each of the flashcards for each of the sentences in this story. Once done reading, it is the task of each group to work together to unscramble their particular sentence and write it on the board.  
5. Next the whole class reads the story orally. The teacher models it and the group repeats. Individual students then take turns reading a portion of the story orally.  
6. The form is then shown to students on the overhead. Hand out one worksheet per pair of learners. They are given time to discuss the form in pairs, try to glean meaning from the text, and highlight unknown words.  
7. Using the overhead, the teacher reads the words on the form. Discuss the meanings of these words. Next fill out the form together using one learner as an example.  
8. Learners then fill out their forms independently.  
9. To conclude the discussion, ‘Bring it home.’ E.g. *Did you have the same problem as Baki? When did you last see a doctor? What language did you speak with him/her?* Encourage students to share their experiences.  

**Follow Up**  
- Practice a dialogue between a patient and a doctor or nurse.
A CHECK-UP

Baki has an appointment with a doctor this afternoon at 4:00. He is going for a check-up because he has headaches every day. Baki is nervous because he doesn’t speak much English. He came to Canada 5 months ago and this is his first appointment with a Canadian doctor. The nurse gave him a form to fill out. Now he’s really nervous because he can’t read.

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<tr>
<th>MEDICAL #</th>
<th>PHIN #</th>
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<th>DO YOU HAVE</th>
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<td>diabetes?</td>
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<td>high blood pressure?</td>
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<td>heart disease?</td>
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Read and Understand Pre-op Information

**Skill Area:** Reading

**Task:** Read and understand information given to a patient before he/she goes for surgery

**Purpose:** Students will
- Read and understand simplified medical information
- Match a picture to a sentence

**Materials:** Overhead, worksheets, a bottle of vitamins, aspirin

**Grouping:** Whole class, pairs, individuals

**Learning Style:** Auditory, visual, kinesthetic

**Time:** 30 minutes

**Note:** Teach this lesson when the topic of surgery has been brought up in the class.

**Method:**
1. Set the stage by asking personal questions. E.g. *How are you today? Are you usually healthy? Did you ever need to go for an operation? Did you eat or drink anything before your surgery?*
2. Elicit possible pre-op instructions.
3. Distribute the visuals (in colour, if possible) or put an overhead up for all to see.
4. Allow students time to discuss the visuals in pairs.
5. Elicit information from the class. E.g. *Look at number 1. What do you see?*
6. Discuss the pictures, because visuals are not always clearly understood.
7. For higher level questioning ask: *Why can't you __________ before surgery?*
8. Write key words on the board. Read, explain, drill.
9. Show the written text and read together.
10. Check for comprehension. Which picture matches this information? E.g. *No aspirin for 10 days before surgery is number .... 2.*
11. Practice in the large group and then chain drill, taking turns.
12. Play a game to reinforce the information. E.g. Tic-tac-toe or Concentration.
13. Hand out the worksheets. Students fill out the numbers and then practice in pairs.
14. Teacher circulates among the students and then checks the papers and the interactions.
15. Personalize it and ask students to share their knowledge and experiences.

**Follow Up:**
- Arrange for a field trip to a nearby clinic or invite in a public health nurse as a speaker.
- Make something healthy to eat, such as fruit salad.
You are going for day surgery next month.
This is information from your doctor.

1. Match the picture and the sentence.

1. No food or drink, after 12:00 the night before surgery.
2. No vitamin C or E, 2 weeks pre-op.
3. Ask someone to stay with you, 24-48 hours after surgery.
4. Call the doctor, if you get a cold, 10 days pre-op.
5. No aspirin for 10 days before surgery.
6. No smoking for 2 weeks before or after surgery.
Read and Respond to a Newspaper Job Ad

<table>
<thead>
<tr>
<th>Skill Area:</th>
<th>Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td>Read a simple newspaper ad and respond appropriately</td>
</tr>
<tr>
<td>Purpose:</td>
<td>Students will • Read and understand formatted information from a job ad • Copy information from the classified ad</td>
</tr>
<tr>
<td>Materials:</td>
<td>Overhead, worksheets, classified ads, enlarged copy of featured job ad</td>
</tr>
<tr>
<td>Grouping:</td>
<td>Whole class, small groups, pairs, individuals</td>
</tr>
<tr>
<td>Learning Style:</td>
<td>Auditory, visual</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

**Method:**
1. Introduce the lesson by asking students about their jobs back home. When did they start working? How did they find that job? Do they have a job in Canada? Is it easy to find a job here? What are some of the problems?
2. Hold up the classified ads from the local paper.
3. Solicit general information. Explain that ads are very short and use abbreviations. Write down key words related to employment. E.g. wage, apply, resume.
4. Hand out enlarged copies of the featured want ad. Allow several minutes for pair/small group discussion. Ask students to highlight any words they don’t understand.
5. Elicit information from the large group. Explain and drill the new vocabulary and abbreviations. Check for comprehension by asking a few oral questions.
6. Put the worksheet on the overhead and read together orally. Teacher models. Students echo.
7. Individual students take turns reading to the class.
8. Practise the questions and answers in pairs.
9. Hand out the worksheets. Students fill in the information. Teacher checks the results.
10. Personalize the lesson by quizzing a student who has a job. (i.e. If privacy is not an issue.) Students can use the questions from the worksheet or can add their own. Encourage the sharing of personal experiences.

**Follow Up:**
- Discuss learner employment goals and strategies for reaching them.
- Bring in simple want ads from the newspaper or internet. Find Google and search for jobs under Classifieds Canada.
LOOKING FOR WORK
Read this information from the newspaper and answer the questions.

F.T. HOUSEKEEPER, 3 days/week.
Starting wage $7.55
Mon. – Fri., 7:30-3:30
Apply with résumé at the Marion Hotel.
393 Marion

1. What job is it? ________________________
2. What is the salary? ____________________
3. What is the address? ____________________
4. Is it part time or full time? ______________
5. What are the work-hours? ______________
6. What is the name of the workplace? ______________
**Skill Area:** Reading and Writing  

**Task:** Read and fill out a simplified census form  

**Purpose:** Students will  
- Read and understand the formatted information in a census form  
- Present formatted personal information  
- Understand the need for accuracy and legibility on forms  

**Materials:** Census form, overhead, worksheets  

**Grouping:** Whole class, small groups/pairs, individuals  

**Learning Style:** Auditory, visual  

**Time:** 45 minutes  

**Method:**  
1. To introduce the lesson, ask students about the populations of Canada/their countries. Ask how this information is gathered. Does it happen every year?  
2. Elicit information and write up some of the key words as they are brought up. E.g. Census, count, federal government.  
3. Hold up the example of the (modified) form that was sent out to Canadian households in 2001. Elicit some of the information that one normally finds on a form.  
4. Write up and practice these words. Check for pronunciation and comprehension.  
5. Hand out the form to pairs/small groups of students. Students scan for words they know and highlight any words they don’t.  
6. Each small groups report back to the large group.  
7. Any unknown words are explained and practiced.  
8. Read the form together orally. The teacher models and the students echo. This is followed by individual students taking turns reading and supplying the necessary information.  
9. The vocabulary from this form could be practiced with a game. E.g. A student picks up a flashcard and then has to supply the appropriate answer.  
10. Each student is given a form to fill out with his/her personal information. Teacher checks their forms.  
11. Conclude by asking students if they’ve ever filled out other forms. What kind? Were any of the questions the same? Ask students to bring in samples of other forms.  

**Follow Up:**  
- Share info from the last census in 2001, such as populations of the different provinces, immigration statistics, etc.
May 5, 2001 was Census Day. On this day, the federal government counted all the people who live in Canada.

Please fill out this Census form.

<table>
<thead>
<tr>
<th>1. FAMILY NAME</th>
<th>GIVEN NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. DATE OF BIRTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. MARITAL STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. WHAT IS YOUR FIRST LANGUAGE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. and street</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>Province</th>
<th>Postal code</th>
</tr>
</thead>
</table>
Read Signs

**Skill Area:** Reading and Writing

**Task:** Read signs for information and instruction

**Purpose:**
- Read and understand neighbourhood signs
- Take responsibility in their own learning
- Copy signs that they are interested in learning about
- Practise placing signs according to location directions

**Materials:** Signs around the school and neighbourhood, computer for making signs, plastic sheet protectors, worksheets, materials for game

**Grouping:** Whole class, individuals, and pairs

**Learning Style:** Visual, auditory, kinesthetic

**Time:** On-going

**Method:**
1. At the beginning of the school year, tour the school and point out the signs that you see. Explain what they say and what they mean. Some signs in the school may be: No Smoking, Caretaker, Exit, For Employees Only, No Perfume Please, etc.
2. Using software like Publisher make up signs like the ones in the school and review these in the mornings with the students. (The signs can be placed in plastic sheet protectors so they don’t become ‘dog-eared’.)
3. Once students have learned the signs in the school, ask them to look for and copy down signs that they see around them on the bus, in government or settlement buildings, in restaurants or stores, in parks etc.
4. Probably learners will be slow to start bringing words from signs, but hopefully one student may copy a couple of signs to reproduce in Publisher for the class to study.
5. Talk about where this sign would be and what the message or instruction is:

<table>
<thead>
<tr>
<th>Sign</th>
<th>Where?</th>
<th>Message or Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Parking</td>
<td>on the street</td>
<td>don’t park your car there</td>
</tr>
<tr>
<td>Danger Thin Ice</td>
<td>on the river in spring</td>
<td>don’t go on the ice (personal safety)</td>
</tr>
<tr>
<td>Visitors Report to the Office</td>
<td>in child’s school</td>
<td>go to the office (safety issue for school)</td>
</tr>
</tbody>
</table>

6. Occasionally when there are enough signs and the learners know what the signs mean, learners can complete a sample sheet like the one on the opposite page. In this way, they will have a copy of the signs for reference at home.

7. Another activity to review both the signs and location directions would be to develop a sheet of miniature signs on one page and a grid on another page. Learners cut out the miniature signs. To begin, the teacher will give the instructions: E.g. Put the sign that means "not safe" in the top right hand corner. Now put the sign that means "Don’t leave your car here" in the middle square. The learners have to do two things simultaneously: Listen to the message and pick the correct sign - Place the sign according to the spoken directions. The signs can be changed for this game. Also, learners can work in pairs to give instructions.

8. Encourage learners to copy down signs as they see them to provide more material for this on-going lesson.
Read the signs. Copy the words from the signs on the correct line below.

Help Wanted
Full and Part time

Do Not Enter

Spring Sale
Men’s and Women’s Clothing
20% to 50% off

Out of Order

Beware of Dog

2 bedroom
Apartment for Rent

E.g. You want to buy pants and a sweater.

Spring Sale – Men’s and Women’s clothing – 20% to 50% off

1. There is an animal. The animal may hurt you.

2. The drink machine is not working.

3. You are looking for a job.

4. You want to move to a different home.

5. Do not go inside.
Read about Family Problems

Skill Area: Reading and Writing

Task: Read and understand a story that evokes feelings

Purpose: Students will
- Read and interpret written ideas and feelings
- Express written ideas and feelings
- Develop an understanding of some cultural differences in parenting
- Develop an understanding of legal implications in Canada

Materials: Overhead, photos, 6 activity cards, worksheets

Grouping: Whole group, small groups, pairs, individuals

Learning Style: Auditory, visual kinesthetic

Time: 45 minutes

Note: Safe language and topics should not be the only ones that students are exposed to. They need and respond to themes dealing with real-life issues. Activities should give learners the language and opportunity to discuss these issues in an open and non-threatening environment.

Method:
1. As an introduction, elicit predictions by showing photos of the family and the title of the story. E.g. What are some problems that families have?
2. Introduce new vocabulary by writing the new words on the board and drawing explanations from the students E.g. angry, belt, jail
3. Teacher then reads the story three times, each time adding more key words on the board. (Students do not have a copy of the text at this time. Too much print can interfere with comprehension, if students focus too much on decoding the printed word.)
4. Ask a few oral questions to check comprehension.
5. Using an overhead, teacher reads. Students echo the story. Once done, individual students take turns orally reading a portion of the story.
6. Introduce questions on the overhead. Read for comprehension. Then cut-up the 6 questions and hand a set to each group of learners. They discuss and then report back to the whole class. (One member of each group is chosen as the spokesperson.)
7. Hand out the worksheets and students fill in their responses. For a multi-level class, the lower group can answer the questions with short answers. E.g. bad
   The middle group can answer in simple sentences. E.g. He is a bad son. The top level can answer in complex sentences. E.g. I think he's a bad son because he doesn't listen to his parents. Teacher assesses the results by circulating among the students and checking their answers.
8. Conclusion: Ask students to share their personal opinions or problems.

Follow Up: Invite a speaker into the class to field questions and provide information on the subject of abuse and the legal system.
Ali came to Canada 6 months ago with his wife and 7 children. He is happy to be in Canada but everything is different here. Ali has so many problems. His biggest problem is his 19-year-old son, Jamal. Back home in Sudan, Jamal was a wonderful son, but not here in Canada. Jamal is smoking and drinking. He goes out with his friends at night. He doesn’t listen to his parents. Last night, Jamal came home at 4:00 a.m. Ali was very angry and hit his son with a belt. The neighbour called 911 and the police came to Ali’s apartment. They took him to jail. Ali is very upset and is sorry he came to Canada.

**What do you think?**

<table>
<thead>
<tr>
<th>Question</th>
<th>1. Is Ali a good or a bad father?</th>
<th>2. Is Jamal a good or a bad son?</th>
<th>3. Is the neighbour good or bad?</th>
</tr>
</thead>
</table>
Read about an Emergency

**Skill Area:** Reading and Writing

**Task:** Read and understand about a medical emergency and fill out a simple form

**Purpose:** Students will
- Read and understand information about a 911 emergency
- Present information by filling out a simple form
- Understand the importance of carrying ID at all times. E.g. Medical card

**Materials:** Overhead, word search, visuals to illustrate the new vocabulary, worksheets

**Grouping:** Whole group, pairs, individuals

**Learning Style:** Auditory, visual, kinesthetic

**Time:** 45 minutes

**Method:**
1. Elicit predictions from the students by using an overhead to show the title of the story and the pictures. E.g. *What do you see?*
2. Introduce new vocabulary. E.g. oxygen mask, high blood pressure, attendants, pulse, IV. Many of these words will require good clear visuals and pantomimes.
3. The next activity is a story relay. Half the class leaves the room briefly. This is Group A. (A word search of the new vocabulary helps these students pass the time outside the class doing theme-related work.)
4. Group B stays in the class and hears the story 3 times. After this the students in group A return to the class. Students pair up with a student from the other group.
5. Group B students recount the story to their Group A partner. This student in turn repeats it back to his/her Group B partner.
6. The next step is for all the students in Group A to gather at the front of the class and take turns sharing information with the teacher. In this way the story is pieced together and the teacher can assess how well the information was transferred.
7. Teacher then reads the story from an overhead. The whole class echoes back. Next, individual students take turns reading for the group.
8. Put the simple form on the overhead. Elicit input from the students. Fill it out together. Then learners fill out the form with their own information and practise reading the story in pairs. Encourage students to cut out the form and place it near their telephone at home.
9. Ask higher-level questions such as: *Why do you think May passed out? Is she really fine today?*
10. Personalize and discuss similar problems or experiences with the students.

**Follow Up:**
- Students can write up and practise a 911 dialogue.
May is a beautiful young woman. She has a great husband and 2 little girls. Every day she studies English from 9:00 to 1:00.

Last Friday, May went to school but she didn’t feel well. She felt dizzy. May passed out in class. She fell to the floor. The teacher called 911. Five minutes later, a fire truck came and then an ambulance. The attendants checked May’s blood pressure, pulse, heart and breathing. They started an IV. They put an oxygen mask on her. After this, they drove her to the hospital. She stayed in the hospital for 24 hours and then went home. She’s feeling fine today.
Read and Fill out a Registration Form

Skill Area: Reading and Writing

Task: Read a school registration form and respond appropriately

Purpose: Students will
- Read and understand a formatted information form
- Present formatted personal information
- Understand that ESL is available in many forms outside the school.

Materials: Overhead, application worksheets, program brochures

Grouping: Whole class, pairs, individuals

Learning Style: Auditory, visual

Time: 45 minutes

Method:
1. Discuss weekends and free time with students. Do they have free time? Are they bored at home? Are they learning English quickly or slowly? Elicit strategies for learning faster. One way to learn faster is to sign up for free, extra-curricular programs. Discuss some of the free programs available because learning is a life-long activity.

2. On the overhead, show the application form. Allow students a few minutes to try and decode this information in pairs. Elicit information.

3. Read the form together. Teacher models it and students echo. Explain new vocabulary.

4. Fill out the overhead together, making sure to drill the new words. Note that at the bottom of the page students have to circle the weekdays available and write in whether or not they are available mornings, afternoons or evenings. Check for comprehension.

5. Once finished, hand out one application per pair of students. They fill it out for the first student and then get the second form for the second student. In this way, the activity involves listening and speaking, as well as reading and writing.

6. Teacher checks the finished forms and gives the students a photocopy of their form. The teacher can deliver the original application to the target institution for learners wanting to register for a program.

7. Look for brochures for other local programs to use or modify for students.

Follow Up:
- Go on a field trip to the facility or invite in a speaker.
- Provide brochures for some of the other local programs available.
The Multicultural Centre of Edmonton

NEWCOMER INFORMATION

Given Name: ___________________________  Family Name: ___________________________
Address: ________________________________
Postal Code: _____________________________  Telephone: ___________________________

Age: ____________________________
Gender: ____________________________
Country of Origin: ____________________________
Date of Arrival in Canada: ____________________________
Current Occupation: ____________________________
Languages spoken: ____________________________

Canadian Language Benchmark Levels:
Listening _____  Speaking _____  Reading_____  Writing _____

Programs Available:
(Please check the ones you want.)

___ Computer classes
___ Cooking classes
___ ESL Tutor
___ Driver’s Ed Classes
___ Friendship Partner

When are you available? (Please Circle)
MONDAY . TUESDAY . WEDNESDAY . THURSDAY . FRIDAY . SATURDAY . SUNDAY

_______  _________  ___________  _________  _________  __________
(morning, afternoon or evening?)
Read and Respond to a Letter from a Child’s School

Skill Area: Reading and Writing

Task: Read a message and respond appropriately

Purpose: Students will
- Recognize the format of a permission slip
- Read a permission letter for a school field trip
- Discuss the cultural aspect of field trips and permission slips
- Fill out a permission slip

Materials: Overhead of permission slip, worksheets, other notes from school

Grouping: Whole class, pairs, individuals

Learning Style: Visual, auditory

Time: 1 hour

Method:
1. Ask the parents in the class what kind of letters or notes they usually receive from their children’s school. Write these ideas on the board. Try to elicit the idea of field trip.
2. Ask learners what they do if they can’t read and understand all of the information on a school letter or memo. Do they ask a friend or an older child to read it for them?
3. Explain that today we will read a sample permission slip for a child’s field trip. Ask if they understand what ‘permission’ means and why it is necessary for the school to get permission before a field trip. (Legal policy) Ask: Can your child go on a field trip if you have not signed the permission slip?
4. Use an overhead to introduce the sections of the permission slip (message).
   - To, From, Re, (Explain the meaning of Re.)
   - Body of information
   - Form to return
5. Hand out the worksheet and ask the learners to read the letter from the school. They should highlight new words such as guardians, enclosed, provide, labelled.
6. Circulate and write the highlighted words on the board.
7. Discuss the words with the class.
8. Have learners read the permission slip and answer the questions in pairs. Circulate and help where needed.
9. Reread the permission slip together as a class and go over the questions.
10. Pull out initial “r” blends: drink, provide, travel, trip, bring, Grove, province. Make a chart on the board. Add other words to the list. Learners practise or listen to the teacher model and then practise the correct pronunciation of the words.

Follow Up:
- Ask learners to bring other permission slips and school messages or notes to share.
To: Parents/Guardians  
From: The teachers at Orchard Grove School  
Re: Field trip to the museum

On Friday, February 8, the students in Rooms 23, 24 and 25 will go to the museum. The children will learn about the history of this province. The cost for each student is $2.50.

Please provide a bag lunch and drink. Make sure that the lunch bag is labelled.

We will leave the school at 9:30 and return at 3:15. We will travel by school bus.

PLEASE FILL OUT THIS FORM AND RETURN IT TO THE SCHOOL BY WEDNESDAY, FEBRUARY 6.

I give permission for _______________ in Room _____________

Student’s name: ____________________________  
Number: _______________________

to go to the Museum. I have enclosed $2.50.

Signature X _________________________

E.g. Who will read and answer this notice and permission slip?  
The parents and guardians

1. Where will the children go? ______________________________
2. When will they take the field trip? __________________________
3. How will they get there? ________________________________
4. How much does the field trip cost? _________________________
5. What do the children need to bring? _______________________
6. What do you need to write on the bag? ____________________
7. Why do the parents sign their names? To give __________________
Read about Personal Problems

**Skill Area:** Reading

**Task:** Read and understand a story that evokes feelings

**Purpose:** Students will
- Read and interpret written ideas and feelings
- Read and share personal opinions

**Materials:** Overhead, 2 worksheets, 3 Jigsaw enlarged sections of the story

**Grouping:** whole group, small groups, pairs, individuals

**Learning Style:** Auditory, visual

**Time:** 1 hour 30 minutes

**Method:**
1. Introduce story by showing the title and the pictures. Ask the students for input. E.g. Is Sami happy? What’s his problem?
2. Pre-teach key vocabulary, all the while soliciting input from the students. Teacher checks for comprehension and good pronunciation of all these words.
3. The next activity is a ‘Jigsaw’. Divide the story into 3 parts and divide the students into 3 groups, Group A, B and C.
4. Each group reads and practises their third of the story. (Ensure that the print is large enough so that all members of the group can see and learn the information.) Students will need support for this activity. It can be the teacher, a volunteer or one of the higher-level students.
5. When the information has been learned and practised, students break into new groups of 3 students. Each of these mini-groups consists of a single student from Group A, B and C.
6. Each individual shares his or her third of the story until the whole story is pieced together.
7. The whole class then discusses the results. One group starts giving some info, then other groups take over until all is said and done. (Turn taking can be simplified, by tossing a bean bag from one group to another.) Teacher assesses how well the results were communicated.
8. Teacher hands out the hard copy to each of the mini groups. Their task is to work collaboratively to fill in the blanks. The teacher circulates and checks the results.
9. Next the teacher reads the story and the students echo.
10. Individual learners take turns reading part of the story.
11. As a large group students discuss what Sami should do. E.g. Should Sami continue working at the restaurant? See Appendix 1.
12. Bring it home by having students discuss some of their own problems, frustrations, and solutions.

**Follow Up:**
- To help students develop an awareness of word attack skills select 8 words from the lesson that contain a featured sound E.g. the vowel sound in *back*. Write these on board.

|--------|---------|----------|----------|--------|----------|----------|----------|

- Read the words together. Students work in pairs to find words with the same target sound. Students share results with the whole class. Teacher asks why these words belong together. This analysis will help give students tools to use when trying to decode an unknown word in the future.
Sami’s Problems

Sami is a newcomer to Winnipeg. He was sponsored by his married brother and arrived in Winnipeg three months ago. Sami studied English for only 6 weeks. He quit school because he needed a job. He needed money to help his brother in Winnipeg and his parents back home.

Right now, Sami is working as a dishwasher in a restaurant. He works 10 hours a day, 6 days a week. Sometimes he works more. Sami earns $7.00 an hour but he gets no overtime pay. He should get $10.50 for every overtime hour. Sami is afraid to ask his boss for more money. He’s afraid the boss will fire him.

Sami is depressed. He hates this job, but he can’t change it because he doesn’t speak English. He wants to sponsor his fiancé to Canada, but he doesn’t have enough money.

What can he do?
Write and Read a Classroom Newspaper

**Skill Area:** Writing and Reading

**Task:** Write a classroom newspaper. Read personal information about classmates.

**Purpose:** Students will
- Present personal information
- Read and understand information from a classroom newspaper
- Match a picture with a corresponding sentence
- Write questions about personal situations

**Materials:** Chart paper, students' newspaper, sheet of clip-art pictures, overhead

**Grouping:** Whole class, small groups, pairs, individuals

**Learning Style:** Auditory, visual

**Time:** 45 minutes on the first, second and third days

**Note:** A classroom newspaper is a good bridge to a local newspaper. It is successful even at the lower levels because it deals with topics familiar to the students and is at their own level.

1. Introduce the lesson by bringing in a newspaper.
2. Ask the students if they watch the news on TV. Ask if they talk about the news with their friends. Do they sometimes read a paper in L1 or L2?
3. Move from the global or local news to what's new with the students personally. If doing this for the first time, it will require a lot of guidance. It's helpful if the teacher chats with the students before class. In this way teacher can guide the students in choosing an item of interest.
4. Divide the students into small groups and encourage them to talk about “What's New?” After that, the group writes down what they were talking about on a large sheet of chart paper. E.g. *Last week Nazey hurt her elbow.*
5. Groups display their reports at the front of the class and one-by-one, individual students come forward and read what's new with him/her. They also field questions.
6. Teacher types up this information for the next day. See Appendix 2. In addition to this, teacher assembles a sheet of clip-art to represent each of the students. E.g. *an elbow.*
7. The next day, the sheet of visuals is put on an overhead.
8. Pairs of students discuss the pictures and try to discern which students they represent.
9. The class then discusses the results. Teacher jots down names and key words beside each clip-art picture. In this way vocabulary is introduced gradually and doesn't impede comprehension.
10. Teacher puts the text on the overhead and reads it to the students. (See Appendix I for example.) Students follow along and point to the matching picture.
11. Choral reading follows with the teacher modelling and the students echoing.
12. The two worksheets are handed out for reading in pairs. Students then match each of the visuals with the corresponding number. Students write the sentence # beside the matching clipart picture. Teacher checks the papers and the interaction between the pairs of students.

**Follow Up:**
- The next day students write questions in groups.
- Bring in photos/headlines from a newspaper.
## Read and Understand Information on Labels

<table>
<thead>
<tr>
<th>Skill Area:</th>
<th>Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td>Read a label on a bottle of prescription medicine and answer questions</td>
</tr>
<tr>
<td>Purpose:</td>
<td>Students will</td>
</tr>
<tr>
<td></td>
<td>Read and understand the formatted information on a prescription label</td>
</tr>
<tr>
<td></td>
<td>Copy relevant information from the label</td>
</tr>
<tr>
<td>Materials:</td>
<td>Overhead, empty prescription bottle(s), enlargement of the featured prescription label, worksheets</td>
</tr>
<tr>
<td>Grouping:</td>
<td>Whole class, small groups, individuals</td>
</tr>
<tr>
<td>Learning Style:</td>
<td>Auditory, visual, kinesthetic</td>
</tr>
<tr>
<td>Time:</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

### Method:

1. Bring in some empty bottles of prescription drugs. Discuss these items with the students. Ask what they see. Ask what information they think is on the label. Write up the key words. E.g. medicine, patient, price, doctor, etc.
2. Distribute an enlarged version of the label on Hadija's prescription medicine. In small groups, students can discuss it and try to get meaning from the text. Allow about 5 minutes.
3. Elicit information from the whole group.
4. Confirm/disprove by reading together. Explain and practise the new words.
5. On an overhead, read the questions together.
6. Circle the answers on the prescription label, as they come up.
7. Then, write in the answers on the line. In this way, students can see that the information is being simply lifted from the text and being transferred onto the line.
8. Drill the questions with a game, such as tic-tac-toe. E.g. a team player draws a question from a hat, and then has to reply or simply point to the answer on the label. (Some of the words are difficult to pronounce.)
9. Hand out the worksheets. Students fill in the blanks and then practise in pairs.
10. Teacher circulates and checks the answers.
11. Personalize the lesson by fielding questions. Encourage the sharing of experiences. Offer advice or solicit advice.

### Follow Up:

- Students can bring in their empty prescription bottles, if not concerned about privacy. In this way, students will be using questions 1-10 with the real item.
- Discuss some of the directions on these bottles. E.g. Shake well. Take with food, etc.
1. What is the name of this medicine? ________________________
2. What is the name of the doctor? ________________________
3. What is the name of the patient? ________________________
4. What is the name of the drug store? ________________________
5. What is the phone number of the drug store? ________________________
6. What is the address of the drug store? ________________________
7. What is the date? ________________________
8. What is the price of the medicine? ________________________
9. How many tablets are there in the bottle? ________________________
10. How many tablets will Hadija take every day? _____________
# Read Instructions from Medicine Labels

**Skill Area:** Reading and Numeracy  
**Task:** Read medicine labels for specific information  
**Purpose:** Students will  
- Read medical instructions for meaning  
- Discuss the reasons for some specific instructions  

**Materials:** Overhead of medicine labels, worksheets, medicine bottles from home  
**Grouping:** Whole class, pairs or individuals  

**Learning Style:** Visual, auditory  
**Time:** 45 minutes  

## Method:

1. Before beginning this lesson ask learners if they can bring some medicine bottles from home.
2. Explain the importance of reading and understanding every part of a medicine label.
3. Explain that some medicines may save one person’s life but be deadly to another person or a child. Also, medicine that is prescribed for one person can never be given to another person.
4. Enlarge the labels and put on the overhead. Read each label and discuss the meaning.
5. Reread the labels and have the learners echo.
6. Ask learners to pick out words from the labels and organize them on a chart according to the number of syllables. Then practice the pronunciation.

<table>
<thead>
<tr>
<th>1 syllable</th>
<th>2 syllables</th>
<th>3 syllables</th>
<th>4 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>shake</td>
<td>capsules</td>
<td>alcohol</td>
<td>medicine</td>
</tr>
<tr>
<td>reach</td>
<td>discard</td>
<td></td>
<td>tablets</td>
</tr>
</tbody>
</table>

7. Ask learners to search for words that follow the “2 vowel rule” (first vowel says its alphabet name and the second vowel is silent.) E.g. *shake, wine, lake*
8. Give learners the worksheet and do the example together. Have them try to do the rest of the exercise alone. Check the answers as a class.

## Follow Up:

- Have learners find and copy some of the instructions on medicine bottles from home.
Read these instructions from medicine labels.

Answer the questions.

Circle Yes or No.
The medicine label says…

<table>
<thead>
<tr>
<th>E.g. Shake well before using.</th>
<th>One shake is enough to mix this drug.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

1. Do not drink alcohol when taking this medicine.

<table>
<thead>
<tr>
<th>You can drink wine with this medicine.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

2. Take this medicine with food or milk.

<table>
<thead>
<tr>
<th>You can take this with a banana.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

3. 1-2 capsules every 4 hours.

<table>
<thead>
<tr>
<th>You can take 2 capsules at 9:00 and 2 capsules at 11:00.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>You can take this in March 2005.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

5. Keep out of reach of children.

<table>
<thead>
<tr>
<th>Put this where your child can’t touch it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

6. Adults and children over 12 years can take 1 – 2 tablets

<table>
<thead>
<tr>
<th>You can give this medicine to a child.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

---

Reading a Map and Directions

**Skill Area:** Reading

**Task:** Read a memo which includes a map and simple directions to a destination

**Purpose:** Students will


**Method:**
1. Display pictures, brochures and maps related to an upcoming field trip. Students walk about in pairs and discuss what they see.
• Read and understand a map
• Read and understand directions on a map
• Understand that the gist of a memo is encapsulated in the section marked “Regarding”

Materials: Maps, overhead, pictures and brochures, and memo
Grouping: Whole class, pairs, individuals
Learning Style: Auditory, visual, kinesthetic
Time: 30 minutes

2. As a large group elicit information from students. Write key words on the board.
3. Discuss how the students will be getting to their destination, again writing key words on the board. E.g. North, South, Pembina Hwy.
4. Put up a coloured overhead. Allow students a couple of minutes to examine it and discuss it in pairs. (This is a formatted text and it can be challenging.)
5. Read the directions to the students and indicate the corresponding path on the map. Explain new words. (Students are not looking at the written text yet. They’re focusing their attention on the map at this time.)
6. Read again and have a student show the path. Check for comprehension.
7. Put the memo on the overhead. Read it to the students once. Choral read together and then individual students take turns reading aloud.
8. In pairs, 1 student reads the instructions while the other student traces the path. Teacher circulates among the students and checks the interactions.

Follow Up:
• When driving to the site, ask the passengers to refer to the map and instructions. They can direct the driver if need be. They could also show the memo to passers-by if they get lost and need help.

To: The ESL students at Willy O School
From: Linda Brown, ESL teacher
Re: Our visit to the Fort Whyte Centre on Fri., May 14

MEMO

On Friday, May 14, we will all go to Fort Whyte Centre.
How do we get there?
From downtown:
1. Take Pembina Hwy (route 42) south.
2. Turn right on McGillivray Blvd (155)
3. Next turn right at McCreary Road.
4. Drive north.
5. Turn right at 1961 McCreary Road.
This is the Fort Whyte Centre.

Now, take a pen and draw the route on this map.

Read a Work Schedule

<table>
<thead>
<tr>
<th>Skill Area: Reading, Writing and Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task: Read a work schedule and record</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talk about school schedules. Ask questions such as: Which days and hours do you come to school? When do you have volunteers, computer or resource times. Make up a simple schedule for the class on the board.</td>
</tr>
<tr>
<td>2. Ask if learners know the meaning of a 'work shift'. Ask about their jobs and shifts. Write these learners' shifts on</td>
</tr>
</tbody>
</table>
relevant information

**Purpose:** Students will
- Read a formatted work schedule
- Understand the informal way time is written in some schedules
- Understand abbreviated forms of days and time
- Understand importance of checking a schedule
- Calculate hours worked

**Materials:** Overhead and worksheets

**Grouping:** Whole class, pairs, individuals

**Learning Style:** Auditory, visual

**Time:** 45 minutes

---

3. Ask questions similar to those that are on the worksheet.
4. Ask questions such as: *What are Ben's daily work hours?* Make sure that learners understand the informal way that some employers write up work schedules. Have learners look at the schedule and think about who the boss is. Ask them what the store hours are. (hint: Somebody has to be working.)
5. Hand out the worksheet and ask learners to work in pairs. They will read the questions and try to figure out the answers from the schedules. Warn them that some of the questions are tricky.
6. If learners ask for help, try to ask leading questions without giving away the answers. Try to get them to infer the answer. Make sure that they understand the words most and least.
7. Go over the questions using the overhead. Talk about how learners figured out the answers. E.g. *Did you add to find the answer? How can you tell which employee is a high school student?*
8. Say to learners, *"If you were Ali, what would you do when you saw your work schedule? Write down the abbreviations of the days and hours that Ali works this week. Then total the hours. If Ali gets $7.75 an hour, what would his pay be before deductions? Go over the importance of writing down a schedule and counting up the hours worked to compare with the cheque stub."
9. Also ask learners what they need to do if they are too sick to go to work, or if they want to change a shift with someone, etc.

**Follow Up:**
- Give learners another work schedule with a slightly different format. This time have pairs of learners make up questions for others to find the answers.
### Ben’s Corner Store

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben</td>
<td>8 – 6</td>
<td>8 – 6</td>
<td>8 – 6</td>
<td>8 – 6</td>
<td>8 – 6</td>
<td>8 – 6</td>
</tr>
<tr>
<td>Joan</td>
<td>11 – 6</td>
<td>-</td>
<td>-</td>
<td>11 – 6</td>
<td>11 – 6</td>
<td>11 – 6</td>
</tr>
<tr>
<td>Jack</td>
<td>-</td>
<td>11 – 6</td>
<td>11 – 6</td>
<td>-</td>
<td>9 – 2</td>
<td>10 – 4</td>
</tr>
<tr>
<td>Ali</td>
<td>9 – 2</td>
<td>-</td>
<td>2 – 6</td>
<td>9 – 2</td>
<td>2 – 6</td>
<td>10 – 4</td>
</tr>
<tr>
<td>Jessie</td>
<td>-</td>
<td>-</td>
<td>4 – 6</td>
<td>4 – 6</td>
<td>4 – 6</td>
<td>12 – 6</td>
</tr>
</tbody>
</table>

Answer the questions.

E.g. Who works all 6 days? __________ Ben __________________________

1. How many days does Ali work? __________________________

2. How many hours does Joan work on Friday? ______________

3. Who has a day off on Thursday? _________________________

4. How many hours does Joan work this week? ______________

5. One high school student works at the Corner Store.  
   Who is the high school student? __________________________

6. When does Jack finish work on Saturday? ________________

7. Who works more hours this week, Ali or Jack? ____________

8. Which employee works the most hours this week? __________

9. Which employee works the least hours this week? __________
# Read a Menu

**Skill Area:** Reading, Writing and Numeracy

**Task:** Read and understand a menu

**Purpose:** Students will
- Understand the genre of menus
- Skim a menu to look for specific information
- Read formatted and ad style information for “extra deals”
- Read dollar amounts
- Total a bill

**Materials:** Overhead of menu, worksheets, authentic pizza menus and flyers, restaurant order pad

**Grouping:** Whole class, pairs or individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 1 hour

## Method:

1. Pass around some samples of authentic pizza flyers and menus. Explain that many people often order pizza over the phone for pick-up or delivery. Ask learners: Have you ever ordered pizza for delivery? Are the menus easy to read and understand? Can you find the list of toppings? Are there specials or "extra deals"?
2. Explain that you should ask for the total amount for your order. There are the PST and GST charges. Most people give a tip to the delivery person.
3. Hand out the Sammy's Super Pizza worksheet. Give learners some time to look over the menu first. Ask them to highlight words they don’t understand.
4. Use an overhead of the worksheet and point out the 3 pizza sizes and the 3 different prices for each. Also, read over the toppings list. Practise chorally. Discuss any new words.
5. Ask learners to look for prices of items on the menu. Listen for pronunciation of the dollar amounts.
   - How much is a medium Extra Cheese pizza?
   - How much is a Very Veggie small?
   - How much is one extra topping?
   - What's the total of a small Meaty Meat and a large Very Veggie?
6. Have students practise in pairs asking a variety of questions about the menu.
7. Ask students to answer questions 1-5 on the worksheet. Review answers with the class.
8. For a spelling focus: Have students find all of the words with double letters. E.g. pepperoni, Sammy, pizza, cheese, mushrooms etc.

## Follow Up:

- Pass out sheets from a restaurant order pad. Have each student write an order for 2 or 3 pizzas. E.g. 1 medium pepperoni & sausage, 1 large Deluxe. Collect the orders. Pass the orders to different students and they can tally the total cost of the order.
- Present a short role-play. One learner orders the pizza and the other takes the order. A third learner can write the order on the board as the employee repeats the order for clarification. The employee can also give the total for the bill.
SAMMY’S SUPER PIZZA
PICK-UP OR DELIVERY
700 Main Street       PHONE: 999-7777
Open 11:00 a.m. -2:00 a.m.

FREE 2 LITRE COLA WITH ORDERS OF $20.00 OR MORE

<table>
<thead>
<tr>
<th></th>
<th>Small 10”</th>
<th>Medium 12”</th>
<th>Large 14”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra Cheese</td>
<td>$7.50</td>
<td>$10.00</td>
<td>$12.00</td>
</tr>
<tr>
<td>Meaty Meat</td>
<td>$8.50</td>
<td>$11.00</td>
<td>$13.00</td>
</tr>
<tr>
<td>Any 2 toppings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Veggie</td>
<td>$8.50</td>
<td>$11.00</td>
<td>$13.00</td>
</tr>
<tr>
<td>Any 3 toppings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deluxe</td>
<td></td>
<td>$12.00</td>
<td>$14.00</td>
</tr>
</tbody>
</table>
| Includes pepperoni, sausage, mushrooms, green pepper, onions, tomatoes, olives
(No small size available) | | |
| Extra Toppings   | $1.00 each| $1.00 each | $1.00 each|

TOPPINGS: Pepperoni, ham, ground beef, bacon, Italian sausage, onion, green pepper, black olives, green olives, mushrooms, tomato and pineapple.

1. What is the name of this business? __________________________________

2. How much is a 14” Cheese pizza with one extra topping? __________

3. How much is a medium Deluxe pizza? ____________________________

4. How much is a small Meaty Meat pizza with pepperoni, ground beef and sausage?
   __________________________________________________________________

5. Your family buys a large Very Veggie pizza and a large Deluxe. Will you get a free 2 litre of cola? _________________________________
Read and Understand Information about Canada

**Skill Area:** Reading and Writing

**Task:** Read questions about Canada and provide answers

**Purpose:** Students will
- Read and understand questions on a formatted text
- Copy information about Canada onto a table
- Understand some cultural images, symbols, history and citizenship

**Materials:** Maps, photos, worksheets, overhead

**Grouping:** Whole class, pairs, individuals

**Learning Style:** Auditory, visual, kinesthetic

**Time:** 15 minutes a day For 1 (or 2) weeks

**Note:** Before introducing the theme of Canadian citizenship, ask students if they want to become Canadian citizens. If they do, ask if they'd like some help in learning the information. Teach the information in small steps if students appear to be having difficulty. Colour maps are available at [http://www.qc.ca/](http://www.qc.ca/)

Songs can be used as a tool to teach information.

Frere Jacques can be changed into the "Provinces Song".
1. B.C. Alberta (Students echo each line.)
2. Saskatchewan
3. Next is Manitoba
4. The West is done.
5. Ontario's the next one,
6. To the East.
7. Quebec and Nova Scotia
8. PEI
9. The last is New Brunswick,
10. Newfoundland and Labrador
11. We have 10 provinces
12. In Canada, O Canada

Note: There is no echo for Newfoundland. Learners will sing "and Labrador" instead of the echo.

**Method:**
1. Hold up a visual that is related to the question(s) of the day. Ask: *What do you see?* E.g. Picture of Prime Minister. Elicit information and guide the discussion in the direction of the chosen topic.
2. Write the key words on the board.
3. Using an overhead, teacher reads the question to the students. They repeat the question back.
4. The teacher checks pronunciation and comprehension.
5. Together, the teacher and students discuss the answer and then fill it in on the overhead.
6. This is practised again.
7. Students fill in the information on their own paper.
8. Teacher checks the students' papers.
9. Students practise the question(s) in pairs.
10. To conclude, ask students how this information compares with the system back home in their countries. E.g. *What is the capital city of your country?*

**Follow Up:**
- When the entire sheet is finished, stage a mock citizenship interview with 1 student acting as the judge and the other acting as the applicant.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who is the Prime Minister of Canada?</td>
<td></td>
</tr>
<tr>
<td>2. Who is the Premier of your province?</td>
<td></td>
</tr>
<tr>
<td>3. Who is the Mayor of your city?</td>
<td></td>
</tr>
<tr>
<td>4. How many provinces are there in Canada?</td>
<td></td>
</tr>
<tr>
<td>5. How many territories are there?</td>
<td></td>
</tr>
<tr>
<td>6. Name the 10 provinces.</td>
<td></td>
</tr>
<tr>
<td>7. Name the 3 territories.</td>
<td></td>
</tr>
<tr>
<td>8. What is the capital city of Canada?</td>
<td></td>
</tr>
</tbody>
</table>
# Read and Respond to a Newspaper Job Ad

**Skill Area:** Reading and Writing

**Task:** Read an authentic newspaper ad and respond appropriately

**Purpose:** Students will
- Read and understand formatted information from a job ad
- Copy information from a classified job ad

**Materials:** Overhead, board, worksheets, enlarged copy of the featured job ad, classified ads from the newspaper

**Grouping:** Whole class, small groups, pairs, individuals

**Learning Style:** Auditory, visual

**Time:** 60 minutes

## Method:
1. Ask students if they are looking for a job. Solicit input on this topic.
2. Compare the process here in Canada with the process back home.
3. Hold up the classified ads from a newspaper and elicit input regarding job ads. Ask what sort of information they would expect to find there.
4. Write up the key words as they arise.
5. Hand out copies of the featured job ad.
6. Allow time for students to peruse/decipher the information. Ask them to circle or highlight any unknown words.
7. After several minutes ask what information they can share. Discuss as a large group.
8. Teacher then reads and explains /clarifies /confirms student feedback.
9. Read the questions together. Check for comprehension.
10. Students then break into small groups to discuss and fill out the answers.
11. Teacher circulates and provides support.
12. Groups then report the answers back to the large group. (This can be formal with a spokesperson representing the group or it can be as casual as tossing a bean bag from one person to the other.)
13. Bring it home, by asking students to describe their ideal job using numbers 1,2,4,5,6 and 7 as the guiding questions. Share dreams, goals and strategies with the group.

## Follow Up:
- Bring in actual job-ads or encourage checking the internet for jobs posted on the net.
- Invite an employment counsellor to speak to the class.
**River City Press**  
Friday, March 5, 2005

P.T. CLEANER  Req’d to clean single  
McPhillips Street store btwn. 6 and 9 p.m.  
Mon. – Fri. Must be responsible + reliable.  
Able to work with min. supervision.  
Starting $7.40/hr. Fax resume to Bob at  
*Rent to Own Electronics*: 988-5755

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. What kind of job is it?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. What is the location?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. What is the name of the company?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. Is it part-time or full-time?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. What are the hours?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. What is the salary?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7. How many hours a week is it?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8. Who is the contact person?</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Read and Understand a Population Chart

**Skill Area:** Reading, Writing and Numeracy

**Task:** Read and understand information in a chart

**Purpose:** Students will
- Read and understand a population chart
- Read large numbers and make calculations
- Make comparisons of populations
- Develop numeracy vocabulary

**Materials:** Overhead, worksheets, access to internet

**Grouping:** Whole group, pairs, individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 45 minutes

**Method:**

1. Have learners take a minute to scan the Canada population chart. Ask: *What kind of information can you get from this chart? What categories are there for each column? (provinces, 2002 population, 2003 pop.)*

2. Using an OHT ask learners to read some of the population numbers aloud. There are usually a few students who need more practise reading large numbers. Take a little time to review how to say them.

3. Make comparisons with learners using `-er` and `-est` forms. E.g. *It's larger than, smaller than, Which province has... the biggest population, the smallest? the most people? the fewest people? etc.*

4. Make a worksheet for your learners or put some questions on the board. Ask them to write down a short answer for each question. Explain that for some questions they must do a calculation. Do one calculation with the learners, focusing on the alignment of place values. Then have them work in pairs to find the answers. Help where needed. Sample questions are:

   - What was the **population** of Canada in October, 2002?
   - What is the **increase** in Canada’s population between 2002 and 2003?
   - Which province has the largest population?
   - How many people live in Nunavut?
   - What was Manitoba’s population in 2003?
   - Which provinces had a **decrease** in population?
   - Give an **estimate** of Ontario and Quebec’s combined populations to the nearest million. Do they have more than 50% of Canada’s **total** population?
   - Are there about 100,000 people in the three territories?
   - Can you **rank** the top five provinces?
   - Does Saskatchewan have a smaller population than Manitoba?

**Follow Up:**

- Students may want to make 5 new questions using the chart. Exchange these with others in the class
- Try checking [www.canadainfolink.ca](http://www.canadainfolink.ca) and [www.stat.can.ca](http://www.stat.can.ca) for more information about Canada’s population.
READING A CHART OF CANADA’S POPULATION

Look at the population chart for Canada and its provinces. Practise reading the large numbers. Make comparisons between two different provinces. Answer questions about the population information.

<table>
<thead>
<tr>
<th>Canada’s Population</th>
<th>October 1, 2002</th>
<th>October 1, 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>31,448,767</td>
<td>31,714,637</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>519,731</td>
<td>520,170</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>137,256</td>
<td>137,941</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>935,408</td>
<td>936,878</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>750,649</td>
<td>750,460</td>
</tr>
<tr>
<td>Quebec</td>
<td>7,457,736</td>
<td>7,503,502</td>
</tr>
<tr>
<td>Ontario</td>
<td>12,145,439</td>
<td>12,280,731</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1,157,356</td>
<td>1,164,135</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>995,115</td>
<td>995,003</td>
</tr>
<tr>
<td>Alberta</td>
<td>3,125,527</td>
<td>3,164,400</td>
</tr>
<tr>
<td>British Columbia</td>
<td>4,123,659</td>
<td>4,158,649</td>
</tr>
<tr>
<td>Yukon</td>
<td>30,423</td>
<td>31,371</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>41,549</td>
<td>42,040</td>
</tr>
<tr>
<td>Nunavut</td>
<td>28,919</td>
<td>29,357</td>
</tr>
</tbody>
</table>
Read a Newspaper Article

**Skill Area:** Reading, Writing, Numeracy

**Task:** Read a newspaper article

**Purpose:** Students will
- Read and understand written ideas and feelings about a dog attack
- Express written ideas and feelings by writing questions and answers related to the attack
- Calculate the cost of housing the 2 dogs for 10 days

**Materials:** Overhead, visuals, worksheets,

**Grouping:** Whole class, small groups, pairs, individuals

**Learning Style:** Auditory, kinesthetic

**Time:** 1 hour

**Note:** Newspaper articles can be a valuable source of language and information. For students at the lower levels, newspaper articles can be modified down to their level.

**Method:**
1. Show the picture of the girl, dog and caption. Solicit input from the students and personalize. Do you have a dog? Did you ever have a dog before? Did a dog ever bite you?
2. Write down some of the key words as they are brought up. E.g. bleeding, scared, bitten
3. Ask: If a dog bites someone, what do they usually do to the dog? Some answers could be: Kill the dog, quarantine the dog, put the dog to sleep, put the dog down?
4. Give learners a few oral questions to think about while reading the story.
5. Show the text of the story on an overhead. Sentence by sentence, uncover the story and read together with the learner.
6. Hand out the worksheets and reread together a second time.
7. Next, each student can read a part of the story.
8. In pairs, students reread the story.
9. In groups, students write up 6 questions about the story. (Who, what, when, where, why and how.)
10. Each group writes their questions on the board. These are corrected with help from the teacher.
11. Next, the students in each group write answers to their questions.
12. Pairs of students (from different groups) work together to ask (and answer) their respective questions.
13. Wrap it up by asking students for their opinions. Who do they think is right or wrong? (Frances or the dog owner?) How much will the owner pay, in total? Ask students to share their experiences and their opinions.

**Follow Up:**
- Use a discussion to draw out some of the emotions that Frances and the dog owner felt. E.g. The dogs are in quarantine right now. How does he/she feel about this?
- Students can write about some of these emotions in their own personal journals.
Frances has more than 40 stitches following the dog attack.

Dogs Attack Teen.

A fifteen-year-old girl thought she was going to die when two Rottweilers attacked her Saturday afternoon as she cut through a neighbour’s backyard.

“I was scared, really scared. I thought I was going to die. I thought they were going to take my leg off.”

Frances said she was bitten on both feet and ankles, her arms, lower back and buttocks and the top of her head.

Dog owner, Bob Cook said that he is sorry Frances was attacked by his dogs. “But it’s my yard. She jumped in, right over the fence.”

“They were biting my feet. I was kicking their faces. I was screaming for help and nobody came,” she said. “I was bleeding lots. I don’t know how they bit my head – it was bleeding lots.”

Frances jumped the front fence and ran home.

Right now, the dogs are being held in quarantine by the city’s animal services for 10 days at a cost of $13 per dog per day.

Cook said he got the dogs as puppies two years ago for protection. “This is not a good neighbourhood.”
Read and Complete a Resumé

Skill Area: Reading and Writing

Task: Read a resumé and respond appropriately

Purpose: Students will
- Read and understand the formatted information on a resumé
- Present formatted information, by filling out a resumé

Materials: Overhead, blank resumé forms, John Doe resumé form

Grouping: Whole class, small groups, pairs, individuals

Learning Style: Auditory, visual

Time: 1 hour

Method:
1. Hold up a resumé and ask students what they think it is. Encourage speculation, all the while guiding students in the right direction. O.k. it’s a resumé. What is that? Do you have one? Why do you need one? What information is on a resumé?
2. Allow time for students to break into small groups to discuss the possible contents of a resumé.
3. Next, they report back to the whole group.
4. Teacher writes down the key words, explains the meaning and models the pronunciation.
5. Hand out a copy of a resumé form that has been filled out with simple, easy to read information.
   E.g. Name: John Doe, Address: 411 Smith St.
6. Students work in groups. Allow time for students to negotiate meaning. Unknown words can be circled or highlighted.
7. Teacher puts the resumé on the overhead. Step-by-step, students provide information and pose questions until the form has been deciphered.
8. Read the information as a large group. Teacher models, students echo. Next individual students take turns reading while the teacher listens.
9. Students receive a copy of a blank resumé form. This is to be filled out with the support of their group and teacher.
10. Next, pairs of students can role-play an interview between an employer and applicant.
11. Personalize the lesson by asking if students think a resumé is a good idea. Did they need a resumé back home in their country? Encourage input.

Follow Up:
- Students can use this resumé as a starting point in their own real-life job search.
- Provide students with the names of government agencies that provide assistance in putting together a resumé.
RESUMÉ

Name: ____________________________________________
Address: __________________________________________
Telephone: _________     Messages: ________________

EDUCATION:
Grade finished: ____________________________________
Degrees / diplomas: _________________________________
Name of the last school: ______________________________
Date finished: _____________________________________
Present school: _____________________________________
Present course: _____________________________________

WORK EXPERIENCE:
Last job: __________________________________________
Dates: _____________________________________________
Employer/Place: ____________________________________

Previous job: ______________________________________
Dates: _____________________________________________
Employer/Place: ____________________________________

INTERESTS: ________________________________________
Date: _____________________________________________
Signature: x____________________
Read a Program Schedule

**Skill Area:** Reading, Writing and Numeracy

**Task:** Read and understand a program schedule

**Purpose:** Students will
- Read and locate information from a program schedule
- Understand layout, features and times
- Ask and answer questions about specific programs offered
- Make decisions about time slots to match personal schedules

**Materials:** Overhead of West Park Community Pool schedule, copies of worksheets, samples of real leisure guides and recreational booklets

**Grouping:** Whole class, individuals, groups

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 1 hour

**Method:**
1. To introduce the West Park Community Swimming Pool schedule show learners the Leisure guide or a city recreation booklet with a page open to an actual swim program schedule. Note: very small print, a lot of information to read, colour and headings are used to locate items, vocabulary. E.g. aquatics, admission, shallow area, minimum height, water safety, etc.
2. Ask learners: “Have you or your child been to a public swimming pool in the city? Was it fun? How much did it cost? Do you go to the pool often? Why don’t you go? Explain that many people in Canada swim to get exercise. It is a warm, fun place to go in our long, cold winters.
3. Now, hand out the West Park schedule. Use an overhead to demonstrate how to read the schedule. Go over the program names and discuss the types of activities. Ask learners: “What time is Early Bird Swim on Saturdays? Can children swim on Wednesdays between 2:00-3:00 PM? Is the weight room open every day?” Ask them to highlight the time slots being discussed. Remind them to pay attention to the abbreviations of AM and PM.
4. Next have learners answer questions 1-6 independently. Go over these with the class.
5. Hand out small cards or strips of paper. Ask learners to write 3 different questions about the West Park Swim schedule. Collect cards. Have students form groups of 3. Pass out the question cards and have learners practise asking and answering each other questions orally.
6. For numeracy, have learners calculate the number of hours for various activities. Make some questions starting with “How many”... E.g. Anne is a senior citizen. She goes to Seniors Hour every Monday, Wednesday and Friday. How many hours does she swim per week? or How many hours are there for Public Swim on Saturdays?

**Follow Up:**
- Think about going to the swimming pool. Think of members in your family. Which programs and time slots would be best for each person? Write a sentence for each. E.g. John will go to the Weight Room on Monday and Wednesday evenings from 7:00-8:00 PM.
- Find the Fee Schedule in a leisure guide for your public swimming pool. Check the rates for children, youth, adults, etc. Compare prices, buying passes, etc.
West Park Community Pool | 427 St. Charles Street | Phone: 888-1252 | Fax: 888-4567

<table>
<thead>
<tr>
<th>Public Swim</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7:30-9:00 PM</td>
<td>12:00-1:30 PM</td>
<td>7:30-9:00 PM</td>
<td>12:00-1:30 PM</td>
<td>4:00-5:30 PM</td>
<td>6:00-8:30 PM</td>
<td>(Family Swim) 1:00-3:30 PM 3:30-5:30 PM</td>
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<table>
<thead>
<tr>
<th>Early Bird Swim (Laps Only)</th>
<th>6:45-8:30 AM</th>
<th>6:45-8:30 AM</th>
<th>6:45-8:30 AM</th>
<th>6:45-8:30 AM</th>
<th>6:45-8:30 AM</th>
<th>7:30-9:00 AM</th>
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<table>
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<tr>
<th>Seniors Hour</th>
<th>2:00-3:30 PM</th>
<th>2:00-3:30 PM</th>
<th>2:00-3:30 PM</th>
<th>2:00-3:30 PM</th>
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</table>

<table>
<thead>
<tr>
<th>Weight Room</th>
<th>6:30AM-9:30 PM</th>
<th>6:30AM-9:30 PM</th>
<th>6:30AM-9:30 PM</th>
<th>6:30AM-9:30 PM</th>
<th>6:30AM-6:00 PM</th>
<th>6:30AM-6:00 PM</th>
<th>10:00AM-6:00PM</th>
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</table>

<table>
<thead>
<tr>
<th>Aquacise</th>
<th>10:30-11:30AM</th>
<th>1:30-2:30 PM</th>
<th>10:30-11:30AM</th>
<th>1:30-2:30 PM</th>
<th>10:30-11:30AM</th>
<th>12:00-1:00 PM</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Swimming Lessons</th>
<th>4:00-7:00 PM</th>
<th>4:00-7:00 PM</th>
<th>4:00-7:00 PM</th>
<th>4:00-7:00 PM</th>
<th>8:45-10:45 AM</th>
</tr>
</thead>
</table>

Answer the following questions.

1. What kind of schedule is this? __________________________________________________________________________________________

2. Can anyone swim on Thursday at 8:00 PM? ______________________________________________________________________________________

3. When is the Early Bird Swim on Fridays? ______________________________________________________________________________________

4. Which day is the busiest for West Park Pool? ______________________________________________________________________________________________

5. What time are the Saturday swimming lessons? ______________________________________________________________________________________

6. How many hours can the public swim on Sundays? ________________________________________________________________________________________________
Read a Menu

**Skill Area:** Reading and Numeracy

**Task:** Read for specific information

**Purpose:** Students will
- Read a menu for specific information
- Calculate cost of meals
- Understand tax
- Understand tipping

**Materials:** Menu worksheets, overhead of menu, other menus from local restaurants

**Grouping:** Whole class, pairs or individuals

**Learning Style:** Visual, auditory

**Time:** 1 hour

**Method:**
1. Build schema by asking learners if they eat in restaurants or buy fast food for take out? How often? Is this easy for them or do they have some problems?
2. Ask them
   - What they need to read when they go to a Canadian restaurant.
   - What they expect to find on a menu. Are there different parts or sections? (drinks or beverages, meals, sandwiches, desserts, etc.)
   - What foods can be listed under different sections.
3. Have learners (if they have some Canadian cultural experience) help you make up a menu. Have them suggest prices. Write these on the blackboard or overhead.
4. Then ask a learner to role-play a server and ask others, *Can I take your order?* Learners will then say, *I'd like a small hamburger with fries.* Practise this with some stronger students modelling and ordering from the menu.
5. Hand out the menu worksheet. Read the name of the restaurant together. Explain what a "Deli" restaurant might serve.
6. Have learners read the menu and highlight words they don't know. Then, read the menu together. Assist with the new vocabulary.
7. Work with the multi-syllable words: *continental, breakfast, beverages, omelette,* etc.
8. Work through the example question together. Ensure that learners can calculate the answer. If not, demonstrate adding these prices together in columns.
9. Have learners work in pairs to complete the three questions. Again, reinforce the correct pronunciation of the longer words on the menu as needed.
10. Using the same menu, have learners use a chart to practise a role-play and record each other's orders.

<table>
<thead>
<tr>
<th>Name</th>
<th>Can I take your order?</th>
<th>This will cost...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Abdi</td>
<td>I'd like chicken vegetable soup and tea.</td>
<td>2.50 + 1.25 = $3.75</td>
</tr>
</tbody>
</table>

**Follow Up:**
- Go over calculations and determine the total. Discuss tipping.
- Read real menus from local area. Compare prices.
### BREAKFAST
Served All Day

- Two Eggs & Toast.............. $2.75
- Two Eggs, Hash Browns & Toast........... $2.95
- Vegetable Omelette
  Eggs, Onions, Tomatoes & Cheese
  Includes Toast of your choice..... $4.10
- Continental Breakfast
  Muffin and bowl of fruit salad..... $3.95

### HOMEMADE SOUPS & SANDWICHES

- Soup of the Day................. $2.50
- Chicken vegetable soup......... $2.95
- Egg Salad Sandwich............. $3.95
- Roast Beef Sandwich............ $4.50
- Homemade Fries
  Small.......................... $2.50
  Large.......................... $3.50

### BEVERAGES

- Coffee, regular or decaf.......... $1.25
- Tea, hot or iced.................. $1.25
Jim, Dan and Ali go to Wally’s Deli for lunch.

E.g. One customer ordered soup of the day, small fries and iced tea. How much was his bill? (Don’t include the tax.)

$2.50 (soup of the day) + $2.50 (small fries) + $1.25 (iced tea) = $6.25

1. Jim ordered a Canadian omelette and coffee. How much was it?

2. Dan ordered chicken vegetable soup, a roast beef sandwich and decaf coffee. How much was it?

3. Ali ordered the continental breakfast and hot tea. How much was it?
## Read a Bill

**Skill Area:** Reading and Numeracy

**Task:** Read and understand a bill

**Purpose:** Students will
- Skim a bill to look for specific information
- Learn about various ways to pay their bills
- Learn about the connection of credit rating with paying bills on time
- Learn about different phone options and their relative costs

**Materials:** Overhead of bill, worksheets of bill with questions, a second example of a bill for assessment, other bills that learners want to share.

**Grouping:** Whole class, pairs or individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 1 hour

### Method:

1. Develop schema by asking learners what bills they need to pay each month. Write these on the board. Which bills cost the most, the least? Ask: *How do you pay your bills? What are the different ways that bills can be paid? What are the advantages or disadvantages of each?* Arrange these on the board using a graphic organizer.

2. Ask if the bills are easy or difficult to understand. Ask what learners do if they don't understand a bill. Discuss the idea that they don't have to understand everything on the bill, but they need to find and understand specific parts.

3. Explain that today we are going to look at and discuss one bill. Then they will read another one (with different information) on their own.

4. Hand out the worksheets and have the bill section enlarged for the overhead.

5. Ask them to look at the top of the page. *What is the name of the company? What other information do they see in the top section?*

6. Explain new words such as summary, previous charges, adjustments, outstanding balance, inquiries.

7. Go over the items listed under the new charges. Ask if they understand directory assistance, and if there is a charge.

8. Go over all questions together. Have learners fill in the answers.

9. Have learners re-read the bill and the questions and answers in pairs.

10. Make sure that learners understand the Due Date and the importance of paying bills on time to preserve credit rating.

11. When learners understand this bill, hand out a real bill with the private information whited out or changed.

12. Learners will work together in pairs or individually to read and answer questions about the second bill.

### Follow Up:

- Ask learners if they want to bring in their own bills to share information but make it clear that they do not have to share personal information.
- Discuss and share ideas about long distance options. Learners will have various ways that they save money on long distance phone calls.
Inquiries about your bill?
Please call
(204) 238-7689
7am – midnight

Account Summary

Previous Charges
Previous Billed Amount 30.44
Payments 30.44 CR
Adjustments .00
Outstanding Balance .00

New Charges
Late Payment Charge .00
Monthly Rental 25.04
Other charges and Credits .00
Directory Assistance .75
Long Distance Charges 19.65
GST on $45.44 3.18
PST on $45.44 3.18
Total new Charges 51.80

1. What kind of bill is this? A phone bill ________________________________
2. Did the customer pay his bill last month? ________________________________
3. Did he use directory assistance? ________________________________
4. If he has questions about the bill what should he do?

5. When is this bill due? ________________________________
6. How much does he need to pay? ________________________________
7. Was there a late payment charge? ________________________________
Read and Understand a Memo

Skill Area: Reading and Writing

Task: Read and understand information in a memo

Purpose: Students will
- Read and understand information in a formatted memo
- Write answers to questions

Materials: Overhead, memos

Grouping: Whole group, individuals

Learning Style: Visual, auditory

Time: 45 minutes

Method:
1. Write the question, What is a memo? on the board. Show students two or three samples of memos. Ask: Have you ever received a memo? Elicit ideas from them, such as It's a short message from the boss, administration office, team leader, etc.

2. Explain that memos are a way to get important information to employees within a workplace. They are usually short and to the point. The text is quite businesslike. Sometimes the word Memorandum appears at the top. Tell learners this is the long form of the word memo.

3. Use an overhead to point out the features of this memo. Ask questions such as: What is the workplace? Who is the memo to? Who is it from? What is the date? What is the subject of the memo?, etc.

4. Note that the text of a memo is usually one or two paragraphs and not more than a page in length.

5. Now, ask learners to read the memo independently. Ask them to highlight new vocabulary. Discuss the new words.

6. Then read the memo aloud to the group. Ask: What are the important ideas? Does the reader need to take action or respond to this memo?

7. Put questions on the board or on a worksheet. Have learners write short answers to check their comprehension. Discuss with the whole group.

8. Word attack – words with -tion. Pull out the words construction, education, cooperation from the memo. Ask students to add more -tion words. E.g. information, recreation, pronunciation, etc. List on chart paper.

9. In preparation for the crossword puzzle activity, dictate the following words for the learners to highlight: cooperation, staff, adjacent, inconvenience, via, limited spaces, regarding, superintendent, construction. Discuss the meanings.

Follow-up:
- Learners can make up a memo of their choice. Brainstorm for ideas to write about. Remember to put: Who it is to, who it is from, the date, the topic of memo, etc. Use a memo type format.
MEMO

To: All Staff and students

From: Jim Benson, Building Superintendent

Date: October 24, 2005

Re: Construction on site - Parking

As of Wednesday, October 26, the parking lot on the west side of the school building will be under construction. This results in about 25 fewer parking spaces. Staff members should now park on the south side of the building. Students may park here as well. St. James College on Webb Place has offered to let us use the parking lot adjacent to their building. It has a limited number of parking spaces and is on the east side.

We hope that construction will be completed by early February. Also, remember to enter via the north or south doors. See map below. We are very sorry for the inconvenience.

Thank you for your cooperation.

Jim Benson
Do a Crossword Puzzle

Skill Area: Reading and Writing

Task: Read clues to do a crossword

Purpose: Students will
- Understand the genre of a crossword puzzle
- Read clues to complete a crossword
- Understand across and down for crosswords
- Review vocabulary and fill in one letter per space

Materials: Crossword worksheets, copy of Nova Scotia Adult Education Memo

Grouping: Individuals, pairs

Learning Style: Visual, kinesthetic

Time: 20 minutes

1. Show learners some crossword puzzles from the newspaper and/or crossword activity books. Explain that many people enjoy doing crosswords for fun. They like to learn new words and facts. Crosswords also help people improve their spelling. Ask learners: Have you ever done a crossword puzzle before?

2. Review and demonstrate how a crossword puzzle works. E.g. Clue #1 Across People who go to school are students. Clue #1 Down The day after Friday is Saturday. Show the format on the board.

3. Hand out the crossword to the learners. Remind them that the words to be used were highlighted in the Nova Scotia Adult Education Centre Memo.

4. Point out that the clues are numbered and listed under the headings Across and Down.

5. Explain that the number of spaces for each word will also help them.

6. Most students like to try crosswords on their own, but some may like to work in pairs reading the clues and guessing the words. Thus, it becomes a more interactive activity.

7. Review the crossword answers with the whole class.

Reading a Memo Crossword Key:

```
SPACES
 U
 P
 E
 R
 E
 O
 I
 N
 P
 C
 S T A F F
 E
 O
 R
 L
 N
 N
 A
 V
 I
 A
 V
 A D J A C E N T
 M
 E
 E
 I
 I
 N
 N
 C O N S T R U C T I O N
 T
 N
 E
 E
 D
 N
 C
 E
```

Follow Up:
On different occasion after reading another text, give learners a blank grid to create their own crossword puzzles. They can work in pairs to make the clues. Share these with the class.
This crossword uses words from the Nova Scotia Adult Education Memo.

Across:
1. places to park cars
2. this memo is about…
3. people who work in a place
4. something is right next to it
5. the job of building something
6. by way of…

Down:
1. the head person in a department
2. working together well
3. only a certain number of..
4. a situation that is difficult for you
Read About Employment Problems

Skill Area: Reading and Writing

Task: Read and understand a story that evokes feelings

Purpose: Students will
• Read and interpret ideas and feelings
• Collect information and share opinions
• Express written ideas and feelings by describing a personal experience or event in the past

Materials: overhead, board, worksheets

Grouping: Whole class, small groups, individuals

Learning Style: Auditory, visual

Time: 1 hour

Method:
1. Show the pictures and the title of the story to the students. Encourage them to speculate on the possible story line.
2. Next introduce some of the key words. Write these on the board. E.g. siblings, construction, welding, laid-off, tuition, disappointed, jerk, supporting, dream. Read them, but then allow students time to try to discern meaning in small groups.
3. All groups report back to the large group.
4. Gather information from the groups. Clarify, confirm, and explain the meaning of new words and tell learners to watch for these words in the story. Explain that it’s always much easier to get meaning from a word when it’s in context because the context provides clues.
5. Students then listen as teacher tells but not reads the story. Use sketches, photos and body language, if necessary, to provide the supporting visuals. (Students do not have a copy of the text at this time.) Check comprehension by asking a few oral questions.
6. Hand out the story and ask learners to read it in pairs at least two times.
7. Students break into groups again. The task is to categorize Jovan’s life events into:

Positive Experiences…Negative Experiences
E.g. He fell in love. The boss is a jerk.

8. When done, the learners report back to the large group. The two lists are filled out on the board.
9. The next task is for the large group to match emotions to these experiences. E.g. proud, excited, frustrated.

His boss is a jerk. I think he feels __________.
He fell in love. I think he felt __________.

10. Bring it home by asking learners to share some of their life experiences. When did they feel proud or disappointed?
11. Learners can write their own biographies in their journal. They can also use some of these emotion words to describe their own life experiences. Teacher checks written work.

Follow Up:
• Use this lesson as a springboard for discussing goals, dreams and the strategies for achieving these.
Jovan’s Dream

Jovan came to Canada 12 years ago with his father, mother and 2 siblings. He was 11 years old at that time. Jovan picked up the language quickly and did very well in school.

Five years ago, he graduated from high school and got a job working for CTB. This company builds truck boxes. Working there was a challenge because he did some construction, electrical, welding and minor repairs on trucks. His boss was a great guy and his salary was $10 an hour.

Jovan enjoyed this job, but after 2 years, he was laid off and decided to further his career.

He applied for “Diesel Mechanics” at Red River College. Then he went to the Employment Insurance Office. He asked EI to sponsor him. They agreed to pay for half his tuition and provided him with a monthly allowance of $990.

Jovan went to college and was a top student. He met, fell in love with, and married a beautiful girl. After college, he got a job as a mechanic for a trucking firm. His salary was only $10 an hour. Jovan was disappointed about this because he had expected more.

Jovan likes his co-workers but the owner of the company is a jerk. Jovan wants to quit this job and look for another one, but he can’t right now because he’s supporting his wife in school. When she finishes in 1 year, Jovan hopes to return to school, too. He wants to become a teacher. This is his dream. Until then, he’ll continue to go to work and do his best.

What about you? What’s your dream?
Read a Work Order / Maintenance Request

Skill Area: Reading and Writing

Task: Read and understand a work order

Purpose: Students will
- Read and understand information
- Answer questions about details
- Fill out a form

Materials: Overhead, worksheets, other samples of work orders or maintenance requests

Grouping: Whole group, pairs, individuals

Learning Style: Visual, auditory

Time: 60 minutes

Method:

1. Talk with learners about their experiences with work orders or maintenance requests. E.g. In a factory a work order gives details about a customer’s order: product type, quantity needed, date required, etc. As well, hotels and work places have on going maintenance requests that need to be attended to. Ask: Have you ever had to read or write such documents?

2. Explain to learners that these forms are used to inform department managers of work completed, when it was done and who provided the service.

3. Using an overhead point out the sections on the maintenance request form. Ask learners to highlight in the information in response to questions: Who reported? What’s the problem? What is the request ID #?

4. Discuss the idea of “priority” E.g. a broken lock may have to be repaired before a broken bathroom fan for security reasons. Higher priority repairs may delay other jobs.

5. Point out that a comments or a remarks section is very important to the department manager and the service person doing the repairs.

6. Phonics Focus: Practise with the prefix re-Make a list of re- words and add others: request, repair, report, rewrite, etc. Pronounce chorally in phrases: E.g. report the problem, repair the fan, etc.

7. Explain that the problem and comments sections are in note or short form. Verb tenses and punctuation are not the key focus in this task. Clear, legible handwriting would be essential, as well as a clear explanation of the problem.

8. Ask learners to fill out the maintenance request form from the Laundry Dept. Have students read their forms in pairs.
In a large hotel there is a constant need for repairs to be done. Maintenance Request forms are filled out by employees from different departments. They inform the employer or manager of the problem. It is also a way to keep a record of the work that has been done and who did the repairs.

Read the following Maintenance Request and answer the questions.

Riding Mountain Hotel

MAINTENANCE REQUEST 05442

Reported By: Lana/Housekeeping Date: 05/22/04

Room or Department: 518

Describe Problem: Bathroom fan not working. Also, leaky bathtub tap.

Comments: This is the second request for these repairs. First request put into the office on 05/16/04. Hotel manager has been notified.

Date Completed: _______________ Time Spent: _______________

1. Which department submitted the request? ________________
2. What is the date of this request? ________________
3. When was the repair completed? ________________
4. What are the problems? ________________
Fill Out A Work Order / Maintenance Request

Skill Area: Reading and Writing

Task: Fill out a work order/maintenance request form

Purpose: Students will
• Understand the importance of filling out a work order accurately
• Learn how to write a short message
• Understand that workplaces need to have repairs documented

Materials: Work Order/Maintenance Request worksheets, overhead of form

Grouping: Whole class, individuals

Learning Style: Visual

Time: 40 minutes

Note: It is important when giving writing assignments to provide a model for learners to follow. While this is a good idea for all ESL activities, it is especially important for literacy learners.

Method:

1. Ask learners if they have had to fill out forms or write a message for repairs to be done. As a follow up activity to Reading a Work Order and Maintenance Request have learners fill in the Maintenance Request worksheet.

2. Ask learners to read the scenario at the top of the form. This information is needed to fill out the specific details on the form. (Reported by: Carmen, Write today’s date, etc.) Learners fill out the form independently.

3. Check that learners describe the problem in short form. However, there must be enough detail to help the repairman diagnose the problem. E.g. Dryer#2 - not drying towels, Washer #3 - bangs during spin cycle

4. Direct learners to write extra comments about the situation. Explain that this section may help to get a “faster response”. E.g. URGENT

5. Learners should leave the Date Completed, Time Spent and Maintenance Completed by: sections blank.

6. Using an overhead show another example of the form with the items in #5 filled in. Ask: When was the job completed? How long did the repair take? Who did the repair?

7. Explain that these forms are kept on file in case the repairman needs to be contacted and for office use. E.g. sending the payment.

Follow Up:

Ask learners to think of other problems from their own work experience. Make a list of these scenarios. Have learners write the problems in both sentence form and in short form.
Carmen, the Laundry Department supervisor, is in the laundry room of the hotel. There are some problems today. Dryer #2 is not drying the towels. There is no heat. Also, washing machine #3 is making a banging noise during the spin cycle.

Carmen also wants these repairs done as soon as possible because the hotel is booked solid for 5 days. Her laundry workers can't keep up with the laundry. She needs to fill in a maintenance request. She also writes "URGENT" in big letters in the comments section.

Fill out the Maintenance Request Form below with the necessary information.

Riding Mountain Hotel

MAINTENANCE REQUEST 05443

Reported By: ___________________________ Date: ______________

Room or Department: ________________________________

Describe Problem: _______________________________________

_________________________________________________________________

_________________________________________________________________

Comments: ________________________________________________

_________________________________________________________________

_________________________________________________________________

Date Completed: _______________ Time Spent: ___________________

Maintenance Completed by: _____________________________________
## Read An Employee Cheque Stub

### Skill Area:
Reading and Numeracy

### Task:
Read a cheque stub

### Purpose:
Students will

- Read a cheque stub for specific information
- Differentiate between gross and net pay
- Better understand net pay and how it is figured out
- Identify deductions and discuss where the money goes

### Materials:
Overhead of cheque stub, worksheets of cheque stub, other cheque stubs for comparison, evaluation, and more practice

### Grouping:
Whole class, groups, individuals

### Learning Style:
Visual, auditory

### Time:
45 minutes

### Method:

1. Ask learners who work how often they get paid. Ask them how they receive their money: by cheque or is their cheque deposited in the bank? In either case they will also receive a slip of paper called a cheque stub which will explain why the take-home pay is different than the number of hours worked times the pay per hour.

2. Discuss the time delay between the end of a pay period and a person’s pay cheque. Companies deal with this situation differently. Some companies have a one-week delay, some have a two-week delay, and some companies have no delay at all.

3. Ask what information is found on a cheque stub. Write these on the board: Employee's name and ID number, pay period dates, payment date, pay rate, number of hours worked, deductions, total pay, take-home or net pay

4. Discuss the difference between gross pay (the total amount you earn during a pay period) and net pay (the total amount you are paid after deductions). Have students identify the two different figures on the sample cheques or the cheque stubs supplied by the students.

5. Using an overhead to refer to the cheque, discuss how a person’s income is calculated. Identify the rate of pay and the number of hours being paid at that rate. Multiply those two numbers. If you have two different rates of pay, as in overtime, you will need to add the different totals. Explain the new terms as you go over the cheque stub: statement of earnings, deductions, CPP, overtime, Employment Insurance, Health Benefits

6. Hand out the worksheets and ask learners to read over the cheque stub and read and answer the questions independently.

7. Circulate and help where needed.

8. Read over and discuss the answers to the questions.

9. Discuss the reason for each of the various deductions. E.g. What is your income tax used for?

10. Discuss the importance of reading through your cheque stub and comparing it with your own recorded information. E.g. Did I get paid the right number of overtime hours? Who would you contact if there is a question about the cheque?

11. To check for understanding, have other cheque stubs available with questions. Answers to be recorded on a chart. Vary the formats a little and change the information amounts.
Here is a sample cheque stub for an employee named Sarah Johnston.

**Employee:** Sarah K. Johnston  
**Pay Period:** July 15 - 29, 2005  
**Pay Rate:** $9.50/hr.

---

**Labelle Furniture Co.**

<table>
<thead>
<tr>
<th>Statement of Earnings</th>
<th>Deductions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Pay Rate</strong></td>
</tr>
<tr>
<td>Regular Salary</td>
<td>80 hrs.</td>
</tr>
<tr>
<td>Overtime</td>
<td>10 hrs.</td>
</tr>
<tr>
<td>Gross Pay</td>
<td></td>
</tr>
<tr>
<td>Total Deductions</td>
<td></td>
</tr>
<tr>
<td>Net Pay</td>
<td></td>
</tr>
</tbody>
</table>

Pay period ending July 29, 2005    Payment date August 14, 2005

E.g. Who is this pay stub for? **Sarah Johnston**

1. What is Sarah’s regular hourly wage? _____________________________
2. How many hours did Sarah work this pay period? __________________
3. How much did Sarah earn in overtime in this pay period? __________
4. How much did Sarah make before deductions? _____________________
5. How much was deducted for Canada Pension Plan? _________________
6. What were the total deductions? ________________________________
7. How much was Sarah’s take home pay? __________________________
8. Who is Sarah’s employer? ____________________________________
Read a Budget

Skill Area:  Reading and Numeracy

Task:  Read and understand a budget

Purpose:  Students will
• Read a budget chart to find specific information
• Learn the vocabulary related to budgets
• Compare two budgets
• Think about their own budgets by making a sample one

Materials:  Overhead of budget, “Compare the Budgets” worksheets, samples of other budgets, blank charts for personal budgets

Grouping:  Whole class, individuals, pairs

Learning Style:  Visual, auditory

Time:  1 hour

Method:
1. Write the word Budget on the board. Ask learners for the meaning of the word. (an organized plan for keeping track of monthly income and expenses) Ask: What kinds of items are on a family budget? Brainstorm together and make a list of budget items. Put these on chart paper for later reference. Ask learners: Why is it a good idea to follow a budget? Should a savings account be part of your budget? Sometimes people spend their money and don’t understand where the money goes.

2. Explain that every family’s budget is different and items and amounts would not be the same. E.g. One family rents, another pays a mortgage. One has a car, another doesn’t, etc. Show some other samples of budgets to demonstrate the differences.

3. Hand out the Compare the Budgets worksheet. Read the scenario about the two couples aloud. Use an overhead to review the budget items. Pronounce the words, practise chorally and elicit one meaning for each word. Later, you may want the students to write sentences with the budget items previously listed on chart paper.

4. Next, point out the column for Mary and David with all the amounts filled in. Note that Sue and Jeremy’s column has some blanks. Compare the two family budgets.

5. Have learners re-read the information at the top of the worksheet. You should review the words more, less and double. Ask learners to write in the correct amounts for the missing budget items. Review the completed budget with the whole class.

Follow Up:
• Have students make a pretend budget on a blank chart. They may not want to use their own personal figures. Remind them that the income amount should be enough to cover the expenses. Pair students to compare their budgets. Practise questions: E.g. How much more do you spend on food than me? How much less does Abdul spend on rent than Susan?
COMPARE THE BUDGETS

Mary and David take home $1800 per month. They rent an apartment. Sue and Jeremy take home $2000 per month. They have a mortgage on their home. Here are some other differences in budget items. Sue and Jeremy’s mortgage is $50 less than Mary and David’s rent. Sue and Jeremy also spend $25 less on food, but they spend $20 more on house insurance, $30 more on transportation and $35 more on entertainment. Sue and Jeremy spend double on utilities and save $40 more per month than Mary and David.

Fill in the missing items of Sue and Jeremy’s budget.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Mary &amp; David</th>
<th>Sue &amp; Jeremy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mortgage or Rent</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>$375</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>$80</td>
<td></td>
</tr>
<tr>
<td>Car Payment</td>
<td>$150</td>
<td>$200</td>
</tr>
<tr>
<td>Car Insurance</td>
<td>$90</td>
<td>$90</td>
</tr>
<tr>
<td>Clothing</td>
<td>$100</td>
<td>$120</td>
</tr>
<tr>
<td>House/Tenant Insurance</td>
<td>$40</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>$220</td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td>$65</td>
<td></td>
</tr>
<tr>
<td>Savings</td>
<td>$110</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$60</td>
<td>$70</td>
</tr>
<tr>
<td><strong>Total Expenses:</strong></td>
<td><strong>$1800</strong></td>
<td><strong>$2000</strong></td>
</tr>
</tbody>
</table>
Read and Respond to a Notice from School

<table>
<thead>
<tr>
<th>Skill Area:</th>
<th>Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task:</td>
<td>Read an inter-actional message from school</td>
</tr>
<tr>
<td>Purpose:</td>
<td>Students will</td>
</tr>
<tr>
<td></td>
<td>• Understand and respond to formatted text</td>
</tr>
<tr>
<td></td>
<td>• Understand time allotments</td>
</tr>
<tr>
<td></td>
<td>• Learn about parent-school communication</td>
</tr>
<tr>
<td>Materials:</td>
<td>Overhead, worksheets, samples of parent-teacher conference request forms</td>
</tr>
<tr>
<td>Grouping:</td>
<td>Whole class, groups, individuals</td>
</tr>
<tr>
<td>Learning Style:</td>
<td>Visual, auditory, kinesthetic</td>
</tr>
<tr>
<td>Time:</td>
<td>1 hour or more</td>
</tr>
</tbody>
</table>

**Method:**

1. Ask learners questions, such as:
   - Who has children in school?
   - At what different times do you go to the school? (to register, to pick-up children, open house, meet the teacher, concerts, parent-teacher conference, etc.)
2. Explain that a letter will be sent home to parents to set up appointment times for parent-teacher conferences.
3. Explain that a parent-teacher conference is a time to discuss how the child is doing in school: his progress, how he is adapting to the teacher and other classmates. It's also an opportunity for the parent to ask questions. Often p-t conferences are set up right after the report card is sent home. The parent may choose to bring her child to the conference or not.
4. Ask learners to read the letter portion of the sheet. Go over terms such as: scheduled interview, overall progress, as soon as possible, first term, join in on, will be held, guardians, conference request form.
5. Fill in one request form with the class on the overhead. Go over the idea that parents need to fill in their first and second choices in order to get a time that they are available to come.
6. Now have learners fill in their conference request form. Ask when confirmation times will be sent out.
7. If parents can't attend, teachers are usually willing to set up another appointment on a different day after school hours.
8. Since this task has some high level vocabulary, go over the vocabulary, meanings, and pronunciation. Then, ask learners to work in groups to write a sentence using the new words in a different context. E.g. as soon as possible. Please call your husband at work as soon as possible. He needs to speak with you. Then, have the groups share their sentences with the class by reading or writing their sentences on the board.

**Follow-up:**

- Hand out other copies of conference request forms to see the variety. Try to read some together.
- Brainstorm with learners about questions to ask the teacher. E.g.
  - How is my child doing in ____ Math?
  - How does he get along with the other students?
  - How can we help our child at home?
Phase III
83

PARENT-TEACHER CONFERENCES
BEAVERBROOK ELEMENTARY SCHOOL
Phone: 899-5432 Fax: 877-1234

Parent-Teacher Conferences will be held at
Beaverbrook Elementary on
Wednesday, November 17 and Thursday, November 18

To Parents and Guardians:

You will have an opportunity to meet with your son or daughter’s teacher during a fifteen minute scheduled interview. At this time you can ask questions, discuss your child’s overall progress and review the first term report card with the teacher. Students are welcome to join in on the conference.

Please bring the student’s report card with you.

Please fill in the Conference Request Form below and return it to the school as soon as possible.

Student’s Name: ___________________________ Grade _______________

Teacher’s Name: ___________________________ Room No. ______________

Parent/Guardian Names: _____________________________________________

When choosing a time slot please write “1” for your first choice and “2” for your second choice.

<table>
<thead>
<tr>
<th>Wednesday, Nov. 17</th>
<th>Thursday, Nov. 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-2:00 p.m. ___</td>
<td>6:00-7:00 p.m. ___</td>
</tr>
<tr>
<td>2:00-3:00 p.m. ___</td>
<td>7:00-8:00 p.m. ___</td>
</tr>
<tr>
<td>3:00-4:00 p.m. ___</td>
<td>8:00-8:30 p.m. ___</td>
</tr>
<tr>
<td>4:00-5:00 p.m. ___</td>
<td></td>
</tr>
</tbody>
</table>

Confirmation times will be sent home with students on Friday, November 12.
# Read and Understand an Agenda

**Skill Area:** Reading and Writing

**Task:** Read and understand information in an agenda

**Purpose:** Students will
- Understand the purpose of an agenda
- Read and understand a formatted agenda
- Find specific information

**Materials:** Overhead, worksheets, other samples of agendas

**Grouping:** Whole group, individuals, pairs

**Learning Style:** Visual, auditory

**Time:** 50 minutes

**Method:**

1. Write the word *agenda* on the board. Ask the learners what the purpose of an agenda is. Explain that an agenda provides information about an upcoming meeting. Agendas are often handed out a day or two in advance giving employees some idea of what to expect at the meeting.

2. Explain that during the meeting, an agenda helps people to follow along. They often jot down notes and points they want to remember.

3. Ask learners: *What kind of meetings have you been to? Did you receive an agenda?*

4. Using an overhead review the different sections of the agenda. E.g. Ask about time, place, date of the meeting, presenters, times to speak and topics, etc.

5. Ask the learners questions such as: *Why do you think the agenda items are timed?* (for effective, efficient meetings, the goal is to have all topics addressed)

6. Have learners highlight new words.

7. After reviewing the sections of the agenda, ask learners to read and answer the questions independently. Then ask them to work in pairs to discuss the answers.

8. Review some of the multi-syllabic words from the text, such as: agenda, employees, supervisor, quarterly, etc. Clap the syllables with the students. Ask them to write the word showing each syllable:
   
   a gen da, em ploy ee, man a ger

**Follow-up:**

- Bring in other samples of agendas. Read them with the class. Compare the differences.
- Have students pretend that they are “teacher for the day”. Plan an agenda. Share the agendas with the class.
CANADA DISCOUNT HOUSE
EMPLOYEE MEETING

Date: Wednesday, January 12, 2005
Time: 7:30 a.m.
Location: Conference Room E

Re: Agenda – for all employees
**Please let Mike Kendall know if you are unable to attend this meeting.

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Items</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>• Customer Service Review</td>
<td>John Burns General Manager</td>
</tr>
<tr>
<td></td>
<td>• Quarterly Budget</td>
<td></td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>• New Employees</td>
<td>Mike Kendall Assistant Manager</td>
</tr>
<tr>
<td></td>
<td>• Updating Unit price information</td>
<td></td>
</tr>
<tr>
<td>8:20 a.m.</td>
<td>• New shirts with logo-instructions for pick-up</td>
<td>Sandra Benson Evening Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Night crew re--stocking issues</td>
<td></td>
</tr>
<tr>
<td>8:40 a.m.</td>
<td>• Rotating shifts re: summer schedule</td>
<td>Bob Jackson Human Resources</td>
</tr>
<tr>
<td></td>
<td>• Congratulations – Shipping &amp; Receiving Dept.</td>
<td></td>
</tr>
</tbody>
</table>

Read the agenda and the questions. Write the answers into your notebooks. Talk about the answers with a partner.

1. When and where is the meeting taking place?
2. Which person will introduce the new employees?
3. What will the General Manager speak about?
4. Which item on the agenda involves the summer work schedule?
5. What is Sandra Benson’s position?
6. Does the word *issues* mean problems?
7. Which department will receive congratulations?
8. If someone can’t go to the meeting, who should be contacted?
**Phase III**

**Read a Letter of Complaint**

**Skill Area:** Reading and Writing

**Task:** Read and understand a letter of complaint

**Purpose:** Students will
- Understand that a letter documents a complaint
- Understand the parts of a business letter
- Understand that specific details are needed when you make a complaint in writing

**Materials:** Overhead of letter, worksheets of letter with questions

**Grouping:** Whole class, pairs, individuals

**Learning Style:** Visual, auditory

**Time:** 1 hour

**Method:**
1. Ask students if they have called a landlord about a housing or apartment problem. Ask: *Did you get quick results?* Explain that when you write a letter your complaint is received in a formal way and the letter documents the complaint. Remind learners to keep a copy of their letters.

2. Hand out the worksheet "Letter of Complaint". Ask learners to read the letter with a partner. Have them highlight the new vocabulary and make guesses about the meanings.

3. Have learners review the questions in pairs. Ask them to point out the answers within the letter.

4. Bring the class back together. Read the letter to them. Discuss the new words.

5. Use an overhead to go over the format of a business letter. Draw arrows or bracket the sections. Label the parts of the letter: Ellen's address, date, manager's address, greeting, body of the letter, closing, signature and printed name.

6. Discuss the reason for this letter and its importance. It is more forceful and the hope is that the writer will get action. Ask: *What words make this letter sound very strong?*

7. Discuss formulaic expressions:
   - *I am writing to inquire...*
   - *Thank you for your attention to this matter.*
   - *Thank you for your consideration.*
   - *Thank you for your time.*

**Follow Up:**
- Ask learners to write a letter of complaint. It could be about a housing problem, a problem with a bill, a problem to complain about poor service, etc. Read the letters and help them edit their work. Learners should rewrite the letters before sharing them with the class.
Read the letter of complaint and answer the questions.

917 Douglas Street  
Victoria, British Columbia  
V8W 2C2

June 16, 2005

Mr. David Thompson  
Manager, Fairmont Apartments  
160 Kingston Street  
Victoria, British Columbia  
V8B 1V4

Dear Mr. Thompson:

I am writing to inquire about my damage deposit. I have not received the cheque yet. We moved out of apartment # 605 on May 12, 2005. I phoned your office on May 15 about sending the damage deposit cheque to my new address. Your secretary said it would be coming within the next two weeks.

My husband and I spent a lot of time cleaning the apartment from top to bottom. We had also just repainted the living room. We feel that we left the apartment in very good condition. A month has now passed and I am asking that you contact me by next Friday, June 24. If I do not hear from you, I will contact the Residential Tenancies Branch.

Thank you for your attention to this matter.

Sincerely,

Ellen Carter

Ellen Carter

1. Who received this letter? What is his position?  
2. When was it written?  
3. Who wrote the letter?  
4. What is the complaint?  
5. When did Ellen and her husband move out?  
6. If she doesn’t get her cheque, what can she do about it?  
7. What does the last sentence mean?  
8. How does she close her letter?
Arturo Garcia works at the furniture factory from 3 to 11 p.m. Monday to Friday. He wants to take an English course and a Basic Mathematics course. Arturo has to complete a registration form to take the courses he wants. His address is 3200 Jasper Avenue, Edmonton, Alberta T6C 5A8. His home phone number is (780) 426-3991 and his work phone number is 426-8765.

Look at the course schedule below. Fill out Auturo’s registration form with the correct information. He will make his payment by credit card.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>No.</th>
<th>Section</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>Room &amp; Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>95</td>
<td>01</td>
<td>Basic Mathematics</td>
<td>M W</td>
<td>8:30-10:00 a.m.</td>
<td>203 Smith</td>
</tr>
<tr>
<td></td>
<td></td>
<td>02</td>
<td></td>
<td>T TH</td>
<td>6:00-7:30 p.m.</td>
<td>305 Rogers</td>
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<tr>
<td></td>
<td></td>
<td>03</td>
<td></td>
<td>F</td>
<td>1:00-4:00 p.m.</td>
<td>115 Berry</td>
</tr>
<tr>
<td>English</td>
<td>100</td>
<td>01</td>
<td>Foundations of Reading</td>
<td>M W</td>
<td>1:30-3:00 p.m.</td>
<td>120 Hays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>02</td>
<td></td>
<td>T TH</td>
<td>9:30-11:00 a.m.</td>
<td>325 Wilson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>03</td>
<td></td>
<td>F</td>
<td>1:00-4:00 p.m.</td>
<td>240 Pham</td>
</tr>
<tr>
<td>Computer</td>
<td>115</td>
<td>01</td>
<td>Intro to Computers</td>
<td>T</td>
<td>1:00-3:00 p.m.</td>
<td>6 Johnson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>02</td>
<td></td>
<td>F</td>
<td>1:00-3:00 p.m.</td>
<td>6 George</td>
</tr>
</tbody>
</table>

Edmonton Adult Education Centre
Registration Form

Name: ___________________________________________ Phone #s
Home:________________________

Address: ________________________________________ Work: __________
__________________________________________________ E mail: _________

<table>
<thead>
<tr>
<th>Dept.</th>
<th>No.</th>
<th>Section</th>
<th>Course Title</th>
<th>Office Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Course Fees: $200 per course
Total Amount enclosed: ________________________
Fill Out An Application For Official Documents

**Skill Area:** Reading and Writing

**Task:** Read and understand an application form

**Purpose:** Students will
- Read and understand the format of an application form
- Locate specific details on a form
- Note the importance of clear printing, accurate spelling and punctuation
- Understand where to write and where not to write on a form

**Materials:** A variety of real application forms, a filled in Official Documents form, blank Applications for Official Documents worksheets

**Grouping:** Whole class and individuals

**Learning Style:** Visual, auditory, kinesthetic

**Time:** 1 hour

**Method:**
1. Hold up or pass around a few types of forms such as school registration forms, passport applications, Social Insurance applications, etc. Ask learners: Have you filled out these types of forms before? What do you find difficult about filling out forms? What information do I need to put down? etc.
2. Use an overhead to look over the blank application form for official documents. Ask students to read it over and note the new vocabulary. (official, applicant, status, resident)
3. Next, show them a filled-in copy of the form and ask questions as you review the various sections of the form. Where was he born? What is his status? etc. Discuss the new vocabulary as you go through the form.
4. Hand out a blank application form for learners to fill in with their own information.
5. Explain that PRINT CLEARLY is very important. The reader needs to understand the information. Also, write on the line or in the spaces provided (1 digit or letter per space). Tell the learners other employees will input the information into a computer system so accuracy is very important. BLOCK LETTERS are good to use.
6. Look over the instructions on the form. E.g. Print Clearly, Please Check, Do Not Write Below, For Office Use Only
7. Remind learners to pick up two copies of a form - one to practise on and one to hand in.
8. Explain that each line should be filled in. They can write NA if it means "It does not apply to me."
9. For many official documents you must show another certificate such as an Immigration Record Imm 1000 or a Birth Certificate. Answer all questions truthfully.
10. Check your application with your documents to see that the spelling is correct. You don't want three cards with three different spellings for your name.
11. Have a friend or family member who understands English check over your form before you hand it in.**Note for the in-class exercise students should write 123456789 in the Social Insurance spaces.
12. Remind learners that forms are dated and signed in pen.

**Follow Up:**
Ask students to bring in other samples of forms. You can compare the similarities and the differences. Make a list of vocabulary that is found in the various forms. Post the words and their meanings up on chart paper.
APPLICATION FOR OFFICIAL DOCUMENTS
We need to understand the information on application forms in order to fill them out correctly. We need to understand where to write and where not to write. Read and fill out the form below.

APPLICANT INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>First Name</th>
<th>Middle Name</th>
<th>Family Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Date of Birth Day</td>
<td>Month</td>
<td>Year</td>
</tr>
<tr>
<td>3</td>
<td>Sex</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Mother’s Full Name at Her Birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Father’s Full Name at His Birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Applicant’s Place of Birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>City or Town</td>
<td>Province</td>
<td>Country</td>
</tr>
<tr>
<td>7</td>
<td>Family Name at Birth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Other Family Names Previously Used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Have you ever had a Social Insurance Number? If “Yes”, write your number here: Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Status in Canada (Please Check)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canadian Citizen</td>
<td>Permanent Resident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Status Indian</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Telephone Numbers: Home ( )</td>
<td>Work ( )</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Address where you want your document to be mailed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number and Street</td>
<td>Apartment No.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>City</td>
<td>Province</td>
<td>Postal Code</td>
</tr>
<tr>
<td>13</td>
<td>If you are under 12 years of age, your parent/guardian must sign</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applicant’s Signature</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

Do Not Write Below For Office Use Only
Names shown on primary document
Date of Birth | Client ID No.
Fee Paid Amount $ | Documents seen by |
Certification Stamp
Read and Complete a Rental Agreement

**Skill Area:** Reading, Writing and Numeracy

**Task:** Read a legal document and respond appropriately

**Purpose:** Students will
- Become familiar with the genre and legal terms of a rental agreement
- Read and fill in a sample rental agreement
- Understand that a legal document is binding

**Materials:**
Overhead of rental agreement, worksheets, questions on cards for learners to ask, computers with internet access

**Grouping:** Whole class, pairs, individual

**Learning Style:** Auditory, visual, kinesthetic

**Time:** 1 hour

**Note:** This lesson would be part of a housing unit.

**Method:**
1. Build schema by asking questions such as:
   - Do you live in an apartment, a house, or a townhouse?
   - Do you rent or own your home?
   - If you are renting, did you sign a lease?
   - Did anyone help you to understand the information?
2. Hand out the worksheet. Have learners read the top portion. Ask questions about the scenario:
   - What kind of apartment do you need?
   - Do you have a car? How long is the lease in effect? What is the prepaid deposit for? Which utilities are included in the rent? Check that all the vocabulary is understood.
3. As a class, fill in a John Doe example on the overhead. Enlarge the form for the overhead. As it is filled in, go over the vocabulary and the expectations, step-by-step. E.g. premises, agreement, proposed occupants, term to commence, in advance, undersigned, applicable, and tenant. Look also at the vocabulary in terms of base words, compound words, other forms of the word that the learners already know: E.g. apply, applicable
4. Have learners fill out a rental agreement for themselves. They can put in fictitious numbers for the SIN numbers.
5. Now work in pairs. The teacher will have prepared question cards to pass around. Each pair gets two different cards. They take turns asking the questions. E.g.
   1. What is the address of the premises?
   2. Who are the proposed occupants?
   3. Do you agree to pay for cable TV and the telephone?
   4. Who witnessed the signature?

**Follow Up:**
- Search tenant rights for your province on the internet.
  - Canada: [http://www.canlaw.com/tenants/tenantinfo.htm](http://www.canlaw.com/tenants/tenantinfo.htm)
You want to rent a two-bedroom apartment. The address is 619-2430 Albert Street. Your landlord is Sunset Apartment Management Company. You want parking for one family vehicle in the outside parking lot. This lease will be in effect from September 30, 2005 to September 30, 2006. The rent will be $730 per month. Included in the rent are hydro, heat and water utilities. Outside parking will cost $30 per month. A pre-paid deposit of one month’s rent must be submitted with the rental application to secure the apartment. This deposit will be returned when the tenant moves out, subject to the condition of the apartment. **Fill in the form with your own information, but make up any information you don’t know or want to keep private.**

<table>
<thead>
<tr>
<th>RENTAL AGREEMENT</th>
<th>Date ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>Landlord or Agent</td>
<td>SOCIAL INSURANCE NUMBER</td>
</tr>
<tr>
<td>NAME(S)</td>
<td>M___________________________</td>
</tr>
<tr>
<td></td>
<td>M___________________________</td>
</tr>
<tr>
<td></td>
<td>M___________________________</td>
</tr>
<tr>
<td>PREMISES APPLIED FOR:</td>
<td></td>
</tr>
<tr>
<td>Address ____________________________</td>
<td></td>
</tr>
<tr>
<td>Parking for _______Private Passenger Automobile(s)</td>
<td>Outside</td>
</tr>
<tr>
<td>PROPOSED OCCUPANTS</td>
<td></td>
</tr>
<tr>
<td>NAMES</td>
<td>AGES</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>DETAILS OF OCCUPANCY</td>
<td></td>
</tr>
<tr>
<td>Term to commence___________________20____</td>
<td>Term to end_____________________20____</td>
</tr>
<tr>
<td>PAYMENT INFORMATION</td>
<td></td>
</tr>
<tr>
<td>A deposit of $_________will be paid in advance to secure the apartment.</td>
<td></td>
</tr>
<tr>
<td>A monthly payment of $_________ for the apartment plus $________ for the parking.</td>
<td></td>
</tr>
<tr>
<td>Total monthly payment to the landlord or his agent in advance on the first day of each month.</td>
<td></td>
</tr>
<tr>
<td>TOTAL MONTHLY PAYMENT - $_____________________</td>
<td></td>
</tr>
<tr>
<td>The undersigned agrees to pay for the following services applicable to the apartment:</td>
<td></td>
</tr>
<tr>
<td>Cable TV</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Amount received with application $___________by cheque.</td>
<td></td>
</tr>
<tr>
<td>WITNESS _______________</td>
<td>TENANT _______________</td>
</tr>
</tbody>
</table>
## Appendix I

<table>
<thead>
<tr>
<th>Should ...</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sami continue working at the restaurant?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. he talk to the other workers about the problem?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. they all talk to the boss together?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Sami quit this job?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Sami go to school full-time and learn more?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. he work days and study at night?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. he sponsor his fiance?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Sami call the Manitoba Labour Board?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Sami ask his brother for help?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Appendix II

THE OSLER SCHOOL NEWS
What’s New in Room 5?
Thursday, February 26, 2004

1. On Feb. 24, Dara went to the dentist. He fixed her teeth.
2. On Tuesday, Sing bought two pairs of shoes for her girls. She spent $200.
3. Bibi and Ziaoddin bought shoes at Wal-Mart. The total was around $60.
4. Last week the dentist pulled out two of Raqaiya’s teeth. It hurt a lot.
5. Hussein’s bus was hit by a car on Tuesday. Nobody was hurt.
6. Last week Nazey hurt her elbow. It is better now, but it’s very black and blue.
7. Asil left school early on Wednesday because she had an appointment.
8. Belkis spent a lot of money -$100 at Superstore and $150 at Value Village.
9. Abdul Ahad called his sister on Monday, but she wasn’t at home. Too bad.
10. Maria went shopping with her daughter. She bought some food.
12. Fazel drove his friend to the Motor Vehicle Department. His friend took the written test, but he didn’t pass. That’s too bad.
13. After school on Tuesday, Karim visited his mother’s home. He saw his brother and his brother’s family.
14. Hamid and his wife went to the Immigration office on Tuesday. They went to check their airplane loan. Two payments of $200 were not deducted.
15. Baki went to his son’s school on Tuesday. The teacher was upset because Baki’s son was throwing snowballs.
16. Jira’s daughter called last Monday when Jira was at school. She left a message for her mother.

Look at the pictures and write the matching sentence number in the box.