

roots & connections curriculum

A culturally integrated ESL curriculum for community orientation in Alberta



NorQuest
COLLEGE

CENTRE FOR EXCELLENCE IN
**INTERCULTURAL
EDUCATION**

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Getting to Know You Unit

“The art of cross-cultural communication is not simply providing information, but rather exchanging information.”¹

Introduction

In Unit 1, we explore cultural identity as a platform for engaging in subsequent units. As the instructor, you will explore cultural identity with learners and discover how an understanding of cultural identity can lead to a better understanding of behaviour, values and beliefs.

This unit is compulsory and must be taught first. It is designed to enhance students’ capacity to cope with the challenges of cultural transition and to create new and meaningful connections with people in the community. As instructors, you are encouraged to be a bridge for newcomers in the community by helping to address both language and cultural barriers. In this role you will have the opportunity to provide newcomers with valuable cultural perspectives of the host culture. This will require you to reflect on your own assumptions about what is “common” knowledge and what is not.

The goal of this unit is to enhance individuals’ capacity to obtain, process and understand basic personal information.

This unit consists of five modules:

Module 1: Welcome

Module 2: Who Are You?

Module 3: My Family

Module 4: Where Are You From?

Module 5: Community Map

Teaching Notes

Each of the modules is structured around teaching notes including: class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

¹ Pottie K., Ortiz L., and Tur Kuile A. “Here’s a thought...Preparing for Diversity: Improving Preventive Health Care for Immigrants.” *Metropolis: Our Diverse Cities*. Number 4, Fall 2007, p. 61

Culture Byte

Roots and Connections is designed to help instructors and community members support newcomers at this intersection in their lives. It does this through a culturally integrated process by providing introductory community information and facilitating relationships that is supported with insightful cultural knowledge presented as “Culture Bytes.” In unit one identity wheels and Personal Connections activities are introduced to help make the orientation process more welcoming by intentionally exploring aspects of identity.

Identity is central to this curriculum because the experience of settlement, adaptation (adjustment), and integration are, at their core, questions of identity. Adaptation is a natural human instinct to seek internal balance in the face of change. Moving from one culture to another is fraught with change, impacting each and every part of a person’s identity in some way.

Identity is complex and dynamic. It is made up of ethnicity, culture, gender, personality, roles and relationships. Some aspects of identity will be supported and accepted by the host culture, while others may conflict with the host culture’s norms and expectations. The adaptation process is a complicated negotiation of identity.

For example, gender roles are more separately defined in some cultures than in others. In Canada, women have fought for equal rights and access to roles that may have been more typically male in the past. Men today often take on roles that were previously considered to be for women. For newcomers coming from more traditionally patriarchal societies, this may present a new reality. For women, sometimes this opens a whole new world of possibilities, and the shift in roles can cause tension in families.

People who move from one country to another (or even from one part of the country to another, or from an urban to a rural area) may have a lot of difficulty adjusting to their new environment. Not only are they learning a new language, they are also learning a very different way of life. Some people may go through phases where they feel frustrated and humiliated.

Issues² they may be facing could include:

- **Loss in status**

People who were respected in their former communities may feel they are now labeled as “immigrants,” especially when they find themselves working in jobs well below their education and experience level.

² Rutten-James, M. (2003). *The English-as-a-second-language tutor training kit*. Regina: Regina Public Library Literacy Unit.

- **Loss of established support systems**

For many newcomers, extended family members were their traditional source of support in everyday life. When a family moves to Canada and leaves these connections behind, it can result in a strong sense of loss. This is especially felt in times of difficulty (i.e. illness, financial difficulties or culture shock), which can be even more challenging when there are no family members or close friends to call on for support.

Feelings of isolation may result when a parent is required to stay home and take care of the children. Without a job or the opportunity to take language classes, an individual with limited language skills may feel like a prisoner in her own home.

- **Frustration with the inability to do simple tasks**

Imagine standing in front of a bus and not knowing how to get on and pay. Do you enter by the front or rear door? Do you pay when you get on or get off? In some countries, passengers pay when their ride has ended and they are leaving the bus. In some countries, a conductor collects the fares after passengers are seated. The way you signal to get off the bus may be different. Imagine trying to ride a bus without the proper change or without knowing the purpose of the fare box and bell cord. Not only is language difficult, but procedures are confusing as well. It is frustrating to feel incompetent when you are trying to carry out common everyday tasks.

- **Threats to cultural identity**

Canada is a multicultural country but there is still an expectation for those outside mainstream society to become acculturated. Keeping traditions and raising children in the manner learners feel is best may be more difficult than they anticipated. Traditional parent-child relationships can be dramatically altered when children know more English than their parents. Having to depend upon one's children for assistance can cause problems as it may undermine parental authority. In some situations, it can even result in parental abuse.

- **Culture shock**

Culture shock refers to feeling disoriented and threatened as the result of being in a culturally new environment. In this foreign environment the safety net of familiarity has vanished. Depending on how long learners have been in Canada, they will be in one of four stages of cultural adjustment⁷, as described below.

Students in the second stage are probably the most difficult to facilitate because they may be particularly negative. Keep in mind that they may be experiencing culture shock. Each stage lasts a different length of time for every individual, but in general, the stages are:

- **Stage 1 – Excited!** During the first stage, the new country is interesting, the people are friendly and helpful and the future looks promising.

⁷ Kay Clifford, University of Michigan. <http://studentservices.engr.wisc.edu>. Retrieved April 15, 2008. Reprinted with permission June, 2008.

- **Stage 2 – Problems!** School, language, shopping – everything is difficult. Things that were simple back home require more effort in the new country. It seems hard to make friends. At this point, newcomers may begin to believe that the local people are unfriendly. Homesickness begins and along with it complaints about the new country. This is the stage we hear referred to as “culture shock.”
- **Stage 3 – Recovery.** The newcomer begins to use the language more fluently, so communication with local people becomes easier. Customs and traditions become clearer and slowly the situation passes from impossible to hopeful. Minor misunderstandings which were stressful in Stage 2 become manageable.
- **Stage 4 – Stability.** Eventually newcomers begin to feel more at home in the new country. What they do not like about their new country no longer makes them so dissatisfied and unhappy. Life has settled down and they are now able to find humour in the situations in which they find themselves.

In *Roots and Connections*, we emphasize the need and responsibility of both the host society and the newcomer to learn from each other in order to create an inclusive, just community. “Cultural identity wheels” are tools for reflecting on and talking about the variety of places an individual’s identity intersects with new and different cultural norms, values and expectations. Identity wheels are referred to throughout the orientation as additional layers of identity, norms and expectations are uncovered.

Community Connections

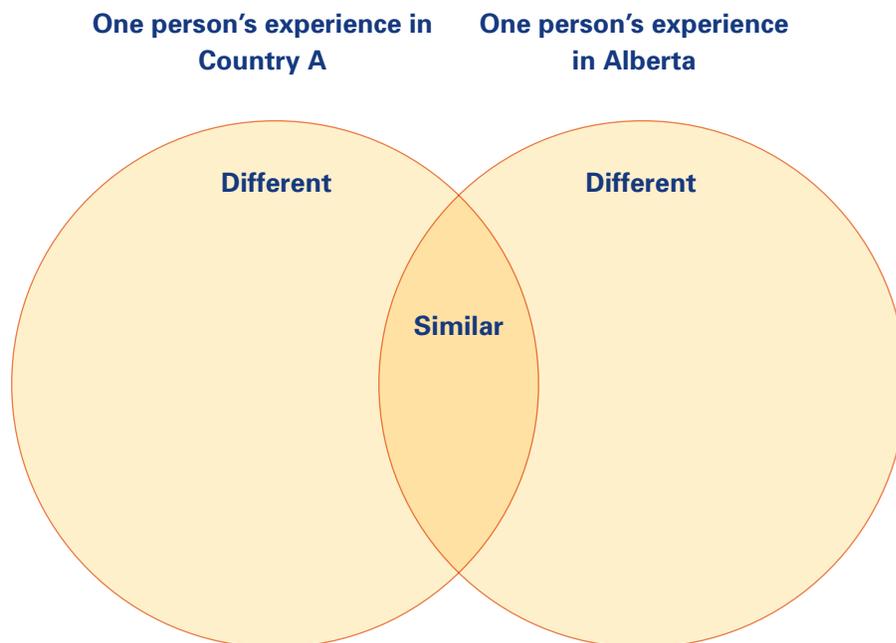
In Unit 1, Community Connections include the following preparatory activities:

1. Initial drawing of a Community Map
2. Introduction to the Community Connections field trip process
3. Introduction to Coffee Encounters
4. Community Identity Wheel

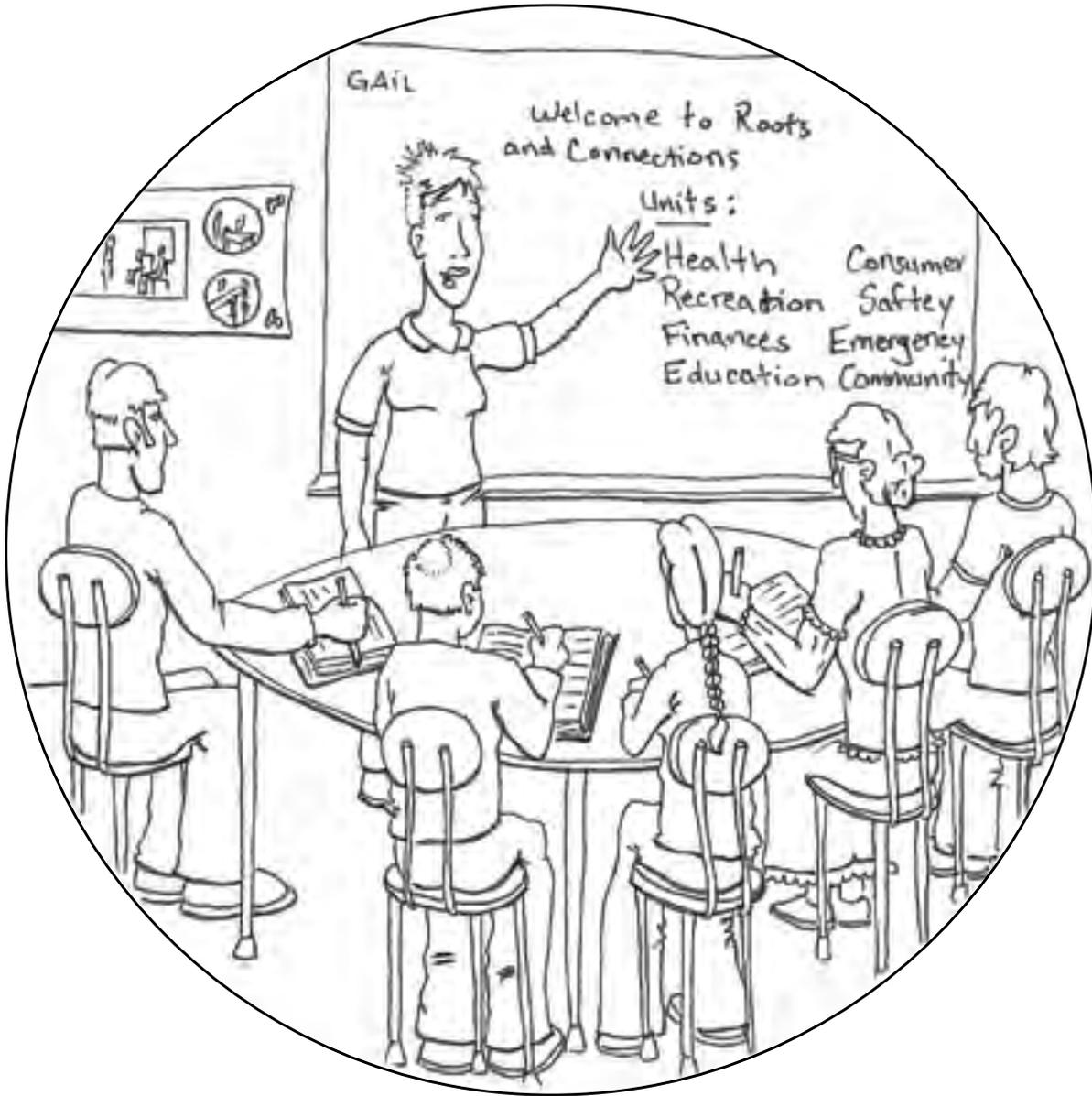
Unit Illustration

This is an illustration of the topics you will study in the Roots and Connections program. Use the illustration to create a context for the modules and to build vocabulary. Practice asking questions using the words *what, when, where, why, how* and *who*. Draw four columns and label them: *people, places, things* and *actions*. Ask learners to describe what they see in the picture, then write these observations in the appropriate column. Build on what learners know by adding a few more words to each column.

Next, draw a Venn diagram—two circles that overlap in the middle, as per the example below. Ask learners to think about similarities and differences between their previous experience and the current one. Label one circle “previous country” and the other “current.” Write down differences in the outside parts of the circles and similarities in the overlapping area.



Welcome



Class Dictionary



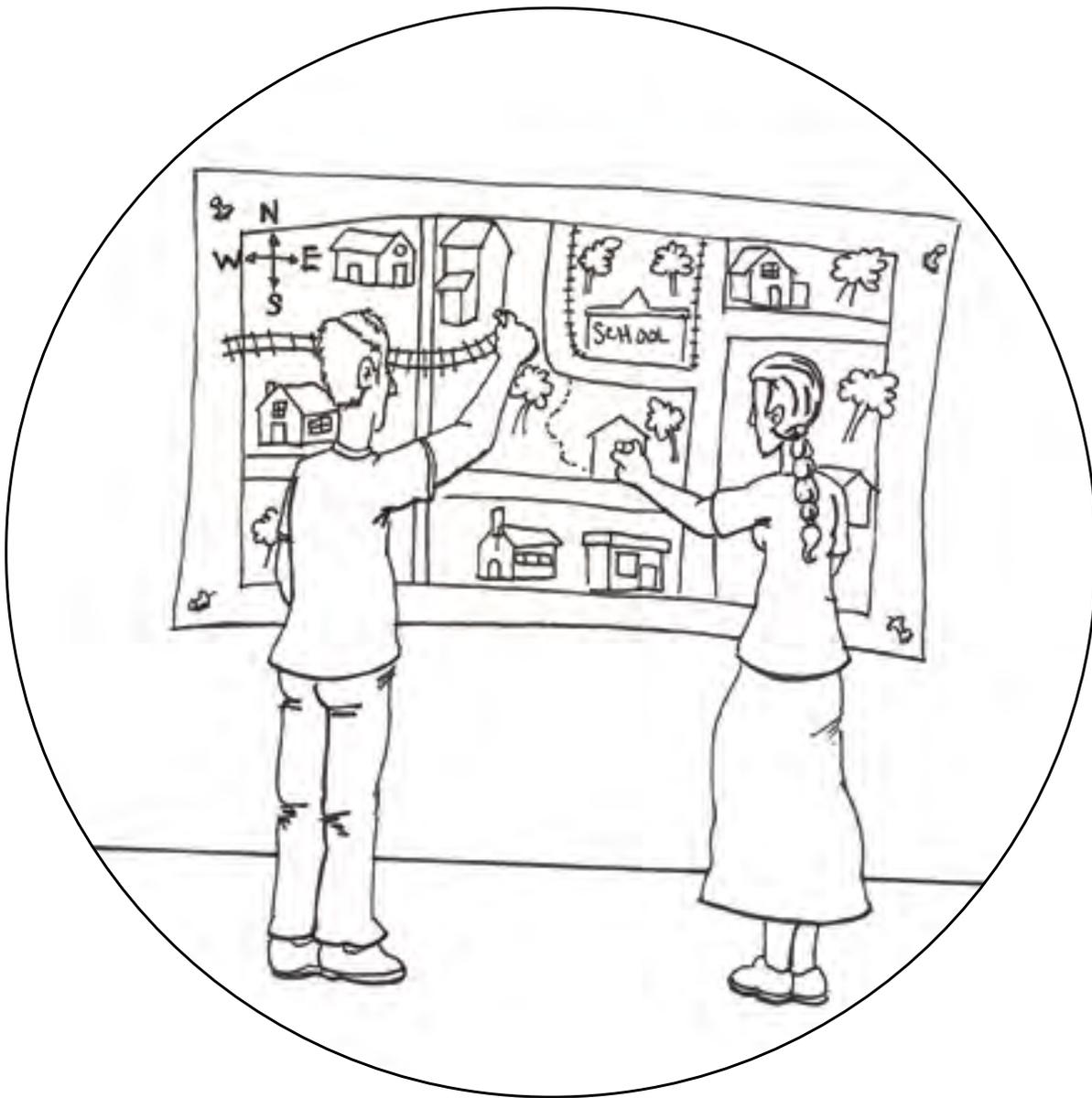
Coffee Encounter



Community Connections



Community Mapping



Module 1: Welcome

Module 1 Outcomes

By the end of Module 1, learners will have:

- Identified vocabulary for classroom communication
- Practiced basic survival English for doing a self-introduction
- Completed a community knowledge assessment

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Give a basic description
 - Respond to simple questions with required information
- **Listening**
 - Identify greetings
 - Follow simple instructions
 - Follow both positive and negative commands and requests
 - Identify specific literal details: numbers, letters, a few key words and short expressions.
- **Reading**
 - Identify a familiar layout of a place in a simple diagram
 - Identify familiar places on a simple map
 - Locate specific written information

Resources

- English Express at www.englishexpress.ca
- Notebooks for developing a personal dictionary

Personal Connection

Pronouncing people's names correctly is a mark of respect. Take the time to learn the correct pronunciation of each participant's name. On the first day of class, lots of time will be devoted to getting to know each other's names and some basic personal information. This is primarily a time of establishing positive, respectful relationships that will help create a pleasant learning environment.

Suggested Activities

Introduce yourself to the class. Write a sample introduction on the board.

"Good morning. My name is ____."

Have the learners introduce themselves.

Names are a great source of cultural information. Discuss these questions with the group.

- What is your name?
- How do you pronounce it?
- How do you spell it?
- Do you have a middle name?
- What is your family name?

Vocabulary Development

Give each participant a book (or have each person bring one) for creating a personal dictionary. Help the learners break the book into sections such as idioms, vocabulary and important phrases and/or alphabetical listings, or a combination of both.



Survival English 1: Greeting and Leave Taking

Review the verb to be in the affirmative, negative and interrogative. Teach the courtesy formulas and the corresponding non-verbal gestures we use when we meet and greet someone. Set up short sample dialogues that introduce the phrases and have the learners practice them. Teach the courtesy formulas that we use when we leave and appropriate ways to say that you don't understand.

Non-Verbal Communication

Shake hands

Smile

Wave goodbye

Wave hello (hand up, palm out)

Suggested Activities

Have the learners practice greeting each other and expressing lack of understanding.

Make a list of different greetings and talk about the associated non-verbal communications that typically accompany them (for example: eye contact, smile, firmness of a handshake or distance between the two people). Find out about the different ways participants greet in their culture (kiss, bow, shake hands, etc).

Practice greeting each other. There may be participants in your class who do not shake hands with members of the opposite sex. In that case you can teach a phrase to say when someone offers their hand such as, "I'm sorry, I can't shake hands, but I am happy to meet you."

Survival English 2: Introducing Yourself and Others

It is important for learners to be able to introduce themselves, make sure people understand the introduction and respond appropriately to introductions.

Dialogue

Have the learners practice the dialogue. As they become confident, they can practice making real introductions.

Introducing Someone

A: What is your name?

B: My name is Maria.

A: Hi, I'm Susan. It's nice to meet you.

B: It's nice to meet you, too.

A: Hi _____. This is my sister, _____.

B: Hi _____. I'm pleased to meet you.

A: This is my classmate .

C: Nice to meet you.

A: Hi _____. I'd like to introduce you to my husband. His name is Bill.

B: Hi Bill. I'm pleased to meet you.

A: Bill, this is my friend .

C: Hi _____. Nice to meet you too.

Suggested Activities

Have the learners practice introducing themselves to the class. Practice the following dialogue so that each of the learners has the opportunity to introduce and respond.

- My name is _____.
- Nice to meet you.

Substitute other appropriate responses such as, Pleased/ Happy/ Glad to meet you.

Show learners how to introduce two people. Have the learners practice making introductions.

- Hi Ann, this is my son Andres.
- Hi Andres. Nice to meet you.
- Andres, this is my friend Ann.
- Hi Ann. Nice to meet you, too.



Numbers

Review saying phone numbers and addresses. Review how to give your phone number. Each number is spoken, as in eight, four, five and the numbers are grouped, as in 845 (pause) 2578.

Community Map

Community Mapping activities will begin in Unit 1: Module 5.



Community Connections

Have the learners fill out the Community Knowledge and Skills Checklist – Part 1 and Part 2, found in the *Roots and Connections* toolkit. You may need to involve an interpreter if you have access to one, to help learners complete the assessment.

Module 2: Who Are You?

Module 2 Outcomes

By the end of Module 2, learners will have:

- Identified vocabulary for giving personal information
- Practiced basic survival English for giving personal information
- Explored cultural perspectives and transitions between themselves back home and themselves in Canada
- Compared their cultural identity wheel to the example

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Give a basic description
 - Respond to simple questions with required information
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions, positive and negative commands and requests
 - Identify expressions to attract attention
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify a familiar layout of a place in a simple diagram
 - Identify familiar places on a simple map
 - Locate specific written information

Resources

- Copies of identity wheels
- Flip chart paper or something to collect student sentences about themselves
- English Express at www.englishexpress.ca

Personal Connections

The Personal Connections activity for this module is built with the identity wheels. This is the first “identity wheel” activity. It is the basis for getting to know each other, building meaningful relationships and acknowledging what attributes (knowledge, skills, experiences, gifts, preconceptions, etc) people bring with them.

It is important to allow participants to share what they feel comfortable sharing. The identity wheel offers a meaningful way to explore similarities and differences of identity and experience. Make copies and hand out the identity wheels **About Me in Canada** and **About Me in My Home Country** (found at the end of this module). Instructors should also make identity wheels.

Follow the suggested titles for each circle on the wheel. Ask learners to fill in the information. Use the Vocabulary Development activity to teach any unknown vocabulary.

Vocabulary Development

A great deal of vocabulary development is needed to enable learners to talk about themselves and their lives. Learners will need to add words to their vocabulary for family, jobs, interests, places and talents, as well as words to describe personality, feelings and experiences.



Class Dictionary

- Interests
- Personality
- Talents
- Jobs
- Family

Suggested Activities

Divide the class into small groups. Give each group a piece of flip chart paper and one category from the Identity Wheel. Have them write down as many words as they can for that category. Post the pages from each group, then invite everyone to walk around to each poster, read the words and add any additional words they want.

Make copies of the first two identity wheels (About Me in Canada and About Me in my Home Country). Using the categories on the Identity Wheels, ask participants to fill them in for themselves. Help by supplying vocabulary when needed.

Survival English 1: Giving a Basic Description

Review the present tense of the verb to be in the affirmative, negative and interrogative. Have the learners practice using it to talk about their marital status, gender and nationality.

My name is _____.

I am _____. (married, single, widowed).

I am _____. (Vietnamese, Peruvian).

Teach the present tense of the verbs to have, to live, to like in the affirmative, negative and interrogative. Have the learners practice using these verbs to talk about where they live and to give information about their families.

I live in a (house, apartment, trailer).

There are ___ people in my family.

I have ___ children.

I like _____.

I don't like _____.

Suggested Activities

Have the learners practice greeting each other and expressing lack of understanding. Make a list of different greetings and talk about the associated non-verbal communications that typically accompany them (for example: eye contact, smile, firmness of a handshake or distance between the two people). Find out about the different ways participants greet in their culture (kiss, bow, shake hands, etc).

Practice greeting each other. There may be participants in your class who do not shake hands with members of the opposite sex. In that case you can teach a phrase to say when someone offers their hand such as, "I'm sorry, I can't shake hands, but I am happy to meet you."

Survival English 2: Providing Basic Personal Information

Teach the simple past using regular verbs in the affirmative, negative and interrogative. Focus on the verbs to *live*, to *work*, to *play*, to *enjoy*.

live —————> lived

work —————> worked

play —————> played

enjoy —————> enjoyed

Teach the past form for the following irregular verbs.

make —————> made

have —————> had

come —————> came

Have the learners practice with the following drill to give them the language to talk about their transition experience.

I lived in _____. Now I live in _____.

I enjoyed _____. Now I enjoy _____. I still enjoy _____.

I worked as a _____. Now I work as a _____.

Suggested Activities

Using the “**About Me In my Home Country**” identity wheel make sentences using the past tense.

On the left side, make a list of simple descriptive sentences for each participant’s “**About Me in my First Country**” identity wheel. Keep the flip chart for reading practice and review later in the class or in a subsequent lesson. If there is time instructors may consider typing up the language generated and giving it to learners to practice reading on their own.

Dialogue

This dialogue will give learners practice sharing information from their identity wheels. Do one run through as an example and then divide the group into pairs and have them talk about their identity wheels. After 5–10 minutes, rematch learners with new partners and practice the dialogue again. At this point, they can change the dialogue to initiate real conversation.

Learning About Others

A: Hi Maria, can I look at your identity wheel?

B: Yes, you can.

A: Where are you from?

B: I am from Mexico.

A: Were you born in Mexico City?

B: No, I was born in a small town but I moved to Mexico City when I was 10 years old.

A: I see, so you lived in a big city!

B: Yes, very big.

A: I lived in an apartment building. Now I live in a small house.

B: What did you do?

A: I worked in a big company. Now I work in a hotel.



Numbers

Teach questions for asking a person's age. How old are you? When were you born? Talk about when it is appropriate to tell your age (doctor, driver's licence, marriage licence). Explain that many people in Canada (women in particular) do not like to reveal their age to just anyone.

Have the learners ask each other their age (if they are comfortable revealing this). Then have them line up from oldest to youngest.

Teach the question for asking how long someone has lived in one place.

How long have you been in _____?

When did you come to _____?

How long ago did you come to _____?

Have them ask each other how long they have been in _____ and then line up from those who have been here the longest time to the shortest time.

Community Map

There is no Community Map exercise for this module. In Module 5, when you create the Community Map you can revisit the identity wheels from this module and ask participants to put some of their information on the map.

- Home
- Favourite place
- Places they have visited so far

Community Connections

Have the learners fill out the Community Knowledge and Skills Checklist – Part 3 and Part 4, found in the *Roots and Connections* toolkit. You may need to involve an interpreter if you have access to one, to help learners complete the assessment.

About Me in Canada – Identity Wheel

- Interests Personality
- Talents Religion
- Ethnic/cultural group Gender
- Age Education
- Work Nationality
- Friend Family (married, single)

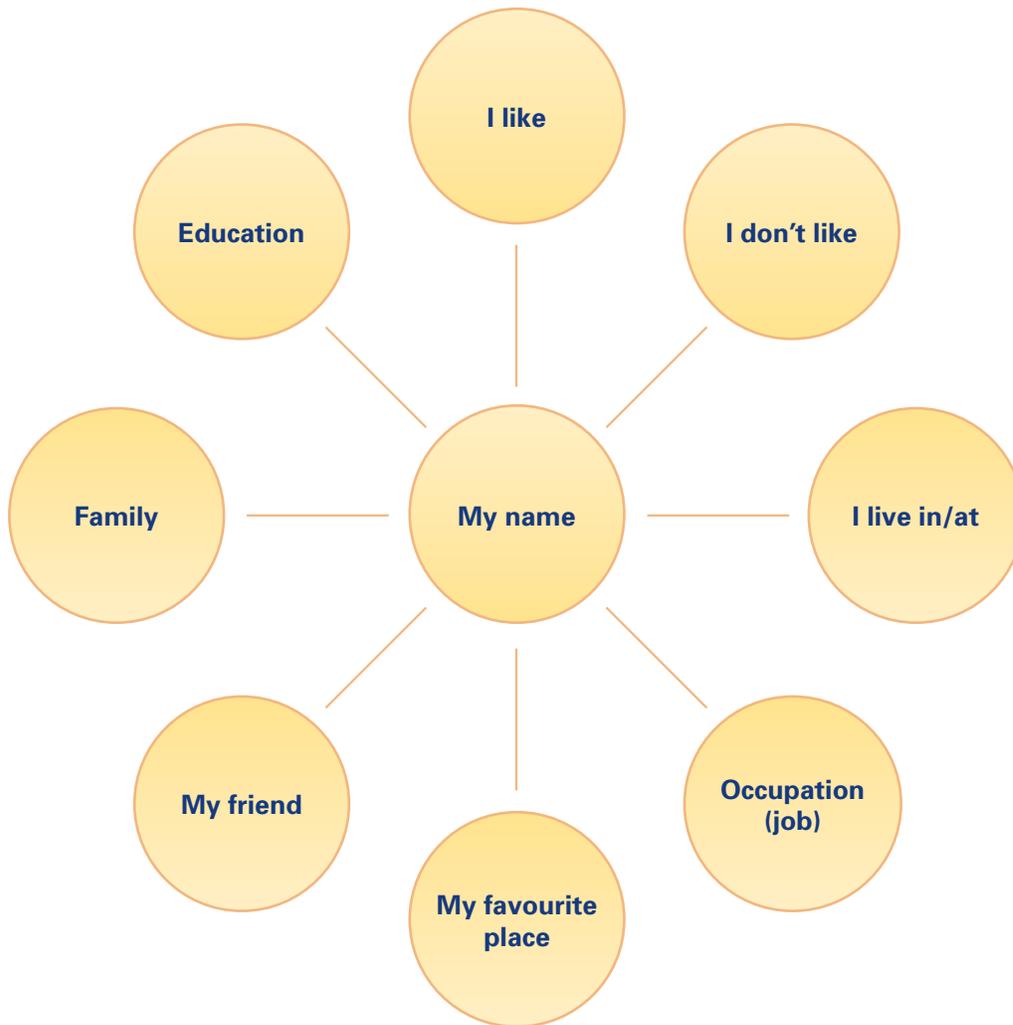


Sentences:

My name is _____.

I live in _____.

About Me in My Home Country – Identity Wheel



Module 3: My Family

Module Outcomes

By the end of Module 3, learners will have:

- Identified vocabulary for talking about family
- Practiced basic survival English for describing family
- Explored similarities and differences between their family life back home and in their new community in Canada
- Compared their cultural identity wheel to the example

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Give a basic description
 - Respond to simple questions with required information
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions, positive and negative commands and requests
 - Identify expressions to attract attention
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify a familiar layout of a place in a simple diagram
 - Identify familiar places on a simple map
 - Locate specific written information

Resources

- Photos of your family
- Ask participants to bring in photos
- English Express at www.englishexpress.ca

Personal Connection

Hand out a copy of the **My Family** identity wheel (found at the end of this module). Participants will fill in their wheel during the vocabulary development activity.

Vocabulary Development

Learners will need vocabulary to describe and talk about their family in many situations, particularly in social settings. Practice pronouncing each category (see class dictionary) and elicit meaning by using the pictures.



Class Dictionary

- husband
- wife
- mother
- father
- daughter
- son
- grandmother
- grandfather
- in-laws
- aunt
- uncle
- cousin
- nephew
- niece
- pet
- cat
- dog
- bird

Suggested Activities

Bring in photos of your family and encourage learners to bring photos of their families.

Use the vocabulary list and look at the photos to fill in names and relationships in the spaces provided on the **My Family** identity wheel. Make new space where needed.



Survival English 1: Asking About Family

Review asking “yes or no” questions using the verbs *to be* and *to have*.

Are you married? Yes, I am.

Are you single? No, I’m not.

I am divorced.

Do you have any children (brothers, sisters)?

I have one child. (I have two children.)

I have one boy (son). I have two boys (sons).

I have one girl (daughter). I have two girls (daughters).

I have one brother. I have two sisters.

Suggested Activities

Use the **My Family** identity wheel. Practice giving information by making a short sentence about each circle using the vocabulary list.

On a flip chart, write sentences for each participant’s identity wheel using the Survival English 1 language structure. Keep the flip chart for reading practice and review.

Example: I have one daughter. Her name is Elena. She likes swimming.



Class Dictionary

- My [son, daughter, husband etc] is . . .
- He/she is . . .
- She/he likes . . .
- She/he doesn’t like . . .
- She/he wants . . .
- She/he doesn’t want . . .
- We . . .

Survival English 2: Asking About Likes, Dislikes and Jobs

Review or teach asking “Wh” questions in the present tense.

What do you like (to do)? I like _____.

I don't like _____.

What kind of work do you do? I'm an auto mechanic.

What do you do? I _____.

Where do you work? I work at _____.

What does your like (to do)? She/he likes _____.

She/he doesn't like _____.

What does he/she do? She/he is a _____.

Suggested Activities

Brainstorm with participants about their work and their families' jobs as well as likes and dislikes. Use a picture dictionary. Practice by doing a substitution drill with the Survival English 2 phrases.



Class Dictionary

Occupations

- auto mechanic
- carpenter
- clerk
- cook
- doctor
- electrician
- engineer
- medical technician
- nurse
- welder



Dialogue

This dialogue will give learners practice sharing information from their identity wheels. Do one run through as an example and then divide the group into pairs and have them talk about their identity wheels. After 5–10 minutes, rematch learners with new partners and practice the dialogue again. By this time they can change the dialogue to initiate real conversation.

Talking About Identity Wheels

A: How many children do you have?

B: I have three children.

A: How old are your children?

B: They are 4, 7 and 9 years old. How about you?

A: I have one daughter. She is 6. How many brothers and sisters do you have?

B: I have four sisters. They live in Mexico City.

A: How about your parents?

B: My father died six years ago and my mother lives with my sister and her family.

A: What do your sisters do?

B: Three stay at home with their children. One sister is a lawyer.

Numbers

Practice talking about age, using numbers from 1–100. Introduce the language from the class dictionary.



Class Dictionary

- infant
- toddler
- child
- teenager
- adult



Suggested Activities

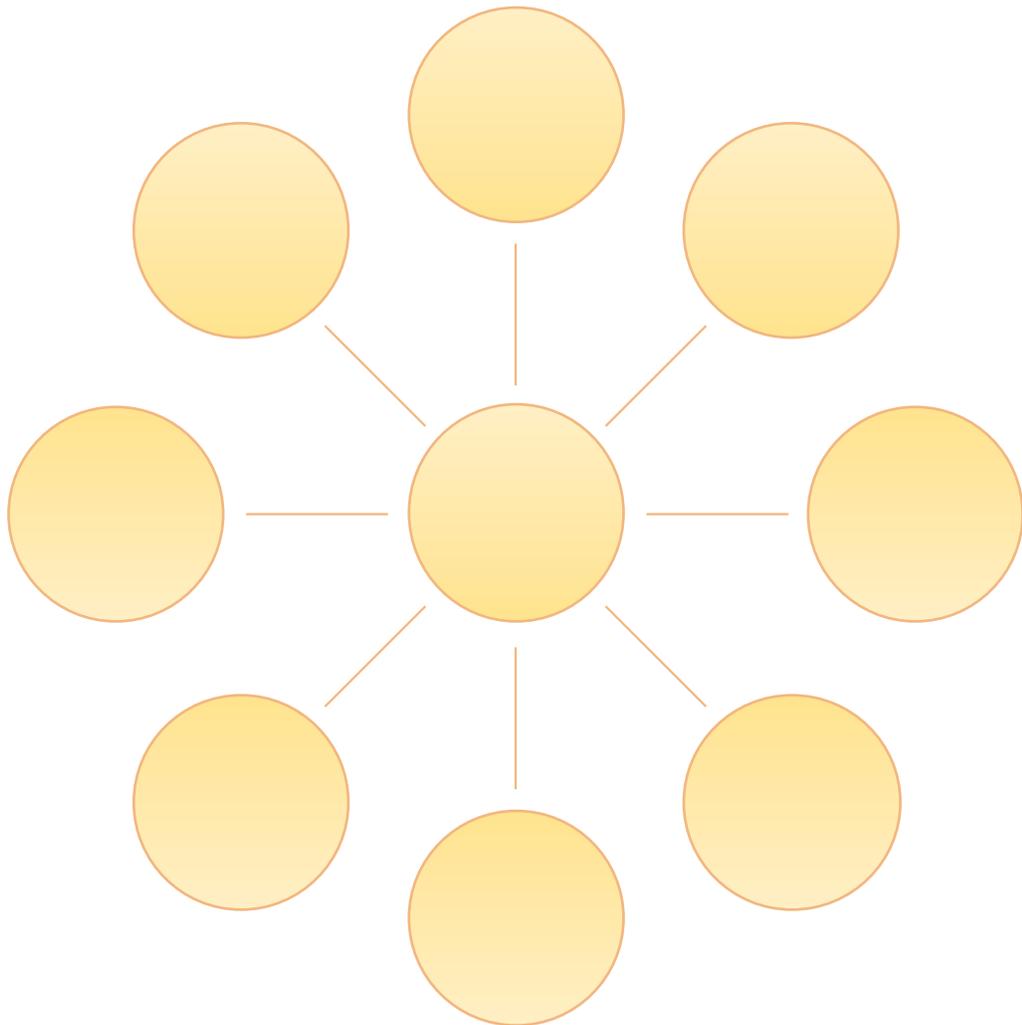
Practice pronunciation and word stress to clearly differentiate between teen numbers and 10s (i.e., fifteen and fifty). In Canada, you become an adult at age 18. Compare this to other traditions.

Community Connections

Have the learners fill out the Community Knowledge and Skills Checklist – Part 5 and Part 6, found in the *Roots and Connections* Toolkit. You may need to involve an interpreter if you have access to one, to help learners complete the assessment.

My Family – Identity Wheel

- Husband
- Wife
- Mother
- Father
- Daughter
- Son
- Brother
- Sister
- Grandmother
- Grandfather
- Aunt
- Uncle
- Cousin
- Nephew
- Mother-in-law
- Father-in-law
- Son-in-law
- Daughter-in-law
- Brother-in-law
- Sister-in-law



Module 4: Where Are You From?

Module Outcomes

By the end of Module 4, learners will have:

- Identified vocabulary for talking about their home country
- Practiced basic survival English for describing places and things
- Explored similarities and differences between their home community and their new community in Canada

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Give a basic description
 - Respond to simple questions with required information
- **Listening**
 - Recognize appeals for repetition and clarification
 - Follow simple instructions and positive and negative commands and requests
 - Identify expressions to attract attention
 - Identify expressions to request assistance
 - Identify specific literal details such as numbers, letters, a few key words and short expressions
- **Reading**
 - Identify a familiar layout of a place in a simple diagram
 - Identify familiar places on a simple map
 - Locate specific written information

Resources

- Copies of identity wheels
- English Express at www.englishexpress.ca

Personal Connections

Hand out a copy of the community identity wheels **My Hometown** and **My New Home** (found at the end of this module). Have the learners fill in the information for each of the suggested categories. Participants will fill in their wheel during the Vocabulary Development activity.

Vocabulary Development

Learners will need to develop vocabulary related to describing places. Develop vocabulary related to the categories on the identity wheels.

Develop vocabulary using opposites:

hot – cold

warm – cool

rich – poor

old – new



Class Dictionary

- capital city
- hometown
- flag
- place
- landmark
- festival
- population
- industry
- product
- famous
- important
- popular
- rural
- urban
- colours (red, blue, white)

Suggested Activities

Make flash cards with words that have opposites. Hold up a card and have learners give the opposite. List any new words on the board. Get the learners to make flash cards for these.

Give a basic sentence such as: "This is a house."

The next learner repeats the sentence but adds one descriptive adjective: "This is an old house." Keep adding to the description.

Learners can list adjectives to describe their hometown. Create a word wall of descriptive words using these categories: size, climate/weather, age, famous or important things, beauty, urban or rural. Have learners describe and draw their national flag.

Survival English 1: Describing a Place

Introduce descriptive adjectives. Teach how to use the comparative form of adjectives.

The climate is hot. The climate in _____ is hotter than the climate in _____ .

The houses are expensive. Here the houses are more expensive than in _____ .

Teach how to make negative statements of comparison.

The climate is not hot. Here the climate is not as hot as _____ .

The climate is not hot. Here it is less hot than in _____ .

Suggested Activities

Ask learners to give one or two adjectives to describe what they have written in their identity wheel circles. Using the categories on the identity wheel, ask participants to make a short sentence about each circle.

Divide a piece of flip chart paper in two. Make a list of descriptive sentences for each participant's identity wheel. Keep the flip chart for reading practice and review.

Dialogue

This dialogue will give learners practice sharing personal information about where they come from. Print the dialogue, leaving blanks for them to complete individually. When they have filled in the information for themselves, have them practice the dialogue with a partner. Each person should have a turn with both parts.

Where Are You From?

A: What is the name of your hometown?

B: I am from _____ .

A: Can you show me on the map?

B: Sure. This is my hometown.

A: Are there any famous landmarks in your hometown?

B: Well, yes. Everyone who visits goes to see _____ .

A: Interesting!

Numbers

Practice saying large numbers.

1000 (one thousand)

10,000 (ten thousand)

1,000,000 (one million)

1,000,000,000 (one billion)



Community Connections

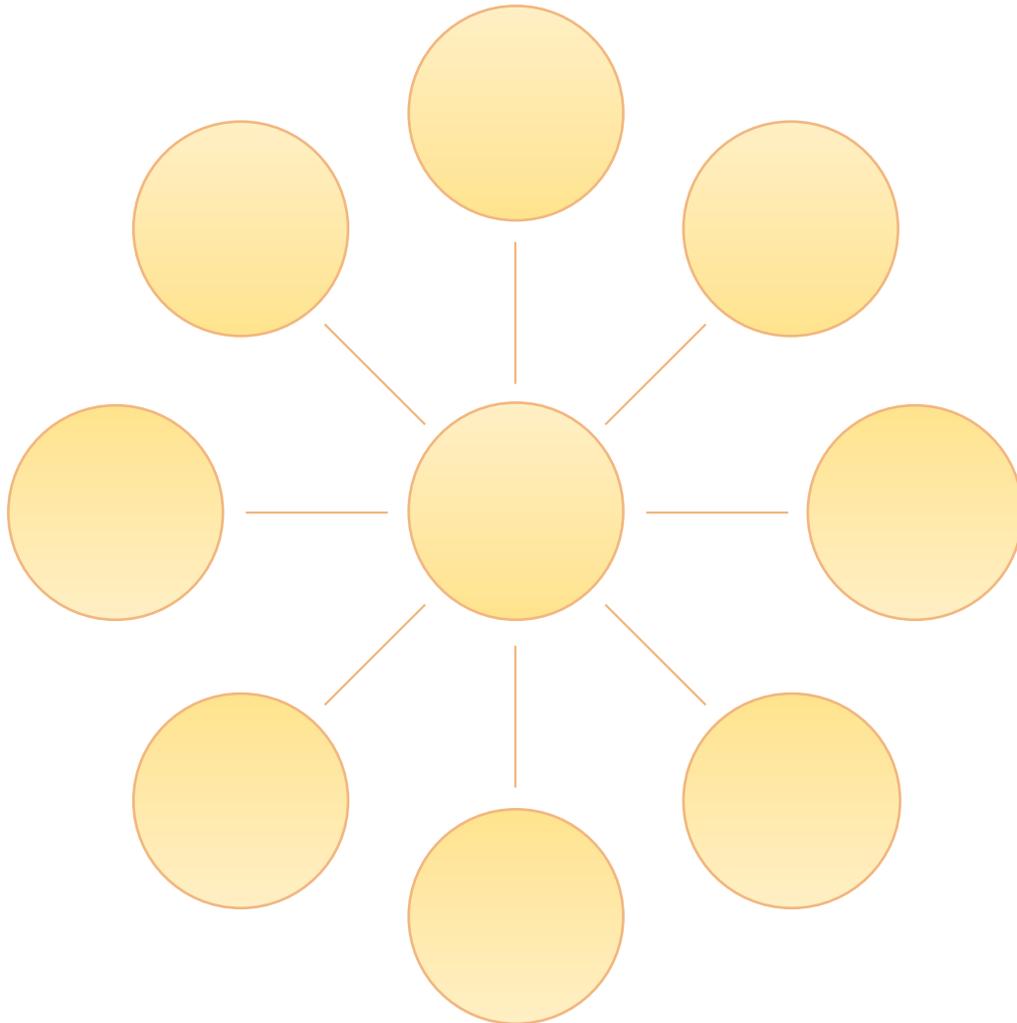
Have the learners fill out the Community Knowledge and Skills Checklist – Part 7 and Part 8, found in the *Roots and Connections* Toolkit. You may need to involve an interpreter if you have access to one, to help learners complete the assessment.

Suggested Activities

Talk about the population of each participant's country and hometown as well as the population of your community.

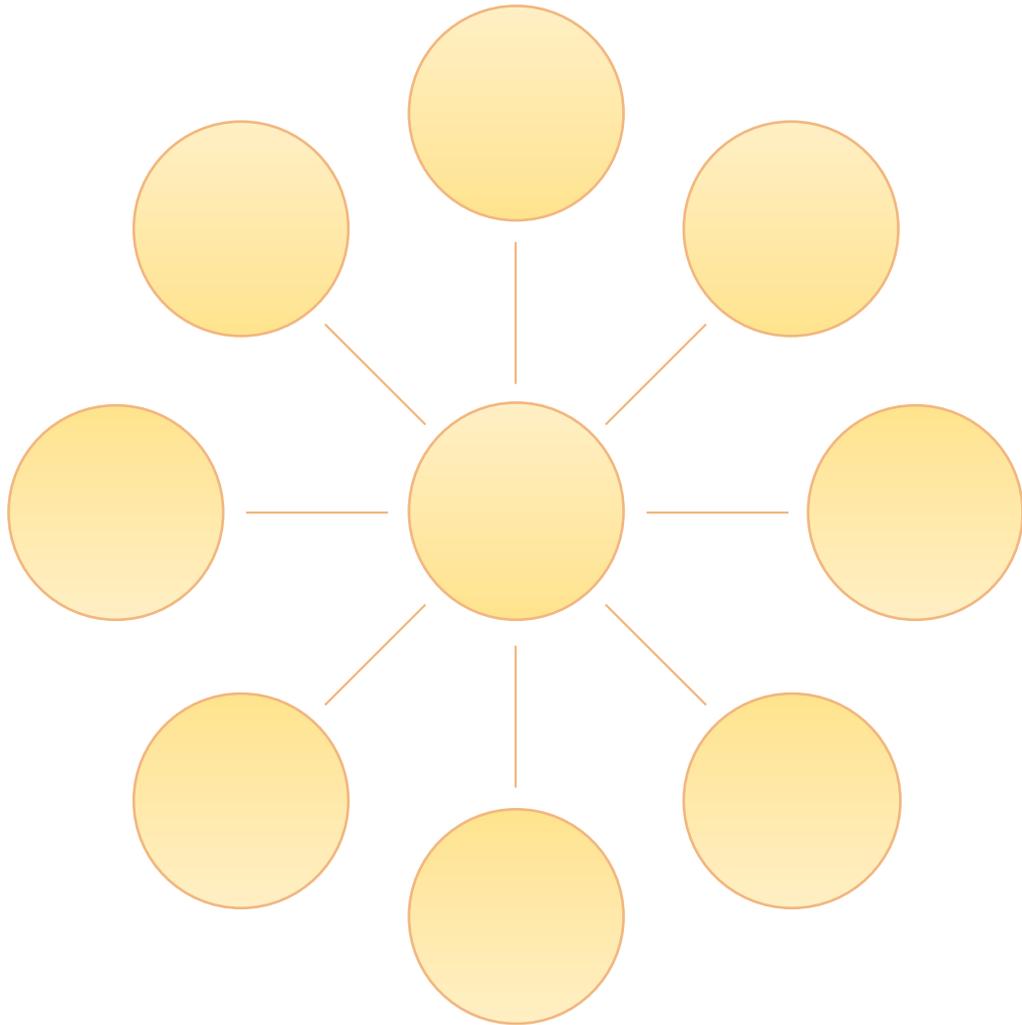
My Hometown – Identity Wheel

- A big city / a small town
- A village
- A famous landmark
- A famous person
- An important person
- Something people are proud of
- Key industry
- A popular meeting spot
- Popular festival



My Country – Identity Wheel (Optional)

- Flag
- An important person
- Capital city
- Famous product
- Popular pastime
- Famous landmark
- Something people are proud of
- Popular tourist spot
- Key industry
- Festivals



Module 5: Community Map

Module Outcomes

By the end of Module 5, learners will have:

- Identified vocabulary for talking about their new community and country
- Practiced basic survival English for describing the community
- Created a Community Map
- Identified characteristics of the community

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Give a basic description
 - Respond to simple questions with required information
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions, positive and negative commands and requests
 - Identify expressions to attract attention
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify a familiar layout of a place in a simple diagram
 - Identify familiar places on a simple map
 - Locate specific written information

Resources

- A map of your community/area
- Community pamphlets
- Coloured pens
- Rulers
- Large sheet of paper
- English Express at www.englishexpress.ca





Personal Connections

Hand out copies of **My New Community** identity wheel and the **Canada** identity wheel. Use the information generated in the comparison activity to fill in each identity wheel.

Vocabulary Development

Brainstorm vocabulary related to the **My New Community** identity wheel and the **Canada** identity wheel. Bring a map that shows key spots in the community. Examine the map and build additional vocabulary.



Class Dictionary

- directions
- north, south, east, west
- close, far away
- block
- distance
- landmarks
- historic site
- monument
- tourist spot
- map
- symbols

Survival English 1: Following Directions

Teach prepositions of location. Include those needed for following directions related to movement.

Suggested Activities

Give some one-sentence commands using prepositions and prepositional phrases of location (across from, beside, near, in front of, behind, next to, around the corner, under, on top of).

Bring in a stuffed toy. Have the learners stand in a circle. Hand the toy to one learner and say "Give the toy to the person **across from you**." The learner who gave the toy must select another learner and give the next instruction such as "Put the toy **under** the table."

Start building a class Community Map. Find a map of your community and enlarge it. These are often available through the town and county offices. If one is not available, then you can draw your own map!

Make the map as big as possible to put up on the wall. Begin by marking the classroom location. Next have the learners mark their home location and add your own.

Look at the **My New Community** identity wheel. Talk about places that are in the community. Have the learners start adding those places to the Community Map.

Survival English 2: Asking Questions

Teach how to ask information questions using the words *what, where, how far, who, when* and *why*.

Suggested Activities

Get the learners to start asking questions about where things are on the Community Map.

Use this language to ask about the new community. Make questions using vocabulary from Module 4.

Hand out individual Community Maps. Have the learners begin to create their own maps. Encourage them to draw landmarks and identifying features.



Dialogue

This dialogue gives the learners some vocabulary to talk about places they have visited and things they have seen. Have them practice in pairs until they are comfortable. Then let them substitute places they have added to their Community Maps. Expand the descriptive adjectives they can use appropriately.

Things to See and Do

A: Have you ever been to the **museum**?

B: Yes, I have. It's really **interesting**.

More Things to See and Do

A: Have you ever been to the **community lake**?

B: No, I haven't.

A: You should go. It's really **beautiful**.

Numbers

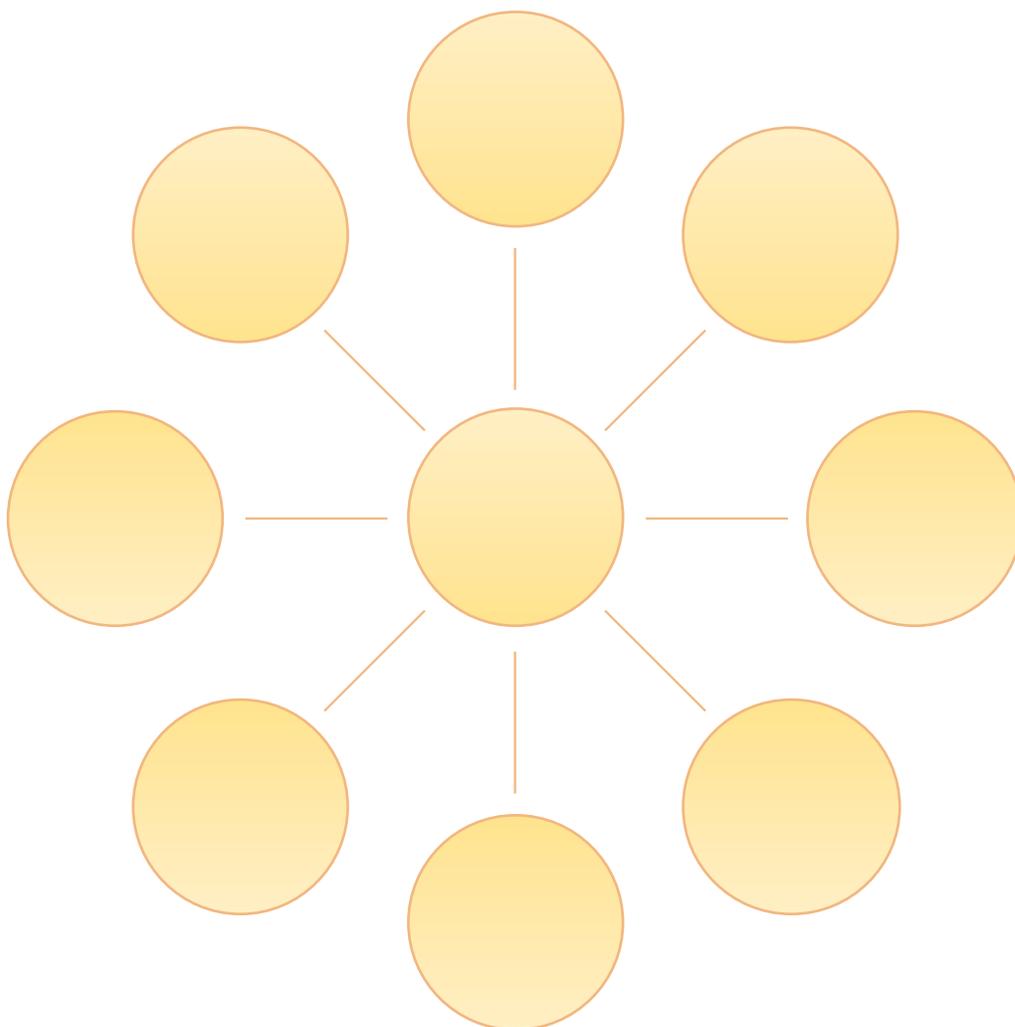
Teach or review ordinal numbers. Practice talking about where to find places on the map using streets, avenues and road allowances.

Community Map

This entire module involves building the Community Map. Once the map is drawn, participants can look at the **My New Community** identity wheel and put information from it on the map.

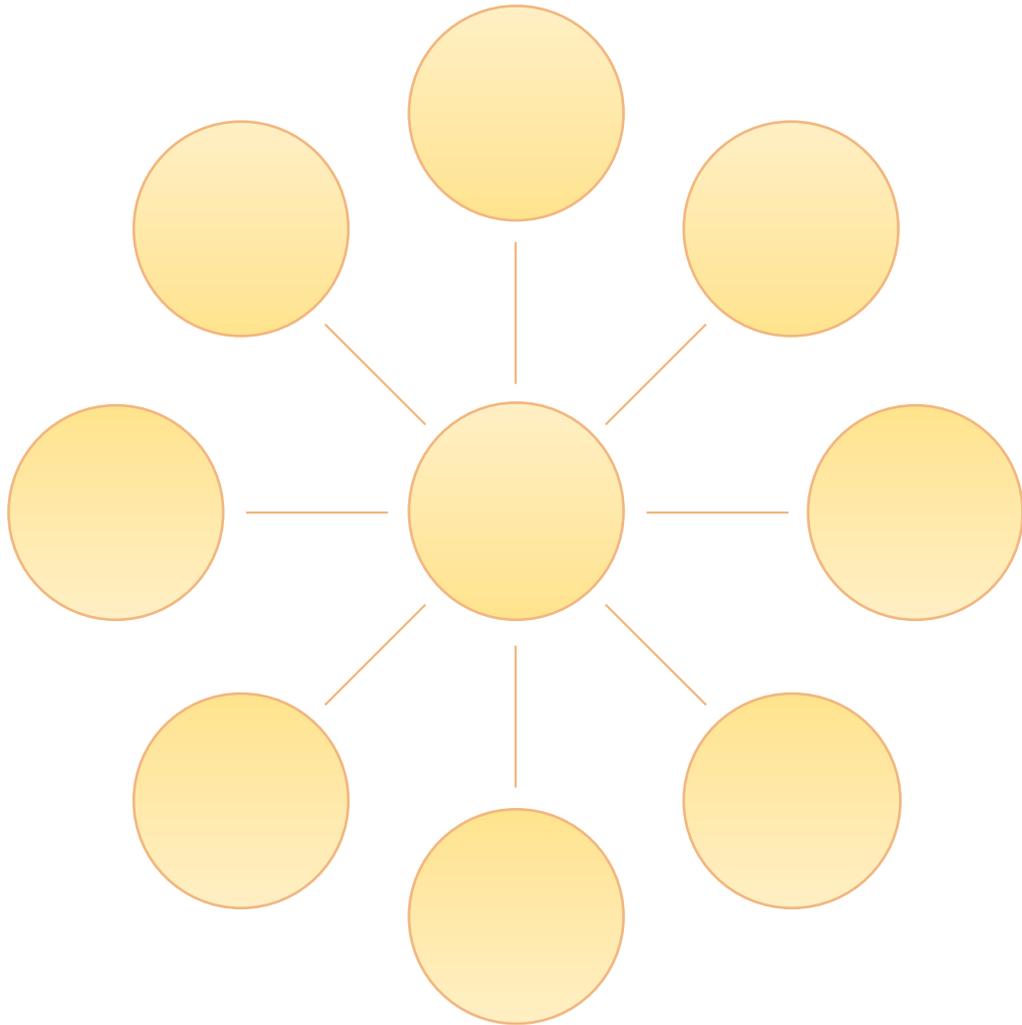
My New Community – Identity Wheel

- The mayor
- An important person
- Historical event
- Famous product
- Popular pastime
- Famous landmark
- Something people are proud of
- Popular tourist spot
- Key industry
- Festivals



Canada– Identity Wheel (Optional)

- Flag
- An important person
- Capital city
- Famous product
- Popular pastime
- Famous landmark
- Something people are proud of
- Popular tourist spot
- Key industry
- Festivals





Community Unit

*A day of reading is
a day of gain; a day
without reading is
ten days of loss.
- Chinese Proverb*

*Men build houses;
women build homes
- American Proverb*

Introduction

This unit addresses “survival” language with a cultural perspective on being a participating member of a community. Instructors are encouraged to be a bridge for newcomers in the community by helping to address both language and cultural barriers. As the instructor, you will explore the topic with learners and discover how culture influences people’s behaviours and expectations around participation in a community. This will require you to reflect on your own assumptions about what is “common” knowledge and what is not.

The goal of this unit is to enhance individuals’ capacity to obtain and understand basic information and access services needed to make appropriate decisions about living in this community.

This unit consists of five modules:

- Module 1: Government
- Module 2: Housing
- Module 3: Library
- Module 4: Getting Around
- Module 5: Garbage and Recycling

Teaching Notes

Each of the modules is structured around teaching notes. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Culture Byte

Traditionally a *community* was defined as a group of interacting people living in a common location. However, the term has evolved to mean a group of individuals who share characteristics, regardless of their location or degree of interaction. Today there are sports communities, religious communities and even virtual communities. If individuals develop the feeling that they belong to a group and they must help the group they belong to, then they develop a sense of community.

The communities we live in are composed of individuals, families and institutions that organize systems, agencies and organizations to work together for the welfare of people within and beyond their borders. Each community is governed by a set of formal laws and unwritten rules. For newcomers, these are some examples of experiences that may be different or new.

1. Elections

In a democratic society such as Canada's, leadership is determined by voting. Every three years there is a municipal election. You must be 18 years old and have resided in Alberta for six months to be able to vote in a municipal election. You are eligible to vote in the area you are residing in on election day. It is important to orient newcomers to the three orders of government as a first step toward their capacity for full participation and active citizenship.

2. Garbage and recycling

Within Canada, the process of garbage disposal varies from one community to another. In some countries, the process is further advanced than in Canada. In other countries, the system of waste disposal is not organized like ours and newcomers will need to learn what is expected for different types of waste. In Alberta there are guidelines for what to do with used batteries, expired medications, broken electronics and other waste material.

Some processes used in Alberta are the blue bag system for recycling (with specific instructions for what can go in); recycling centres; bottle depots; special places to dispose of batteries, tires and oil; recycling fees added to the purchase price of electronics, etc.

3. Tipping

The word tips originated in England from "to insure prompt service." It is now a custom and expectation to tip service providers in restaurants, taxis, hair salons, etc. This custom may be new to some people and can feel a bit intimidating or confusing. People need to know how much, when and who to tip.

4. Housing

Houses around the world have both similarities and differences and reflect cultural norms and values through design and layout as well as expectations for upkeep. Newcomers with a larger cultural distance or those who are unfamiliar with the style of housing in Canada may be unfamiliar with many things about their new home. If you are working with someone with a large cultural distance, then the following examples are areas where the individual may need orientation:

- Familiarity with hot and cold water and how to use the shower
- How to keep a home clean, what cleaning products to use and the dangers associated with chemical cleaners
- How to use the appliances
- Different types of power outlets and light switches
- The importance of the smoke/fire alarm, what it sounds like when it goes off, how to turn it off and how to take care of it
- How to adjust the heating
- Safety in winter, using heaters, reducing drafts and dangers of CO2 poisoning
- Rental contracts, what happens if you get evicted, avoiding a bad reputation (improper upkeep, damage, etc.) and landlord and tenant rights and responsibilities

5. Library services

Newcomers need to know how to get a library card, access the Internet, borrow books in languages other than English, avoid overdue fines, etc.

6. Licensing

Newcomers need to know what requires a licence or permit (pets, car, home renovations, serving alcohol, business, etc.) and where to get that information.

7. Public services

In some countries, it is customary to give gifts or bribes to public officials in order to get things done. This is not the way we do things in Canada. People need to find out the proper procedures for dealing with institutions and know how to ask for help or guidance.

8. Neighbourliness

What are the norms and expectations for getting to know your neighbours? People who come from more collectivist community oriented cultures may find the private individualist lifestyle practiced by many Canadians to be strange and unfriendly. The lines between public and private vary from culture to culture as well as the concept and definitions of friendship and the rules and norms regarding building relationships.

Community Connections

This is an important unit for making connections in the community. Make a brochure using the Sample Brochure found in the Roots and Connections toolkit. Using this brochure, talk to someone involved in government – such as the mayor, reeve, councillor or provincial government representative – and encourage him or her to share information with the class by coming in as a guest speaker.

This will help newcomers know what to expect from government and help to establish a relationship. This will be especially valuable for those newcomers experiencing a very large cultural distance.

Potential Community Facilitators include:

- The mayor, reeve, councillor or other local municipal, provincial or federal official/representative
- Librarian

Other Ideas

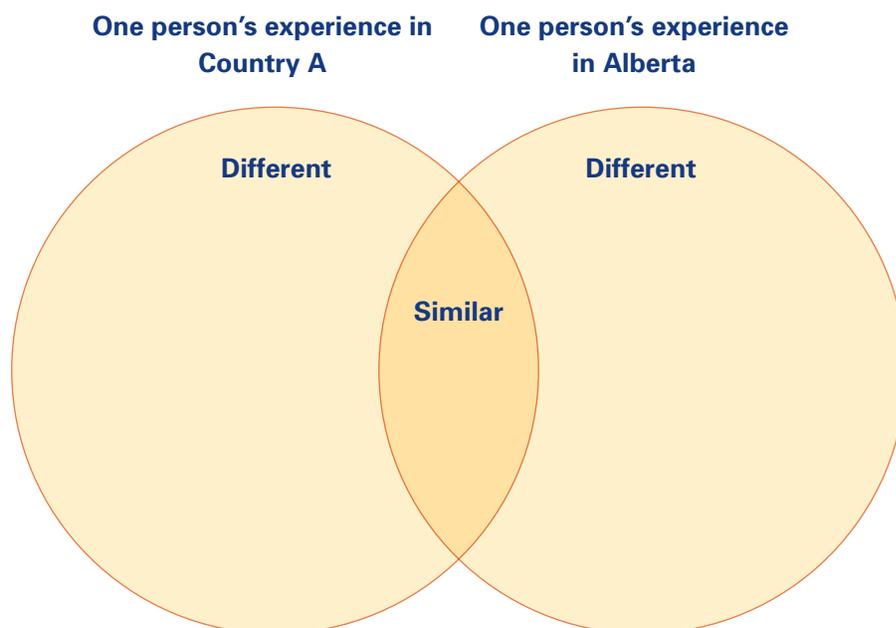
- Go on a field trip to government offices.
- Visit the library and help learners get library cards
- Collect bottles and take them to a bottle recycle depot.
- Provide information to learners about garbage pickup and recycling in your community. If your town or city has a printed schedule or brochure on recycling, bring copies for learners.

Unit Illustration

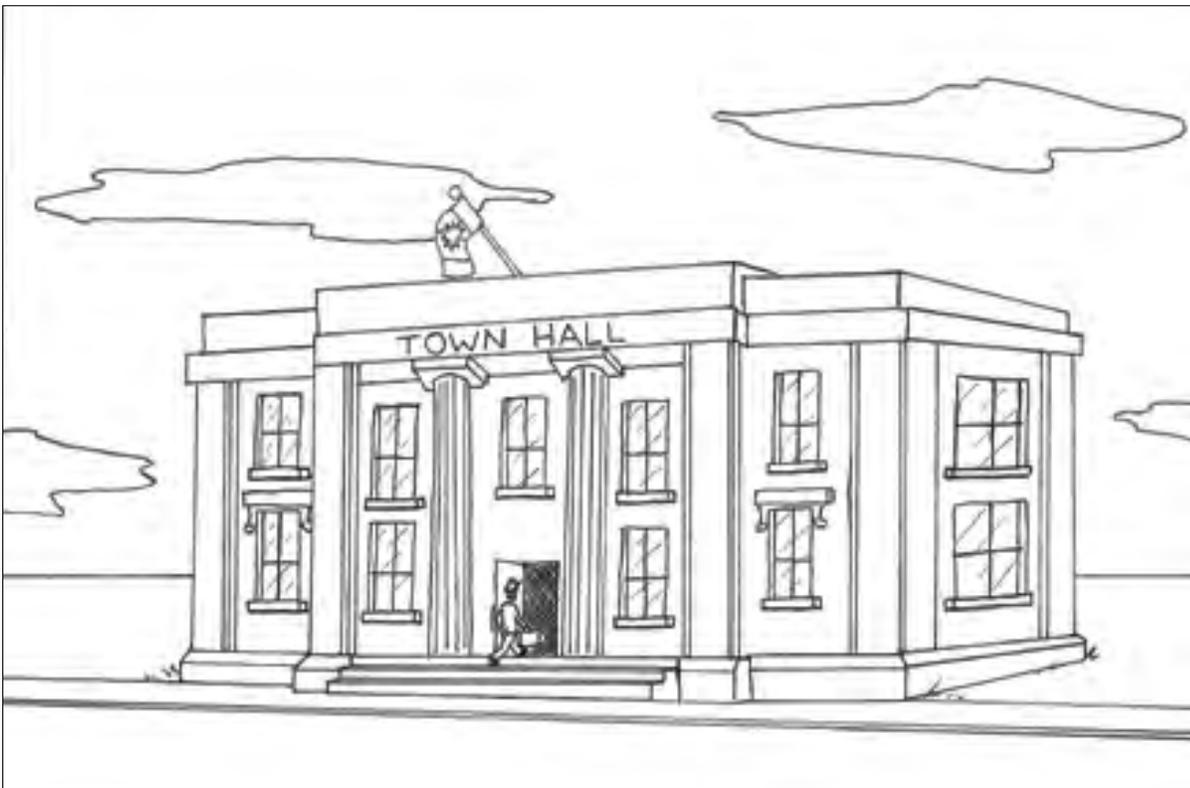
This is an illustration about services in your community. Use the illustration to create a context for the unit topics and to build vocabulary.

- Practice asking questions using the words what, when, where, why, how and who.
- Draw four columns and label them: people, places, things and actions. Describe what you see in the picture and write the observations in the appropriate column.
- Draw a Venn diagram. Ask learners to think about what is similar to their previous experience and what is different.

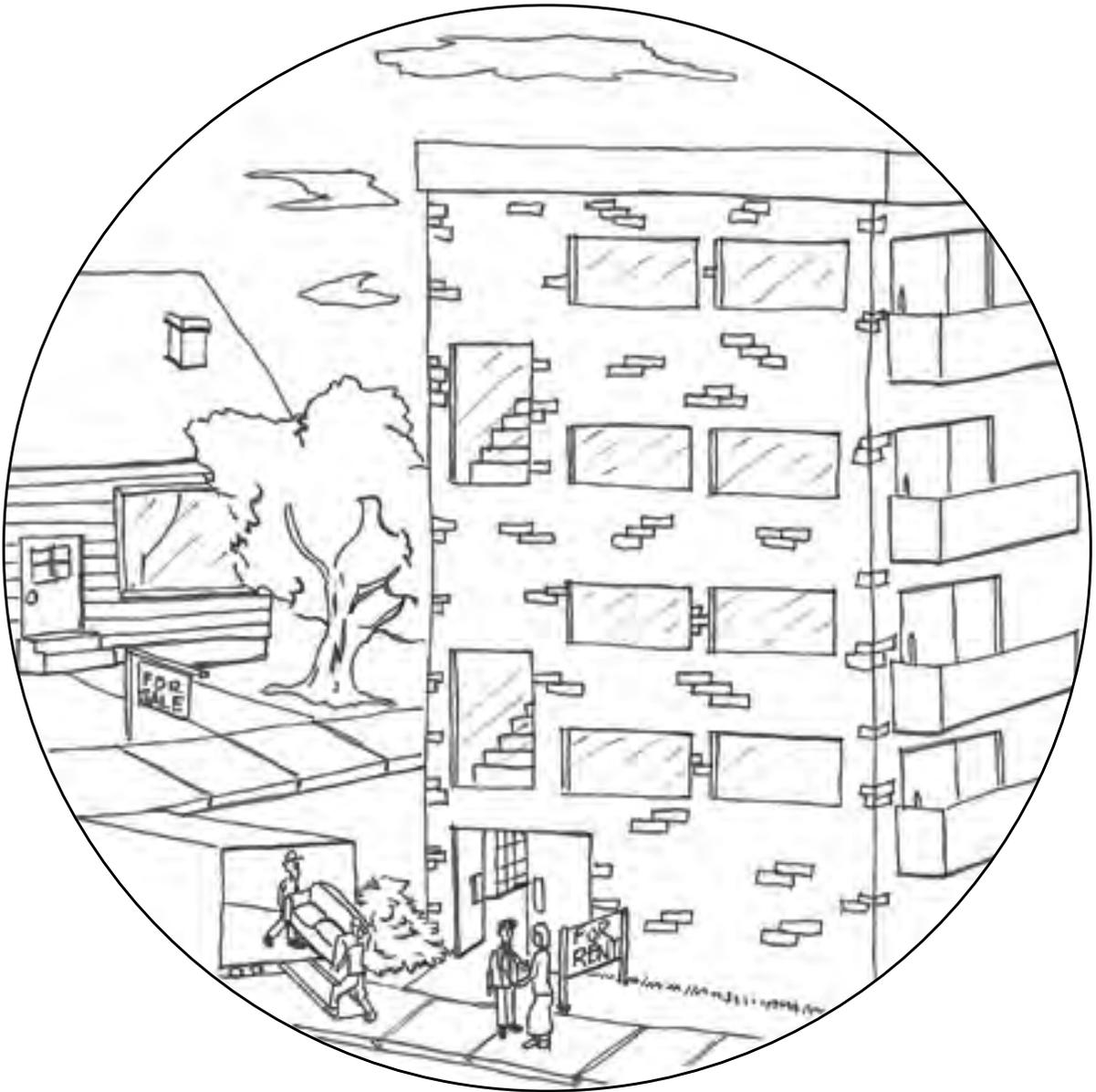
Example of a Venn Diagram:



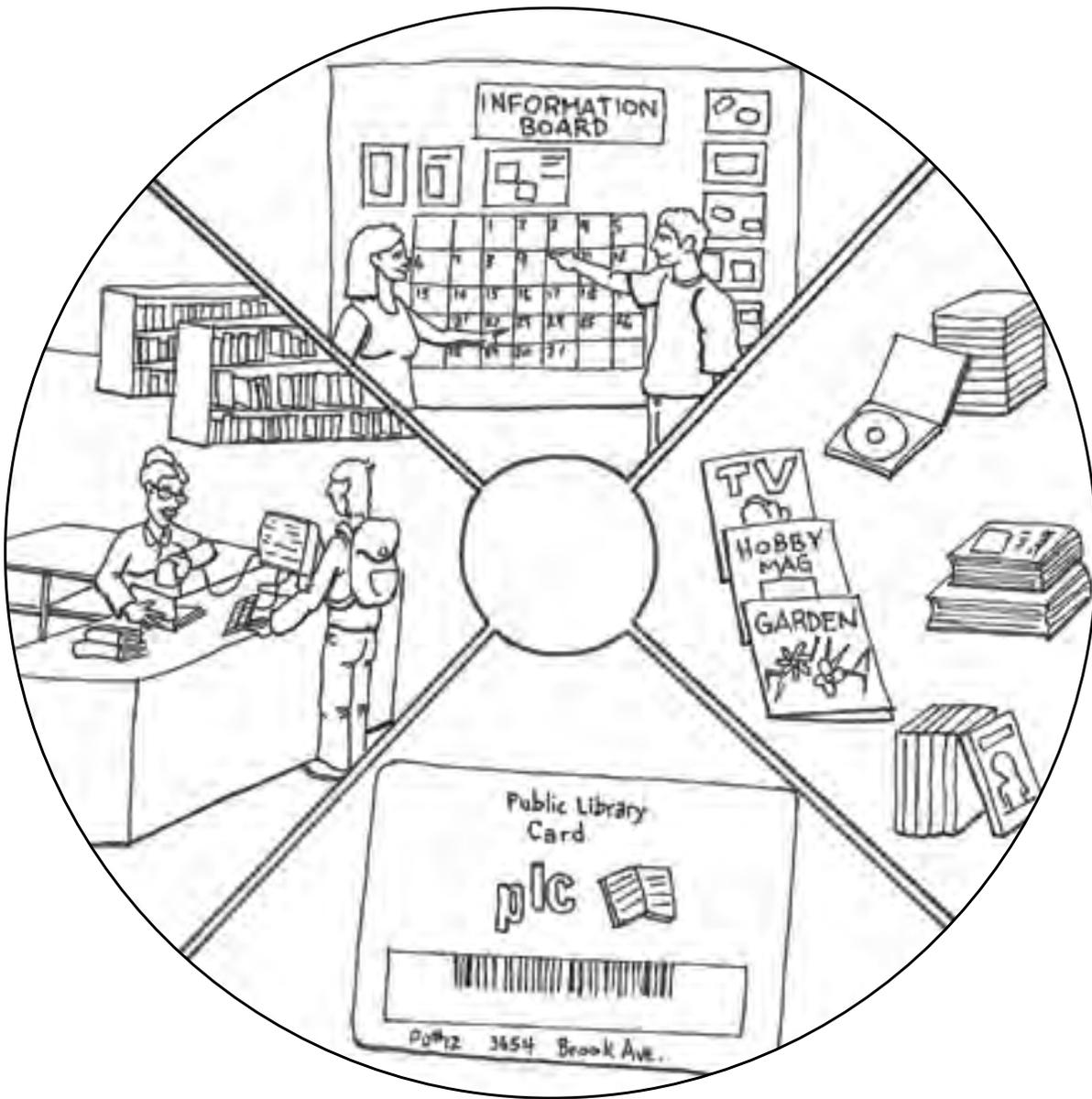
Government



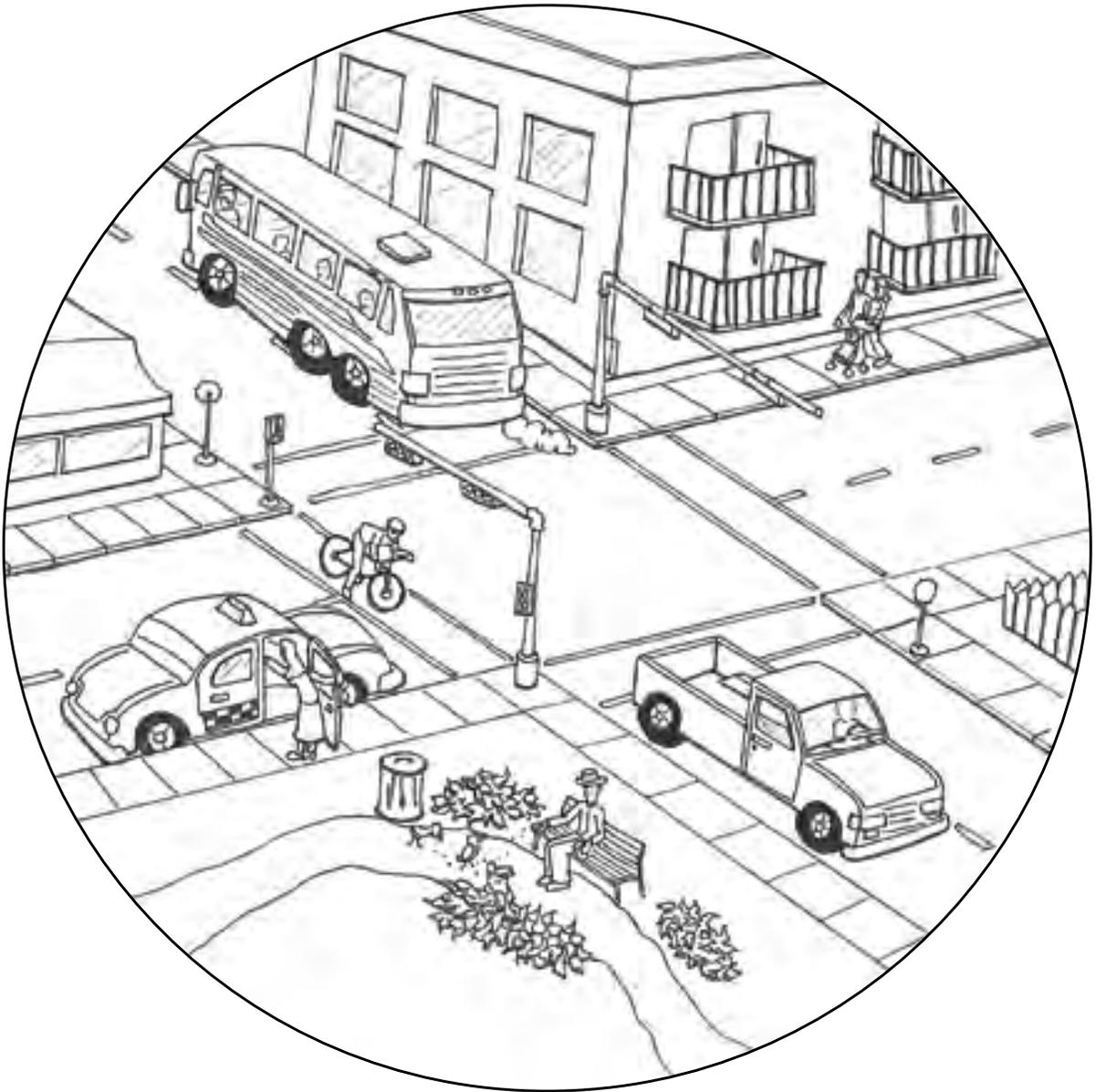
Housing



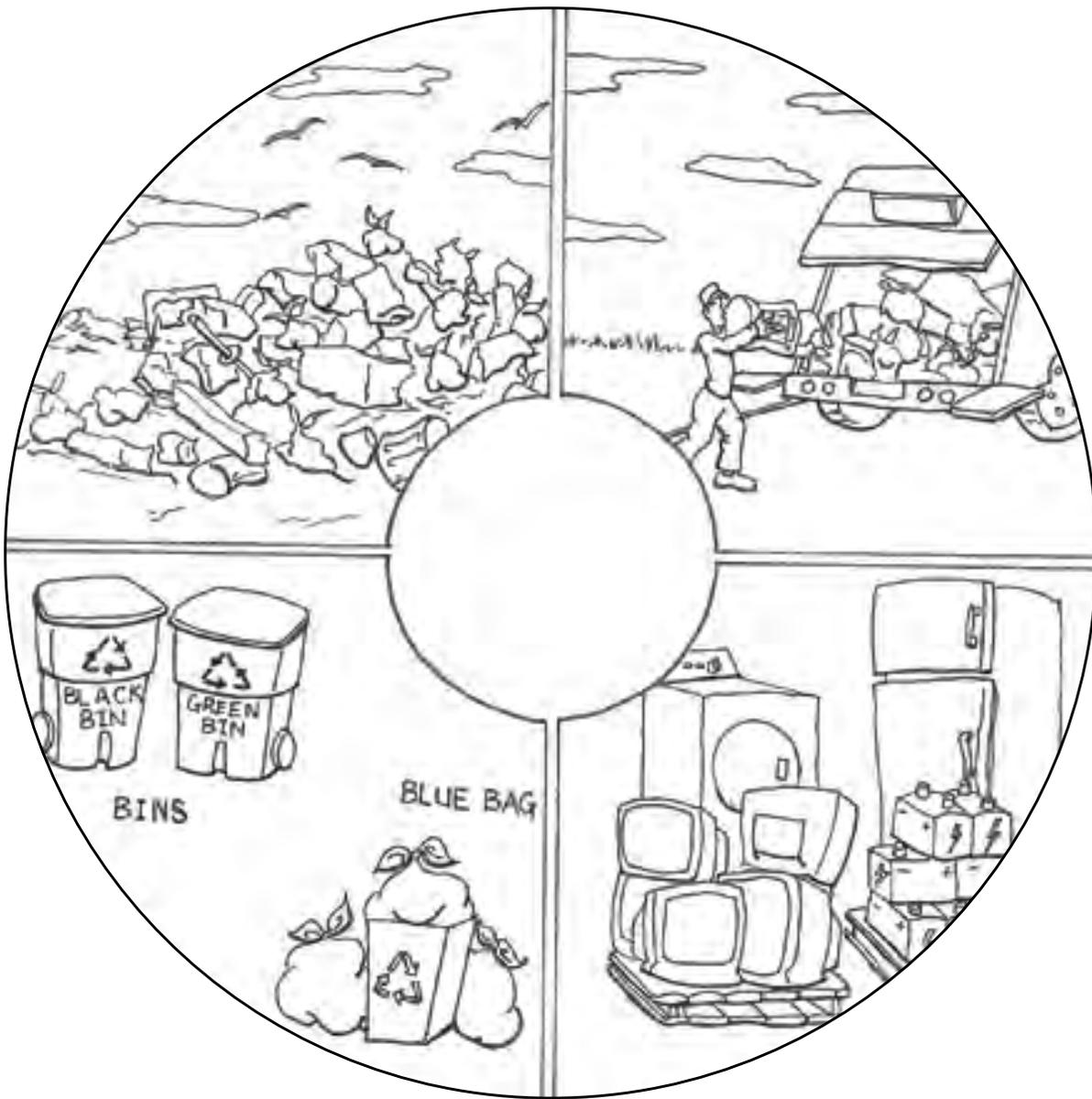
Library



Getting Around



Garbage and Recycling



Module 1: Government

Module 1 Outcomes

By the end of Module 1, learners will have:

- Identified vocabulary for different orders of government
- Practiced basic survival English for interacting as a citizen of the community
- Placed municipal, provincial and federal government offices on the Community Map
- Explored cultural perspectives of local, provincial and federal government

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Greet unfamiliar people
 - Use a few courtesy formulas
 - Use and respond to one-sentence requests and questions
 - Identify expressions
- **Writing**
 - Copy words correctly
 - Answer questions with relevant information
- **Reading**
 - Locate specific written information
 - Get key information from texts

Resources

- A Toolbox of Ideas for Smaller Centres: www.lcavictoria.org/toolbox/EN_toolbox.pdf
- Canadian citizenship site: www.cic.gc.ca
- Alberta Immigration: www.albertacananda.com/immigration
- Canadian citizenship information: www.mavis.ca
- Municipal Affairs: www.municipalaffairs.gov.ab.ca
- Authentic materials such as brochures, maps and written communications
- Local Chamber of Commerce Directory
- Town or city website (lists the services and names of local leaders)
- Central Alberta Immigrant Women's Association: Civic Participation Manual

Personal Connection

Use a blank Venn diagram and/or the Unit Illustration as well as the following questions to have learners make comparisons between their experiences in their own countries and in Canada. How are things the same? How are they different? Record the answers on a flip chart.

- What are the levels of government?
- What does government do for people? What services does each order of government provide?
- What services did your town or city government provide?
- How often did you have elections? Who could vote?
- What do you know about government in Canada?
- Who is your mayor? Who are your councillors?

Vocabulary Development

Look at the flip chart notes and make a list of words related to government at all levels. Use a picture dictionary to expand the list of words. Have learners write the words in their personal dictionaries.

Practice stress patterns for pronouncing multi-syllable words. Have learners identify the number of syllables in the word and then pronounce it with the stress on the correct syllable.

Write a simple definition for a few of the vocabulary words. Do not write the word beside the definition, but put a blank for each letter of the word. Have the learners fill in the correct word.

Example: Local government for small communities _ _ _ _ _

Answer: m u n i c i p a l



Class Dictionary

- government
- federal
- provincial
- county
- municipal
- election
- vote
- mayor
- reeve
- councillors
- taxes
- garbage collection
- roads
- schools
- libraries
- water
- sewer
- parks and recreation
- cemetery

Survival English 1: What Does Government Do?

Teach how to ask simple information questions using the words *who*, *what*, *when*, *where*, *why* and *how*.

Suggested Activities

Have learners take turns on the “hot seat”: answering while other learners ask them questions using the “W” words.

Hand out the paragraph below and have the learners highlight or underline every word they don’t know. Define and discuss the words.

Read the example paragraph to the group. Ask a volunteer to read the paragraphs. Have the learners count how many times they hear the word municipal. Ask a different person to read. This time have the learners count how many times they hear the word mayor.

Example: Municipal Government

The mayor is the head of a municipal government. Councillors help the mayor. Municipal government decides how to run the town and how to spend the town’s money. This government also collects property taxes from everyone who lives in the town and owns property there. The municipal government takes care of

roads, water and sewer, schools, libraries, cemeteries and parks and recreation. Every three years there is a municipal election. You can vote for the mayor and the councillors. You must be a Canadian citizen to vote. You must also live in the town or own property to vote.

Ask the following questions about the reading:

- Who is the head of the government where you live?
- Who must pay property taxes?
- How often is there a local election?
- Who can vote?

Ask the learners to find out the name of the mayor and the councillors. Write the name of your local mayor and councillors on the board or on chart paper. Put this in a very simple chart form to show that the mayor is the head of local government. If possible, find pictures of the mayor and councillors.

Using your local telephone book, make a list of the important municipal government numbers that learners may need to call.

Survival English 2: Going to the Town Hall

Teach phrases for making polite requests.

Could I _____?

I would like to _____, please.

I want to _____, please.

Suggested Activities

Bring in a Chamber of Commerce Directory or print off their web page. Ask the learners questions about the services. Help them find the answers in the brochure. Tailor the activity to fit your community context.

- Does the town clean snow off the roads?
- Does the town have a recycling program?

Brainstorm what you can do in the park or recreation facilities for the town. Find out if you can have a family picnic in the park. Find out what special events the town holds in their recreation facility.

Dialogue

Divide the learners into two groups. Have each group practice their dialogue until they can read it comfortably. Have some of the learners volunteer to read the dialogue to the class.

Dialogue 1: Paying a Bill at the Town Hall

A: Good morning!

B: Hello. I want to pay my water and sewer bill.

A: Sure. How will you pay—debit, credit card, cheque, or cash?

B: With my debit card.

A: Okay. Please enter your PIN number. Do you want a copy of the receipt?

B: Yes, thank you.

A: Have a nice day!

B: You too.





Getting a Dog Licence

A: Good morning! May I help you?

B: I would like to get a dog licence.

A: All right. What kind of a dog do you have?

B: It is a black lab.

A: Male or female?

B: Female.

A: Is the dog spayed?

B: Yes, it is.

A: What is your address?

B: My address is 110 Dovercourt Road.

A: That will be \$60.

Numbers

There is no number activity for this module.

Community Map

Mark the location of the Town Hall or City Hall on the Community Map

Module 2: Housing

Module Outcomes

By the end of Module 2, learners will have:

- Identified vocabulary for housing
- Practiced basic survival English for housing
- Placed the locations of their homes on the Community Map
- Explored cultural perspectives of finding and maintaining a residence

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Greet unfamiliar people
 - Use a few courtesy formulas
 - Indicate communication problems
 - Use and respond to a number of requests
 - Respond to simple questions with required information
 - Use basic time reference
 - Identify factual details in a listening text as required
- **Reading and Writing**
 - Copy words and sentences including capitalization, lower case and punctuation
 - Get information from texts
 - Identify factual details in text as required

Resources

- Picture dictionary such as *The Oxford Picture Dictionary*
- *LINC 2 Classroom Activities*. Edmonton Catholic Regional School Division #40 Department of Lifelong Learning, Edmonton, 2001.

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada.

Ask learners if they are willing to describe the homes where they lived in their native country. With the whole group, ask learners to compare their experiences in their native countries and in Canada. How are they the same? How are they different? Record the answers on a flip chart.

Vocabulary Development

Brainstorm the kinds of places where people live. Make a list on the board. Find out how many people live in apartments.

Use a picture dictionary to identify the rooms and furnishings of a house.

Have the learners record the new words in their personal dictionaries.



Class Dictionary

- house
- home
- residence
- accommodation
- city
- town
- village
- country
- farm
- apartment building
- townhouse
- condominium
- rent
- own

Survival English 1: Places to Live

Review the simple present tense and the simple past tense in the affirmative, negative and interrogative.

Suggested Activities

Make a *Find Someone Who* list with items that relate to where people have lived. Make two statements for each item—one written in the present tense and one in the past tense. The learners must ask each other questions to find someone who fits the description.

Example: Do you live in the city? Did you live in the city?

When they find someone who answers yes, they must ask that person to spell his or her name and then write it on the line.

Example: Maria lives in the city. Steven lived in the city.

Survival English 2: Finding Accommodation

Teach how to read a newspaper advertisement, and how to ask for information using questions with the words what, when, where, how much, how often, how close, how far.

Suggested Activities

Photocopy and hand out some newspaper advertisements for houses and apartments for rent. Ask the learners to go through and circle all the abbreviations. Write the abbreviations on the board and discuss what each stands for.

Ask the learners to imagine they are looking for a place to live. Brainstorm with them all the things they need to consider in order to find a place. Help the learners develop questions they can ask a landlord when inquiring about an advertisement. Have the learners copy the questions into their personal dictionaries for future use.

Some things to consider:

- Number of bedrooms
- Parking
- Appliances, including washer and dryer
- Cost of laundry
- How close to a grocery store or school or work
- What utilities you have to pay
- Play area for children
- Rent
- Pets



Survival English 3: Inquiring About Rental Accommodations

Teach the courtesy strategy of how to ask embedded questions.

Could you tell me **how much the rent is**?

I would like to know/ask **how much the rent is**.

I would like to know/ask if _____.

Suggested Activities

Print the following dialogue and hand it out. Ask two learners to volunteer to read it. Discuss any questions. Hand out the Yes/No questions about the dialogue and have learners answer these questions. Put learners in pairs. Have them try out the dialogue.

Inquiring About Accommodation

A: Good morning. How may I help you?

B: Good morning. We want to rent a two-bedroom apartment.

A: I have a two-bedroom apartment in Building B.

B: Could you tell me how much the rent is per month?

A: The rent is \$850 month.

B: What appliances does it have?

A: It has a refrigerator, a stove and a microwave.

B: I would like to know if it has a washer and dryer.

A: No, I am sorry, but it does not. There is a laundry room that you can use.

B: What utilities are included in the rent?

A: It includes water, heat and cable. It does not include electricity or telephone.

B: Can we have pets?

A: No, you can't.

B: How close are the stores?

A: This is a great location. There is a Fine Foods two blocks from here and the school is around the corner.

Comprehension Questions

- | | |
|--|--------|
| 1. They want to rent a three-bedroom apartment. | Yes/No |
| 2. The apartment comes with three appliances. | Yes/No |
| 3. They will have to do their laundry in the laundry room. | Yes/No |
| 4. The rent is \$850 per year. | Yes/No |
| 5. All utilities are included in the rent. | Yes/No |
| 6. Renters can have cats. | Yes/No |
| 7. The apartment is in a good location. | Yes/No |

Use the advertisements from the last activity. Have learners choose an advertisement and work in pairs to adjust the dialogue to fit their ad and their needs.

Survival English 4: Making Complaints to the Manager

Teach the following phrase for making a complaint:

I'm sorry to bother you, but the _____ is not working.

I'm sorry to bother you, but the _____ is plugged.

Suggested Activities

Brainstorm a list of problems that renters could have. Draw four columns and categorize the problems under them:

Not Working, Broken, Plugged, Other.

Write problems on slips of paper. Get a learner to choose a problem and choose a partner. Have them do a role-play where they phone the apartment manager, John, to ask him to fix the problem. Continue until everyone has had a chance to make a complaint.

Making a complaint

A: Hello, John. This is _____.

John: Hello, _____. How can I help you?

A: My _____ is _____.

John: Oh, I need to fix that. What apartment are you in?

A: I am in _____.

John: When can I come to your apartment?

A: You can come on _____ at __ o'clock.

John: Okay. See you then.

A: Thanks, John. See you.

Dialogue

Ask two learners to volunteer to read the dialogue. Make sure everyone understands it. Have them practice reading it with a partner until they feel comfortable reading it. Have them act it out making substitutions.

Talking About a New Home

A: Hi Anna, How do you like your new townhouse?

B: Hi Clea, we like it a lot. It is bigger than our last place.

A: How big is it?

B: It is a two-storey place and the basement is finished. There are four bedrooms.
The best thing is we have two full bathrooms.

A: How's the parking there?

B: We have a parking pad behind the house for two vehicles.

A: Do you have a fenced yard?

B: Yes, there's lots of room for the children to play. I think we'll plant a garden in the spring.

A: I'm going to come over and see it one day.

B: That will be great.

Numbers

Practice ordinal numbers by drawing diagrams of buildings with many floors. Have learners practice saying what floor someone lives on. Use a street map showing streets and avenues and describe where a place is located using ordinal numbers.

Community Map

Learners can mark the location of their homes on the Community Map. Practice giving directions. Use nearby landmarks to make the directions more clear.



Module 3: Library

Module Objectives

By the end of Module 3, learners will have:

- Identified vocabulary for the library
- Practiced basic survival English for the library
- Placed the library on the Community Map
- Explored cultural perspectives of using the library

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Greet unfamiliar people
 - Use a few courtesy formulas
 - Use and respond to short requests
 - Respond to simple questions with required information
 - Identify factual details in a listening task

Resources

- Picture dictionary such as *The Oxford Picture Dictionary*
- Authentic materials such as library card and a variety of library materials such as books, videos, CDs, magazines, newspapers

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada. Pair up the learners and have them talk about reading.

- Do they enjoy reading?
- Why do they like to read?
- Is it important to read?
- How much time did they spend reading each week when they were in their home country?
- What kind of books did they like to read?
- Where did they get their books?
- Do they read now? Why or why not?

Bring the group together to share their discussions and to talk about their experiences with libraries.

Vocabulary Development

Use the page about libraries from a picture dictionary. Have the group imagine they are going to the library. As they trace their steps from going in to or coming out, brainstorm vocabulary about libraries. Have the learners record the new words in their personal dictionaries.



Class Dictionary

- library
- librarian
- library card
- checkout desk
- take out
- borrow
- lend
- return
- online catalogue
- shelves
- fines
- renew
- ID (identification)

Survival English 1: Getting a Library Card

Teach the present continuous tense in the affirmative, negative and interrogative. I am ing. Are you ing? I'm not ing.

Teach or review asking information questions using the words *who*, *what*, *when*, *where*, *why* and *how*.

Suggested Activities

Ask different learners, "What are you doing?" Have them answer appropriately. Give commands to learners to do some activity. Have them describe what other learners in the class are doing. Example: "Rosa, please write your name on the board." The next learner says, "Rosa is writing on the board."

Look at the Public Library page in a picture dictionary. Have the learners say what the people in the library are doing. Example: He is signing out a book.

Find out what learners need to do to be able to obtain a library card at the local library. Get a copy of an application form for a library card. Show learners how forms are set up. Help them fill in a sample form.

Have the learners match questions with the correct answer. Write the following questions and answers on separate slips

of paper. The questions should be on one colour of paper, and the answers on another. Hand out the strips and have learners find the match for their paper.

- **Where** can I borrow a book? You can borrow a book at the library.
- **Who can** help you find books at the library? The librarian can help you find books.
- **What** do you need so you can to borrow books? You need a library card.
- **When** do you pay a fine? You pay a fine when you don't return your books on time.
- **How** can you locate where a book is in the library? You can find books by using the online catalogue.
- **Where** are the books, magazines and newspapers? They are on the shelves.
- **Where do** you use your library card? You use your library card at the checkout desk.



Survival English 2: Asking for Assistance

Teach phrases used to ask for assistance in finding something.

Excuse me. Could you help me? I'm looking for _____.

Excuse me. Where can I find _____?

Can you please help me find _____?

Review prepositions of location – *beside, under, behind, across from, over.*

Suggested Activities

Model the ways we ask for help. Have the learners practice using the phrases to ask for help finding something in the classroom.

Role-play being in a library. Practice asking the librarian for help in finding different things. Examples: dictionaries, English as a second language books, cookbooks, maps, love stories, westerns, mysteries, magazines, movies, CDs.

Excuse me. Where can I find _____?

They're beside the _____. They're on the far wall. They're in the 700 section.

Dialogue

Ask a learner to volunteer to read the dialogue with you. Put learners into pairs to practice the dialogue until they are comfortable reading it. Substitute movies or CDs for books.

Dialogue: Asking for Information

Librarian: How may I help you?

Tim: I have some questions about the library.

Librarian: Okay.

Tim: How many books can I take out?

Librarian: You may borrow 10 books.

Tim: How long can I keep the books?

Librarian: You can have them for three weeks. You can renew a book once. So that makes a maximum of six weeks.

Tim: Okay. What if I return the books late?

Librarian: You will have to pay a library fine.

Tim: Thank you for your help.

Numbers

Find out what the fines are for materials that are returned late at your local library. Calculate how much a person would be charged if he or she returned a book five days late. Calculate how much the fine is for a movie returned a week late.

Community Map

Mark the public library on the Community Map.

Module 4: Getting Around

Module Outcomes

By the end of Module 4, learners will have:

- Identified vocabulary for getting around
- Practiced basic survival English for getting around
- Placed locations or telephone numbers for local transportation services on the Community Map
- Explored cultural perspectives of getting around

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Listening and Speaking**
 - Use a few courtesy formulas
 - Indicate and understand communication problems
 - Use and respond to commands and requests
 - Respond to simple questions with required information
 - Use basic expressions of location and movement
- **Reading and Writing**
 - Identify and write familiar places on a simple map

Resources

- Picture dictionary such as *The Oxford Picture Dictionary*

Teaching Notes

Each of the components in this module is presented here through Teaching Notes. These Teaching Notes are a combination of a class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Personal Connections

Use a blank Venn diagram and the following questions to get learners thinking about experiences in their native countries and in Canada. How are they the same? How are they different? Record the answers on a flip chart.

- Is it easy to get around your community? Why or why not?
- Was it easier to find places in your native country? Why or why not?
- Do you use landmarks to find places in your community?
- Did you use landmarks to find places in your native country?
- Do you use directions (north, south, east and west) to find locations?

Vocabulary Development

Use pages from a picture dictionary that show buildings or vocabulary for the city. Name the buildings and other landmarks and add them to the vocabulary list. Identify similar places in your community. Practice pronouncing the words.

Ask the learners to write a list of all the types of transportation they can think of. See who had the most. Have them share their lists. Come up with a master list.

Have the learners record the new words in their personal dictionaries.



Class Dictionary

- directions
- north, south, east, west
- landmarks
- buildings
- prepositions of location
- block
- plaza

Survival English 1: Finding Your Way Around

Review prepositions of location and other words for directing someone to a specific location: on, beside, across from, next to, near, around the corner, opposite, kitty-corner, two doors down from, etc.

Suggested Activities

Practice using prepositions to tell where things are in the classroom.

Bring in a large street map of your town or neighbourhood. Write the names of community buildings and landmarks on the map (or attach a picture of the building). Make sure to include the Town Hall and the library as well as service stations and businesses. Practice asking for and giving directions. Get the learners to trace the directions you give on the large map.

Example: Where is the library?

The library is on Main Street beside the Post Office.

Next, practice giving directions using the words north, south, east and west. Tape the direction on the appropriate wall in the room. Explain go straight, turn right and turn left. With these directions established, you can do a "Total Physical Response" activity by asking learners to follow your instructions.

Example: Walk north. Turn right. Go straight.

Have learners draw a simple map of their community or use their individual community maps. Put major landmarks on the map. Label important roads. Add directions north, south, east and west. Put an X where they live. Circle the location of the building they are currently in.

Put learners in pairs and have them give directions for the following:

1. Explain how to get from the building you are now in to your home.
2. Explain how to get from the building you are now in to the hospital.
3. Explain how to get from your home to the Post Office.
4. Explain how to get from the Town Hall to the library.
5. Explain how to get from your home to your partner's home.

Get Alberta road maps. Teach learners how to read the legend on the map. Ask them to talk about where their town is in relation to Edmonton, Calgary, Vancouver and the USA.

Survival 2: Methods of Transportation

Teach the simple past forms of the following verbs associated with transportation:

- ride —————> rode
- drive —————> drove
- fly —————> flew
- take —————> took

Suggested Activities

Draw a chart with these categories on the board: *drive, ride, take*.

Discuss how we get around. Decide which verb we use with the different types of transportation.

In pairs, have learners make a present tense sentence with the method of travel and the verb and then a past tense sentence. For example: I ride my bike every day. I rode my bike yesterday.

Prepare a conversation matrix that lists methods of transportation in Column 1. Help the learners develop appropriate Yes/No questions for Column 2 to find out if people use that method of transportation. The learner will answer the questions for themselves in Column 3. Next the learner asks someone else the questions and records the response.

	Question	Self	Other
bike	Do you ride a bike?		
car			
truck			
taxi			
bus			
train			
plane			
boat			



Survival English 3: Accessing Transportation

Teach some phrases for asking for a taxi.

I would like to _____.

Could you please send a _____.

I need _____.

Practice giving addresses and phone numbers. Teach phrases for clarifying communication:

Could you please repeat that?

I'm sorry, I don't understand.

Could you please speak more slowly?

Suggested Activities

Role-play calling for a taxi. Together, create a dialogue using the phrases.

Practice the conversation.

Prepare a list of addresses (where a person will be picked up) and hand them out to learners. Put learners in pairs. Get them to sit back-to-back and practice the dialogue.

Learners who are playing the taxi company receiving the call should write down the address they hear. Check to see if the address is correct. Switch addresses and roles.

Dialogue

Using the map of your community, have learners direct a taxi driver from Point A to Point B. Have pairs do their role-play for the group.

Dialogue: Taking a Taxi

Passenger: Hello.

Taxi driver: Hello. Where do you want to go?

Passenger: I want to go to _____.

Taxi driver: Could you please repeat that?

Passenger: I want to go to _____. Drive two blocks north and turn left beside the Petrocan.

Taxi driver: Okay.

(After reaching the destination)

Taxi driver: That will be \$15.50.

Passenger: Okay. Thank you. Here is a \$2.00 tip.

Taxi driver: Thanks!

Passenger: Bye.

Taxi driver: Goodbye.

Numbers

Compare the costs of different types of transportation available in your community such as taxi, Greyhound bus, Red Arrow bus, train and plane.

Community Map

Mark the location of various transportation stations or depots on your Community Map.

Module 5: Garbage and Recycling

Module Objectives

By the end of Module 5, learners will have:

- Identified vocabulary for garbage and recycling
- Practiced basic survival English for garbage and recycling
- Placed garbage and recycling locations on the Community Map
- Explored cultural perspectives of garbage disposal and recycling

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Greet unfamiliar people
 - Use a few courtesy formulas
 - Use and respond appropriately to requests
 - Respond to simple questions with required information
- **Writing**
 - Copy words
- **Reading**
 - Locate specific written information
 - Scan text to find specific details

Resources

- Picture dictionary such as *The Oxford Picture Dictionary*
- Town or city website: waste management information
- Authentic materials such as recycle symbol and blue bags
- Items to demonstrate the difference between recyclables and garbage (can, glass jar, paper, cardboard, plastic bag, plastic jug, styrofoam egg carton, paper egg carton, potato chip bag, soiled plastic)

Personal Connections

Discuss the concept of recycling and why it is stressed today. Using a blank Venn diagram and/or the Unit Illustration as well as the following questions, have learners make comparisons between their experiences in their own countries and in Canada. How are they the same? How are they different? Record the answers on a flip chart.

- How much garbage do you generate per week?
- How is this different from where you lived before? Why is it different?
- Is recycling important?
- Do you recycle? What do you recycle?
- Do people recycle in your native country?
- Do products have more packaging in Canada than in your native country?
- On average, do you think Canadians produce more garbage per week than people in your first country?
- What does your new community do for recycling?

Vocabulary Development

Introduce the vocabulary. Ask learners to identify the words they already know. Explain any new words using a picture dictionary. Ask the learners to write the new words in their personal dictionaries.



Class Dictionary

- waste
- garbage
- dispose of
- throw away
- dump
- trash
- landfill
- recycle
- blue bags
- blue boxes
- residential
- garbage bin/can

Survival English 1: Asking About Garbage Pickup

Teach or review asking information questions using the words *what, when, where, how and why*.

Suggested Activities

Print and make copies of the website page or use the community directory that gives information on garbage pickup for your town or city. Have the learners work in pairs and ask each other questions about the service.

- When is garbage pickup?
- What time does the truck come?
- Where do you put your garbage?
- How much does it cost?

Find out what the community does with its garbage.

Survival English 2: What Can You Recycle?

Teach the phrasal verb *to be made of*.

What are _____ made of?

They are made of _____.

Teach the modal verb *can* and *can't*.

Suggested Activities

Show pictures or real examples of a glass, plastic, cardboard, paper, cotton, wood and metal containers and products.

Have the learners work in pairs and ask each other questions, e.g.:

- What is this (are these) made of?
It is (they are) made of _____.

Play "Think on Your Feet." Have learners stand in a circle. One person says a category such as plastic and then throws the ball to another person who must think of a recyclable item that is made of plastic. Continue with other categories. Try to keep the ball moving as quickly as possible.

Use a recycle poster or brochure to decide what can be recycled. Hold up a picture, a sample, or the following list and ask: Can you recycle this (these)? Have the learners reply based on the brochure: Yes, you can. (No, you can't.)

toys	cardboard egg carton
phone book	styrofoam cup
plastic shampoo bottle	food scraps
clothing	leaves and grass
plastic bread bag	dirty plastic milk jug
soup can	greasy paper box
broken glass	mirror
disposable diapers	cereal box

Brainstorm examples of the foods that come in each container. Write all of the words and their containers on the board or on flip chart paper. Have the learners copy the sentences and answer the question in writing. Jars are glass. What comes in jars? Bottles are _____.

Print the list of containers on separate slips of paper and hand them out to the learners. Draw a grid with the following categories on the board. Let the learners place their container in the right category.

Paper	Metal	Plastic	Glass
sour cream container	soup can	milk jug	frozen vegetables bag
egg carton	telephone book	cereal box	coffee can
spice jar	newspaper	oil bottle	juice jug
Ketchup bottle	six-pack of pop	spaghetti box	cookie package
wine bottle	yogurt container		



Dialogue

Put learners into pairs to practice the dialogue of this scenario: A new resident calls the Town Hall to ask about the garbage pickup schedule and recycling. Have several pairs perform the dialogue for the rest of the class.

Asking About the Garbage Pickup Schedule

A: Good afternoon, Town Hall. How may I help you?

B: Good afternoon. Can you please tell me what day my garbage will be picked up?

A: Garbage day is Thursday. Put your garbage on the curb in front of your house by 7 AM.

B: Do you pick up recycling too?

A: No, we do not pick up recycling. You have to take your recycling to the recycling bins.

B: Can I put my recycling in a blue bag?

A: No. You have to sort the paper, plastics and metal at the recycling bins.

B: Thank you.

A: You are very welcome! Goodbye.

B: Bye.

Numbers

Find out how much the local bottle depot pays for beverage containers. Try to copy a price list for each learner. Explain the word dozen. Calculate how much a person would receive if he took in two dozen pop cans, a wine bottle and a small glass juice bottle. Practice this calculation based on other combinations of bottles and cans that can be returned.

Community Map

Mark the local landfill, bottle depot and recycle collection sites on the Community Map.



Education Unit

*Seek education
from the cradle
to the grave.
– Arabic Proverb*

*A child without
education, is like a
bird without wings.
– Tibetan Proverb*

Introduction

This unit addresses “survival” language with a cultural perspective on education specifically for parents. Note: Your learners may also want more information on adult education opportunities. For more information contact your local Community Adult Learning Council or visit Alberta Learning Information Service (alis.alberta.ca)

Instructors are encouraged to be a bridge for newcomers in the community by helping to address both language and cultural barriers. As the instructor, you will explore the topic with learners and discover how culture influences people’s beliefs and behaviours related to various aspects of education. This will challenge you to reflect on your own assumptions about what is “common” knowledge and what is not.

The goal of this unit is to enhance individuals’ capacity to obtain and understand basic information, and access services needed to:

- make appropriate decisions about children’s education
- interact in educational settings.

This unit consists of five modules:

- Module 1: Preparing for School
- Module 2: A Day in the Life of a Student
- Module 3: School Routines
- Module 4: Communicating with the School
- Module 5: Parent-Teacher Interviews

Teaching Notes

Each of the modules is structured around teaching notes including: class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.



Culture Byte

Beliefs about the purpose of education vary even within one cultural group. No single definition of *education* is agreed upon by all, or even most, educators. The meanings they attach to the word relate to complex beliefs arising from their own values and experiences. There are, however, some patterns that distinguish values and beliefs about education from one culture to another. In this Culture Byte we will explore some of the ways culture impacts education and how this plays out in the family.

For many families, the reason to move is to provide a better future for their children. There is pressure on the children to succeed in order to realize the parents' dreams. The generation gap between parents and children can be difficult for newcomers to Canada. While adults do change, they keep with them many of the attitudes, beliefs and values they learned as children in their country of origin. However their children, who grow up in Canada, tend to adopt a more Canadian viewpoint. This can make parents feel alienated from their children and can create tension.

The children of newcomers face the difficulty of being expected to conform to patterns of behaviour from their country of origin at home, while conforming to Canadian norms at school. They must find a balance between respect for family traditions and the pressure to conform at school. This process takes time, patience and understanding.

Many students come from cultures that value more traditional schooling in which memorization and accuracy are measured through testing. Children learn not to question authority, teachers take a more authoritarian role and play is considered to be fooling around and not part of serious study. In some countries, the school and teachers play a central role in discipline and education is left entirely up to the school.

In Canadian educational settings, newcomers are likely to notice a focus on individual thought, problem solving, creative thinking and questioning in an informal classroom structure. They may wonder if their children are receiving what they understand to be a "good education."

The amount and type of participation in their child's education expected from parents both in the school and at home may be different for newcomers to your community. Teaching choices and behaviours reflect cultural values and in the Canadian schooling system, newcomers may see these values expressed through behaviour. Newcomers may feel confused or frustrated due to a contrast between their beliefs and expectations about "good education" and what they see happening.

 **Community Connections**

This unit will help learners make connections with schools and educational institutions in the community and develop knowledge for interacting in educational settings. Make a brochure using the Sample Brochure found in the Roots and Connections toolkit. Using this brochure, talk to people at local schools—elementary, secondary and post-secondary and encourage them to be Community Facilitators. In this role, they may either host a tour of their school or teaching facility, or come in as a guest speaker.

This will be especially valuable for newcomers experiencing a very large cultural distance. Potential Community Facilitators include:

- K–12 school teacher or principal
- Community college instructor
- School board member or advisory board member

Other Ideas

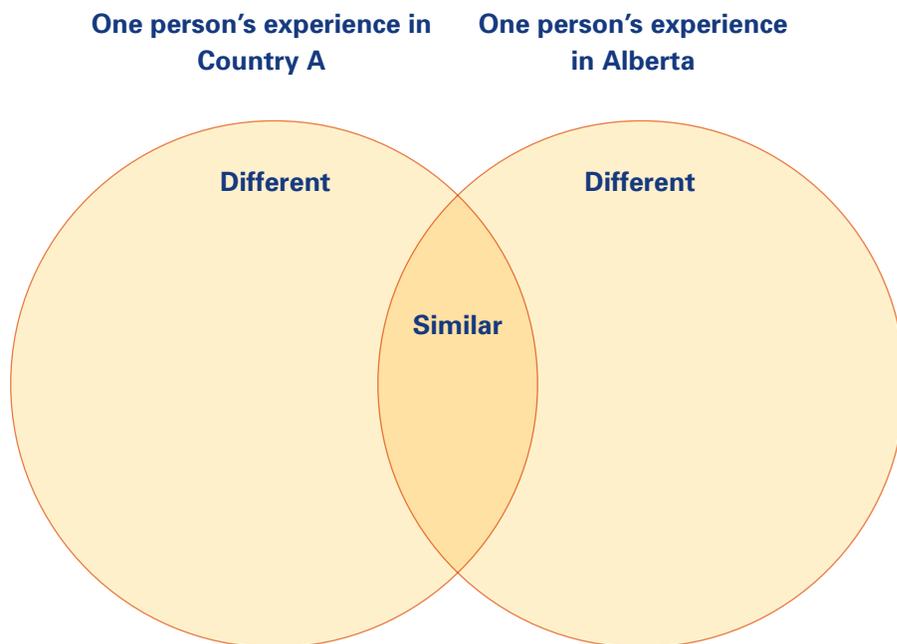
- Arrange for a tour of a school.
- Review websites for local schools.
- Review the website for Alberta Education.
- Bring in a speaker to talk about school fundraising activities.
- Ask a teacher at the school to create a mock report card.

Unit Illustration

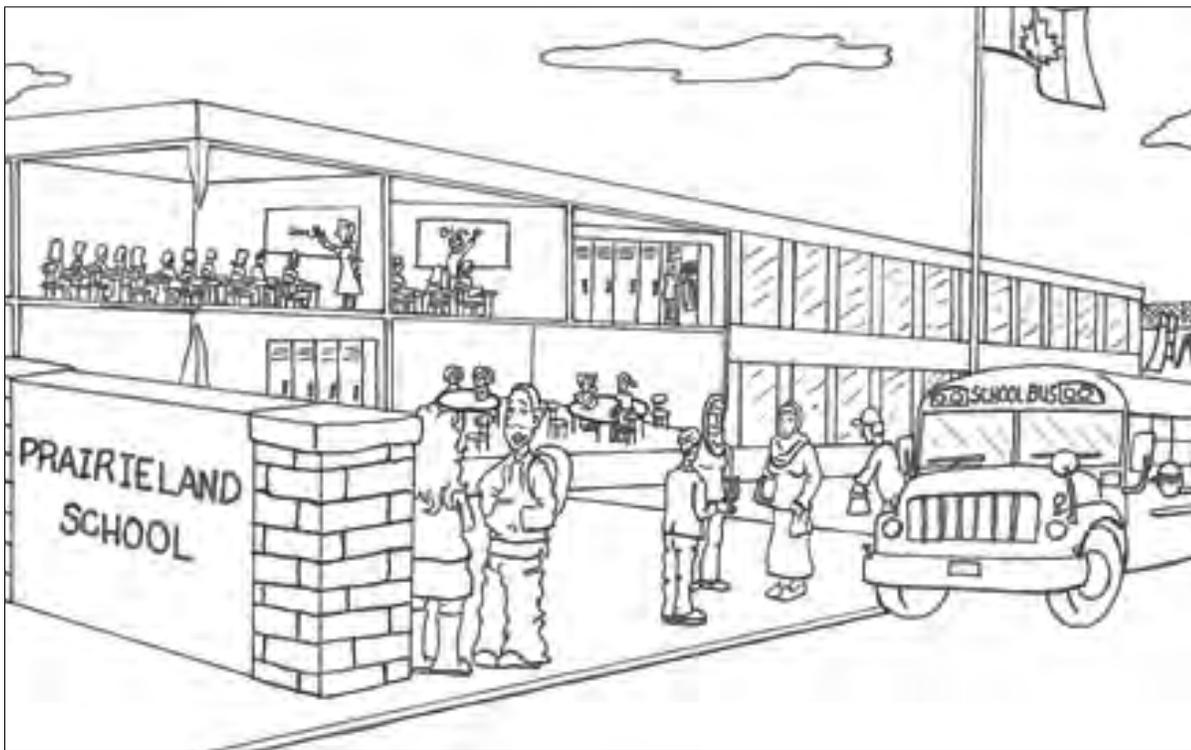
This is an illustration about services in your community. Use the illustration to create a context for the unit topics and to build vocabulary.

- Practice asking questions using the words what, when, where, why, how and who.
- Draw four columns and label them: people, places, things and actions. Describe what you see in the picture and write the observations in the appropriate column.
- Draw a Venn diagram. Ask learners to think about what is similar to their previous experience and what is different.

Example of a Venn diagram:



Talking About School



Parent – Teacher Interview



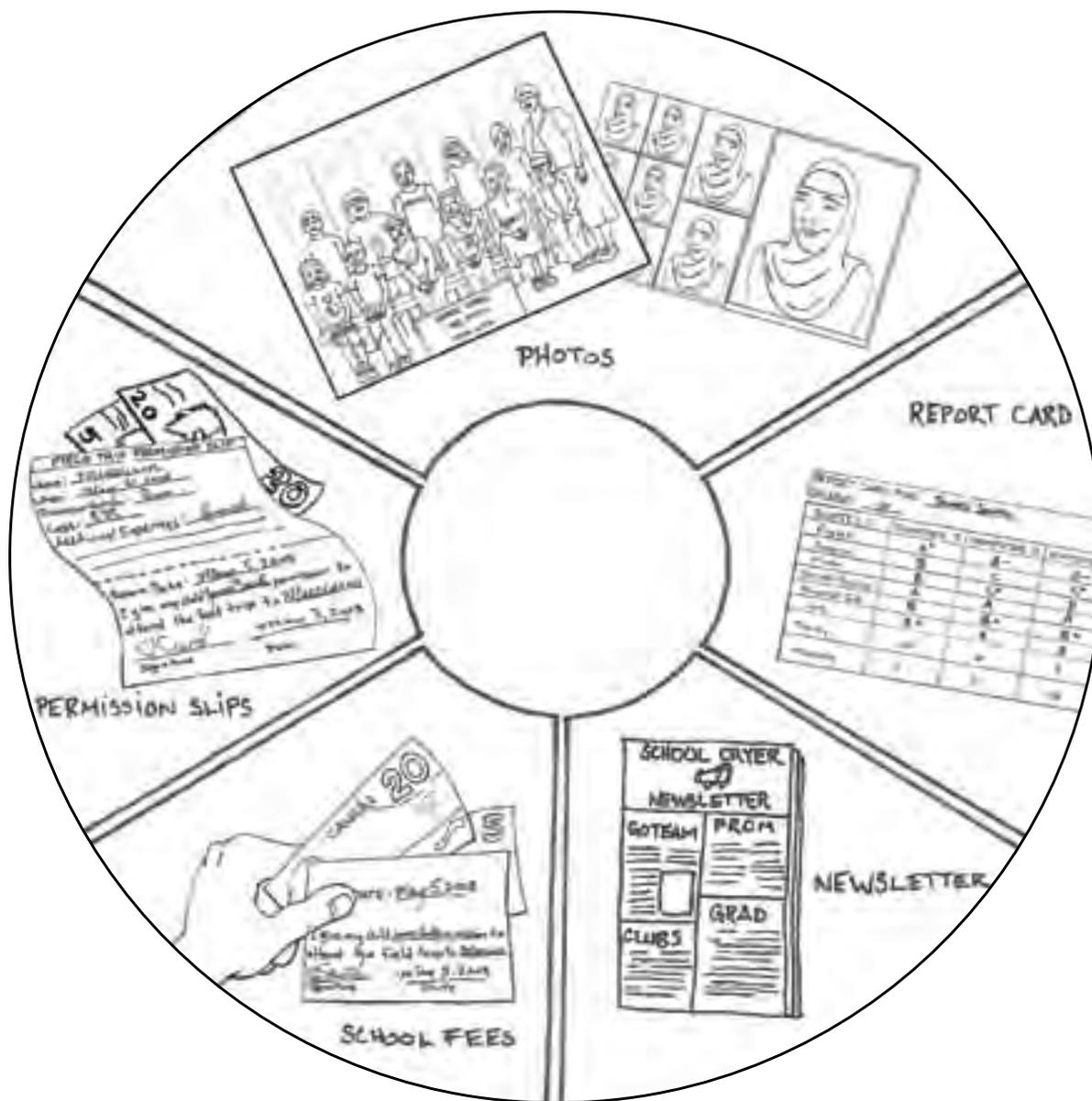
A Day in the Life of a Student



Communicating With the School



Other School Things



Module 1: Preparing for School

Module Outcomes

By the end of Module 1, learners will have:

- Identified vocabulary for levels of schooling in the K-12 system
- Practiced basic survival English to register children in school and prepare them for going to school
- Placed local schools on the Community Map
- Explored cultural perspectives of registering for school

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Give a 3–5 sentence description of a person, object, situation and daily routines
 - Ask and respond to simple, routine, predictable questions about personal information
 - Use appropriately a number of short one-sentence commands and requests
 - Follow information
- **Reading**
 - Identify information from simple short forms, maps, diagrams, common signs, labels, tables and schedules
 - Locate community facilities on a community map
 - Scan text to locate specific details in a common formatted text (e.g., bill) or unformatted text (e.g., notice)
 - Locate specific written information as required
 - Respond to simple questions about the text (who, what, when, where, why)
 - Identify factual details in a text as required: numbers, letters, a few key words, short expressions

Resources

- For factual information – <http://internationalprograms.epsb.ca/curriculum.html>
- Alberta Education’s program of studies
- www.education.gov.ab.ca/k_12/curriculum/bysubject/
- Tips for parents – <http://education.alberta.ca/parents/role/tips.aspx>
- Randall’s ESL cyber listening lab—a day at school (basic listening practice)
- Sample registration form (for kindergarten)
- School pages from a picture dictionary such as *The Oxford Picture Dictionary*

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada.

Ask students to discuss the following questions in pairs or groups of three. Walk around and serve as a resource if they have questions, or briefly join in the conversation with several groups. Have them report back to the whole group on their discussion and make notes on a flip chart.

Did you go to school in your country?

When did you start going to school?

How old are children when they start/finish school in your country?

Vocabulary Development

Learners must have some basic vocabulary for preparing children for going to a new school. Produce the vocabulary list. Ask learners to identify the words that they already know. Explain any new words. Practice pronunciation of each vocabulary word.

Have the learners record the new words in their personal dictionaries.



Class Dictionary

- preschool
- Head Start Program
- kindergarten
- elementary
- junior high
- high school
- schedule
- birth certificate
- school supplies

Suggested Activities

Work with the categories of learning in the K–12 system in Alberta. Provide a basic description of the ages for each level of schooling in Alberta and have the learners fill in the chart.

Names of School Levels in Canada	Age of Student	Grade
Preschool or Head Start	3 years to 4 years	none
Kindergarten		Kindergarten
Elementary		Grade 1 – Grade 6
Junior High		
Junior High		

Survival English 1: Finding a School

Teach how to ask information questions using the word *where*.

Where is the elementary school?

Suggested Activities

Use the Community Maps and have learners practice asking location questions and giving street addresses. Include questions about school locations.

Example: Where is the bus stop? It is on the corner of 100th Street and 55th Ave.

Look in the phone book for names and locations of schools. Use the Community Map to practice finding places and giving directions.

Survival English 2: Registering Your Child in School

Teach courtesy formulas for inquiring about registration.

Good morning. I would like to register my child in kindergarten.

Suggested Activities

Practice requesting service by using the words I would like to _____ (buy a shirt, return a kettle, deposit a cheque, borrow a book, register for an English class).

Practice saying, "I would like to register (someone else) in _____."

Example: "I would like to register **my husband** in **a driving class** (my daughter in swimming, my son in soccer, my child in kindergarten, my mother in an English class, myself in aerobics)."

Print up the following procedure list for registering a child in kindergarten. Read it with the learners and make sure they all understand. Block out a few words and see if they can fill in the cloze activity.

Activity: Registering a Child for Kindergarten

- Find out what elementary school is close to your home.
- Visit the school.
- Ask about the kindergarten schedule.
- Fill out a school registration form.
- Show your child's birth certificate or proof of age such as passport. (The child must be age 5 by Dec 31.)
- Get a list of the supplies your child will need.
- Brainstorm a list of supplies a child would need. Try to get a supply list from a kindergarten.

Compare the learners' list with the required list. Bring some flyers advertising school supplies. Have the learners work in pairs to figure out how much supplies could cost.

Try to get a registration form from a kindergarten and make copies for each learner. Show learners how forms are laid out. Work with the large group and have learners fill in the form.



Survival English 3: Preparing Your Child for a New School

Teach or review the simple future using *will* plus a verb.

Suggested Activities

Practice using the simple future tense to prepare your child for going to school. Describe what the child will do.

Culture note: *This dialogue is in English only for the purpose of practicing English and in no way is it meant to imply that parents should not be using their first language at home with their children.*

Write up a list of questions on slips of paper about going to school. Hand out the questions to the learners. Set up a scenario with one learner as the child asking the questions about what he or she will do and another learner as the parent answering.

- How will I go to school? You will go to school on the school bus.
- What time will school start? School will _____.
- When will I get out of school each day?
- What will I wear?
- Where will I eat lunch?
- What will I eat for lunch?
- Where will I sit?
- Who will be my friends?

Dialogue

Practice this dialogue for registering a child in kindergarten. Have learners work in pairs to read it and get comfortable with it, then have them act out the dialogue. Prepare some simple registration forms to use in the role play. Substitute registering for elementary school, junior high and senior high. Adjust the responses to fit the criteria for each level.

Registering for Kindergarten

A: Good morning. I would like to register my child in kindergarten.

B: How old is your child?

A: He is 4 years old.

B: When is his birthday?

A: It is on November 12.

B: Will he be 5 then?

A: Yes, he will.

B: Do you have his birth certificate?

A: Yes, here it is.

B: Can you fill out this registration form?

A: Yes. (fills out form)

B: The kindergarten class is all day every Monday, Wednesday and Friday.

A: Thank you.

Numbers

Have the learners practice numbers related to birth dates and age.

Community Map

Mark the elementary, junior high and senior high schools that are located in your community on your Community Map.

Module 2: A Day in the Life of a Student

Module Outcomes

By the end of Module 2, learners will have:

- Identified vocabulary for education
- Practiced basic survival English to describe children's education, schedules and issues
- Placed local schools on the Community Map
- Explored cultural perspectives of education

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Give a 3–5 sentence description of a person, object, situation and daily routines
 - Ask and respond to simple, routine, predictable questions about personal information
 - Use appropriately a number of short one-sentence commands and requests
 - Follow information
- **Reading**
 - Identify information from simple short forms, maps, diagrams, common signs, labels, tables and schedules
 - Locate community facilities on a Community Map
 - Scan text to locate specific details in a common formatted text (e.g., bill) or unformatted text (e.g., notice)
 - Locate specific written information as required
 - Respond to simple questions about the text (who, what, when, where, why)
 - Identify factual details in a text as required: numbers, letters, a few key words, short expressions

Resources

- For factual information – <http://internationalprograms.epsb.ca/curriculum.html>
- Alberta Education's program of studies
- www.education.gov.ab.ca/k_12/curriculum/bysubject/
- Randall's ESL cyber listening lab—a day at school (basic listening practice)
- www.education.gov.ab.ca/k_12/curriculum/bysubject/

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada.

Ask students to discuss the following questions in pairs or groups of three. Walk around and serve as a resource if they have questions, or briefly join in the conversation with several groups. Have them report back to the whole group on their discussion and make notes on a flip chart.

- What was school like? How long was the school day?
- Did you have recess (a break)?
- What subjects did you study?
- What subjects did you like?
- How do children relate to their teachers?

Vocabulary Development

Learners must have some basic vocabulary to handle interactions with the school and to build a positive learning experience with their children.

Produce the vocabulary list. Ask learners to identify the words that they already know. Explain any new words. Practice pronunciation of each vocabulary word.

Have the learners record the new words in their personal dictionaries.



Class Dictionary

- period
- recess
- dismissal
- timetable
- schedule
- names of subjects
- mathematics
- language arts
- science
- social studies
- physical education
- biology
- health

Survival English 1: Talking About the School Timetable

Teach how to ask information questions with *What time* and *How many*.

- Go over how to scan a chart for information.
- Look at the schedules.

Suggested Activities

Copy and hand out the following timetables. Ask students to point to or say the answers to the following questions. (Do not let students keep a copy of the timetables, as we will use them later in an activity.)

- What time do students start school?
- What time do students finish school?
- How many subjects do elementary school students study?
- How many subjects does this high school student study?
- How many breaks do the elementary school students get?
What do they do during this time?
- How many breaks do the high school students get?
What do they do during this time?
- How many teachers do you think the elementary school student has?
- How many teachers do you think the high school student has?

Elementary School Student – Grade 1 – Bob

Period	Times	Monday	Tuesday	Wednesday	Thursday	Friday
First Period	8:30 – 10:15	Reading and Writing				
	10:15 – 10:30	Recess	Recess	Recess	Recess	Recess
Second Period	10:30 – 11:30	Math	Math	Math	Math	Math
	11:30 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
Third Period	12:30 – 2:15	Health	Social Studies	Science	Social Studies	Computers
	2:15 – 2:30	Recess	Recess	Recess	Recess	Recess
Fourth Period	2:30 – 3:30	Science	P.E.	Music	Early Dismissal	Art

High School Student – Grade 10 – Ann

Period	Times	Monday	Tuesday	Wednesday	Thursday	Friday
First Period	8:00 – 8:50	English	Chemistry	English	Chemistry	English
Break 8:50 – 9:00 Get books and walk to the next class.						
Second Period	9:00 – 9:50	P.E.	Computers	English	P.E.	English
Break 9:50 – 10:00 Get books and walk to the next class.						
Third Period	10:00 – 10:50	Math	Math	Math	Math	Math
Break 10:50 – 11:00 Get books and walk to the next class.						
Fourth Period	11:00 – 11:50	Social Studies	Social Studies	Social Studies	Computers	Social Studies
Lunch/clubs/sports 11:50 - 1:00						
Fifth Period	1:00 – 1:50	CALM	Biology	CALM	Biology	CALM
Break 1:50 – 2:00 Get books and walk to the next class.						
Sixth Period	2:00 – 3:00	French	Art	French	Art	French
Dismissal 3:00 After school clubs or sports or go home						

Survival English 2: Expressing a Preference

Review how to express a preference using these words:

What is your favourite _____?

My favourite is _____ is _____.

My favourite subject is _____.

Suggested Activities

Practice the language formula by asking about a variety of things.

- What is your favourite colour (food, sport, boy's name, flower)?

Brainstorm a list of subjects that people study in school. Refer to the previous schedule.

Play the chain memory game.

Learner #1 says to the learner beside him/her: My favourite subject is _____.
What is your favourite subject?

Learner #2 answers and then turns to learner #3 and says, _____'s favourite subject is _____. My favourite subject is _____. What is your favourite subject?"

Each learner after this must say what the previous learners liked, add his/her own details and then ask the next person.

Ask learners to make a short survey with 10 questions using the formula,
"What is your favourite _____?"

Have them circulate around the classroom giving each other the survey. Once they have asked all (or a reasonable number) of their classmates, they can sit down, review their results and prepare to report to the class. Ask each learner to tell the class two interesting things they learned about people's favourites.

Survival English 3: Telling What Happens at a Particular Time

Teach the use of the preposition *during*.

Demonstrate that *during* means within a specified period of time.

Suggested Activities

Practice using the formula.

- What is your daughter studying during 6th period on Monday?
- She's studying French during 6th period on Monday.

Refer to the high school schedule from the first activity to answer the questions.

Print and hand out the following information gap sheets. Give half of the learners Schedule A and half Schedule B. Schedule A has some of the information and Schedule B has the rest of the information. Pair the learners so there is an A and B in each pair and have them ask each other questions using the formula to find what is missing from each schedule. When they have completed the schedule they can check with each other to make sure it is correct.

Dana’s Schedule A

Period	Times	Monday	Tuesday	Wednesday	Thursday	Friday
First Period	8:00 – 8:50			English		
Break 8:50 – 9:00 Get books and walk to the next class.						
Second Period	9:00 – 9:50	P.E.	Computers	English	P.E.	
Break 9:50 – 10:00 Get books and walk to the next class.						
Third Period	10:00 – 10:50	Math	Math	Math		Math
Break 10:50 – 11:00 Get books and walk to the next class.						
Fourth Period	11:00 – 11:50	Social Studies			Computers	
Lunch/clubs/sports 11:50 - 1:00						
Fifth Period	1:00 – 1:50					CALM
Break 1:50 – 2:00 Get books and walk to the next class.						
Sixth Period	2:00 – 3:00	French	Art			French
Dismissal 3:00 After school clubs or sports or go home						

Dana’s Schedule B

Period	Times	Monday	Tuesday	Wednesday	Thursday	Friday
First Period	8:00 – 8:50	English	Chemistry		Chemistry	English
Break 8:50 – 9:00 Get books and walk to the next class.						
Second Period	9:00 – 9:50					English
Break 9:50 – 10:00 Get books and walk to the next class.						
Third Period	10:00 – 10:50				Math	
Break 10:50 – 11:00 Get books and walk to the next class.						
Fourth Period	11:00 – 11:50		Social Studies	Social Studies		Social Studies
Lunch/clubs/sports 11:50 - 1:00						
Fifth Period	1:00 – 1:50	CALM	Biology	CALM	Biology	
Break 1:50 – 2:00 Get books and walk to the next class.						
Sixth Period	2:00 – 3:00			French	Art	
Dismissal 3:00 After school clubs or sports or go home						

Survival English 4: Comparing School Subjects

Teach how to form the comparative and the superlative of easy and hard.

Suggested Activities

Discuss the concepts *easy* and *hard* in relation to school. I think that history is easier to learn than science.

I think math is the easiest subject to learn.

Hand out a set of cards with the names of the school subjects. Ask learners to rank the subjects from easiest to hardest. Ask learners to decide or write down the name of the easy subject. Ask learners to decide or write down the name of the hard subject.

Teach the formula:

The easiest subject to learn is _____.

The hardest subject to learn is _____.

Ask learners to compare their answers with a partner using the above formula.

They will report their answers to the class as follows:

For me the easiest subject is _____.

For _____ the easiest subject is _____.

For me the hardest subject is _____.

For _____ the hardest subject is _____.

Survival English 4: Comparing School Subjects

Teach how to form the comparative and the superlative of easy and hard.

Dialogue

Divide the class into three groups and give each group a different dialogue. Make sure everyone understands their dialogue. The group can practice the dialogue until they feel comfortable reading it. Then they can present it to the rest of the class.

Culture note: *This dialogue is in English only for the purpose of practicing English and in no way is it meant to imply that parents should not be using their first language at home with their children.*

1. Did you do your homework?

Mother: Is your homework ready?

Ann: Well, first I read the book, second I talked to my friend, third we ate dinner and ...

Mother: And?

Ann: Well, my homework is not ready.

Mother: Now what?

Ann: I can do it in the morning.

2. Did you do your homework?

Father: Is your homework all done?

Ann: First period is chemistry and I am ready. Chemistry is my favourite subject. Second period is computers and I have no homework. Third period is math...

Father: Math is third...

Ann: I can do my math homework during computer class. Computers is the easiest subject.

Father: Okay.

Ann: And then it is no problem.

Father: Really?

Ann: Sure.

3. Did you do your homework?

Big sister: I want the TV. You need to do your biology homework now.

Ann: Biology is in fifth period so I can do my biology homework during lunch.

Big sister: No, biology is the hardest subject. Do it now.

Ann: Biology is the hardest for you but it is the easiest for me. My favourite subject is biology.

Big sister: Really? I'm going to tell Mom that you didn't do your homework.

Ann: Okay, okay, I will do it now.

Numbers

Teach or review the use of ordinal numbers.

First – 1st

Second – 2nd

Third – 3rd

Fourth – 4th

Fifth – 5th

Sixth – 6th

Seventh – 7th

Community Map

Review the location of schools marked on the Community Map. Add any new information.

Module 3: School Routines

Module Outcomes

By the end of Module 3, learners will have:

- Identified vocabulary for school routines
- Practiced basic survival English for talking about school routines
- Placed local schools on the Community Map
- Explored expectations around school routines from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Ask and respond to routine questions about personal information
 - Express and respond to a number of requests
 - Indicate communication problems in a number of ways
 - Greet familiar and unfamiliar people
 - Provide personal information appropriate to the context
 - Give a basic description
 - Respond to simple questions with required information
 - Use basic time reference and basic expressions of location and movement
 - Follow positive and negative commands and requests
 - Respond to an expanded range of short one-sentence commands and requests
- **Reading and Writing**
 - Match a list (school supply list, etc.) with pictures or real items
 - Identify factual details in a text as required: numbers, letters, a few key words, short expressions
 - Respond to simple questions about a text (who, what, when, where, why)

Resources

- Authentic materials such as schedules, notices, school supply list

Teaching Notes

Each of the components in this module is presented here through Teaching Notes. These Teaching Notes are a combination of a class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration as well as the following questions to have learners make comparisons between their experiences in their own countries and in Canada.

How are things the same? How are they different? Record the answers on a flip chart.

- Do children go on field trips? Why or why not?
- Where do they go?
- How long do they take?
- How do parents feel about going on the field trip as a chaperone?

Vocabulary Development

Review the words on the dictionary list.

Draw a floor model of a classroom on the board. Divide the class into two groups. One group calls out the name of objects in a classroom. The other group draws the objects named and writes the name. Switch after five minutes so the other group has a turn calling out the objects.

Make sure the items are spelled correctly.

Learners can add these words to their personal dictionaries.



Class Dictionary

- | | |
|-------------------|-------------------|
| • order form | • field trip |
| • photos | • sign (verb) |
| • Scholastics | • inside shoes |
| • cheque | • boots |
| • permission slip | • boot rack |
| • supervision | • school supplies |
| • chaperone | |

Survival English 1: Finding Supplies

Teach the singular and plural forms of nouns.

Suggested Activities

Bring in a copy of a school supply list. Have the learners look through the list and say what their child needs, using some or a/an.

Example: He/She needs some pencil crayons.

He/She needs a red pencil.

For the things on the list they don't recognize they should ask:

What does he need a _____ for?

Let other learners answer the question.

Survival English 2: Recess Time

Review how to give instructions on how to play a game using sequence words: *first, next, after, then, finally*.

Suggested Activities

Talk about what games children play at recess. Name some common children's recess games: hopscotch, skipping rope, jacks, marbles, soccer, tetherball, etc.

Have learners work in pairs to come up with instructions on how to play each game. Each pair must tell the rest of the class how to play the game.

Survival English 3: Going on a Field Trip

Teach the simple future tense using going to plus the verbs go, tour, visit, study.

Suggested Activities

Distinguish between a field trip (regular curricular) and an extracurricular trip. Brainstorm with learners places that teachers may want to take their classes. Practice using the simple future tense. Learners can work from the list of field trip locations and say:

My child's class is going to _____.

The children are going to _____.

Discuss the question: Why do teachers take classes on field trips? Break the class into two groups. Have one group discuss the advantages and the other the disadvantages. What are advantages? What are disadvantages? Have each group write down their ideas on a flip chart paper using the following format: Field trips are good/ not good because . . .

Have each group report back on what they said.

Dialogue

Read the dialogues with a learner volunteer. Have learners choose which one they want to practice and let them go over it until they feel comfortable.

Starting the Morning

Teacher: Good morning class.

Class: Good morning Mrs. Jones.

Teacher: Before we start the day, does anyone know why Bob is absent?

Student A: He is sick today.

Teacher: Okay, hmm . . . does anyone have an order form for Scholastic books today?

Two Students (A and B): We do!

Teacher: Is the cheque inside?

Student B: My dad put the cheque in the envelope.

Student A: My mom doesn't have cheques. Can we pay cash?

Teacher: Cash is not a good idea. Ask your mom to call me and we can find another way.

Teacher: Anyone else? Okay, take out your reading books . . .

Dialogue 2: Going on a Field Trip

Teacher: Next Monday we are going on a field trip.

Student: Where are we going?

Teacher: We are going to tour the museum in (nearby town).

Student: How are we going?

Teacher: We're going on a school bus. We need some parent volunteers. I am sending home a letter with a field trip form. Ask your parents to sign it and bring it back by Friday.

Student: How much will it cost?

Teacher: We have to pay only \$2.00 to get in.

Numbers

Have learners practice making out sample cheques to pay for school photos, field trips and book orders.

Community Map

Mark the places on the map where your children have gone on a field trip or where you think they might go. Ask learners to point out where they can buy school supplies.

Module 4: Communicating With the School

Module Outcomes

By the end of Module 4, learners will have:

- Identified vocabulary for communicating with the school
- Practiced basic survival English for communicating with the school
- Placed local schools on the Community Map
- Explored expectations of parental interaction with the school from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Use and respond to a few courtesy formulas
 - Indicate communication problems in a number of ways
 - Provide expanded basic personal information appropriate to the context for talking with teachers
 - Give a basic description
 - Respond to simple questions with required information
 - Use basic time reference and basic expressions of location and movement
 - Ask and respond to simple, routine, predictable questions about personal information
- **Reading and Writing**
 - Understand a short two- to three-sentence common business/service notice
 - Get information from a short memo or note from the school
 - Locate specific written information as required
 - Identify where to write personal data on a form (sign up for parent conference)
 - Respond to simple questions about the text (who, what, when, where, why)
 - Identify factual details in a text as required: numbers, letters, a few key words, short expressions
 - Spell words related to personal identification and information

Resources

- Sample letters sent home from the school

Teaching Notes

Each of the components in this module is presented here through Teaching Notes. These Teaching Notes are a combination of a class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada. Read the questions together as a class. To confirm understanding, ask students to paraphrase very simply what the questions mean.

- When should children not go to school?
- What do you need to do if your child is sick?

Vocabulary Development

Pronounce and have the learners repeat each of the words in the vocabulary list.

Hand out a sample note asking a teacher to excuse a child from class. Ask students to circle all of the vocabulary words they can see.

Review each word. Ask learners to guess the meaning based on the note and then confirm or correct their definition.

Ask learners to add these words to their personal dictionaries.



Class Dictionary

- room number
- absence/absent
- report
- date
- reason
- confirm
- sick
- visit the doctor
- visit the dentist
- Dear _____,
- Mr.
- Miss
- Mrs.
- Ms.

Survival English 1: Explaining an Absence

Teach the phrases for giving reasons for an absence. Teach the use of the adverb because to give a reason.

Suggested Activities

Tape as many slips of paper to the board as you have students. As a class, brainstorm reasons to miss your class. As they give you the reasons, write them on separate slips of paper. Be sure to write the whole sentence: I was sick.

Practice the following question and answers:

Why did you miss class?

I missed class because _____.

Hand out one slip to each learner. Have the learners find a partner. They must ask each other the question and give the excuse on their slip of paper, using the formula.

Learners then trade slips of paper and find a new partner and practice using the new excuse they received from their previous partner.

Survival English 2: Writing a note to explain an absence

Teach or review the simple past form of the verb *to be*. Show learners how to write absence notes to the teacher. Include date, greeting, reason and signature.

Suggested Activities

Jan 12, 20__.

Dear Ms. Gill,

Bob was absent yesterday because he was sick.

Sincerely,

Rajaa Wu

Suggested Activities

Discuss the meaning of the words absence and excuse. Talk about the expectation of the school that all absences must be reported by letting the school know in advance or if necessary sending an excuse note. If you have a brochure or a letter that describes school policy for absences or being late, bring it in. Find out the school policy for being late. Put up the sample absence or excuse note. Ask the following questions:

- What comes before the name?
- What is after the name?
- What does the note say?
- Why is the child missing school?
- What is the last thing you see?

Write a new sample excuse note on the board following the pattern and using the excuses from the previous activity. Hand out blank pieces of paper. Have learners write their own notes of excuse.

Some ideas:

- Had a stomach ache
- Slept in
- Missed the bus
- Went to the dentist
- Went to the city
- Went to visit a sick relative

Survival English 3: Making an Excuse for an Anticipated Absence

Review the simple future tense of the verb to *be*—*will be*, and the simple future expressed by going to.

Suggested Activities

Have learners practice telling each other what they will do tomorrow. Brainstorm expressions for the future (tomorrow, next week, this afternoon, this morning, etc.)

Use the excuses that are appropriate from the previous list to write a note saying someone will be away tomorrow and to give the reason.

_____ will be absent tomorrow because he/she is going to _____.

Tape a school's answering machine or make a sample tape using the model script below.

You have reached Lonsdilly School. To speak to the principal, press 1, to speak to a staff member, press 2, to report an absence, press 3, to access the staff directory press 4.

To report an absence, please provide the child's name, room number, date of absences and reason for the absence after the beep . . .

Let the learners listen to the message and decide what number they should press.

Brainstorm what the parent should say. Write this "script" on the board. The message may follow this formula:

Bob Awar from Room 10 will be absent this morning because he will be at the doctor's office.

Hand out the slips from Survival English 1. Each student must leave a message using the excuse on his or her slip. If students have an answering machine or voice mail at home, ask them to call home and leave themselves the message. In the following class discuss what they thought of their own voices speaking English on the machine. What words sounded clear and what words sounded different from how native speakers would pronounce them? This is a good opportunity to have learners practice spelling their names over the phone using examples such as A as in apple, W as in water, R as in rabbit.



Dialogue

Sometimes the school will have to call parents because of something that happened in school. This dialogue lets learners practice clarification skills on an incoming call from the school. Have the learners practice reading the dialogue until they feel comfortable with it. Then substitute different reasons for the call and different clarification strategies.

Answering a Call From the School

A: Hello

B: Hello. May I speak to Mrs. Wood?

A: I am Mrs. Wood.

B: This is the school calling. I am calling because your son Ben is sick.

A: I'm sorry, please speak more slowly.

B: This is the school calling. Your son Ben is sick. Can you come and get him?

A: What is wrong?

B: He is throwing up and he has a fever. Can you come and get him?

A: I don't have a car.

B: Can you ask a friend to bring you to pick him up?

A: I will try. Thank you for calling.

Numbers

Have the learners give addresses and phone numbers over the phone. Have the learners sit back-to-back to simulate the feeling of talking on a phone.

Community Map

Practice giving directions to get to places marked on the Community Map.

Module 5: Parent-Teacher Interviews

Module Outcomes

By the end of Module 5, learners will have:

- Identified vocabulary for going to a parent-teacher interview
- Practiced basic survival English for conversing with a teacher about a child's progress
- Placed local schools on the Community Map
- Explored expectations of attending a parent-teacher conference from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Use and respond to a few courtesy formulas
 - Indicate communication problems in a number of ways
 - Provide expanded basic personal information appropriate to the context
 - Give a basic description
 - Respond to simple questions with required information
 - Spell words related to personal identification and information
 - Use basic time reference and basic expressions of location and movement
 - Ask and respond to simple, routine, predictable questions about personal information
- **Reading and Writing**
 - Understand a short two- to three-sentence common business/service notice
 - Get information from a short memo or note from the school
 - Locate specific written information as required
 - Identify where to write personal data on a form (sign up for parent conference)
 - Respond to simple questions about the text (who, what, when, where, why)
 - Identify factual details in a text as required: numbers, letters, a few key words, short expressions

Resources

- Sample parent-teacher interview form
- <http://magee.vsb.bc.ca/Website2007/ParentTeacherConference.pdf>
- User's Guide for Parent-Teacher Interviews
- www.settlement.org/edguide/videos/parent_teacher.asp
- Ask a teacher at the school to create a mock report card.

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada. How are they the same? How are they different? Record the answers on a flip chart.

- How do parents and teachers communicate in your home country?
- What responsibility does the parent have in their child's education?
- How does the school tell parents about their child's progress?
- Is it okay to ask teachers questions about their teaching?

Vocabulary Development

Pronounce and have the learners repeat each of the words in the vocabulary list. Ask learners if they have other words to add to the list. Ask learners to add these words to their personal dictionaries.



Class Dictionary

- conference
- progress
- report card
- schedule
- satisfactory
- unsatisfactory
- academic
- extracurricular
- gets along
- participates well
- enthusiastic
- homework
- extra help

Survival English 1: Signing up For a Parent-Teacher Conference

Teach how to get information from a short form requesting a parent-teacher interview.
Teach how to fill in a request for an interview.

Suggested Activities

Divide the class into two groups. Ask them to think of reasons why it is good for parents to meet the teacher. Write all the responses on the board. Some possible ideas:

- It will help you understand your child's school life.
- Your child will feel your support when you come to the school.
- The teacher is an important person in your child's life and development.
- Teachers want to answer your questions about school.

Bring in a sample notice from the school about the parent-teacher interview. These usually come out when the report card is sent home. There is usually a tear-off piece at the bottom of the notice where the parent can write in the name of the child, the names of the teachers they want to talk to and what time they prefer to come. If there is more than one child in the same school, they can use one request form for all the children. Usually interviews are only 10 minutes. Have the learners practice filling in a request form.

Survival English 2: Teacher's Conference Greeting

Review how to introduce yourself and some basic courtesy formulas.

My name is _____. I'm _____'s mother/father.

You must be _____'s teacher. We're her mother and father.

Hello, it's nice to meet you!

Hi, I am happy to see you!

Hi. (Child's name) has told me so much about you!

My child has told me about you.

Teach what to say when you see someone again that you met before.

Do you remember me/us? I'm/ we're _____'s mother/father/ parents.

We're _____s parents. We met you when started school.



Suggested Activities

As a warm-up for class, ask students to stand up, shake hands with each other and practice introducing themselves.

Role-play meeting the child's teacher. Get the learners to share the names of their children's teachers. Make sure each learner gets a couple of opportunities to greet the teacher.

Change the role-play to one where they meet the teacher again after a previous meeting.

Survival English 3: Expressing a Concern

Teach the expression, "I am worried that..."

Suggested Activities

Have the learners practice on general topics about themselves. I'm worried that _____ (won't get a job, will get lost, can't pronounce "s", has allergies, have to move, am pregnant, have grey hair).

As a class, brainstorm some of the difficulties a child may have in school. Write these as sentences on the board. Example: My child doesn't read very well.

Ask students to put the two expressions together: I am worried that _____ makes mistakes in class.

Have the learners work in pairs. Ask them to describe some of the things that surprised them or that are different about Canadian schools. Ask each pair to report the three things that are strange for them and to write the answers on the board in complete sentences

Brainstorm what questions parents might ask the teacher about their child's progress. Talk a bit about the role of parents in children's education. Draw out some similarities and differences with expectations in Canada and learner's first country.

Have them copy the questions into their personal dictionary for future reference.

Great Questions to Ask

- What does my child do well?
- What skills does my child need to work on?
- What things can we do at home to help ?
- How does my child get along with other students?
- Does my child do his/her homework and assignments well?
- Is my child receiving additional help?

Dialogue

Ask the school to supply a mock report card for John Doe that you can use for discussion with the learners. Ask small groups of students to practice and perform the following dialogue. When they are comfortable reading it, use the mock report card and substitute other comments.

Discussing the Report Card

A: Let me see your report card .

B: Here it is!

A: How is it?

B: It's really good.

A: Your math mark is very high but your English mark is not good. Why is that?

B: Well, I didn't read the book and write a book report.

A: I guess we'll go and talk to your teacher.

Numbers

Teach telling time: __ o'clock, "am" for morning and "pm" for afternoon and evening. Look at the timetables from the previous units. Ask what time each period begins and ends.

Day	Time	Names	Telephone number	Email address
Monday February 23	7:00 pm			
	7:09			
	7:18			
Tuesday February 24	6:15 pm			
	6:24 pm			

Community Map

Draw a diagram of the inside of a school. Practice identifying each room or area.





Personal Finance Unit

*Money lent to a friend
must be recovered
from an enemy.
– German Proverb*

*Spend words as
efficiently as money.
– Japanese Proverb*

*He who has people is
richer than he
who has money.
– Nigerian Proverb*

*A man without
money is like a wolf
without teeth
– French Proverb*

Introduction

This unit addresses “survival” language with a cultural perspective on personal finances. Instructors are encouraged to be a bridge for newcomers in the community by helping to address both language and cultural barriers. As the instructor, you will explore the topic with learners and discover how culture influences people’s behaviours around money. This will challenge your assumptions about what is “common” knowledge and what is not.

The goal of this unit is to enhance individuals’ capacity to obtain and understand basic financial information and access services needed to make appropriate financial decisions.

This unit consists of five modules:

- Module 1: Going to the Bank
- Module 2: Banking Services
- Module 3: Credit Cards
- Module 4: Budgeting
- Module 5: Identity Theft

Teaching Notes

Each of the modules is structured around teaching notes including: class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Culture Byte

Money was developed independently in many parts of the world to fulfill a variety of purposes and the concept of exchange is common to cultures around the globe. Many things have been used as money at

different times in different places, such as seashells, beads, tea, fish hooks, fur, cattle and even tobacco. Although all cultures use some form of money, there are differences within cultural groups. For example, the tradition of giving money (how much, when, why, to whom and the significance or expectation for reciprocation) varies within and between cultural groups.

Culture influences people's relationship with money as well as their spending or saving behaviours. The various categories you recognized in your identity wheel will provide clues to where you learned and developed your own expectations about money. Consider these questions about money to explore where your values and beliefs may be rooted:

- What is your earliest memory of money?
- What messages about money did you learn growing up?
- Who controlled money in your family? How was that done?
- How did your family contribute to the needs of others?
- What happened when money was scarce?
- Was there a strong connection between money and your sense of self?
- How did your family prepare for the future?
- How did they deal with financial crises?
- Was money talked about openly or was it a secret not to be discussed?
- Did you have to earn your own money or did you have an allowance?
- Was money used as power and withheld as punishment?

If you take a closer look, you can observe a lot about mainstream cultural values and general cultural patterns with respect to money by reflecting on advertising about banking, the way banking is set up and advertising in general.

When you enter a financial institution in Canada you are likely to see advertisements for products such as RRSPs, RESPs, GICs, loans, mortgages and chequing and savings accounts. These products indicate a value in saving for the future and imply that people are generating enough wealth to have “extra” money to put away and that the government is involved. People trust banks to keep their money because a deposit insurance is also provided by the government. The convenience of ATMs (including drive-through ATMs) for do-it-yourself banking are reflections of our fast-paced, time-limited, task-oriented culture.

In the past it was normal to have a relationship with your banker. Today, you can avoid going to the bank altogether and do your banking by phone or online. If you do go into the bank to talk to a teller, you are expected to stand in line and wait until a teller is available to serve you. Employees behind the counter may be dressed in business suits but they may also be wearing fairly casual clothes—especially if it is Friday. Chances are they will call you by your first name,



demonstrating a value for informality. Finally, when it comes to modern consumer habits, you can see that advertising encourages us to buy now and pay later, indicating an orientation towards immediate rather than delayed gratification.

Consider these two descriptions of relationships to money in Canadian culture and consider how this culture has changed with time and prosperity.

Save for a Rainy Day

Those who grew up in the Depression learned to save for a rainy day and did not spend money unless it was absolutely necessary. If you grew up in a household where someone had memories of poverty, you probably learned to save everything from pieces of string to empty yogurt containers.

You probably wore hand-me-down clothes and used very old clothes as rags just to get every last bit of use out of them.

Buy Now and Pay Later

After the war, attitudes towards money changed. There was a shift toward immediate gratification and consumerism became the accepted style. The idea of “buy it now and pay for it later,” became more common. Money was readily available, at least by credit and credit cards appeared in every wallet. Those who grew up in Boomer households learned how to spend, but not necessarily how to save. They might defer maintenance on buildings and spend income on other items, such as entertainment or automobiles. This type of spending reflects the belief that tomorrow is uncertain and we should enjoy today.

The following examples of behaviours associated with personal finance provide a scaffold for understanding the experiences and perspectives of newcomers and for considering your own values and beliefs.

Decision making: Gender roles have a place in how decisions about financial matters are made in a family. In some cultures, the decisions are made equally; in others, they are made by the male head of the household and in still other cultures it is the women who manage the family finances. In Canadian society, women have fought hard for gender equality in many roles and the lines between gender roles are sometimes less clearly defined. In other cultures these lines are clearly defined and people may be reluctant to cross them.

Old age security: Consider these two examples that demonstrate different views of family relationships and expectations about financial security in an individual's senior years.

- I am expected to take care of myself when I am old, so I have a pension plan, investment portfolio, savings account and I work with my financial planner. Freedom 55! I have a retirement plan and know how much money I will probably need. I expect to live on my own for as long as I can and then I will probably move into a retirement home. I know my children will be very busy so I don't expect them to take care of me.
- My children will take care of me in the future so I invest my money in them. I expect my children to live with me until they get married and start their own household. I expect to live with one of my children when I am old and my children will care for me.

Past banking experience: Due to experiences of financial crises and currency devaluations, some first-generation immigrants may not trust the banks and as a result may prefer to carry cash rather than deposit their money in the bank. It is not uncommon for people to keep cash hidden at home or to carry it with them. This increases people's anxiety about money and the possibility of being robbed.

Furthermore, some newcomers may have had limited experience with banking in their home country, depending on their circumstances. So in addition to language barriers, some newcomers come to Canada with very little banking experience and a sense of distrust.

Credit: Canada is a credit society. Many people use only cards to pay for things and will not carry cash. Other places in the world are almost entirely cash oriented and credit is used only for big items or not at all. Misunderstandings and a lack of experience about ways to manage credit cards can lead to a false sense of the availability of cash, resulting in damaged credit ratings. Also, many people are not familiar with the risks associated with payday loan companies.

Sending money home: Many newcomers struggle with the expectations or requirements of sending money back home to family. Chief among their needs are inexpensive and user-friendly remittance services to enable them to send funds to family or friends back home. Pressures due to the cost of living and the need to send money back home make it difficult to save money and get ahead.

Community Connections

This is an important unit for making connections in the community. Make a brochure using the Sample Brochure found in the *Roots and Connections* toolkit. Using this brochure, talk to local financial service providers and encourage them to be Community Facilitators. In this role they may either host a visit to their financial institution, or come in as a guest speaker to help newcomers know what to expect and to establish a relationship. This will be especially valuable for those newcomers experiencing a very large cultural distance.

Potential Community Facilitators include:

- Bank or credit union manager
- Bank teller
- Financial planner
- Police officer (regarding identity theft)

Other Ideas

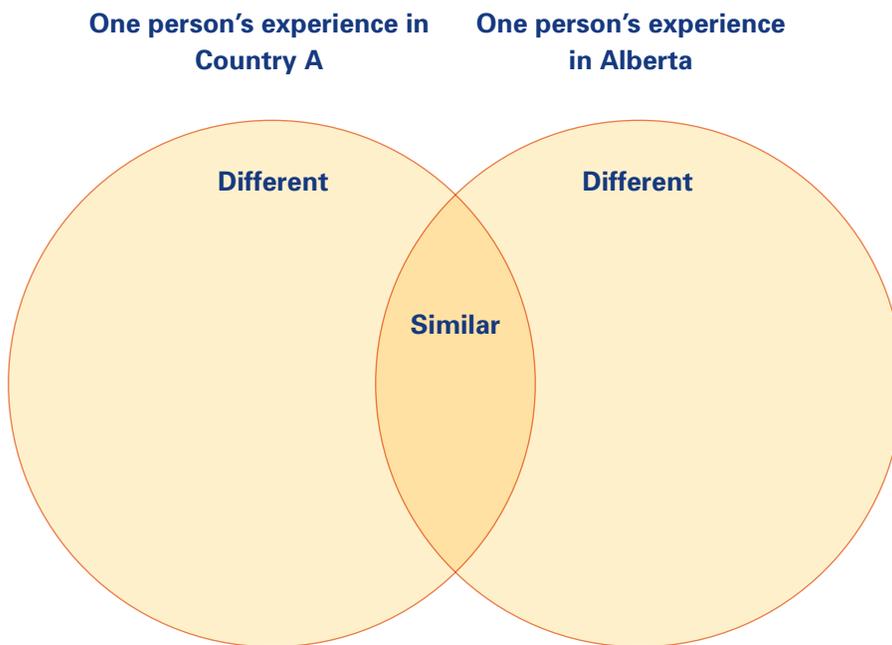
- Arrange for a tour of a bank or credit union, including using an ATM.
- Find out what to do if your ATM card is lost or stolen.
- Do a session on using credit cards and managing credit.
- Invite someone in to talk about budgeting. Use the *Stretch your Dollars: Budgeting Basics* (Credit counselling Services of Alberta). You can find it online at www.creditcounselling.com or to order print copies contact Learning Resources Centre www.alis.gov.ab.ca Select the e-CareerShop Catalogue and go to catalogue item #534067.
- Have a community police officer speak to the group about identity theft.

Unit Illustration

This is an illustration of what you might see in a bank in your community. Use the illustration to create a context for the unit topics and to build vocabulary.

- Practice asking questions using what, when, where, why, how and who.
- Draw four columns and label them: people, places, things and actions. Describe what you see in the picture and write observations in the appropriate column.
- Draw a Venn diagram. Ask learners to think about what is similar to their previous experience and what is different.

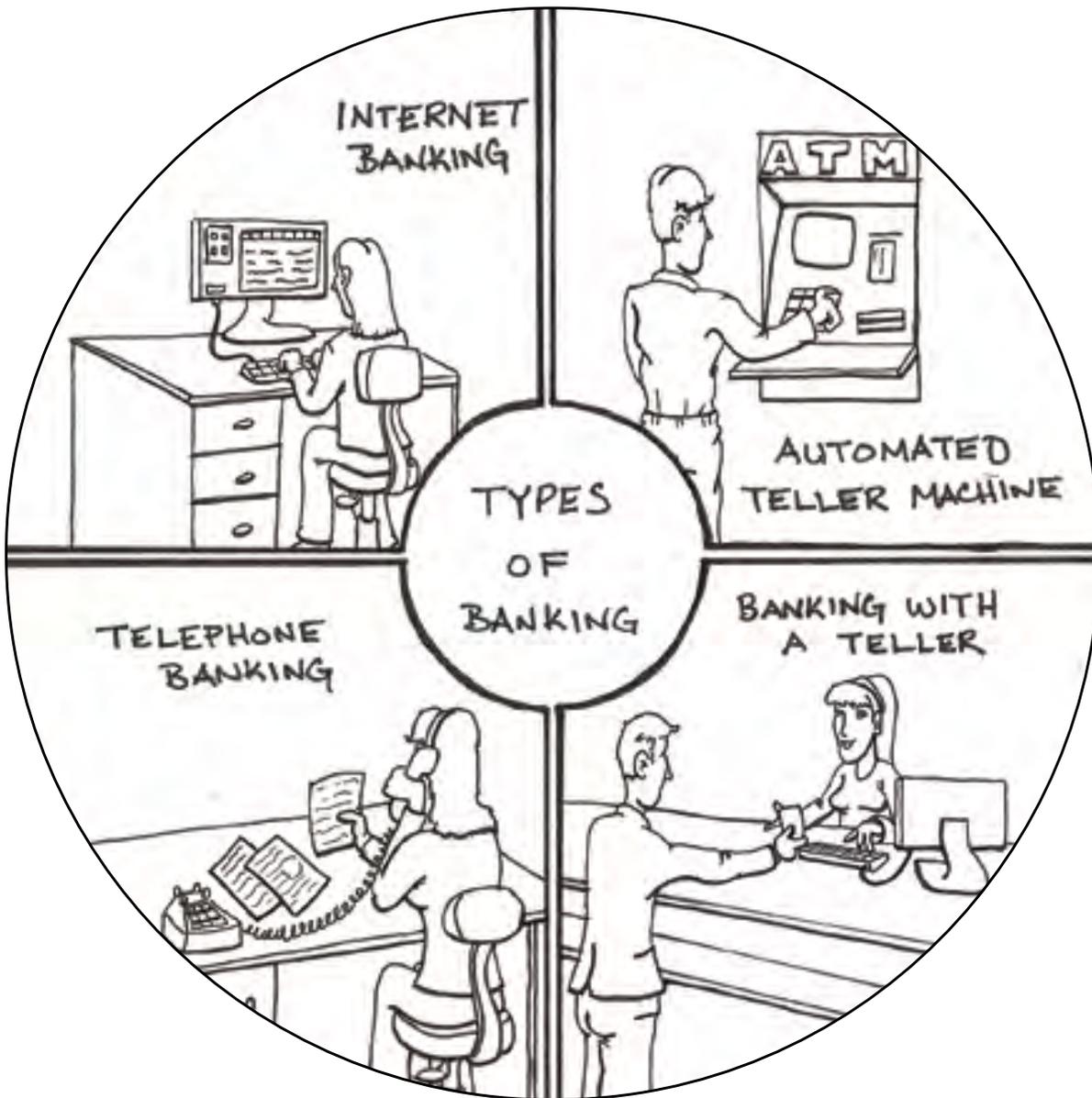
Example of a Venn Diagram:



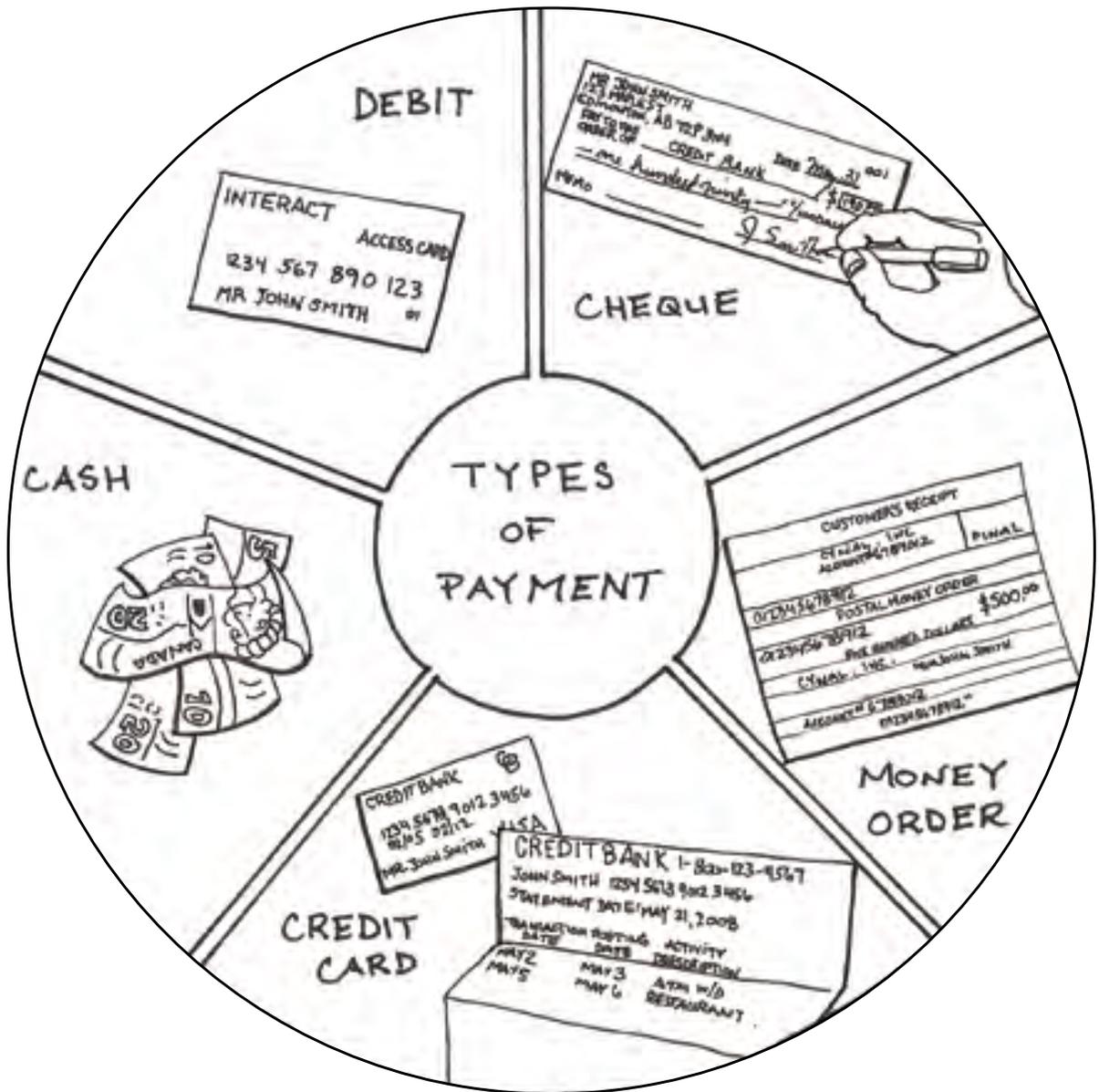
Going to the Bank



Banking Services



Types of Payment



Budgeting



Identity Theft



Module 1: Going to the Bank

Module Outcomes

By the end of Module 1, learners will have:

- Identified vocabulary for banking
- Practiced basic survival English for reading pay stubs and opening a bank account
- Placed bank locations on the Community Map
- Explored cultural perspectives of banking

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Provide basic personal information
 - Extend a greeting
- **Listening**
 - Follow commands and directions
 - Identify literal details: numbers and key words
- **Reading**
 - Understand common forms (e.g. pay stub)
 - Get information from basic text

Resources

- Authentic materials such as brochures and application form examples you're your local financial institution
- Schwartz, Stuart & Conley, Craig. *Earning Money*. Minnesota: Capstone Press, 1998, and *Opening a Bank Account*. Minnesota: Capstone Press, 1999. (high/low reader – NorQuest library)
- Banking page from a picture dictionary such as *The Oxford Picture Dictionary*
- Reitz, Victoria. *Your Checking Account Lessons in Personal Banking*. 3rd ed. Maine: Walch Publishing, 2000.
- www.englishclub.com/vocabulary

Personal Connections

This Personal Connections activity should help learners to think about how they can handle their personal finances in their new community. Have the learners use a blank Venn diagram and/or the Unit Illustration to compare their experiences in their own countries and in Canada. Discuss the following questions with the whole group. How are the learners' experiences the same? How are they different? Record the answers on a flip chart.

- Do you use a bank? Did you have a bank account in your home country?
- What do you do with money you earn?
- When you receive money, what do you do with it?
- Are banks a safe place to keep money in your native country? Why or why not?
- Do you think banks are safe in Canada? Why or why not?

Point out that in Canada, banks are safe and convenient places to keep money.

You can carry out many interactions at or through the bank.

Vocabulary Development

Learners must have some basic vocabulary to handle transactions and to communicate their needs in financial institutions.

Have the learners record the new words in their personal dictionaries.

Suggested Activities

Brainstorm a list of words for money.

Name the things you will need in order to make a bank transaction.



Class Dictionary

- | | | |
|-----------|----------------|------------------|
| • money | • dime | • ID |
| • cash | • nickel | • bank card |
| • coins | • pennies | • cheque |
| • loonie | • loose change | • account number |
| • twonie | • bank teller | • PIN number |
| • quarter | • ATM | |

Survival English 1: Making a Request

This section focuses on language development so that learners can make a request and ask for assistance in a banking setting.

Teach the formulas for expressing a request or need.

I would like to _____

I want to _____

I need to _____

Could I please _____

Suggested Activities

Have learners practice making requests using one of the above phrases. Begin with the following classroom situation:

- Borrow a pencil
- Use your pen
- Leave early
- Talk to you for a minute
- Make a phone call

Get the participants talking about what they can do at a bank. Ask if any have a bank account. Talk about different types of accounts—savings, chequing, joint.

Describe how these accounts are different.

Have learners use the following phrases to practice making a request.

I want to **open an account** please. (deposit money, withdraw money, change my PIN)

Can I see some picture ID please?

Pick up a brochure from a local financial institution that lists the bank services, or print one from a bank's online site. Have the learners highlight different services and help them define what these services mean.



Class Dictionary

Things

- personal information
- identification ID
- PIN
- savings account
- chequing account
- joint account

Actions

- Open a bank account
- Fill in an application form
- Deposit money
- Change your PIN number
- Sign
- Withdraw
- Pay a bill

Survival English 2: Following Instructions

Teach sequence words for giving and following instructions (e.g., first, second, next, then, after, before).

Suggested Activities

Have the learners use sequence words to describe what they do every morning.

Discuss how to open a bank account. Print the following steps and have the learners read them. Next have them give the steps using sequence words. After they have read them, print the steps and cut them into strips. Have the learners put them in the correct order.

How to Open a Bank Account

1. Choose a bank.
2. Go to the bank.
3. Wait in line to speak to a bank teller.
4. Ask to open a bank account.
5. Show two pieces of identification.
6. Fill out application forms with your personal information.
7. Choose a PIN number for the account.
8. Deposit money into the account.

Dialogue

The following dialogue gives learners an opportunity to practice how to go to a bank and open an account.

Opening an Account

A: I'd like to open an account, please.

B: All right. I will get you an application form.

A: Thank you.

B: Please fill out this application form. Fill in your personal information. You will need two pieces of identification.

A: Sorry. What do I need?

B: Two pieces of identification.

A: I have my health care card. Is that okay?

B: Yes, that is fine.

Suggested Activities

Read the dialogue together. Instructor reads A, participants read B. Next put learners into pairs to practice the dialogue. Have one or two pairs read the dialogue for the rest of the group.

Role-play opening an account using the dialogue.

Numbers

Have the learners practice reading dollar amounts. Explain Canadian money if necessary.

Community Map

Place the bank(s) on your map. Show the route from home to the bank and talk about different ways to get there.



Module 2: Banking Services

Module Outcomes

By the end of Module 2, learners will have:

- Identified vocabulary for making basic bank transactions
- Practiced basic survival English for depositing and withdrawing money
- Placed banking locations on the Community Map
- Explored cultural perspectives of banking and personal finance

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Provide basic personal information
 - Express request for service
- **Listening**
 - Follow commands
 - Identify literal details: numbers and key words
- **Reading**
 - Understand common forms
 - Get information from basic text
 - Identify the main idea and specific details of text

Resources

- Authentic materials such as brochures, printed web pages from different banks, sample bank statements and utility bills.

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to help learners make comparisons between their experiences in their own countries and in their new community.

Suggested Activities

Brainstorm everything you can do in a bank. Divide into two groups and have a competition to see who can think of the most options. Have learners compare banking in their home countries and in Canada. Where and how are bills paid for utilities such as electricity and water in their home countries compared to here in Canada?

Vocabulary Development

Introduce vocabulary for using an ATM. Ask learners to identify the words that they already know. Explain any new words. Practice pronunciation of each vocabulary word. Have the learners record the new words in their personal dictionaries.

Survival English 1: Using the ATM by Following Instructions

Review giving and responding to positive and negative commands.

Suggested Activities

Have learners take turns giving each other both positive and negative commands and carrying them out.

Walk to the door. Don't look at the teacher.
Turn off the light.

Go to your chair. Don't sit down.

Do a Total Physical Response activity with the steps for using an ATM.

1. Put your ATM card into the slot. Look at the picture on the ATM machine.
2. Enter your PIN number.

3. Choose what you want to do. (deposit, withdraw, transfer, inquiry)

4. Choose the amount.

5. Choose to print the receipt.

6. Take the money.

7. Take the receipt.

8. Take the card.

9. Make sure the screen is blank.

Find pictures of the steps for using an ATM. Copy the sentences under the correct picture. Check the answers together by having students read their answers.

Survival English 2: Using Banking Services

Review basic patterns to use when requesting service or asking to have something done.

I would like to _____

I want to _____

I need to _____

Could I please _____

Teach common ways of asking for clarification.

Excuse me, could you repeat that?

I'm sorry, I don't understand.

Please tell me again what you want/need?

Excuse me, did you say " _____ " ?

Suggested Activities

Put learners into pairs. Have them practice the model conversation:

A: I would like to . (deposit/withdraw money)

B: How much do you want to deposit/withdraw?

A: Could you repeat that please?

B: Certainly. How much do you want to deposit/withdraw?

Have the learners practice the same model conversation, but substitute other clarification phrases (e.g., cash a cheque). Make sure they adjust the response so that it is appropriate.

Survival English 3: Paying Bills at the Bank

Help the learners become familiar with reading utility bills.



Class Dictionary

- pay a bill
- utility bill
- power/electricity bill
- telephone bill
- water and sewer bill
- gas bill

Suggested Activities

Use the Unit Illustration to discuss different ways we can make payment for purchases.

Copy and hand out some gas, water, power and telephone bills. (White out personal information first.) Teach the learners how to read different bills. Teach them to scan for specific details.

Have them find the following information:

- Bill amount
- Due date
- GST amount
- Time period covered by bill
- Late fee

Dialogue

The following dialogue gives the learners an opportunity to practice asking for service and clarifying instructions.

At the Bank

Teller: Good afternoon. How may I help you today?

Customer: Hi. I'd like to pay my electricity bill from my chequing account.

Teller: Can I have your bank card please?

Customer: I'm sorry, I didn't hear you.

Teller: Can I have your bank card please?

Customer: Here you are.

Teller: I'll need some picture ID as well.

Customer: Here you are.

Teller: Here is your ID and your receipt. Will there be anything else for your today?

Customer: No that's all thank you.

Teller: Have a nice day.

Customer: You too.

Numbers

Practice counting by 20s to count out money withdrawn from the ATM.

Practice adding money amounts for deposit, as in this scenario.

Juanita is depositing some money. She has a cheque for fifty dollars and sixty-eight cents. She has two ten dollar bills, three twenty dollar bills and five loonies. How much cash does she have to deposit? How much is she going to deposit altogether?

Community Map

Place the closest ATM(s) on your map. Show the route from home to an ATM and talk about different ways to get there.

Remember that ATMs can be located at convenience stores (7-Eleven, Mac's, etc.) and at the mall.

Module 3: Credit Cards

Module Outcomes

By the end of Module 3, learners will have:

- Identified vocabulary for discussing the use of credit cards
- Practiced basic survival English for applying for (or turning down) credit cards and for using a credit card
- Explored cultural perspectives of using credit cards

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Provide basic personal information
- **Listening**
 - Follow common basic instructions
 - Identify literal details: numbers and key words
- **Reading**
 - Understand common forms
 - Get information from basic text

Resources

- Go to Education World at www.education-world.com In the search box, type “Credit Card Activity Makes Kids Money-Wise.” This article gives an idea for an activity that can be modified to show how credit debt happens.

Personal Connections

In this warm-up section, encourage the learners to talk about debt. Define debt. Discuss buying things on credit. Discuss what it means to “buy now, pay later.” Consider these questions:

- What kind of things would be necessary to buy on credit?
- What is the attitude toward debt in your home country?
- How do you feel personally about debt?

Use a blank Venn diagram to help learners make comparisons between their experiences in their home countries and in their new community. Use the Unit Illustration to discuss what things should or shouldn't and can or cannot be paid for by credit card.

Note: *Point out the following very important information about credit cards that some learners may not know:*

- Credit cards are not “free” money, but must be paid back over time.
- Credit card companies charge large amounts of interest.

Vocabulary Development

Introduce the vocabulary. Ask learners to identify the words that they already know. Explain any new words. Practice pronunciation of each vocabulary word.

Have the learners record the new words in their personal dictionaries.



Class Dictionary

- credit cards
- credit card application forms
- borrow money
- interest
- credit card statement
- debt
- lend money
- minimum payment
- limit

Survival English 1: Credit Cards

Teach or review the simple future tense using “will” in the affirmative, negative and interrogative.

Suggested Activities

Ask the learners questions using the simple future tense with “will.”

Have them work with a partner for 10 minutes to find out what each person plans to do for the weekend. Have each learner share with the class what his or her partner plans to do.

Read the following story to the class. Have learners work in pairs and read the paragraph to their partners. Ask them to underline all the future tense verbs.

All banks offer credit cards to their customers. You will get many credit card application forms in the mail. It is very easy to get a credit card. Credit cards are like borrowing money. When you use a credit card, you must pay the bank interest. Interest on credit cards is very high. If you put \$100 on your credit card, you will have to pay \$18.00 interest or more. Each month you will get a credit card statement. The statement will tell you how much you put on your card that month. You do not have to pay it all each month. If you do not pay it all each month, you will have to pay interest. Be very careful when you use credit cards.

Answer the following True or False questions to see if the learners understood the paragraph.

1. _____ It is very difficult to get a credit card.
2. _____ Credit cards let you borrow money.
3. _____ Credit cards are free to use.
4. _____ You must pay all of your credit card bill each month.
5. _____ If you are not careful, you can have a big problem with credit cards.



Survival English 2: Making a Credit Card Purchase

Teach the modal auxiliaries *can*, *should* and *have to* in the positive, negative and interrogative.

Suggested Activities

Divide the learners into two groups. Have one group list the things they can do in a bank. Have the other group list things they have to do every day. Have the groups write lists and post them for everyone to read. They can add new things to each other's lists.

Write up a few scenarios related to credit card purchases. Have one learner read out the scenario and the rest give advice or suggestions using *can*, *have to* and *should*.

- I lost the last bill for my Visa.
- My MasterCard payment is due today.
- I can't find my Sears card.
- We would like to have a bigger television.
- Come to Tim Hortons. I don't have any cash, but I have my credit card.
- I don't get air miles when I use my credit card.

Survival English 3: Identify Specific Details on a Bill

Copy and hand out an example(s) of a credit card bill or statement. Have learners practice scanning the document to find specific details. Teach the common two-word verbs (and their meanings) in the Suggested Activity below.

Suggested Activities

Make up a handout that lists the two-word verbs and their meanings. Cut the definitions and verbs into separate strips. Have the learners try to match the verb and correct definition.

go over	examine to make sure that it is correct
fall behind	fail to do something by a particular time
write down	write something on a piece of paper so that you don't forget it
fill in	write the necessary information on a form
keep up	continue to do something
run up	do things that result in you owing a large amount of money
max out	spent the full amount or limit you are allowed on your credit card
think over	think carefully about an idea or plan before making a decision

Help the learners use the two-word verbs. Check that they are using them correctly and then have them share their sentences.

Dialogue

The dialogue uses the vocabulary and language structures introduced. Read the dialogue together and discuss what the dialogue is about.

Credit Card Payments

A: I am worried about my daughter.

A: Why?

A: She filled in an application for a credit card and she got one. She is only 18 years old.

A: Does she know the interest is high on credit cards?

B: Yes, she just got her first credit card statement.

A: How much does she owe?

B: She ran up a bill for \$500. She makes only \$400 a month. I hope she can keep up with her payments.

A: She will have to think over using her credit card!

Numbers

Discuss interest rates. Look at some sample credit card statements. See what the interest rate is. Interest is charged per day on an overdue credit card payment. Figure out how much the interest is per day.

Community Map

There is no Community Map activity for this module.

Module 4: Budgeting

Module Outcomes

By the end of Module 4, learners will have:

- Identified vocabulary for budgeting
- Practiced basic survival English for budgeting
- Placed financial counselling groups on the Community Map
- Explored building and sticking to a budget from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Provide basic personal information
 - Express and respond to a number of requests
- **Listening**
 - Follow commands
 - Identify literal details: numbers and key words
- **Reading**
 - Understand common forms
 - Get information from short text
 - Identify the main idea and specific details of text
 - Follow common everyday written instructions
- **Writing**
 - Fill out simple forms
 - Answer simple questions in writing

Resources

- Alberta Human Resources and Employment. *Welcome to Alberta: Information for Immigrants*. Edmonton, Alberta, 2005
- Schwartz, Stuart & Craig Conley. *Budgeting Your Money*. Minnesota: Capstone Press, 1999.
- www.esl-lab.com/vocab/

Teaching Notes

Each of the components in this module is presented here through Teaching Notes. These Teaching Notes are a combination of a class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to help learners make comparisons between their experiences in their own countries and in their new community. As a whole group, use the following questions to get learners thinking about the need for budgeting in their native countries and the need for budgeting in Canada.

- Are there differences between budgeting in your home country and here in Canada?
- Who makes the decisions about buying big items?
- Who does the shopping for groceries each week? Do you have a maximum amount you spend on groceries per month?
- Did you eat out or go to movies? How much would you spend every month on entertainment?
- Do you have a plan for how you will spend your money each month?
- Do you pay rent? Do you have to pay for water and electricity?

Point out the following information about Canada:

- It is considered very rude to ask other people about how much they make or how much money they have in the bank.
- Canadians usually do not ask how much you paid for something. For example if you buy a new coat, Canadians do not ask how much you paid; however, it is okay for you to volunteer the information.

Vocabulary Development

Brainstorm some vocabulary about budgeting. Have the learners record the new words in their personal dictionaries.

Suggested Activities

Tell the learners to imagine they have \$5000 to spend. Have each person make a list of all the things he or she would like to buy or do. Then have learners work with a partner to compare their lists and agree to a list of 15 items. Put the pairs of people in small groups and have the small group come up with a list of 10 things. Write the final lists on the board.

Have the learners then mark the items according to wants or needs.



Class Dictionary

- budget
- save
- spend
- wants
- needs
- plan
- compare
- spend wisely

Survival English 1: Asking About How Often You Do Things

Teach adverbs of frequency. Show the learners where to position them in a sentence: always, usually, frequently, sometimes, occasionally, often, seldom, rarely, never.

Suggested Activities

Have the learners practice using adverbs of frequency. Ask questions about activities they do regularly and the frequency at which they do them. Put one of the learners on the “hot seat” and have the rest of the class ask questions.

- How often do you brush your teeth? How often do you drink beer?
- How often do you get paid? How often do you phone your home country?
- How often do you pay your electricity bill? How often do you buy groceries?

Show the learners how to make adverbs by adding “ly.”

annual – annually
quarter – quarterly
day – daily

month – monthly
week – weekly
hour – hourly

Have the learners brainstorm all the things that they pay for every week/ month/ quarter/year. Write the list in columns on the board.



Survival English 2: Making a Budget

Learners will get information from a basic short text and will learn something about how to make a budget.

Suggested Activities

Have the learners do this reading as a split exchange activity. Prepare and print off the following chart. Cut it into strips and cut the sentences into two halves. Give a strip to each learner. Each person has to find the person with the other half of the sentence. Then together they have to put the sentences in order to make a paragraph.

A budget is a plan for	how to spend your money wisely.
To make a budget you will	need to know the flow of your money in and out.
The first step is to write down	the amount of money you receive each month.
Next, write down everything that	you spend each month.
Keep track of everything you spend for a month	to give you a correct amount.
Now you are ready to fill out a budget plan	with both income and expenses.
Subtract all your expenses	from your income.
A budget will help you pay your	bills and have money left to save.

Survival English 3: How Much Do You Spend?

Practice “how much” with the verbs to pay, to cost and to spend.

Suggested Activities

Have the learners practice these questions: How much is Mary’s _____?
How much does Mary spend each month on _____?

Mary’s Budget – Information Gap Activity

Put learners into pairs. Prepare copies of Forms A and B. One person gets Form A and the other person gets Form B. Each has a different half of the information for the budget. They must ask their partners questions to fill in the missing information on their copies of the budget. Explain the two questions:

- How much does Mary spend on _____ each month?
- How much is Mary’s _____? Read the background information to students before they begin.

Background Information

Mary lives in a small town. Her take-home pay is \$2000 each month. This is her budget for one month.

Mary’s Monthly Expenses

Form A		Form A	
Rent	\$650	Rent	
Utilities		Utilities	\$175
Food	\$180	Food	
Clothing		Clothing	\$200
Transportation (taxi)	\$100	Transportation (taxi)	
Meals in restaurants			\$295
Movies	\$650	Movies	
Cable/internet		Cable/internet	\$80
Cell Phone	\$105	Cell phone	
Extras		Extras	\$30
Savings	\$75	Savings	

When the learners are finished filling in the missing information, have them identify which items are things Mary needs and which are items Mary wants. Is Mary in debt by the end of each month? Ask, “How could Mary save money?”

Bring in a simple budget form and have the learners make a budget.



Numbers

Learners will practice reading and saying dollar amounts. Have the learners practice adding and subtracting amounts. When taking an annual payment amount, they can divide it into 12 months.

Community Map

If the community has groups that provide financial counselling, identify these on the Community Map.

Module 5: Identity Theft

Module Outcomes

By the end of Module 5, learners will have:

- Identified vocabulary for identity theft
- Practiced basic survival English for identity theft
- Placed police stations on the Community Map
- Explored protecting identity from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Provide personal information
 - Express and respond to caution and warning
- **Listening**
 - Follow basic commands
 - Identify expressions to express warnings
 - Identify specific literal details
- **Reading**
 - Get information from a short text
 - Identify the main idea and specific details of texts
- **Writing**
 - Answer simple questions in writing

Resources

- Type “identity theft” in the search box of the following websites: Schwartz, Stuart & Craig Conley. *Budgeting Your Money*. Minnesota: Capstone Press, 1999.
 - www.alberta-canada.com
 - www.publicsafety.gc.ca
 - www.servicealberta.ca

Teaching Notes

Each of the components in this module is presented here through Teaching Notes. These Teaching Notes are a combination of a class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to get learners thinking about experiences in their home countries and in Canada. How are the same? How are they different?

Discuss the following with the whole group:

- Has anything ever been stolen from you?
- What was stolen? How was it stolen?
- What did you do about it?
- Do you receive “junk mail” letters with applications for credit cards?
- What do you do with these letters?

Talk about why people use a paper shredder. Find out what learners think identity theft means. How can they prevent it happening to them?

Point out the following information:

- Junk mail that includes people’s names and addresses must be destroyed.
- People need to be careful about sending personal information over the Internet or giving information over the telephone if they are not certain who the caller is.

Vocabulary Development

Introduce the vocabulary by using the Unit Illustration. Ask students to identify any items in the illustration that they can already name in English. As they identify the items, write the words on a flip chart (or make copies of the illustrations and write directly on them or make laminated copies and write on them using erasable ink).

Have learners record the new words in their personal dictionaries.



Class Dictionary

- | | |
|-----------------------|------------------------|
| • identity theft | • rob |
| • crook | • crime |
| • thief, thieves | • private |
| • shred | • personal information |
| • fraud, commit fraud | • victim |
| • steal, stole | |

Survival English 1: Give a Warning

Review how to express a warning.

Suggested Activities

Set up some simple situations where learners need to be careful. Teach them ways to warn people with different levels of intensity. Hand out a situation to each learner and tell that individual to warn the others. Some situations you might use are as follows:

- The steps are icy.
- A car is speeding into your path.
- Your purse is open.
- You are going to drive a long distance.
- There is broken glass on the floor.
- You put your credit card bill in the garbage.
- The power will be off overnight.

Have the learners read the following paragraph and talk about it. Then have them give some advice on what to do to be safe. Use one of the warnings from the vocabulary with the advice.

Identity Theft

Identity theft occurs when someone steals your personal information and uses it to commit fraud. The thieves look in the garbage for papers with your personal information. They look for old bills, receipts and bank statements that you throw out. The thieves use this information to steal money from your bank account. It is important to shred all papers that have your personal information before you put them into the garbage.



Class Dictionary

- Take extra care.
- Look out!
- Watch out!
- Be careful.
- cautious
- afraid
- I'm warning you.
- Keep an eye open.
- Report to the police.
- Get out of the way.

Survival English 2: Giving Advice to Prevent Identity Theft

Review how to give advice using imperatives. Advice is also given using modals (should, could, might, etc.) Using imperatives is a simpler way.

Suggested Activities

Have the learners look in their purse or wallet. Ask them to decide what is the most important item they are carrying.

Brainstorm with the learners what it would mean to them if they lost their purse or wallet, or if someone stole it. What would steps would they have to take?

Have the learners talk about where they keep their personal information in their homes. Do they have a locked drawer or a secret hiding place? Prepare a handout listing methods thieves use to get your personal information.

- Steal purses and wallets
- Steal your mail
- Watch people enter their PINs at the bank or in stores
- Take bank and credit card statements from garbage cans
- Send e-mails or telephone your home asking for personal information
- Pretend to be your bank calling and ask for personal information

Have the learners work with the handout to come up with ways to prevent this kind of crime and to protect their personal information.

Some ideas to protect yourself from identity theft:

- Always keep your wallet or purse safe. Lock it up when you are at work.
- Tell the police immediately if your purse or wallet is lost or missing.
- Cover the PIN pad when you make a transaction so no one can see the numbers.
- Don't tell anyone your PIN number.
- Don't write your PIN beside the computer or put it where people can find it.
- Don't carry your PIN in your wallet.
- Shred everything with your personal information on it.
- Don't give your personal information on the internet or on the telephone when a stranger calls you.
- Keep a record of credit card numbers in a safe place.

Dialogue

Learners can practice this dialogue for reporting a stolen purse or wallet. First read the dialogue with one of the learners. Then have two learners read it to everyone. Discuss the content. Pair up the learners and have them practice further. Finally, do role-plays based on the dialogue.

Reporting to the Police

A: Hello, is this the police?

B: Yes it is.

A: I'd like to report that someone stole my purse.

B: Where did this happen?

A: It happened at school while I was in class.

B: Where was your purse?

A: It was in my classroom.

B: What was your purse like?

A: It was a small black leather purse with a long strap.

B: What did you have in it?

A: My driver's license and my credit card and \$100 in cash.

B: Okay, I'll need your name and phone number.

Numbers

There is no number activity for this module

Community Map

Mark the police station on the map and write down the phone number.



Health And Wellness Unit

*One who eats plain
food is healthy.*
– Japanese Proverb

*Work is half
of health.*
– Swedish Proverb

*Joyfulness is half
your health.*
– Czech Proverb

Introduction

This unit addresses “survival” language with a cultural perspective on health and wellness. Instructors are encouraged to be a bridge for newcomers in the community by helping to address both language and cultural barriers. As an instructor, you will explore the topic with learners and discover how culture influences the way health care is delivered and how people understand it. As you prepare, consider how your own assumptions colour your perception of what is “common” knowledge and what is not.

The goal of this unit is to enhance individuals’ capacity to obtain and understand basic health information and access services needed to make appropriate health decisions.

This unit consists of five modules:

- Module 1: Making an Appointment
- Module 2: Going to the Doctor
- Module 3: Going to the Pharmacy
- Module 4: Visiting the Hospital
- Module 5: Staying Healthy

Teaching Notes

Each of the modules is structured around teaching notes including: class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Culture Byte

As humans, we share many things in common no matter where we come from in the world. Our environment affects our physiology, anatomy and psychology in many of the same ways. Bones break, bodies become sick, if we are cut we bleed and what we do and eat affects our growth.

There are also some important similarities and differences within cultures. In Canada, values around health and wellness inform the way health care is delivered, the promotion of healthy lifestyles, treatment protocols and our understanding of wellness. There is a predictable way doctors' offices look and operate and there are certain things we have come to expect from pharmacies or hospitals and those who work there. Beyond these similarities we can also see a range of differences of values and beliefs within our own culture about health and the definition of wellness. Some people eat only vegetables, others take daily vitamins and others have a glass of wine each day for their health.

Newcomers sometimes have difficulty accessing the care they need not only because of language barriers but also because of different perspectives on health, medical care and expectations about diagnosis and treatment.

This Culture Byte provides a framework for understanding how culture can influence a person's experience of health and wellness. It will help you to understand some ways in which the norms and expectations in Canada might not line up with what newcomers have learned to expect. It is also important to check for equivalent concepts. You can do this by asking if there is an equivalent word for something in the learner's language. (For an exceptional example of how concepts do not translate across cultures, look at *The Spirit Catches You and You Fall Down*, by Anne Fadiman.)

There are three major categories of health belief systems⁹. In Canada, health care is based on a biomedical system of health and illness. This means that when you are ill it is either the result of something exterior such as bacteria, viruses, or germs, or it means that something in your body is not working well, causing you to be sick. Additionally, there are many preventive treatments in place that some newcomers may be unfamiliar with and perhaps reluctant to access.

A second belief system regards disease as the result of a supernatural being—a ghost, an evil spirit, a witch or a sorcerer. A third system explains sickness as a result of cold, heat, winds, dampness and an upset in the basic body elements. In this explanation, illness results from an imbalance between hot and cold elements of the body. People who follow this system believe that all foods, medicines, conditions and emotions can be ascribed hot or cold qualities.

These differences in belief systems will result in different ideas about how to treat and prevent illness. Examples of how culture impacts aspects of health and wellness can help you check your assumptions about what "common knowledge" is and how a person's view of the world will influence behaviour. The following examples of behaviours associated with health and wellness provide a scaffold for understanding the experiences and perspectives of newcomers and for considering your own values and beliefs:

⁹ Samovar L. and Porter R., *Communication Between Cultures*, 5th ed. Thompson and Wadsworth, 2004.

- **Health beliefs.** Do people believe in taking medication (pills, etc.) to feel better? Do people believe in talking to a psychiatrist or psychologist?
- **Health-seeking behaviour.** In Canada, there is an emphasis on health promotion and preventive measures such as getting a check-up once a year. This may seem odd to some newcomers who are accustomed to seeing the doctor only if they are ill.
- **Expression of pain.** People of all cultures have similar emotions such as happiness, sadness and anger. Cultures do, however, vary in the way emotions are expressed. People from some cultures are very demonstrative and the expression of positive and negative emotions might include laughter, shouting, fist shaking, yelling, large gestures and easily identified facial expressions. People from other cultures tend to show minimal levels of expression. This applies to the expression of pain as well, which can make it difficult to recognize an individual's experience of pain.
- **Breaking bad news.** In Canada, patients are considered to be autonomous individuals, and will therefore be given information about their illness. They may also have a personal directive such as DNR (do not resuscitate). In Canadian hospitals, patients are required to sign an informed consent form before a procedure can take place. In other cultures, information regarding a person's illness may be withheld from the patient or may be told first to the head of the family rather than the patient. It may also be up to someone other than the patient to provide consent.
- **Decision making.** Who makes the decisions? In some countries, the head of the family makes decisions rather than the patient.
- **Gender considerations.** In some cultures, it is unusual for a male doctor to look after a female patient and vice versa. Male physicians in Canada will usually call another person into the examining room before examining a woman's private areas.
- **Customs and practices.** People have many cultural differences regarding pregnancy and childbirth, death and dying, visiting a person in the hospital, etc.
- **Disclosure.** Privacy laws in Canada restrict disclosure of patient information to close family members only.
- **Time.** Orientation to time can influence whether a client shows up on time for appointments, takes medication on schedule and returns for follow-up visits. It can also influence the amount of time a health-care professional spends with a client. In Canada, doctors often do not expect to spend a lot of time developing rapport or discussing the causes and cures of illnesses with a client. In many other cultural contexts, patients expect doctors to spend time building a relationship and discussing the details of their illness.

As well as beliefs about health and illness, newcomers may face additional barriers at the patient level¹⁰. These may include:

- Limited finances
- Fear of stigmatization (e.g. mental health, wearing glasses, etc.)
- Lack of understanding of the system
- No health care or insurance
- Lack of experience for understanding scheduling and appointments
- Competing life demands (work, family, communication, school, housing)
- Gender barriers
- Discrimination
- Communication problems resulting from language barriers

Community Connections

This is an important unit for making connections in the community. Make a brochure using the Sample Brochure found in the *Roots and Connections* toolkit. Using this brochure, talk to local health care professionals and encourage them to be Community Facilitators. In this role they may either host a visit to their place of work, or come in as a guest speaker to help newcomers know what to expect and to establish a relationship. This will be especially valuable for those newcomers experiencing a very large cultural distance. Potential Community Facilitators include:

- Nurse
- Public health nurse
- Pharmacist
- Dentist

Other Ideas

- Tour a clinic.
- Get samples of medical forms used at local clinics and practice filling them in.
- Do a drive-by tour of some of the clinics and doctors' offices. Visit a larger clinic to demonstrate how to find a doctor listed on the elevator registry and how to get to a lab and X-ray departments.
- Have a pharmacist come in as a guest speaker.
- Take a field trip to a pharmacy. Have learners find an over-the-counter remedy for a specific ailment (cold, flu, constipation, headache).
- Use drugstore flyers or English Express to discuss what is available at a pharmacy.
- Look for news about the local hospital in the newspaper.
- Arrange for a tour of the local hospital.

- Tour a multiplex or exercise facility. Spend some time playing a game, skating, swimming, or exercising (see Recreation Unit).
- Go to a park and sled or skate, or arrange a guided walking tour (see Recreation Unit).
- Organize a class to teach healthy cooking. This can be especially useful for participants who do not have much experience preparing their own food.

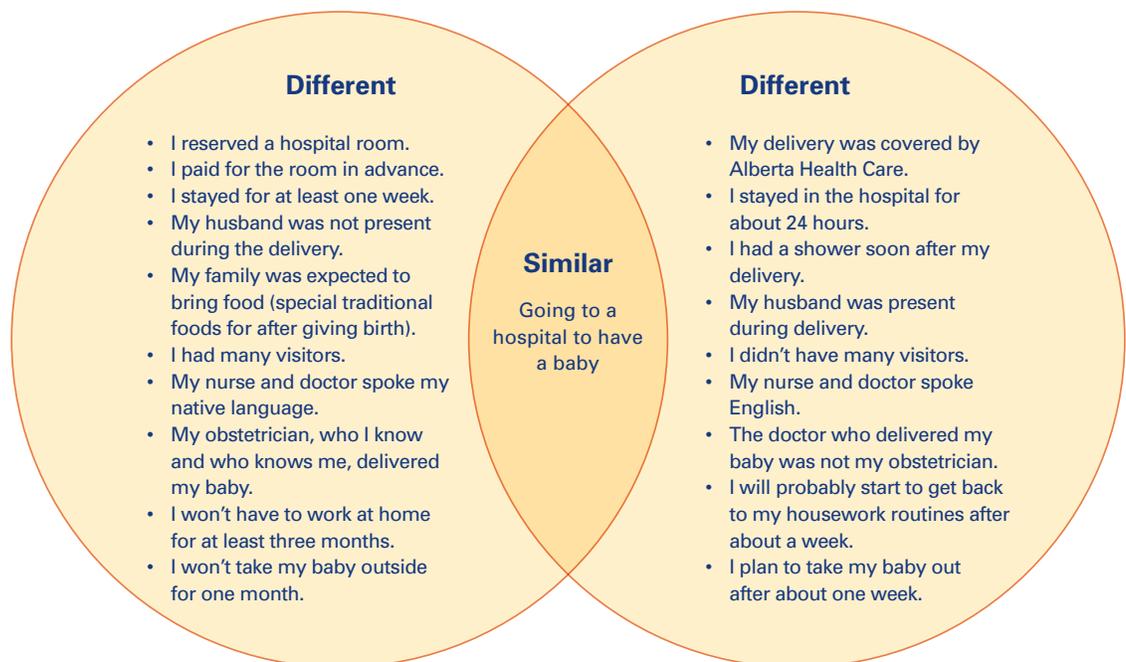
Unit Illustration

This is an illustration of what you might see in a clinic in your community. Use the illustration to create a context for the unit topics and to build vocabulary.

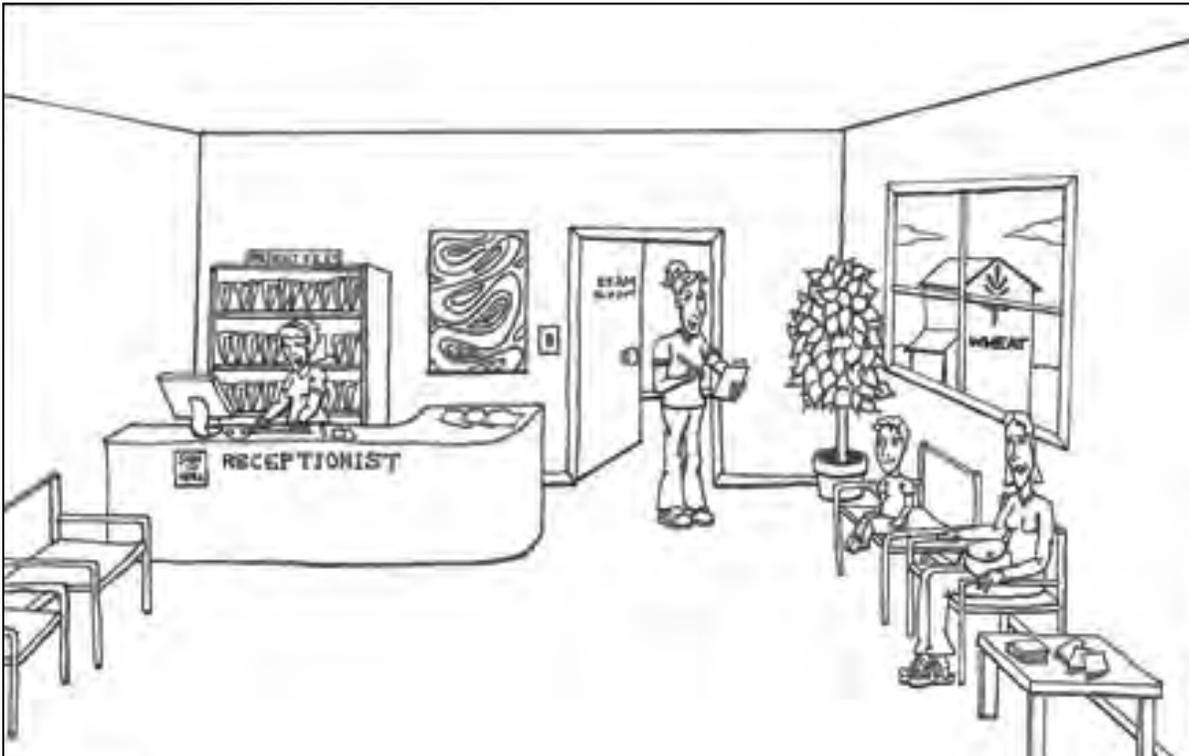
- Practice asking questions using the words what, when, where, why, how and who.
- Draw four columns and label them: people, places, things and actions. Describe what you see in the picture and write the observations in the appropriate column.
- Draw a Venn diagram. Ask learners to think about what is similar to their previous experience and what is different.

One person's experience in Country A

One person's experience in Alberta



Going to the Doctor



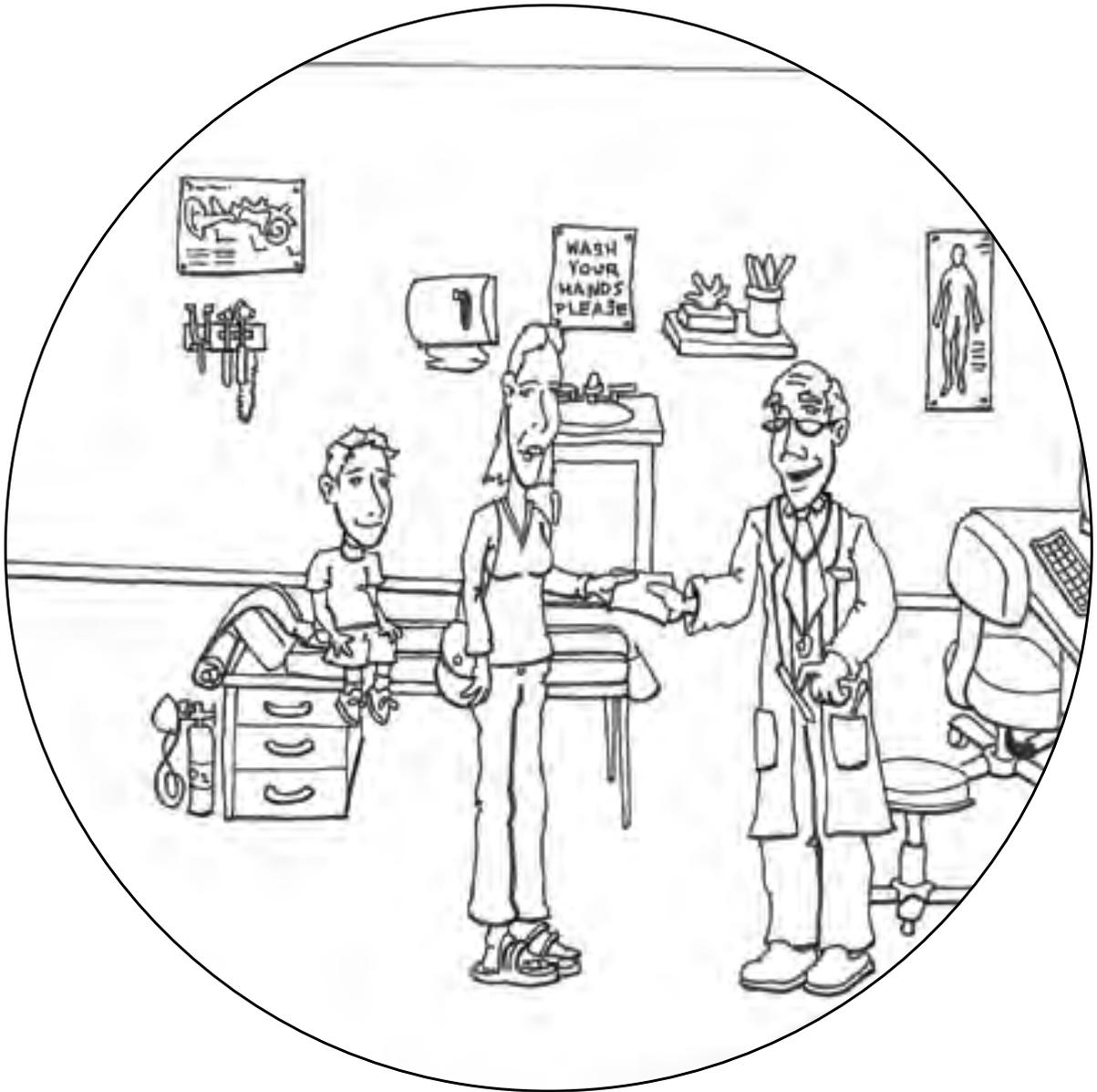
Making an Appointment



Going to the Doctor



Going to the Doctor



Going to the Pharmacy



Module 1: Making an Appointment

Module Outcomes

By the end of Module 1, learners will have:

- Identified vocabulary for making an appointment
- Practiced basic survival English for making and cancelling appointments
- Identified and placed medical clinics and other health providers on their Community Map
- Explored making an appointment from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Provide basic personal information
 - Give a basic description
 - Indicate communication problems
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions and requests
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify places on a simple map
 - Get information from basic short texts
- **Writing**
 - Copy information

Resources

- English Express (May–June 03; Oct. 07 – Teaching notes) www.englishexpress.ca
- Body Parts page from a picture dictionary such as *The Oxford Picture Dictionary*
- Local phone directory
- www.eslflow.com/humanbodylessonplans.html
- www.esl-library.com/ (subscription required)



Personal Connections

Draw out what learners already know about making an appointment to see a doctor. Use a blank Venn diagram and/or the Unit Illustration to make some comparisons with their experiences in their own countries. Talk about this *Same or Different* list to gather learners' experiences.

Same or Different?

- You must make an appointment when you want to see your doctor.
- It is common to make an appointment by phone.
- You do not need to pay when you go to the doctor if you have Alberta Health Care coverage.
- Sometimes you have to wait at the clinic.
- There are walk-in clinics you can go to without an appointment.
- If you cannot go to your appointment you should call and cancel it.
- You must have a referral from your family doctor to see most specialists.

Vocabulary Development

Learners must have some basic vocabulary to talk about their health and to communicate with a doctor or health care professional. They need to be able to name parts of the body as well as explain symptoms of ill health.



Class Dictionary

Names of body parts
Describing a health problem:

My _____ hurts.

I have _____.

- a headache
- a stomach ache
- a back ache
- a toothache
- a cold
- the flu
- a pain
- a sprain

Suggested Activities

Introduce body parts by using TPR (Total Physical Response). Touch a body part and have learners point to each part and repeat the name after you. Practice pronunciation of each body part.

Put learners into pairs and have one call out a body part. The partner must point to it and repeat the word. (Use a picture dictionary as an aid, if needed.)

Draw a large silhouette of the human body. Divide the learners into two teams and have them take turns naming a body part for the other team to draw/label on the silhouette.

Introduce "ache" and "hurts". Ask learners "What hurts?" They must respond with "My hurts." Or "I have a ache."

Play "Chain Game." One learner starts "I have a stomach ache." The next must repeat and add on "I have a stomach ache and an earache." Continue around the circle, as the sentence chain grows.

Helpful Hint

Health promotion is “the process of enabling people to increase control over and to improve their health.” *World Health Organization*

If some of the participants in your group do not already have a doctor, tell them about how they can find one in your community (family doctors, walk-in clinics). They can look in the phone book and write down information about doctors in the community. (Note: Doctors are listed under “Physicians & Surgeons” in most phone books.)

Some newcomers may not understand why they need a doctor if they are not sick. Explain the concept of health promotion. For information on Health Promotion, check out the Canadian Health Network website at www.canadian-health-network.ca.

Survival English: Making and Cancelling an Appointment

This section on language development introduces common phrases used to make or cancel an appointment and to provide personal information.

Introduce common phrases to make an appointment.

- Could I make an appointment, please?
- I'd like to make an appointment with Dr. _____.
- May I make an appointment for _____?

Introduce common phrases to cancel an appointment.

- I want to cancel my appointment.
- It's on _____.
- My name is _____.



Class Dictionary

an appointment

I want to _____.

Common request phrases:

Months of the year

May I _____?

Days of the week

Could I _____?

I'd like to _____.

Suggested Activities

In pairs, have learners practice asking for an appointment.

A: Hello, clinic. How may I help you?

B: Hello, I would like to make an appointment with Dr. .

A: What's the problem?

B: I have a (an) .

(Use scripted dialogue initially; then challenge more capable learners to vary it.)

Dialogue

In this module there are three dialogues to choose from. Practice one or all of the model dialogues for making an appointment. Have learners practice in pairs until they can read them smoothly. Then have them make substitutions in the dialogues.

Making an Appointment

A is a receptionist and B is a patient.

A: Hello, Dr. _____'s office. How may I help you?

B: I would like to make an appointment with Dr. _____.

A: Can I have your name please?

B: My name is _____.

A: What's the problem?

B: I have a (an) _____.

A: Could you come in at _____?

B: Yes, thank you.

A: Okay, then we will see you on at .

B: Thank you. Goodbye.

A New Patient

A is a receptionist and B is a new patient.

A: Hello, Dr. _____'s office. How may I help you?

B: I would like to make an appointment with Dr. _____.

A: Can I have your name please?

B: My name is _____.

A: Are you a patient here?

B: No, I am a new patient.

A: Could I have your phone number, please?

B: It's _____.

A: What do you want to see the doctor about?

B: I have a (an) _____.

A: Could you come in at _____?

B: Yes, thank you.

A: Okay, then we will see you on __ at ____.

A: Thank you. Goodbye.

Negotiating the Appointment Time

A: Hello, Dr. _____'s office. How may I help you?

B: I would like to make an appointment with Dr. _____.

A: Can I have your name please?

B: My name is _____.

A: What's the problem?

B: I have a (an) _____.

A: Could you come in at _____?

B: Could you repeat that slowly please?

A: That is at _____.

B: I'm sorry, that is not a good time for me. Do you have another time?

A: How about _____? (variation)

B: Yes, that is fine. Thank you.

A: Okay, then we will see you on at _____.

B: Thank you. Goodbye.

Suggested Activities

Give each pair of learners an "illness card" (headache, etc., from class dictionary list). They must use a phone book to find a clinic and the phone number and then role-play a dialogue making an appointment.

Practice in pairs and then present to the class. To stress clear pronunciation, have the "receptionist" write down the name and phone number given.

Numbers

It is important to use numbers correctly when you make an appointment. Review numbers as we use them to express dates and time. Review using numbers when telling time.

Suggested Activities

Go over days of the week and months of the year. Practice reciting them by going around the class repeating them in order. Watch for correct pronunciation.

Introduce the prepositions of time (at, on, in) and practice when they are used ("in" with months; "at" with precise time; "on" with days of the week).

Give learners an index card with their appointment time and ask: When is your appointment? "My appointment is on at _____." More capable learners may be asked to write down the appointment time. Practice in pairs, where learners make up their own appointment times.

Community Map

Find and label:

- Clinics
- Eye doctor offices
- Dental offices

Module 2: Going to See the Doctor

Module Outcomes

By the end of Module 2, learners will have:

- Identified vocabulary for going to see the doctor
- Practiced basic survival English for visiting a doctor
- Identified and placed clinics and doctors' offices on their Community Map
- Explored going to see a doctor from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Provide basic personal information
 - Express and respond to a number of requests
 - Indicate communication problems
 - Provide expanded basic personal information appropriate to the context
 - Give a basic description
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions, positive and negative commands and requests
 - Respond to instructions and warnings
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Understand simple maps
 - Get information from basic short texts
 - Understand basic common forms
- **Writing**
 - Fill out simple forms
 - Describe personal situation by completing short guided texts or by answering simple questions in writing

Resources

- English Express at www.englishexpress.ca (Feb: 08), Optometrist; (Sep.–Oct. 07) Dentist; (May–June 03) Doctor
- Medical Care and Ailments and Injuries pages from a picture dictionary such as *The Oxford Picture Dictionary*
- Yellow Pages: Physicians
- Community Map

Personal Connections

Discuss with learners what they think about when and why they should go to the doctor. Use a blank Venn diagram and/or the module illustration to draw some comparisons with their experiences in their own countries.

- Would you make an appointment to see a doctor?
- How would you pay?
- Do you have medical insurance?
- How would you get to see a specialist?

Point out these practices in Canada:

- You must have a referral from your family doctor to see most specialists.
- Many people have a complete physical checkup once a year even if they do not feel sick.
- An average appointment lasts 10 minutes.
- Sometimes you will have to take off your clothes and put on a paper gown before the doctor sees you.

Vocabulary Development

Introduce vocabulary about what learners will see or experience on a visit to the doctor. Include words they could hear in a medical examination. Display sample items or pictures to introduce the vocabulary and describe what they are used for. Practice pronunciation.



Class Dictionary

- medical staff (nurse, dietitian)
- kinds of doctors
- examining room
- thermometer
- scale
- blood pressure cuff
- syringe/needle
- stethoscope
- Alberta Health card
- medical information form

Suggested Activities

Review vocabulary by having students fill in the missing word(s) orally.

1. A _____ shows your weight.
2. The doctor uses a _____ to listen to your heart.
3. The receptionist will ask for your _____ card.
4. You fill out a _____ form.
5. The nurse uses a _____ to give you a needle.
6. A _____ will measure your blood pressure.
7. A _____ will measure your temperature.

Note: Adapt this for other medical professionals depending on your learners' interests (dentist, optometrist, pediatrician).

Survival English 1: Describing Symptoms

Teach the verbs to feel and to have in the affirmative, negative and interrogative. Have the learners ask each other "yes or no" questions using the words feel and have. Choose the medical symptom that can be used with each verb.

Teach the following questions and response formulas.

What's the matter?

How do you feel?

I feel _____.

I feel like _____ ing .

I have (a) _____.

My is _____.



Class Dictionary

Medical symptoms, injuries, and illnesses

- headache
- toothache
- stomach ache
- backache
- sore throat
- fever
- rash
- cough
- throw up/vomit
- chills
- ear infection
- congestion
- dizzy
- swollen
- diarrhea

Suggested Activities

Act out symptoms and make a list on the board as learners name them. Have learners act out a symptom and classmates name the illness, disease, or injury.

Practice describing "What's the matter?" using the formulas.

Helpful Hint

Getting an Alberta Health Care card. If any of your learners does not have an Alberta Health Care card, they can find information on the following website:

<http://www.health.alberta.ca>

Select "Health Care Insurance Plan." Select "AHCIP Forms." Select "Application for Alberta Health Care Insurance Plan Coverage."

If your participant is a low income Albertan, he/she may be eligible for a subsidy. On the same website under "AHCIP Forms," select "Application for Premium Subsidy."

Survival English 2: Things the Doctor Might Say

To further develop language for visiting a doctor, brainstorm with the learners some things a doctor might say. Divide the ideas into two lists – Orders and Questions/Statements.

Doctor's Questions/Statements

- How long have you had this (headache)?
- Where does it hurt?
- How did you sprain your ankle?
- When did you sprain your ankle?
- Does this hurt?
- I will make an appointment for you with a specialist.
- My receptionist will make an appointment for a CAT scan.
- Take these papers to the lab.
- Go to the hospital for an X-ray.

Doctor's Orders

- Open your mouth and let me have a look.
- Open wide. Say "Ah."
- Put on this gown. It opens at the back.
- Turn your head to the left/right.
- Lie on your back/side.
- Take a deep breath. Cough.
- Put your feet in the stirrups.
- Make an appointment to come back in two weeks.
- Make an appointment for a complete check-up

Suggested Activities

Have the learners role-play **Doctor's Orders**. Label corners of the classroom: Receptionist, Lab, Hospital, X-ray. Write the following list of doctor's orders on separate cards. One learner is the doctor and chooses commands; the others follow orders.

- Open up. (Open your mouth. Open. Open wide.)
- Say "Ah."
- Close.
- Look up. To the side. Straight ahead.
- Turn your head. Other way. (Doctor checks ears.)
- Put on this gown.
- It opens at the front/back. (Learner runs her finger down her front or back.)
- Breathe. Take a deep breath. Hold. Breathe out.
- Cough.
- Does this hurt? (Learners say "Ouch" or "No.")
- Lie on your back. (Learners slide down in their chairs.)
- Put your feet in the stirrups. (Learners lift both feet.)
- Sit up.
- Get dressed.
- Take this to the receptionist.
- Take this to the lab:
- Make an appointment to come back in two weeks.
(Learners pretend to phone for an appointment.)
- Here is your prescription. (Learners go to the pharmacy.)
- Take this to the X-ray department.
- Go to the hospital.

Write each question on separate cards. Write a possible response to each question and ask learners to match the questions and answers. Learners can practice asking and answering the questions.

Dialogue

This dialogue is the culminating activity that combines the vocabulary and language structures and applies them in the context of community orientation. In this module there are three dialogues to choose from.

Arriving at the Doctor's Office

A is the patient and B is the receptionist.

A: I have an appointment with Dr. _____.

B: What is your name?

A: My name is _____.

B: What is your phone number?

A: My phone number is _____.

B: What is your health care number? (Can I see your health care card?)

A: It is _____. (Yes. / No, I don't have one.)

B: Please have a seat. Please fill out this form.

A: I don't understand English.

B: Fill out what you can.

Talking to Your Doctor

A: I have a terrible _____. (My _____ hurts./ I can't .

B: How long have you had it?

A: One/ two _____.

B: Do you have _____ (a fever/ pain/ a rash/ swelling)?

A: Yes, I have (a fever/ pain/ a rash/ swelling). / Sorry, can you say that again?

B: Let's take your temperature/ blood pressure. It is very high!

A: I don't understand. Please speak slowly.

B: You have a fever/ the flu. I will give you some medicine.

A: Thank you.

Suggested Activities

In pairs, practice talking to the doctor.

Display lists of ailments or conditions and things the doctor might say.

Learner A will be the patient and will tell the doctor her problem.

Learner B will be the doctor and will ask questions and give directions.

Numbers

We use numbers to express duration in minutes, hours, weeks, months and years. Review answering questions about “how long.”

Suggested Activities

Practice using these question-and-answer formulas. Use a clock, a daytimer and a calendar.

How long? Elicit answers: in hours, weeks, months, years (use a clock and calendar to demonstrate).

Note: Some of the verb tenses are more advanced. These are, however, the kinds of questions learners will hear. Show them how to make their answer by copying the verb of the question.

Sample questions:

- How long should I take the pills?
- How long will the medical tests take?
- How long did you have the _____?
- How long were you sick?
- How long until I can see the specialist?

Community Map

Place the hospital(s) on your map. Show the route from home to the hospital and talk about different ways to get there.

Module 3: Going to the Pharmacy

Module Outcomes

By the end of Module 3, learners will have:

- Identified vocabulary for going to the pharmacy
- Practiced basic survival English for getting medication from a pharmacy
- Identified and placed pharmacies on their Community Map
- Explored medication and going to the pharmacy from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Provide basic personal information
 - Give a basic description
 - Express and respond to cautions and warnings
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions, positive and negative commands and requests
 - Identify expressions to request assistance
 - Respond to instructions and warnings
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Follow 1- to 4-step written instructions
 - Understand simple maps and labels
 - Get information from basic short texts

Resources

- English Express (Jan./07) www.englishexpress.ca
- Going to the Pharmacy page from a picture dictionary such as *The Oxford Picture Dictionary*
- Medication bottles and labels
- Sample of medication information sheet
- Local drugstore flyers
- Ask Your Pharmacist calendars provided by your pharmacist and the Canadian Pharmacists Association

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to develop context and use the following questions to have learners share experiences of obtaining medicines in their native countries.

- What did you do when you needed medicine in your country?
- Have you needed medicine for yourself or a family member in Canada?
- How did you find what you needed?

Point out these facts about health care in Canada:

- Some medicines are prescription (from a doctor) and some are non-prescription (over-the-counter).
- Your pharmacist is your medication expert. He or she can provide information on a wide range of health issues including:
 - Giving you medication tips for children
 - Choosing non-prescription medications
 - Managing conditions such as diabetes, asthma, high blood pressure and high cholesterol
 - Helping with lifestyle changes such as quitting smoking
 - Helping you understand health information you hear in the news or find on the Internet
 - Helping you find other useful resources in your community

Vocabulary Development

Not having adequate vocabulary related to taking medication—both prescription and non-prescription—can have serious consequences. Introduce vocabulary for following prescription instructions and instructions printed on non-prescription drugs.



Class Dictionary

- pharmacist
- pharmacy

Forms of medication

- tablet
- liquid
- dropper
- capsule
- suppository
- nasal spray

Measurement words

- teaspoon (tsp.)
- tablespoon (Tbsp.)
- millilitre (mL)

Suggested Activities

Display sample items such as pill bottles, capsule, tube of cream to introduce vocabulary used to dispense medicine. Practice pronunciation. Talk to your local pharmacist for resources and ideas.



Survival English: Reading Labels and Asking “Choice” Questions

Teach learners how to ask “choice” questions using “or.” Write the format on board:

Is this a _____ or a _____?

Have learners practice asking questions about classroom objects:

Is this a pencil or a pen? Is this a window or a door?

In pairs, have the learners ask questions using the new vocabulary.

Is this a teaspoon or tablespoon?

Is this a capsule or tablet?

Is this a liquid or tablet?



Class Dictionary

- label information
- expiry date
- refill
- prescription
- label instructions
- over-the-counter
- side effects
- dose
- store (verb)

Suggested Activities

Identify parts of a sample label and answer questions about the label information with the whole class.

Sample Questions

- What is the expiry date?
- Is the medication taken with food?
- How often do you take it?
- How much is each dose?
- Can you refill the prescription?

In pairs, have the learners use sample bottles (brought from home) and identify the various parts of the label. Learners can then take turns answering the questions above.

Have the learners ask “choice” questions using information from labels from medicine packages and bottles.

Suggested Activities

Questions to Ask Your Pharmacist

Role-play asking the pharmacist questions from the list:

- Why am I taking this medicine?
- How do I take it?
- When will I feel better?
- What should I do if I miss a dose?
- What side effects might I experience? What should I do?
- Can I take this medicine if I am breastfeeding or pregnant?
- I'm taking some other medications. Is it okay to take this one, too?
- Are there any foods, alcohol or other drugs I should avoid while taking it?
- Where should I store (keep) my medicine?

Get some special instruction labels from the pharmacy such as "Take on empty stomach." Have the learners ask questions about the label information.

Talk about the kinds of medication that are available over the counter in Canada compared to what is available in your participants' home countries.

Dialogue

Practice the dialogues for getting a prescription filled. Print the dialogues and cut each of them in strips. Have the learners put the strips for each dialogue in order then practice with a partner.

Getting a Prescription Filled

A: Could I get this prescription filled please?

B: Have you had a prescription filled here before?

A: Yes.

B: What is your name?

A: My name is .

B: It will take 20 minutes.

A: Okay.

Picking up Your Prescription

B: (Pharmacist calls patient's name) Here is your prescription. Take two capsules twice a day.

It must be taken with food. Do you have any questions?

A: How long do I need to take it for?

B: Until it is all finished. How would you like to pay for that?

A: Can I use my debit card?

B: Yes, that will be fine. Fifty dollars please.

A: Thank you.

Numbers

Teach the question formats below. Practice answering with expressions that show frequency or repetition, such as once a day, twice a day, three times a day (week, month, year).

How often do you _____?

How often does _____?

Suggested Activities

Practice using the questions above with other verbs: *go to, take, walk, eat, make, listen, etc.*

Community Map

Label the pharmacies (drugstores) on your Community Map.

Module 4: Visiting the Hospital

Module Outcomes

By the end of Module 4, learners will have:

- Identified vocabulary for visiting the hospital
- Practiced basic survival English necessary for hospital admission and stays
- Identified and placed hospitals on the Community Map
- Explored hospital admission and stays from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Provide basic personal information
 - Give a basic description
 - Indicate communication problems
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions and requests
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify places on a simple map
 - Understand signs and basic schedules
 - Get information from basic short texts

Resources

- Hospital or Treatment and Remedies pages from a picture dictionary such as *The Oxford Picture Dictionary*
- Temple University Health Literacy Initiative: www.projectshine.org/healthliteracy/advbegunit2.htm
- English Express: www.englishexpress.ca

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to develop context and discuss the following questions. Learners can share their experiences of hospital stays or emergency visits in their native countries and in Canada.

- What did you do when you needed an operation in your country?
- Did you need to pay for your stay? How long do people stay in the hospital (e.g., when delivering a baby)? Is food provided?
- What happens when someone in your family or community is admitted to the hospital?
- Have you or a family member been in our local hospital? (Share experiences.)
- What did you have to do first?
- Have you been to the Emergency Department? (Share experiences.)

Point out the following information:

- Most hospital stays are free of charge with your health card.
- You may have a long wait in emergency waiting rooms.
- Food is provided for patients in the hospital.

Vocabulary Development

Being admitted to the hospital may be a frightening experience. Having some basic vocabulary will help learners build the confidence they need to face such an experience or to merely visit someone else in the hospital.



Class Dictionary

People

- doctor
- nurse
(RN)
(LPN)
- intern
- unit clerk
- surgeon
- specialist

Places

- ward
- unit

Suggested Activities

Brainstorm who you may see in a hospital and write a list on the board (doctor, nurse, orderly, lab technician, surgeon, anesthesiologist, obstetrician, pediatrician). Use a picture dictionary such as *The Oxford Picture Dictionary* as an aid, if needed.

Brainstorm items you may find in a hospital room (hospital bed, bed table, call button, bed pan, hospital gown, medication). Use a picture dictionary if needed.

Write common hospital instructions on index cards. (Also write the list on the board for visual learners.) After reading and explaining each instruction, have students (in pairs) choose a card and act out the instruction. The class must guess the correct action.

- Place all your belongings in the locker.
- Press the call button to call the nurse.
- Raise or lower the hospital bed with this button.
- Put on your hospital gown.
- The lab technician will come in to draw blood.
- The surgeon will perform the operation.

Survival English 1: Admission to Hospital – Giving Personal Information

When you are admitted to the hospital you will be asked some personal questions. Talk about what information will be asked for *before* you are admitted to hospital. Review how to ask and answer personal questions.

Use the following questions to practice giving this information clearly:

- What is your name?
- Do you have your health care card with you?
- What is your address?
- What is your phone number?
- Who is your emergency contact? (parent, spouse, social worker, foster parent, etc.)
- Do you have any allergies?



Class Dictionary

Personal information

- Name, address, phone number, health care card, next of kin, allergies, a list of medications

People

- patient
- receptionist

Things

- health care card

Phrase

- being admitted

Helpful Hints

Make sure your participants know about the Health Link.

Health Link is a 24-hour-a-day, 7-day-a-week nursing telephone service. Registered nurses give advice and information about health symptoms and concerns.

There are three Health Links in Alberta:

- Alberta Health Link (Toll-free from anywhere in Alberta): 1-866-408-LINK (5465)
- Capital Region Health Link (Central Alberta): 1-780-408-5465 (LINK)
- Calgary Region Health Link (Southern Alberta): 1-403-943-5465 (LINK)

Health Link nurses can also help you find services to meet your health-care needs, including mental health assistance.

For more health information check out these two sites:

www.informalberta.ca

www.yourhealth.ca

Survival English 2: Emergency Department – Describing Symptoms and Explaining What Happened

Describing Symptoms

Review the symptoms from Module 2. Have the learners check their class dictionaries for vocabulary and phrases.

How do you feel?

I have _____.

He/she has _____.

I feel _____.

Telling What Happened

Teach the past tense of the following verbs in the affirmative, negative and interrogative: to fall, to cut, to hit, to feel, to faint, to pass out, to throw up, to break, to sprain.

I (he/she) fell.

I cut _____.

I passed out.

I hit my head.

I felt a sharp pain.

I broke my arm.

Suggested Activities

Talk about injuries or problems that may or may not need emergency treatment. Play the game “Is it an Emergency?” Each game piece describes a situation and the class must decide if it is an emergency. Examples:

- You have a fever of 40.5°C.
- You have severe chest pain.
- You ate too much and have a stomach ache.

Talk about what you may see in an Emergency Department (ambulance, IV, stretcher, EMT). (Refer to Hospital pages from a picture dictionary.)

Look back at the 911 illustration to remind learners that if they call an ambulance they will receive a bill for the service.



Dialogue

Help build up learners' confidence for facing an emergency visit to the hospital or having surgery by practicing the following dialogues.

At the Emergency Admitting

A: Hello, I brought my daughter. She has a very high temperature.

B: What is your daughter's name?

A: Her name is Alicia.

B: What is your address?

A: 112 Green St, Countryville, Alberta T2T 2B5.

B: What is your phone number?

A: (780) 633-1110.

B: Do you have her health care card?

A: Yes, here it is.

B: Does she have any drug reactions or allergies?

A: I don't think so.

B: Is there another emergency contact?

A: Yes, my husband. I will also give you his cell number. It is (780) 444-4422.

B: Thank you. Please have a seat and the doctor will be right with you.

Helpful Hints

Check the website of your health region for more information about services and processes available in your area.

- Northern Lights Health Region: www.nlhr.ca/
- Peace Country Health Region: www.pchr.ca/
- Capital Health Region: www.capitalhealth.ca
- Calgary Health Region: www.calgaryhealthregion.ca
- Multicultural Health Services (example)
- www.calgaryhealthregion.ca Select “Services.” Scroll down to “Community.” Select “Healthy Diverse Populations.”

Many hospitals also have useful information about the admitting process, patient handbooks, health information and more on their website. Check the website of your local hospital as a class activity.

If your child must be admitted to the hospital, you will be asked to fill out an admission form at the Admitting Department. The following information may be required:

- Your child’s Alberta Health Care (AHC) card
- Your child’s Health Insurance Information or card (e.g. Alberta Blue Cross)
- Your pre-admission form (from the doctor)
- Your child’s doctor’s name and phone number
- Information about your child’s drug reactions or allergies
- Medical information such as a pre-admission form and X-ray or scan results

www.capitalhealth.ca/HospitalsandHealthFacilities/Hospitals/StolleryChildrensHospital/PatientsandFamilies/Admission (Retrieved February 28, 2008)

Getting Ready for Surgery

Nurse: Your surgery is on (date and time) .

Patient: What do I need to do before the surgery?

Nurse: You need to fast after midnight the night before the surgery. Do you understand what that means?

Patient: It means I can’t eat anything. Can I drink water?

Nurse: No, nothing. Not even water.

Suggested Activities

- Ask learners to talk about their own experiences with surgery. Did you have to prepare in any special way?
- Learners listen carefully. Read (with another teacher or tutor) a prepared dialogue discussing a patient being given pre-op instructions. (A sample dialogue is available at www.projectshine.org/healthliteracy/advbegunit2.htm under the Listening and Speaking Practice Link.)
- Ask questions to make sure students understand *fast, liquids only, no aspirin, how long before, etc.* (Use signs to indicate “No food” “No water” etc.)
- Encourage learners to ask questions!
- In pairs, practice a simple dialogue between nurse and patient.

www.capitalhealth.ca/HospitalsandHealthFacilities/Hospitals/StolleryChildrensHospital/PatientsandFamilies/Admission (Retrieved February 28, 2008)

Numbers

We often use ordinal numbers to talk about dates. Review the use of first, second, third, etc.

Suggested Activities

- Practice saying ordinal numbers (first to tenth). Stress correct pronunciation.
- Play a game. Line up 10 chairs (representing floors) and ask learners to sit on the **(second)** chair. As they sit down they must say, “This is the second floor.” Continue until all chairs are filled. Then have students switch chairs, always having them say the “floor number” aloud.
- Give learners a room number and have them read it to the class (Room 301, third floor).

Community Map

Find the local hospital(s) on the Community Map. Talk about what kind of services are nearby. Where is the parking lot? Are any hotels nearby? Are there places to go for a walk, such as a park? Is there a public transit stop? Are there shops or restaurants nearby?

Module 5: Staying Healthy

Module Outcomes

By the end of Module 5, learners will have:

- Identified vocabulary related to healthy living
- Practiced basic survival English for healthy living
- Identified and placed parks and recreation centres on the Community Map
- Explored healthy living from a cultural perspective

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Indicate communication problems
 - Give a number of short common daily instructions
 - Provide expanded basic personal information appropriate to the context
 - Give a basic description
 - Talk about things one enjoys
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions, positive and negative commands and requests
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words, short expressions
- **Reading**
 - Follow 1- to 4-step written instructions
 - Understand simple maps
 - Get information from basic short texts
 - Understand very basic common forms
- **Writing**
 - Fill out simple forms
 - Copy information
 - Describe a personal situation by completing short guided texts or by answering simple questions in writing

Resources

- English Express (May–June 03) www.englishexpress.ca
- Canada Food Guide
- Community Map
- Health leaflets regarding nutrition, smoking, drugs and exercise
- Flyers from the newspaper

Personal Connections

Have the learners work in small groups and discuss the following questions for 10 minutes. Get each pair to share an answer to one of the questions and record them on flip chart.

- What does being healthy mean to you?
- What do you do to stay healthy in your country?
- What does it mean to you to be healthy?

Discuss ways of exercising, eating, socializing and hobbies. How are these different from what you do or see in Canada?

In the large group use a blank Venn diagram and/or the Unit Illustration to initiate discussion and make comparisons between the learners' native countries and Canada. Are the following common health concerns the same or different?

- Obesity and being overweight
- Heart disease
- Diabetes
- Depression
- Cancer
- High cholesterol
- High blood pressure

Some of these health problems can be caused by poor diet and a lack of exercise. Many foods available in Canada have high sugar, fat and sodium content. Fast food is quite popular and affordable, but over-consumption can lead to health problems. Because of large distances, many Canadians use a car to get around and as a result have to make a special effort to exercise and stay fit. Technology such as video games, computer games and TV can result in children being inactive. An expression you might hear is "couch potato." This refers to someone who stays on the couch or sofa all day, watching TV and eating potato chips!

The Canada Food Guide is a tool developed to help Canadians make healthy food choices. Is there a similar program in your country?

Vocabulary Development

Build new vocabulary about ways we can stay healthy and active. Brainstorm ways to exercise and keep healthy.



Class Dictionary

- healthy foods
- fresh fruits and vegetables
- vitamins
- Canada Food Guide
- mental health
- exercise
- knitting
- jogging
- walking
- painting
- exercising
- playing soccer
- drawing
- lifting weights
- playing hockey
- cycling
- playing
- volleyball
- writing
- doing yoga
- playing tennis

Actions

- gardening
- swimming
- doing martial arts
- cooking
- running
- dancing

Survival English 1: Finding Out Information Using Questions Words

Teach forming information questions using who, when, what, where, why and how in the present tense.

What do you do to stay healthy?

I **like** to walk.

Where do you walk?

What do you do to stay healthy?

I **eat** lots of vegetables.

What vegetables do you eat?

What do you do to stay healthy?

I **try** to get enough sleep.

How long do you sleep?

What do you do to stay healthy?

I **spend** time with my family.

What does your family like to do together?

Suggested Activities

Look at the above list and name things that go with each of the actions.

For example: Drawing – paper and pencil
 Swimming – swimming suit (bathing suit)

Hand out a chart with these four categories. Have learners sort new vocabulary into different categories.

Exercise	Healthy Eating	Hobby	Social Health
Swim Suit	Apple	Garden Shovel	Dance Shoes



Class Dictionary

- friends
- family
- like to
- eat
- try to
- spend time
- sleep
- food
- exercise

Suggested Activities

Have learners bring something (or a picture of something) they can use to exercise with. Have them tell or show how they use it. Write the vocabulary on the board as they describe things.

Have learners interview one another using the target question-and-answer formulas below.

What activities do you like to do to stay healthy? I like to .

What do you eat or drink to stay healthy? I eat/drink _____.

What do you try to do to stay healthy? I try to _____.

How do you like to relax? I like to spend time _____.

Create a blank chart like the one below. Have the learners list four activities in the Activity column. In the Question column they must write a "W" question about that activity. When their questions are ready, they will interview two people and record the answers.

Activity	Question	Person 1	Person 2

Survival English 2: Cooking Healthy Food – Giving and Following Instructions

Teach sequence words for giving instructions. Have learners practice giving each other a set of three or four easy instructions.

- Go to the door, open the door and look outside.
- Pick up the book, find page 2, copy the first sentence and close the book.

Suggested Activities

Use the Canada Food Guide. Talk about portions (250 mL or 1 cup, 125 mL or ½ cup). Using a Canada Food Guide, make a healthy menu for one day. Use food lists from a picture dictionary or newspaper flyers. Model this for learners and then have them work in pairs or individually to develop a menu and share it with the class.

Canada Food Guide (Health Canada) <http://www.hc-sc.gc.ca> Select "Food and Nutrition." Select "Canada's Food Guide."

You can even personalize the Canada food guide! Go to the website and select "My Food Guide Online." The personalized guide is available in several languages.

Ask learners to tell the class what their favourite recipe is and how to make it.

Helpful Hint

Go to <http://gocanada.about.com/> for a conversion guide. Enter "metric conversion" in the Search box. Select "Metric Conversion for Visitors to Canada."

Survival English 3: Emotional Health

How do you feel today?

I feel _____.

Helpful Hint

Asking this question can become a part of your usual routine. People may not want to talk about feeling down or sad, but by asking this question you give them a chance to open up.

If you feel the person needs professional counselling, refer him or her to the Alberta Health Link.



Class Dictionary

Feelings

- confident
- depressed
- excited
- happy
- lonely
- nervous
- sad
- tired

Dialogue

The following dialogues practice language we might use to talk about ways we can stay healthy. Assign different dialogues to four different groups. Have them practice their dialogue and then perform it in front of the rest of the group.

Making Plans to Exercise

A: Hello?

B: Hi, this is _____. May I speak to _____, please?

A: Sure.

C: Hello?

B: Hi _____. How are you today?

C: Fine! Do you want to go for a walk today?

B: Yes!

C: Okay! What time?

B: Let's meet at the park at 3:00.

C: Okay, see you then.

B: Bye.

C: Bye.

The Couch Potato

A: I am worried about my son.

B: Why? What happened?

A: Well, since we came to Canada he has gained a lot of weight.

B: Oh.

A: Yes, he is a couch potato. He just plays video games all day.

B: He likes to play soccer, right?

A: Yes.

B: Well, there is a community soccer team. Why don't you ask him if he wants to play?

A: That's a good idea.

Junk Food

A: Can I take your order?

B: Yes, I'll have a hamburger, large french fries and a large cola.

A: Will that be everything?

B: Yes.

A: Chantal, I noticed that you and your children eat a lot of junk food.

B: Yes, we really love it!

A: Yeah, but it isn't healthy to eat it every day.

B: My children are always asking me to buy it for them.

Working Out

A: Hello, how are you today?

B: I feel great! I just came from the (gym, multiplex, swimming pool, arena, park).

A: What did you do there?

B: I swam laps (played in the wave pool, exercised, played soccer, etc).

A: How often do you do that?

B: times a week (a month).

A: How much does it cost?

B: It costs (each time, a week, a month, a year).

Numbers

Review and practice using numbers that express frequency, such as once a week.

Suggested Activities

How often? Ask “how often” questions and then have the learners ask each other. (Use a calendar if necessary to indicate day, week and month.)

Example: How often do you phone home (eat, come to class, go to a movie, go to the city, celebrate your birthday)?

Have students line up according to how often they do certain things.

Example: Ask how often most learners phone home.

Stand here if you phone home once a week.

Stand here if you phone home twice a week.

Stand here if you phone home three or more times a week.

Introduce Canadian money. Ask, “How much does it cost when you exercise?”

Make a chart showing approximately how much each type of exercise costs.

List the types of exercise in order from the least to the most expensive.

Community Map

Conduct a class survey. On the Community Map, find and label the places learners go to relax or exercise



Recreation Unit

*He who does not
admit defeat is not
a sportsman.
– Swahili Proverb*

*All work and no play
make Jack a dull boy.
– English Proverb*

*In a community it's
better every person
to have a little of
something than
one person to have
everything.
– African Proverb*

Introduction

This unit addresses “survival” language with a cultural perspective on learning about and participating in recreation opportunities in the community. Instructors and volunteers are encouraged to be a bridge for newcomers in the community by helping to address both language and cultural barriers. As the instructor, you will explore the topic with learners and discover how culture influences the way people participate in recreational activities. This information will get you thinking about the assumptions you may be making about what is “common” knowledge and what is not.

The goal of this unit is to enhance individuals’ capacity to obtain and understand basic community information and access services so they can make decisions that allow them to participate in activities available in the community.

This unit consists of five modules:

- Module 1: Sports and Hobbies
- Module 2: Accessing Recreational Programs
- Module 3: Children and Sports
- Module 4: Community Events
- Module 5: A Trip to the City

Teaching Notes

Each of the modules is structured around teaching notes including: class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Culture Byte

People play games, tell stories, find ways to relax and participate in sports all over the world. Recreation, leisure and free time are influenced by cultural expectations and context. In countries where the climate is warm and there are more dense populations, people tend to congregate outdoors, sit at cafes, play chess in the park or exercise. Many cities around the world are designed with a central square that draws people together, which is different from the design of most towns and cities in Alberta.

The concept of “free time” is also not the same across cultures. In many places, the things that people do in their “free time” in Canada are embedded in daily life or associated with everyday activity (i.e., going for a walk). Leisure time and free time may be new concepts that will become a part of newcomers’ lives as they adapt to Canadian customs.

In many cultures, socializing is an important form of recreation. The wonderful parks and open spaces in Canada provide excellent opportunities for large family or community gatherings. However, when it comes to recreational facilities and organizations, there may be some things that are taken for granted in Canada that may be new or unfamiliar for newcomers. The following are some newcomers’ perspectives on using public recreation facilities in Canada. The responses come from a focus group conducted by the Multicultural Health Brokers Co-op in Edmonton.

1. The school is often the centre of extracurricular activities for children in rural areas. Students and their parents are often asked to fundraise for out-of-town trips, expenses incurred on these trips and uniforms. This expectation for participation may be unfamiliar, and due to other pressures on their time, parents may find it difficult to participate. Also, some parents may be uncomfortable with the idea of out-of-town trips or an event that requires their children to sleep away from home.
2. Sports in Canada have been formalized and institutionalized, making them more difficult to access due to cost, scheduling and registration procedures. Kids cannot just join in a scheduled game at a scheduled competition. They can, however, make up scrub teams and play freely in any park.
3. Participating in organized sport requires transportation.
4. Muslim women often feel uncomfortable at public swimming facilities.
5. For many newcomers, facilities like those available in Alberta communities were accessible in their home country only to the elite and therefore the experience of using them may be new and unfamiliar.
6. Fitness equipment is unfamiliar and people may feel too shy to ask how to use the equipment, especially when there are language barriers.



Community Connections

This is an important unit for making connections in the community. Make a brochure using the Sample Brochure found in the Roots and Connections toolkit. Using this brochure, talk to people from different organizations that organize community events. Encourage them to share information with the class by coming in as guest speakers to help newcomers know what to expect and to establish a relationship. This will be especially valuable for those newcomers experiencing a very large cultural distance. Potential Community Facilitators include:

- Someone from the Chamber of Commerce
- A coach of a community team
- A person from the local newspaper
- People from organizations that hold fundraising activities

Other Ideas

Think about doing one or more of the following activities:

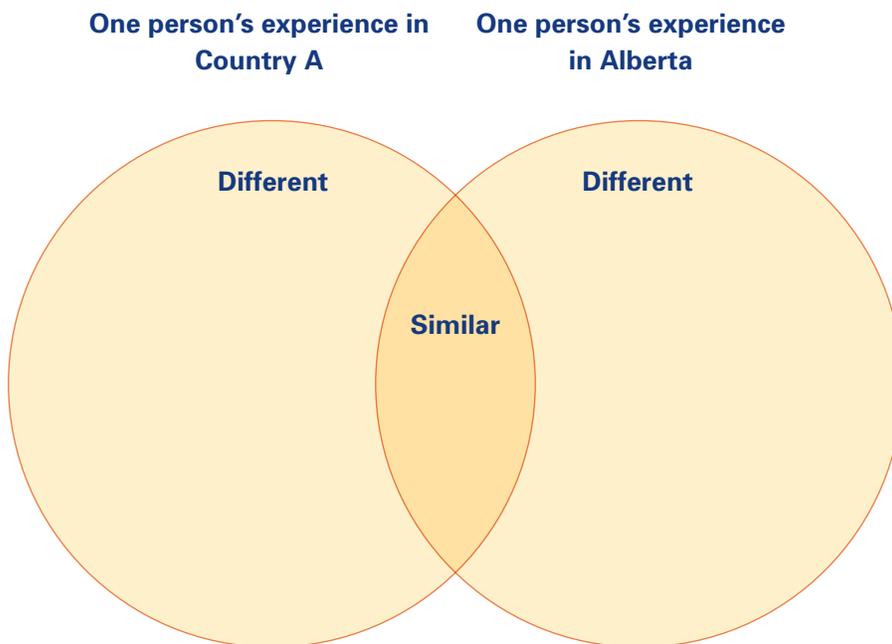
- Go to the nearest recreation centre. Find out what sports and activities are being offered.
- Collect and look at brochures or newspaper ads related to community events and sports teams.
- Find out from the school all the opportunities for children and youth to get involved in sports and the expectations around that.
- Take learners to a community event or a garage sale.

Unit Illustration

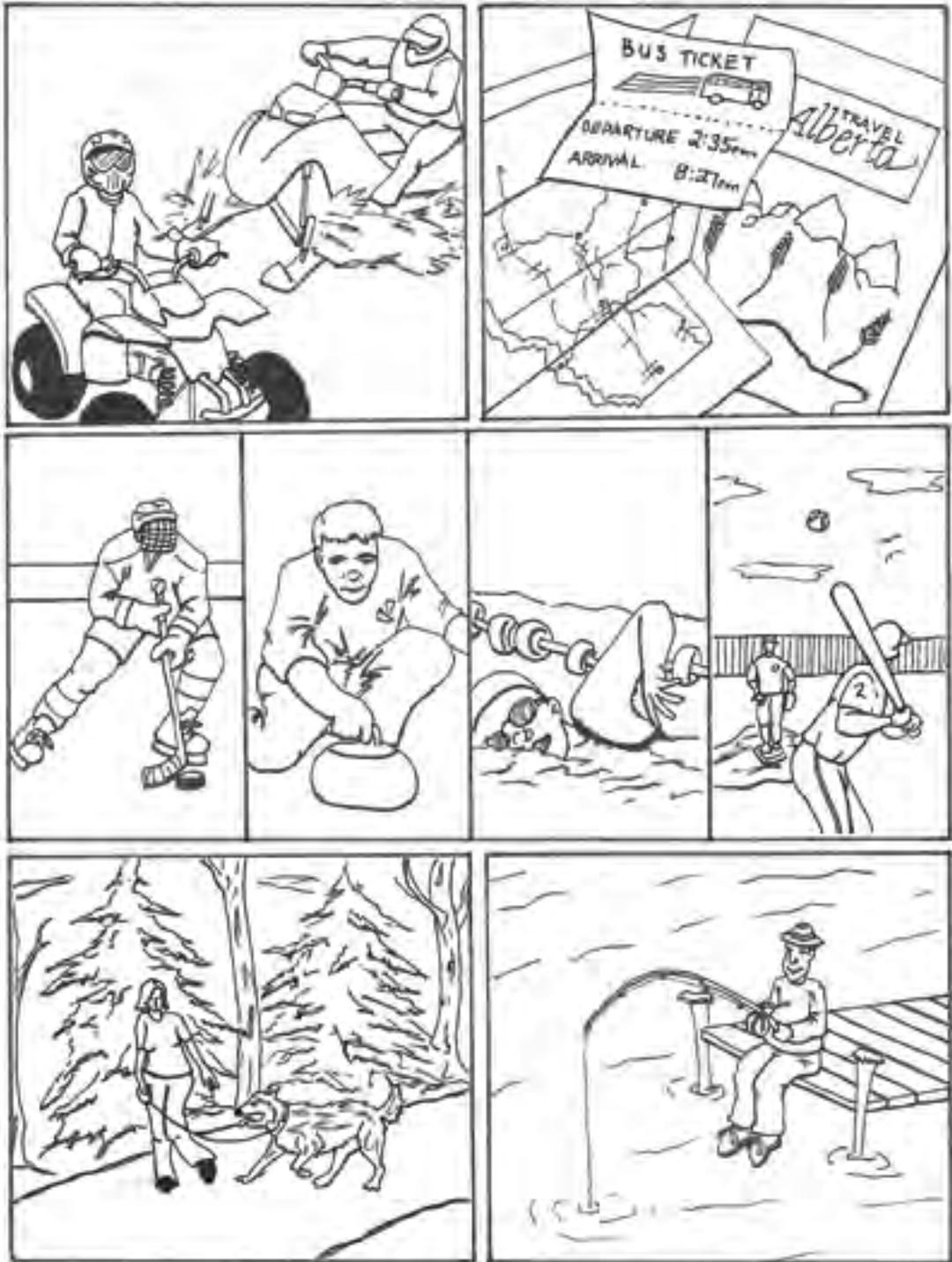
This is an illustration of how people participate in different activities in your community. Use the illustration to create a context for the unit topics and to build vocabulary.

- Practice asking questions using the words what, when, where, why, how and who.
- Draw four columns and label them: people, places, things and actions. Describe what you see in the picture and write the observations in the appropriate column.
- Draw a Venn diagram. Ask learners to think about what is similar to their previous experience and what is different.

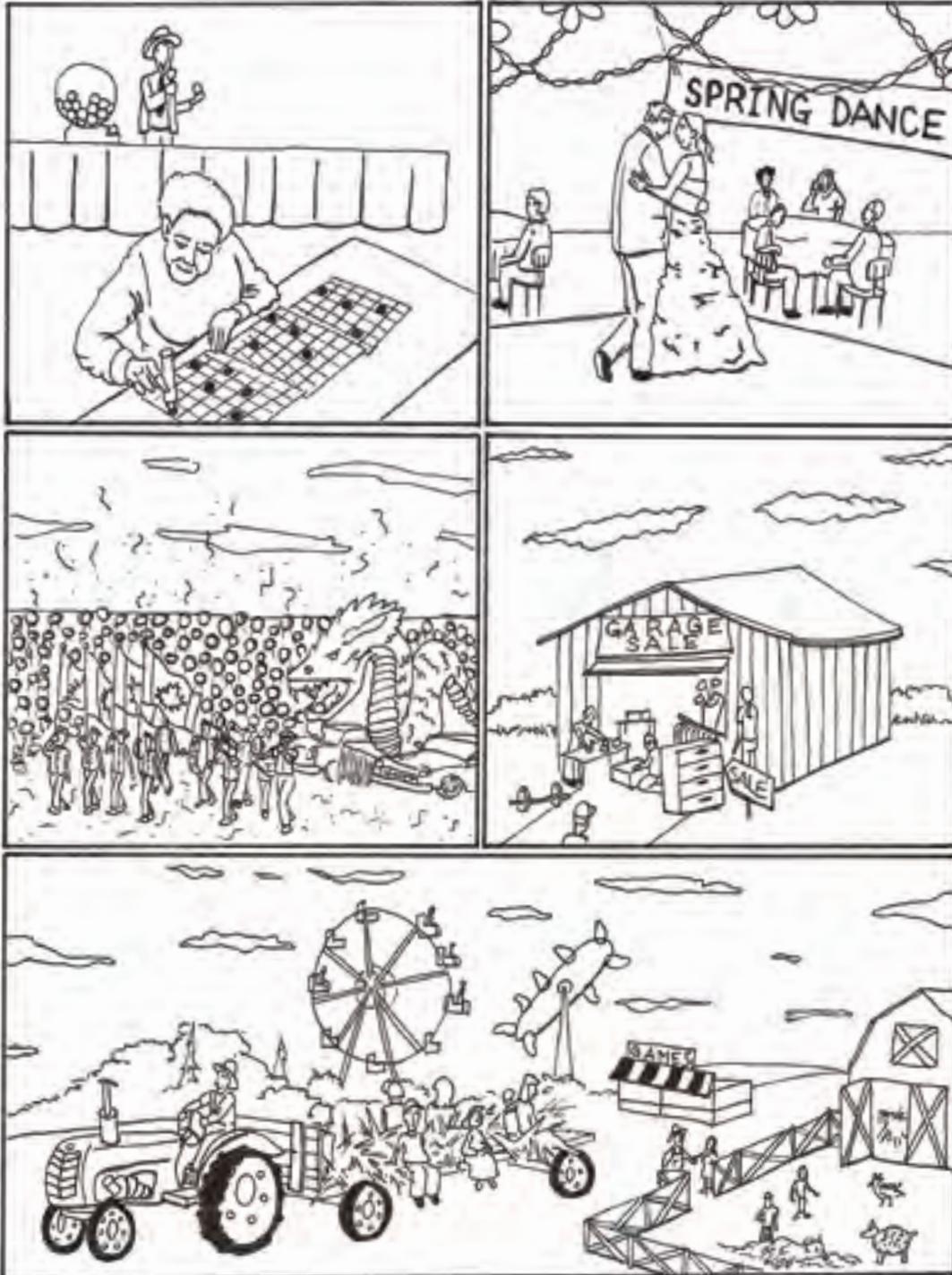
Example of a Venn Diagram:



Sports and Hobbies



Community Events



Module 1: Sports and Hobbies

Module Outcomes

By the end of Module 1, learners will have:

- Identified vocabulary for sports and hobbies
- Practiced basic survival English for talking about sports and hobbies
- Identified and placed sports facilities and sports and hobby stores on their Community Map
- Explored cultural perspectives of sports and hobbies

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Use and respond to a few courtesy formulas
 - Indicate problems in communication in a number of ways
 - Follow instructions
 - Provide basic personal information.
 - Talk about favourite sports and hobbies
- **Writing**
 - Copy information
 - Fill out simple forms
 - Answers simple questions in writing
- **Reading**
 - Identify specific details of formatted text
 - Get information from basic short texts
 - Understands schedules

Resources

- Picture dictionary such as *The Oxford Picture Dictionary*
- *Welcome to Alberta*. Alberta Human Resources and Employment, 2005.
- Authentic materials such as newspapers, posters, brochures



Teaching Notes

Each of the components in this module is presented here through Teaching Notes. These Teaching Notes are a combination of a class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Personal Connections

This Personal Connections activity will encourage learners to think about how they can do the activities they enjoy in the new community. Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada.

Divide the class into small groups. Give each group the following list of questions. Make sure everyone understands the questions. Explain any words they don't understand. Allow them 10 minutes to discuss their experiences in their native countries and in Canada. How are they the same? How are they different? Record the answers on a flip chart and post them on the wall.

- What do you like to do for enjoyment or pleasure?
- Can you do it here?
- What do your neighbours like to do? Where do they do it?
- What is the most popular sport in your country?
- What is the most popular sport in Canada? Do you understand this sport?
- What is a popular hobby in your country?
- How do you make friends in a new country?

Vocabulary Development

Help learners to build vocabulary to talk about their likes and dislikes, their interests and passions. Look at the flip chart from the Personal Connections activity. Go over the vocabulary that was generated and make sure everyone understands the words. Have the learners record the new words in their personal dictionaries.



Class Dictionary

- free time
- leisure time
- spare time
- team
- summer
- individual
- winter
- sport
- hobby
- hockey
- soccer
- skating
- curling
- walking
- reading
- swimming
- playing cards
- fishing
- painting
- music
- dancing
- cycling
- crocheting
- knitting

Suggested Activities

Explain the words sports, hobbies and free time. Ask learners what activities they like to do in their free time. Write a vocabulary list of the sports and hobbies described on the board. Refer to the picture dictionary to ensure understanding. Add other sports and hobbies that are commonly enjoyed in your community.

Have everyone make a simple chart and categorize the list of sports and hobbies that they generated under the following headings.

Winter	Summer	Individual	Team	Sport	Hobby

Survival English 1: Talk About Free Time Activities

Teach the verbs to *like* and to *enjoy* in the affirmative, negative and interrogative forms.

Suggested Activities

Put learners into pairs. Have one learner ask the other about their interests. Using the vocabulary from the list developed above, practice the following dialogue:

- Do you like/ enjoy _____?
- I like _____. I enjoy _____.

Use the following grid to get learners talking about their interests. Have them find at least one activity they both enjoy, one that neither enjoys and one that only A or B enjoys.

Have the learners report back to the group about what their partner likes or doesn't like.

Both • •	Only A • •
Only B • •	Neither • •

Play charades with the vocabulary words. Write all of the sports and activities on cards. One at a time, have learners come to the front of the room, draw a card and then act out the sport or activity on the card. After they have finished, explain any of the sports or activities the others did not guess correctly.

Survival English 2: Finding Out About Preferences

Teach the basic conjunctions – and, but, or.

Give the learners some practice choosing which conjunction to use.

(Name) and (Name) like _____.

I like _____, but (Name) likes _____.

Do you like _____ or _____?

Do you enjoy _____ or _____?

Suggested Activities

Divide the class into groups of three or four. Have them rank the activities they listed in the Vocabulary Development from most popular to least popular among members of the group.

Make a grid with nine squares. Write the nine most popular activities on the grid, with one activity per square. Have learners ask their classmates:

Do you like _____? (or) Do you enjoy _____?

When they find someone who answers Yes, they can write the person's name in that square. Then they move on to the next person. If possible, learners should fill up the entire grid. Using the grid, have students make sentences about the same and different preferences of others in the group. This can be a writing activity first and learners can then read their sentences to the group. For example: Maria and Tom like playing cards. Maria likes playing cards, but Tom likes playing music.

Dialogue

Practice the dialogues. When they are comfortable doing the dialogues, substitute other activities for jogging and swimming. Provide enough practice time for learners to build confidence in talking about people's different interests.

Invitation

A: Would you like to jog with me tomorrow morning?

B: Yes, I would like to. What time do you jog?

A: I jog at 7:00 am.

Talking About Things People Like To Do

A: Do your children like swimming?

B: Well, my daughter likes swimming, but my son does not like water.

A: My daughter enjoys the water too, but my son likes team sports. He likes playing hockey in the winter and playing soccer in the summer.

Numbers

Playing cards is an activity that many people enjoy in their spare time. Bring in a deck of cards and play cribbage or bring in a game such as Uno or Yahtzee.

Community Map

Add to the Community Map places that relate to individual's interests. Each map will have different places, according to the learner's interests. Places may include a recreation centre, bicycle paths, arenas, clubs and places of worship, as well as specialty stores.

Module 2: Accessing Recreational Programs

Module Outcomes

By the end of Module 2, learners will have:

- Identified vocabulary for using recreational facilities and registering for programs
- Practiced basic survival English for accessing recreational facilities and registering for programs
- Placed recreational facilities on the Community Map
- Explored cultural perspectives of participating in recreational activities

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Use and respond to a few courtesy formulas
 - Indicate problems in communication in a number of ways
 - Follow instructions
 - Provide basic personal information
 - Talk about favourite recreational activities
- **Writing**
 - Copy information
 - Fill out simple forms
 - Answer simple questions in writing
- **Reading**
 - Identify specific details of formatted text
 - Get information from basic short texts
 - Understand schedules

Resources

- Alberta Sports, Recreation, Parks and Wildlife Foundation Programs and Services Section – www.cd.gov.ab.ca/asrpwf
- Authentic material from the community, such as brochures and program information

Personal Connection

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada. Discuss places where people gather to enjoy themselves. Talk about where people play their favourite sports, whether there is a cost for participating, who plays on teams and whether people are very competitive. Compare their experiences in their native countries and in Canada. How are they the same? How are they different? Record the answers.

Vocabulary Development

Generate vocabulary for places where people participate in sports activities.

What do you like to do in your spare time?

Where do you do this activity?

Add specific names of recreational facilities in your community to the vocabulary list (example, TransAlta Tri-Leisure Centre).

Write each facility name on a separate page. Have the learners draw a piece of equipment they might use at that facility. Have the learners record the new words in their personal dictionaries.



Class Dictionary

- recreation centre
- community centre
- swimming pool
- hockey rink
- curling rink
- tennis court
- skating rink
- ball diamond
- soccer field
- football field
- park
- vacant lot
- beach

Registration words

- register
- deadline
- schedule
- section
- abbreviations for days of the week

Survival English 1: Talk About Recreational Plans

Teach the future tense using *going to* in the affirmative, negative and interrogative forms.

Teach future time markers: tomorrow, tomorrow afternoon, tomorrow night, tonight, the day after tomorrow, next week, weekend, month, year, the week after next.

Suggested Activities

Ask each learner to tell what they plan to do at specific times using the future time markers. Next, have each learner ask the person sitting beside him about plans for specific future times.

What are you going to do _____?

I'm going to _____.

Introduce the model:

Where are you and your family going to go **on the weekend**?

We are going to go to the **lake**.

Put learners into pairs to practice. Have them use the recreation facilities listed in the Vocabulary Development in their answers.

Introduce the question "Why?"

Why are you going to go to the _____?

We are going to the _____.

- hockey rink – to play hockey
- curling rink – to curl
- community centre – to play cards
- soccer field – to play soccer
- swimming pool – to swim
- park – to play football

Survival English 2: Inquiring About Sports Activities or Courses

Teach how to scan a formatted text for specific information. Show learners how to scan headings and look for key words.

Suggested Activities

Bring in copies of your local newspaper or program brochures from your recreation centre. Teach learners how to read a schedule so they can get the basic information that they need to register for a course or sports activity. Teach abbreviations for days of week M-T-W-TH-F-Sa-Su, as well as AM and PM. Explain how to read dates. For example, May 1 – June 24 would be inclusive. Registration deadlines are often in bold text.

Choose several examples from the newspaper or brochure. Go through the examples together, answering the following questions.

- What is the name of the course or sports activity?
- Does it have a section number?
- What dates is it offered?
- What time does it begin? What time does it end?
- How much does it cost?
- When is the registration deadline?

Survival English 3: Registering for a Course or Sport

Teach how to fill in a basic application form. Teach how to indicate communication problems in a number of ways.

Pardon me?

Sorry, but I don't understand _____.

Could you repeat that please?

Suggested Activities

Have learners choose one course or sports activity that they would be interested in registering for. Fill out the form using information from the newspaper or brochure. Fill out a form as an example, using one of the sports or activities that you discussed as a group.

Registration Form

Name:	Address:
Home phone number:	Name of course or sports activity:
Section number:	
Date:	Times:
Cost:	Registration deadline:

Dialogue

The following dialogues will give learners practice talking about plans they are making, as well as practice in what to say and do when signing up for activities. Assign dialogues to two different groups. Have them practice their dialogue and then perform it in front of the rest of the group.

Registering for a Course

A: I would like to register for a course.

B: Certainly. What is your name?

A: My name is Manjeet Parma.

B: Pardon me?

A: My name is Manjeet Parma.

B: Okay. What course would you like to register for?

A: I would like to register for the painting course at the recreation centre.

- B:** Which section would you like to register for?
A: Sorry, but I don't understand what "section" means.
B: The section is the number beside the name of the course.
A: Oh, I get it. I would like to register in Section 103 on Tuesday evenings.
B: Thank you. I hope you enjoy the course.
A: Thanks!

Asking About a Future Plan

- A:** Where are you going to go this weekend, Anna?
B: We are going to go to the community centre.
A: Why are you going to go to the community centre?
B: I am curling.
A: Is your husband curling, too?
B: No, I like curling, but my husband likes skating.
A: Nice bumping into you. Give me a call sometime.
B: Yes, I will. I will call you next week.

Numbers

Explain *first, second, third, etc.* Give the learners practice in reading the days of the month using ordinal numbers. Have the learners practice saying dollar amounts related to registration or entrance fees.

Community Map

On the Community Map, mark the location of the recreation centre and all of the facilities where you can take recreational classes.

Module 3: Children and Sports

Module Outcomes

By the end of Module 3, learners will have:

- Identified vocabulary for school and community sports for children
- Practiced basic survival English for talking about children's' participation in school and community sports
- Identified and placed community leagues and places where children participate in sports on their Community Map
- Explored cultural perspectives of children being involved in school and community sports

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Use and respond to a few courtesy formulas
 - Indicate problems in communication in a number of ways
 - Follow instructions
 - Provide basic personal information
 - Talk about favourite sports teams
- **Writing**
 - Copy information
 - Fill out simple forms
 - Answer simple questions in writing
- **Reading**
 - Identify specific details of formatted text
 - Get information from basic short texts
 - Understand schedules

Resources

- Authentic materials such as brochures, sports schedules, letters from the coach, registration forms
- Picture dictionary such as *The Oxford Picture Dictionary*

Personal Connection

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada.

- Did your children play sports in your native country?
- Did they play these sports through the school or through the community?
- Were there costs involved? How was money raised?
- Did you help with these sports? What did you do?

Vocabulary Development

Divide the class into two teams. Have them stand in two rows facing each other to play “Baseball Vocabulary.” Use a small ball (softball size). Throw the ball to one of the learners on one team. When she catches the ball, she can score a point by naming or acting out a competitive sport (team or individual). If she misses the ball or cannot name a sport, the throw goes to the other team.

Have the learners record the new words in their personal dictionaries.



Class Dictionary

- | | |
|--------------|-------------------------|
| • hockey | • swimming |
| • basketball | • synchronized swimming |
| • badminton | • cricket |
| • volleyball | • ball hockey |
| • soccer | • track and field |
| • tennis | • gymnastics |
| • baseball | • cross-country skiing |
| • wrestling | |

Survival English 1: Talk About Children and Sports

Teach how to ask information questions using the words *what, when, where, why and how*.

Teach or review the verbs *to like, to enjoy, to hate* in affirmative, negative and interrogative.

Suggested Activities

Discuss with the whole group sports that they or their children enjoy.

Have them ask each other questions using the following model:

- What sport does your _____ like to do?
(What sport does your _____ hate to do?)
- Why does _____ like it? (Why _____ does hate it?)
- When does _____ play?
- Where _____ does play?
- How much does it cost to play _____?

Discuss in the large group:

- Who likes to be on a sports team?
- Why do people like to be on a sports team?
- Is it good for children to be on a sports team? Why or why not?
- Record the answers on a flip chart under the two headings:
Good Bad

You can find information about Building Self Esteem Through Sports at www.healthyalberta.com/HealthyPlaces/679.htm

Have learners work with a partner. Give each pair a copy of the Venn diagram to record the sports that someone in their family is involved in. Above the overlapping area of the circles, write Both. Above the left circle, write Learner A's name and above the right circle write Learner B's name. Ask them to tell each other about the sports that they or their family members are involved in. If only A's family is in certain sports, list these sports in the left circle. If only B's family is involved, list these sports in the right circle. Write in the overlapping area the sports that both learners' families are involved in.

Have the learners share their diagram with the rest of the group.

Survival English 2: Giving and Following Instructions or Rules

Teach giving positive and negative commands using the imperative. Teach how to confirm understanding of basic instructions.

- Excuse me, can you repeat that?
- Can you speak more slowly, please?
- I'm sorry, I don't understand.
- You want me to _____, is that right?
- Please repeat the last instruction.

Teach *have to* and *must not* for giving rules to follow.

Suggested Activities

Use a Total Physical Response activity to get the learners following instructions. Make sure to mumble some of the instructions so that they have to ask for clarification. Also give three instructions together so that they must ask you to repeat one of the instructions.

- Get a piece of paper.
- Write your first name in the middle of the page.
- Draw a flower under your name.
- Underline your name.
- Print your last name at the bottom.
- Draw a circle around it.
- Fold your paper in half.

Brainstorm with the learners all the people involved in team sports – from coach to referee.

coach	umpire
referee	parents
players	opposition
scorekeeper	

Have the learners describe “How To Play Soccer.” Write the instructions they give on the board. Write the rules on strips of paper and hand them out. Have the learners stand in order of the rules on the board. Have them read their rules aloud.



Survival English 3: Being a Good Sport

Teach learners how to congratulate someone on a win or on playing well, or show sympathy for a loss. Review appropriate phrases.

- Congratulations!
- Good game./ Good job.
- Thanks for the game.
- Sorry you lost.
- Better luck next time.
- You played well.
- Tough break.

Suggested Activities

Role-play an after game conversation.

Person A congratulates Person B on a good game.

Person B sympathizes with Person A on a loss.

Discuss other occasions when learners can use these phrases and practice them in a role-play.

Dialogue

Explain fundraising. Discuss the costs associated with a team. Sports teams raise money for many things: travel to other places to compete, uniforms and medals and awards. Talk about ways teams raise funds and who does the actual work (bingos, chocolate sales, 50/50 tickets, raffles).

Fundraising for Sports Teams

A: Hi. I am Joan.

B: Hello.

A: I am raising money for my daughter's soccer team. The team needs new uniforms.

Would you like to buy a 50/50 ticket?

B: Yes. I hope that I win!

A: I need to write your name on the ticket. What is your name?

B: My name is Amy Lee.

A: How do you spell your name?

B: Amy, A-m-y. Lee, L-e-e.

A: What is your telephone number?

B: 709-2500.

A: Can you repeat that please?

B: 709-2500.

A: Thank you for supporting our team, Amy.

Working a Bingo

A: Can you help out at the bingo on Thursday night?

B: No, I'm sorry, I have to work the evening shift.

A: How about next Saturday night? I really need someone to fill in for me.

B: Okay I can help on Saturday. What time do I work?

A: From 8:00 to midnight.

Numbers

Practice reading telephone numbers. In the dialogue, 709–2500 can be read as seven zero nine – twenty five hundred or seven oh nine 25 – double zero. Practice saying different telephone numbers.

Community Map

On the Community Map, mark the location of the recreation centre and places where people go to participate in team or competitive sports.

Module 4: Community Events

Module Outcomes

By the end of Module 4, learners will have:

- Identified vocabulary for community events
- Practiced basic survival English for participating in community events
- Identified locations on their Community Map where community events are held
- Explored cultural perspectives of participating in a variety of community events

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Use and respond to a few courtesy formulas
 - Indicate problems in communication in a number of ways
 - Follow instructions
 - Provide basic personal information
 - Talk about favourite community events
- **Writing**
 - Copy information
 - Fill out simple forms
 - Answer simple questions in writing
- **Reading**
 - Identify specific details of formatted text
 - Get information from basic short texts
 - Understand schedules

Resources

- Authentic materials such as newspapers, posters, brochures, websites, community bulletin board announcements
- Picture dictionary such as *The Oxford Picture Dictionary*

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada. Have the learners individually write down two or three of their favourite events that occurred in their home country. Share these events and festivals and talk about how people celebrated or participated. Talk about what different kinds of events happen in their new community. Ask about if they participated in these events and why or why not. Record different events on a flip chart.

Vocabulary Development

Help the learners build vocabulary to talk about special events that happen in a community. Use some of the vocabulary that was introduced in the Personal Connection activity. Brainstorm any additional events.

Have the learners record the new words in their personal dictionaries.



Class Dictionary

- wedding
- funeral
- garage sale
- craft sale
- rummage sale
- rodeo
- country fair
- strawberry tea
- farmer's market
- bingo
- concert
- high school graduation
- community dance
- air show
- auction sales
- multicultural days
- parade

Survival English 1: Find Out What is Happening in Your Community

Review how to ask “W” (information) questions.

Suggested Activities

Bring in an advertisement of a local event such as a rodeo. Read through the ad and record new vocabulary. Practice asking information questions using the words where, when, how much, what and who.

Sample Ad

Organizers expect this year's rodeo to be the best yet! It starts with a Chili Cook-Off Friday May 25 in the parking lot of LowCost Foods. The Pancake Breakfast sponsored by Joe's Garage will be Saturday 8:00 a.m. to 11:00 a.m. at the Rodeo Grounds. The Rodeo Parade takes place Saturday morning at 11:00 a.m. Assemble at the Rodeo Grounds. To enter call 333-4444. Take in the Rodeo Dance with recording artist Ann Blue Saturday May 26, 9:00 p.m. Tickets \$15 at the door. For information on other activities, call 333-4445.

Bring in the community newspaper, brochures and posters. Have learners look at the materials and identify community events.

Try to have two or three volunteers from the community available. Divide the learners into groups with one volunteer. Learners must ask the volunteer questions about one of the events identified – When? Why? Where? How much? What do people do? What do people wear?

Have groups make their own posters advertising the event. Share this information with the rest of the group.

Survival English 2: Garage Sales

Teach adverbs used for sequencing: first, second, next, then, after, before, finally.

Suggested Activities

Find out what learners think about buying used (second-hand) items. Have a large group discussion about how people sell used items at garage, rummage and auction sales and by advertising in the newspaper. Make comparisons with their home country experience. Ask about their experience with bargaining. Get the learners to describe how this works in their country, using the sequence words.

Role-play buying items at a garage sale. Bring in play money and items or pictures of items that could be sold at a garage sale. Put prices on these items. Put learners into pairs. Learner A is the person having the garage sale. Learner B is the customer. Practice using this model.

What is this (are these) for? How much is it (are they)?

It is (They are) _____.

Practice bargaining for a lower price. Use the garage sale items or pictures as props. Put learners into pairs to practice using the model.

How much is this?

I am asking \$ _____.

Would you take \$ _____?

No. How about _____?

Dialogue

Learners can use the dialogue as a role-play and practice negotiating a price. When they are comfortable with the dialogue, have them substitute different items and prices.

Buying something at a garage sale

A: Hi!

B: Hello!

A: I would like to buy this bicycle.

A: I am asking \$30 for it.

B: Would you take \$20?

A: No, but I would take \$25.

B: Okay.

A: It's yours!

B: Thanks.

A: Bye.

B: See you!

Numbers

Practice working with Canadian money and using the names of the money. Have the learners practice basic adding and subtracting related to shopping at a garage sale. Use play money. Give each learner a \$20 bill and have them choose three items, add up how much they have to pay and figure out their change.

Community Map

For this module, have learners practice map skills by asking for and giving directions using the Community Maps they have developed.

Module 5: A Trip to the City

Module Outcomes

By the end of Module 5, learners will have:

- Identified vocabulary for planning a trip
- Practiced basic survival English for talking about and confirming plans
- Identified the bus depot on their Community Map
- Explored cultural perspectives of ways to travel in the province

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking and Listening**
 - Use and respond to a few courtesy formulas
 - Indicate problems in communication in a number of ways
 - Follow instructions
 - Provide basic personal information
 - Talk about favourite trips to different places
- **Writing**
 - Copy information
 - Fill out simple forms
 - Answer simple questions in writing
- **Reading**
 - Identify specific details of formatted text
 - Get information from basic short texts
 - Understand schedules

Resources

- Map of Alberta
- Bus schedule
- Phone book

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada. Discuss the idea of having a vacation or holiday. Find out what big trips they have taken in the past.

- Why did they go?
- Where did they go?
- What did they do?
- Where would they like to go if they were free to go?
- What do they do to get ready for a trip?

Vocabulary Development

Help the learners build vocabulary to talk about taking a break or having a holiday. Discuss how people travel and what they need. Have the learners record the new words in their personal dictionaries.



Class Dictionary

- relax
- get away
- vacation
- journey
- summer holidays
- trip
- excursion
- take a break
- mini-holiday
- annual
- travel
- reservation

Survival English 1: Going to the City

Teach the simple future tense with going to plus a verb in the affirmative, negative and interrogative. Teach how to give a reason.

Suggested Activities

Practice using the simple future with *going to*. Talk about what learners plan to do after class. Get a large map of Alberta and identify the biggest city close to where you live. Talk about how far the city is from your community. Ask if they like to go to the city. Talk about reasons people go to the city.

We go to the city because we have to _____.

We go to the city to _____.

Write the model conversation on the board.

I'm going to go to Red Deer next week.

Why are you going?

Because I have to _____.

Write different reasons on index cards for making a trip to the city. Example: go to the specialist, buy foods from home country, visit a cousin, attend a wedding or graduation, watch a hockey game, go to a concert, look for a new car, sell crafts at a market.

Each learner takes a card. Model the first conversation and then have learners ask each other.

Survival English 2: Taking the Bus to the City

Teach how to scan for specific information on a bus schedule. Review language for asking for bus schedules and buying a ticket.

Suggested Activities

Hand around a roll of toilet paper. Learners take as much or as little as they think they need. When everyone has some, have them count the number of squares they have. Now each one has to write down what they would take in their suitcase for a trip – the same number of items as squares. Post their lists.

Have the learners work in pairs to decide the 10 most essential things to take on a trip (refer to the posted lists).

Talk about how they get to the city now. In this lesson they will role-play finding out the bus schedule and the cost of a ticket for the bus to the city. Use these questions:

I want to/ I would like to go to _____.

When does the bus leave _____?

When does it arrive in _____?

How much is a return ticket?

Dialogue

Help build the learners' confidence for asking about schedules and price by practicing the following dialogue. Have the learners practice in pairs until they are comfortable with the dialogue.

A Visit to the City

A: I'm going to go to Edmonton next Monday.

B: Why are you going?

A: I'm going to visit my cousin. She just came to Canada. She is going to live in Edmonton.

B: Is your family going too?

A: No, I'm going by myself.

B: How are you going?

A: I'm going to take the bus.

B: How long are you going to stay?

A: I will come back on Tuesday night.

Buying a Bus Ticket

A: I would like to buy a return ticket to Grande Prairie.

B: That is \$84.00, \$88.20 with GST. How will you be paying?

A: I'll pay with my debit card.

B: Thank you. The bus leaves from Gate 2 at 8:30.

A: Can I get a luggage tag?

B: They're over there.

A: Thanks.

Numbers

Learners can practice talking about distance in terms of kilometers and in time.

It is from _____ here to _____.

It takes about _____ minutes/hours.

Community Map

Mark the bus depot and local airport (if there is one) on the Community Map.



Safety Unit

*Caution is a
parent of safety.*
– American Proverb

*Just because men
do not like the cold,
Heaven will not
stop the winter.*
– Chinese Proverb

*The winter does
not leave without a
backward glance.*
– Finnish Proverb

Introduction

This unit addresses “survival” language through five modules with a cultural perspective on safety. Instructors and volunteers are encouraged to be a bridge for newcomers in the community by helping to address both language and cultural barriers. As the instructor, you will explore the topic with learners and discover how culture influences people’s behaviours around keeping safe. This information will get you thinking about the assumptions you may be making about what is “common” knowledge and what is not.

The goal of this unit is to enhance individuals’ capacity to obtain, process and understand basic information and services needed to live safely at home, at work and in the community.

This unit consists of five modules:

- Module 1: Emergencies
- Module 2: Winter
- Module 3: Dealing with the Police
- Module 4: Children and Safety
- Module 5: Protecting Yourself

Teaching Notes

Each of the modules is structured around teaching notes including: class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Culture Byte

The desire to avoid danger and keep safe is common throughout the world. It is natural to want to protect ourselves from harm and hurt. In this Culture Byte, we will explore how culture influences

the ways people interpret, understand and manage risk, danger and the challenge of staying safe. Differences arise from diverse cultural contexts, climates, geography and social and political conditions, resulting in different responses to risk. It is important to keep differences in mind when helping newcomers orient themselves to the safety expectations and standards of their new community as well as new risks they may not be familiar with. Cultural differences are explored in this Culture Byte through the following brief stories.

Cold

It was so cold and I just could not get warm. I am afraid to go outside because of the cold. Today I had to go to an appointment so I put my jacket in the oven to warm it up before putting it on. I've done it before but this time it caught fire. I was really scared.

Winter is filled with safety hazards and Canadians have learned to adapt. Newcomers who are not familiar with this kind of climate may not know all the risks and how to be prepared.

Police

A young man saw a police car and his instinct was to run, even though he had done nothing wrong.

In Canada, the police want to project an image of being those who protect society and work for the citizens to keep them safe. Generally when people see a police car they may slow down if they are speeding, but they are not afraid. The relationship and view of police is not like this for some newcomers. Module 3: The Role of the Police, is an opportunity for you to help the newcomers in your class learn more about police in Canada and for the community police to establish a relationship with the participants in your class.

Children

When our baby was born, the hospital wouldn't let us take her home until we had a proper car seat for the car. I was really surprised. I also found out that I needed a car seat for our three year old.

Keeping children safe requires an understanding of the dangers present. In Canada, certain laws are in place to protect children from harm and these may not be familiar to some newcomers.

Home Alone

I had to work last weekend and when I got home I found out that the neighbour had called social services and they had come and taken my children. I was so afraid. Why did they take my children? Back home I often leave my six year old at home to take care of the two year old.

Different cultures have different definitions about what a child should be expected to do at what age. In some countries, children as young as six years old are responsible for looking

after younger siblings. When people live in close-knit communities, children are able to move freely without direct parental supervision. In Canada, this is often not the case. In Alberta, there is no legislation giving a minimum age when children can be left at home alone without adult supervision; however, if a parent does leave a young child at home and something bad happens, then the consequences are severe.

Ouch

My wife and I were fighting and I got carried away and was too physical. My daughter called the police and they put me in jail. Now I am not even allowed to go home. I don't understand. In my country this is a private matter between my wife and me. The government would not get involved. The system is confusing here—I don't understand why I can't go home.

Abuse is a problem for people in all walks of life, whether Canadian-born or recent arrivals. Those who suffer from abuse need comfort and support; however, it is particularly important that newcomers know that this support exists since many of the mechanisms we have in Canada may not exist in their native country. You may want to discuss the idea of “public responsibility” with learners. In Canada, it is expected that the government can (and should) get involved in situations where children or spouses are being abused.

“The relationship between the family and the government is markedly different in Canada from many other countries. Canadians have come to expect that there are good reasons why there should be intervention in the family cases of violence, abuse or neglect. In some cases, newcomers must recognize that aspects of life which they may think of as private are illegal in Canada.”¹²



Community Connections

This is an important unit for making connections in the community. Make a brochure using the Sample Brochure found in the Roots and Connections toolkit. Using this brochure, talk to people from different organizations that promote the safety of individuals in their homes, workplaces and the community. Encourage these individuals to share information with the class by coming in as guest speakers to help teach newcomers about safety and to establish a relationship. This will be especially valuable for those newcomers experiencing a very large cultural distance. Potential Community Facilitators include:

- Someone from fire department
- A police officer to talk about safe driving
- A first aid trainer

¹² Rutten-James, Myrina. *English as a Second Language Tutor Training Kit: Tutor Training Manual*. Regina Public Library, 2003. p. 29.

Other Ideas

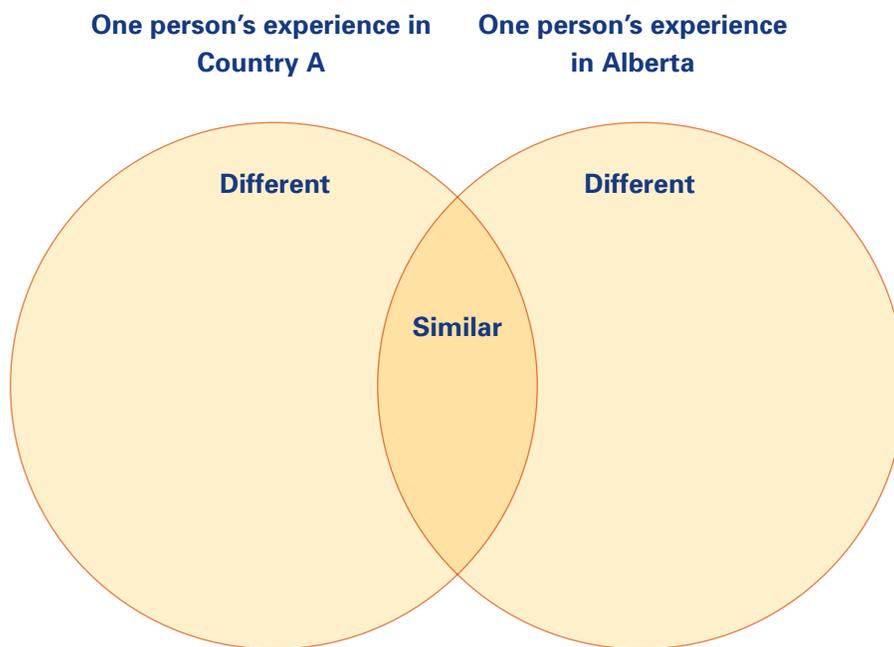
- Have someone from your local emergency services speak to your class.
- Have someone from the fire department talk about planning an escape route in case of a home fire.
- Have a nurse from Community Health do a presentation on child safety seats.
- Have a law enforcement officer or someone from AMA do a presentation on bicycle safety.

Unit Illustration

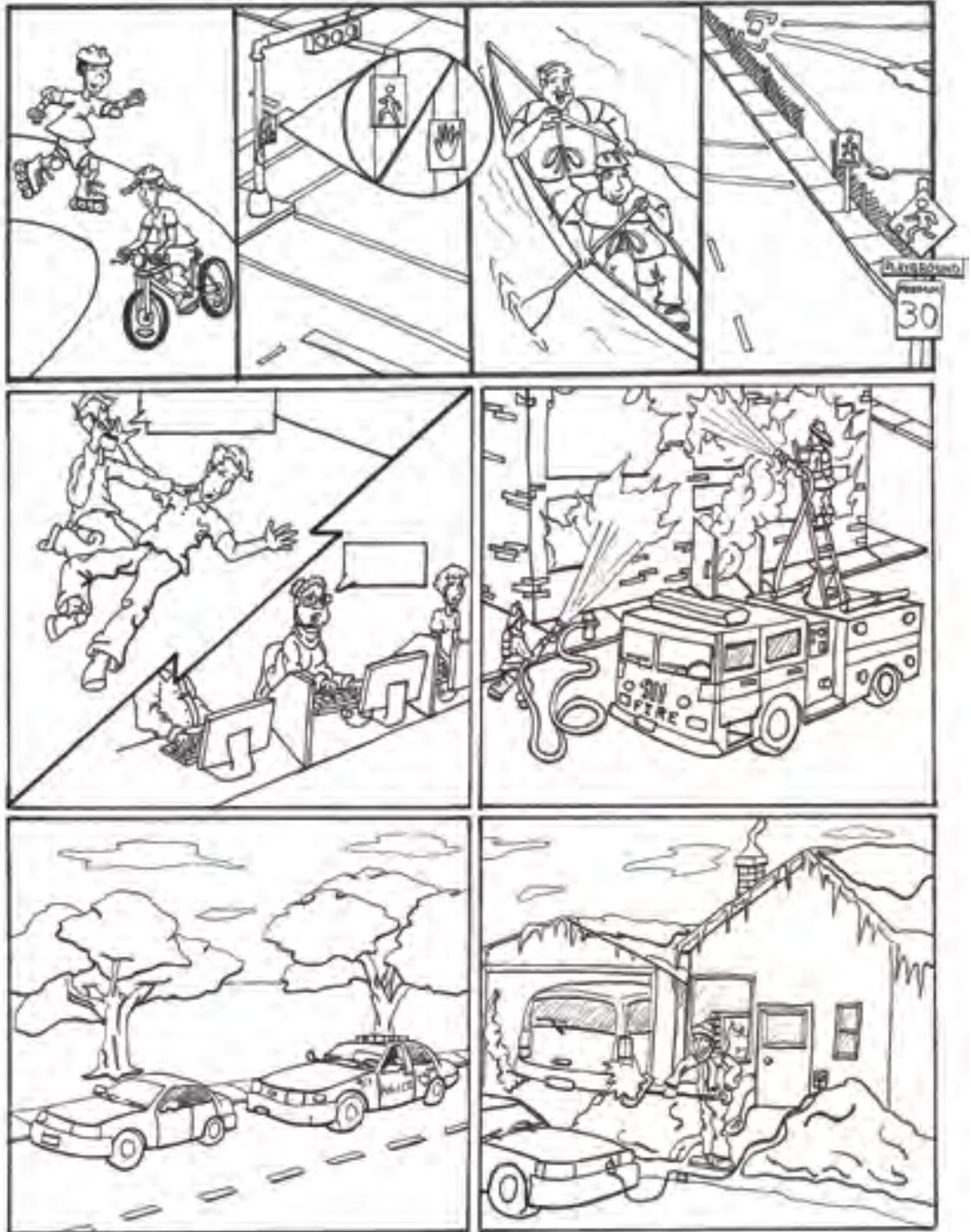
This is an illustration of safety issues that can occur in your community. Use the illustration to create a context for the unit topics and to build vocabulary.

- Practice asking questions using the words what, when, where, why, how and who.
- Draw four columns and label them: people, places, things and actions. Describe what you see in the picture and write the observations in the appropriate column.
- Draw a Venn diagram. Ask learners to think about what is similar to their previous experience and what is different.

Example of a Venn diagram:



Safety



Calling 911



Module 1: Emergencies

Module Outcomes

By the end of Module 1, learners will have:

- Identified vocabulary for dealing with emergencies
- Practiced basic survival English for reporting an emergency and keeping safe
- Placed local emergency service organizations on the Community Map
- Explored cultural perspectives and expectations of reporting and handling emergencies

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Provide basic personal information
 - Give a basic description
 - Indicate communication problems
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions and requests
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify places on a simple map
 - Get information from basic short texts
- **Writing**
 - Copy information

Resources

- *Welcome to Alberta: Information for Immigrants*. Alberta Human Resources and Employment, 2005.
- Emergencies and Natural Disasters page from a picture dictionary such as *The Oxford Picture Dictionary*
- Local telephone books

Personal Connections

This Personal Connections activity will encourage learners to think about what an emergency is and what they can do in case of emergency. Use a blank Venn diagram and/or the unit illustration to make some comparisons with their experiences in their own countries and in Canada.

Use the following questions with the whole group to initiate discussion about how they perceive the issue of being safe—the similarities and the differences.

- Did you ever have to deal with an emergency in your native country? What happened?
- What did you do?
- Have you ever had to deal with an emergency in Canada? What happened?
- What did you do?

Vocabulary Development

Refer to the Unit Illustration and find and mount pictures of natural disasters and other emergencies. Hold up or pass around the picture and develop vocabulary from the pictures. Write the vocabulary on the board. Practice pronunciation of each vocabulary word. Further develop vocabulary with a picture dictionary.

Have the learners record the new words in their personal dictionaries.



Class Dictionary

- ambulance
- fire
- police
- emergency
- fire department
- accident
- heart attack
- life threatening
- injury
- EMS (Emergency Medical Service)
- evacuation
- disaster
- break-in

Survival English 1: Giving Information About an Incident

Teach the simple past tense in the affirmative, negative and interrogative.

happen – happened	faint – fainted
swallow – swallowed	trip – tripped
cut – cut	fall down – fell down
catch fire – caught fire	

Suggested Activities

Practice answering the question, “What happened?”

Write up a list of problems and practice answering the questions. Examples:

- John tripped and banged his head.
- Ann fell down the stairs.
- The baby swallowed a pill.
- I cut my hand.
- The grease caught fire.
- My mother fainted.

Have the learners practice spelling their names slowly and using a technique such as the military alphabet to explain easily confused sounds.

What is your name?

My name is Donna: D as in duck, O, N as in November, N, A.

Help the learners think of words they can use and have them practice spelling their names using the words.

Survival English 2: Reporting an Emergency

Teach the non-referential subject, there is.

Teach the language to respond to and clarify instructions and questions.

- I'm sorry I don't understand. Please repeat that.
- Please speak slowly.
- Calm down and speak slowly.
- Please spell that.

Suggested Activities

Play "Emergency!"

Make a grid with nine squares. Write one vocabulary word in each square. Give definitions of these vocabulary words. Have learners cross out the words they have written on their grids for which you have given the definition. The first person to cross out three words in a straight line—vertically, horizontally, or diagonally must shout, "Emergency!" That person then wins the game.

Using the local telephone book, show the learners where the emergency numbers are located. Provide one sticky label for each learner. Have learners copy Ambulance, Fire, Police – 911 on a sticky label. These labels can be stuck on their home telephones.

Brainstorm a list of possible emergency situations which would require learners to call 911. Categorize these situations under the headings Police, Fire and Ambulance. *The Oxford Picture Dictionary* has listings of Medical Emergencies and Emergencies and Natural Disasters which can be used to create new lists.

How to report an emergency:

- Dial 911.
- Speak slowly and clearly.
- Explain the emergency.
- Answer the dispatcher's questions.
 - What is the address of the emergency?
 - What is your name?
 - What is the phone number you are calling from?
 - Other details
- Follow the dispatcher's instructions.

Practice calling 911 for emergency help.

Practice telling about the emergency.

Practice responding to clarification requests (fire, accident, break-in, heart attack or stroke, cannot breathe, choking).

What is the problem?

There is _____.

There is someone who _____.

Explain that by calling 911, learners can get a dispatcher for fire, ambulance and police. It is very important for the learners to know that once the call is placed, the dispatcher is able to get the location.

Dialogue

Put learners into pairs. Have them practice reading the dialogues. When they are comfortable with the dialogues, substitute other emergencies such as heart attack or break-in. Ask learners to volunteer to read one of the dialogues they practiced to the class.

Fire!

A: 911. What is your emergency?

B: This is Susan Brooks. There is a fire in my house.

A: Susan Crooks?

B: No. Brooks. B as in bed.

A: What is your address?

B: 3612 First Street.

A: Please speak slowly.

B: 3 – 6 – 1 – 2 First Street.

A: What is your telephone number?

B: 862-7302.

There's been an accident!

A: 911. Do you need police, fire, or ambulance?

B: I need police and ambulance.

A: What is the problem?

B: There was a car accident on First Avenue and Bay Street.

A: Please repeat.

B: First Avenue and Bay Street.

A: Is anyone injured?

B: Yes, one lady is injured.

Numbers

It is critical to be able to give addresses correctly during an emergency. Have the learners practice saying phone numbers and addresses.

Community Map

Mark the location of emergency services in the community. Make a list of the telephone numbers for each service. Learners can post this list close to the telephone.

Module 2: Winter

Module Outcomes

By the end of Module 2, learners will have:

- Identified vocabulary for talking about winter weather and clothing
- Practiced basic survival English for winter
- Placed locations on the Community Map
- Explored the cultural perspectives of winters in Alberta

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Provide basic personal information
 - Give a basic description
 - Indicate communication problems
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions and requests
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify places on a simple map
 - Get information from basic short texts
- **Writing**
 - Copy information

Resources

- Picture dictionary such as *The Oxford Picture Dictionary*
- English Express at www.englishexpress.ca
- Authentic materials such as thermometers, newspaper weather forecasts, winter clothing

Personal Connection

Use a blank Venn diagram and/or the unit illustration to have learners make comparisons between their experiences in their own countries and in Canada. Use the following questions with the whole group to get learners talking about winter in their native countries. Record the answers on a flip chart.

- What severe weather do you have in your native country?
- Which season has severe weather?
- What is it like during this bad weather?
- Do people ever die during this bad weather?
- What precautions do you have to take?
- What is the warmest temperature in your native country? When does this happen?
- What is the coldest temperature? When does this happen?

Ask a couple of learners to volunteer to be on the “hot seat” and ask them about their winter experiences or, if they are new to Alberta, their fears about winter in Alberta. Use the following question to steer the conversation.

- Have you spent a winter in Canada? Was it a very cold winter?
- What is the coldest/hottest temperature you have experienced?
- Why is winter dangerous in Canada?
- What do you have to do to protect yourself?

Vocabulary Development

Introduce the vocabulary by using the Unit Illustration. Ask students to identify words for the illustration that they already know and, as they say them, write them on a flip chart. Brainstorm with learners the terms we use to talk about weather. Have learners record the new words in their personal dictionaries.



Class Dictionary

- | | |
|----------------------------|--------------------|
| • high and low temperature | • icy |
| • degrees Celsius (°C) | • chilly |
| • minus | • frosty/ freezing |
| • below zero | • cloudy |
| • wind chill | • foggy |
| • blizzard | • seasons |
| • sleet | • forecast |
| • snowy | • weather advisory |
| | • weather alert |

Survival English 1: Talking About Temperatures

Teach the use of descriptive adjectives with *it is, I am and I feel*.

- It is warm. I am warm. I feel warm.
- It is chilly. I feel chilly.
- It is cold. I am cold. I feel cold.
- It is freezing. I am freezing.
- It is icy. It is frosty. It is foggy.

Suggested Activities

Use the Unit Illustration to stimulate conversation. Ask “What do you think the temperature is?” Draw a thermometer to show some winter temperatures on the board.

Make index cards with pictures of thermometers showing different temperatures. Hand them out. Have learners say the temperature and describe either what the weather is like or how they feel.

Talk about winter temperatures and how dangerous cold weather can be. Explain wind chill. Bring in the weather forecast from the newspaper. Read the forecast temperature in the newspaper. Explain *high* and *low*. Talk about the forecast for the week.

The high will be _____.

The low will be _____.

Tape a short segment of the weather forecast on the television news. Have learners listen to it and ask questions about the forecast. Explain any weather related jargon.

Survival English 2: Naming Winter Clothing

Teach or review count and non-count nouns related to clothing.

What is this? This is a _____.

What are these? These are _____.

Suggested Activities

Brainstorm a list of clothing that people wear in the winter in Canada. Refer to a picture dictionary or bring in articles of clothing. Write down any vocabulary words on the board or flip chart. Practice pronunciation of each word.

Play Pictionary. Divide the class into two teams. Write names of winter clothing on cards. Each team has one member who chooses one of the vocabulary cards and tries to draw the article on the board. The team that can guess the article of clothing first wins one point.

Bring in catalogues, magazines, clothing store flyers, or photocopies from the picture dictionary. Have learners make flash cards with one index card showing the picture and another showing the name of the clothing item.

Place the learners in pairs. Give each learner a couple of cards. Get them to hold up the picture and ask the name of the clothing item.

What is this? This is a _____.

What are these? These are _____.

When they have finished, rotate the cards to the next pair of learners. Divide the class into two teams and play Concentration using the flash cards. Place the cards face down on the table. Both teams should be able to see the cards. A learner from Team 1 turns over two cards. If they match, that team gets a point and that student takes another turn. If they don't match, the student puts the cards back on the table face down and the turn goes to the other team. The team with the most correct matches wins the game.

Survival English 3: Preparing for Winter Safety

Teach or review giving commands or instructions using put on, wear and take.

Suggested Activities

Have the learners find a partner. Using the weather expressions and clothing vocabulary, tell what item should be worn because of the temperature.

Example:

- Put on a sweater. It is chilly.
- Put on your boots. It is snowing.
- Wear your scarf. It is freezing.
- Take your mittens. It's cold.

Divide the learners into two groups for a story retell. Give one story to one group and one to another. Let them take turns reading the story aloud in their group so they all know it. Then one person from one group pairs off with someone from the other group. Each person tells the other the story they read. Check comprehension by asking questions about the stories.

The Blizzard

Last week there was a bad blizzard. It was very cold and snowing and the wind was blowing hard. The children couldn't go to school because the school bus didn't come. The blizzard lasted for two days. We stayed in the house all the time.

In the Ditch

The roads were very icy yesterday. When I was driving home I hit an icy patch. My car spun around and went into the ditch. I couldn't get it out. I had my cell phone so I called a tow truck. I'm glad it wasn't too cold because I had to wait an hour before the truck pulled me out.

Dialogue

Work with these dialogues to practice talking about being safe in winter conditions. Have learners practice in pairs until they can read the dialogues smoothly.

Talking About Cold Weather Clothing

A: I am so cold. It is minus 28 today.

B: I am going to walk to the bank.

A: Wear a toque, mittens and a warm winter jacket.

A: Don't worry. I will wear warm clothes.

Talking About Winter Driving Conditions

A: It is freezing. Today the high temperature will be minus 35!

B: I know. And tomorrow there will be a blizzard.

A: You will not be able to drive to the city.

B: I would not be able to see the road with all of the heavy snow.

Numbers

Have a handout with pictures of five thermometers that show five different winter temperatures. Get the learners to read the temperatures aloud and match the temperature with an appropriate adjective. For example, it is -10 . It is chilly.

Community Map

There is no Community Map activity for this module.

Module 3: Dealing with the Police

Module Outcomes

By the end of Module 3, learners will have:

- Identified vocabulary for dealing with police
- Practiced basic survival English for dealing with police
- Placed police stations on the Community Map
- Explored cultural perspectives of how policing happens here

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Provide basic personal information
 - Give a basic description
 - Indicate communication problems
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions and requests
 - identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify places on a simple map
 - Get information from basic short texts
- **Writing**
 - Copy information

Resources

- Crime page from a picture dictionary such as *The Oxford Picture Dictionary*
- Authentic materials such as catalogues and magazines

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada.

In small groups, or as a whole group, use the following questions to get learners thinking about experiences in their native countries and in Canada. How are they the same? How are they different? Record the answers on a flip chart.

- Is being a police officer a good job in your country? Why or why not?
- Who can get a job as a police officer?
- What does a police officer in your country do?
- Have you talked to a police officer in Canada?
- Did the police officer help you?
- What do you know about the RCMP?
- What do police officers in Canada do?
- Have you ever had to go to a police station to report a crime? What crime did you report? What was done?

Vocabulary Development

Brainstorm a list of words to describe common crimes and the tasks that police do. Use a picture dictionary. Write these words on the flip chart paper. Practice pronouncing each word.

Have learners record the new words in their personal dictionaries.



Class Dictionary

- police
- protection
- crime
- traffic laws
- arrest
- speeding
- burglary
- fraud
- ticket
- fine

Survival English 1: Explaining What Happened

Teach or review the simple past tense in the affirmative, negative and interrogative. Include regular and irregular verbs related to the theme.

Suggested Activities

Have learners practice telling everyone what they did yesterday in response to the question: What did you do yesterday morning (afternoon, evening)?

Divide learners into three groups. Give each group a story to read and talk about. When everyone in the group understands and remembers the story, have them tell the rest of the class what happened.

Reporting a Highway Accident

Pam was driving home from work on Highway 16. A red car drove past her. It was going very fast. Suddenly the car went off the road. Pam stopped. She saw that the driver was injured. She took out her cell phone. She called 911. She asked for the police. She reported the accident. Two police officers came very quickly.

Getting mugged

Mohammad and Anna were walking home from a party. Near the school, a man came up to them and asked for money. Mohammad said, "No, I won't give you money." The man assaulted Mohammad. He stole Mohammad's wallet. Anna was very scared. They went to the police station to report the crime. A police officer asked them many questions.

A House Theft

George and Maria live in a very bad neighbourhood. They went away for the weekend. Someone broke into their house on Saturday night. Someone stole their television and George's watch. Someone stole Maria's mother's wedding ring. George and Maria are very upset! They called the police station. They reported the burglary. An officer came to their house to talk to them.

Survival English 2: Reporting an Incident

Teach the indefinite pronouns *someone*, *somebody*, *anyone* and *anybody*.

Suggested Activities

Prepare cards with scenarios such as: stole my purse, hit my car, ate my sandwich, broke my window, dropped a knife, threw a ball at me. Hand out the cards and have the learners report what happened using someone or somebody.

Someone/ Somebody _____.

Did you see who did it? No, I didn't see anyone/ anybody.

Play a memory game. Seat learners in a circle. Learner A must say what the thief stole from him. Learner B says what the thief stole from A and then adds one item of her own. If learners know each other's names, include names with the items stolen.

For example: A thief stole Susan's watch, Ben's camera and my wallet.

Survival English 3: Talking About Traffic Rules

Teach the use of the phrase have to or must plus a verb for talking about what the law requires. Point out the difference between don't have to and must not.

Suggested Activities

Draw a large skeleton picture of a car on the board. Name a car part and ask a learner to draw it on. Example: tire, windshield, motor, mirror, door, lights. Use a picture dictionary to develop vocabulary.

Collect pictures of traffic signs such as Yield, Stop, Slow, School Zone, No Parking, No U Turn. Have the learners make sentences about what you have to do for each sign.

Example: Stop sign – You have to stop/must stop.

Discuss other rules of the road.

- You must pull over when the police car's lights are flashing.
- You must have a driver's licence.
- You must have a car licence.
- You must have insurance.
- You must put on your turning signal.
- You must carry your vehicle registration.
- You must not drink and drive.

Go over what the police officer might say and ask. Talk about appropriate responses and how intonation conveys meaning.

- You were speeding.
- You did not use your turn signals.
- May I see _____?
- Do you have _____?
- I am going to give you _____ a speeding ticket (a parking fine, a warning).

Role-play having a police officer stop you for an infraction.

- **A:** You were speeding.
- **B:** I'm sorry, I didn't notice.
- **A:** May I see your driver's license, registration and insurance?
- **B:** Certainly. Here they are.
- **A:** I am giving you a speeding ticket.
- **B:** Okay.

Dialogue

The purpose of these dialogues is to practice language for reporting a problem to the police. Discuss the importance of speaking clearly and slowly when giving information and looking the police officer in the eye if you are giving the report in person. Practice the dialogues until everyone is comfortable with them. Then role-play the dialogues and substitute different problems.

Burglary

A: Hello. I am Officer Jones. How can I help you?

B: I am here to report a burglary in my apartment.

A: Okay. What was stolen?

B: A _____, a _____, and _____.

A: When did this happen?

B: It happened this morning.

Car Accident

A: Hello. I am Officer James.

B: I am here to report a car accident. Someone just ran into my car and took off.

A: Was anyone injured?

B: No, but my car was damaged.

A: Where did this happen?

B: It happened in the parking lot by the hospital.

A: Do you have a description of the vehicle?

B: It was a green truck with a covered box.

Assault

A: Hello, Hillview Police Station. Officer Brown speaking.

B: Hello. This is Sammy Smith.

A: How can I help you?

B: Someone assaulted me.

A: Are you hurt?

B: I think my nose is broken.

A: When did this happen?

B: About an hour ago.

A: Give me your address and we'll send a car over.

Numbers

Bring in a sample parking ticket. Teach how to scan documents for details. Talk about reading the amount of the fine and the deadlines for paying the speeding tickets.

Community Map

Mark the local police station on your Community Map. Also indicate speed zones near schools and traffic signs and lights in your own neighbourhood.

Module Four: Children and Safety

Module Outcomes

By the end of Module 3, learners will have:

- Identified vocabulary for child safety
- Practiced basic survival English for talking about child safety
- Placed locations that provide support for child safety on the Community Map
- Explored cultural perspectives of keeping children safe

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Respond to simple questions with required information
 - Give a basic description
 - Indicate communication problems
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions and requests
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify places on a simple map
 - Get information from basic short texts
- **Writing**
 - Copy information

Resources

- Picture dictionary such as *The Oxford Picture Dictionary*
- www.saferoads.com/vehicles/childseats.html
- www.healthlinkalberta.ca
- Authentic items such as infant car seat, child safety seat, booster seat
- A variety of sports helmets including bike helmets

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to have learners make comparisons between their experiences in their own countries and in Canada.

In small groups, or as a whole, use the following questions to get learners thinking about experiences in their native countries and in Canada. How are they the same? How are they different? Record the answers on a flip chart.

- How do children travel in cars in your native country? Is it safe?
- Are many children injured or killed in car accidents?
- Do you know the laws in Alberta about children riding in cars?
- How do your children travel in cars?

Vocabulary Development

Introduce the vocabulary. Explain the meaning of new words. Practice pronunciation of each vocabulary word.

Go to an online word search puzzles generator and create a word search using a few words from the vocabulary list. Have learners find and circle the words. Have them record new words in their personal dictionaries.



Class Dictionary

- law
- mandatory
- infant
- toddlers
- child safety seat
- backward
- forward
- booster seat
- air bags
- harness
- bicycle helmet
- flat
- protect
- strap

Survival English 1: Protecting Children in the Car

Teach or review *have to*, plus the simple form of the verb.

Suggested Activities

Put students into groups. Ask them to list as many things as they can on chart paper about what they have to do to keep children safe.

I/ We have to _____.

My husband has to _____.

Give each group ten minutes. Have everyone share their ideas. Discuss the different points they have made. Introduce the fact that Alberta has laws about using child car seats. Ask learners to compare this concept with practices in their home countries.

Print off information about choosing the right safety seat for your child from a website such as www.mto.gov.on.ca/ Under "Road Safety," select "Seat Belts and Car Seats." Select and print "Choose the Right Car Seat for Your Child."

Have learners scan to find specific information such as age and weight.

Survival English 2: Advising About Wearing Bicycle Helmets

Teach the present continuous tense in the affirmative, negative and interrogative.

Teach how to use the modal *should* for giving advice in affirmative and negative statements.

Suggested Activities

Use the Unit Illustration to get learners telling what people are doing in the picture. Write sentences on the board of the activity the learners describe. Then have learners practice making questions from the sentences. Talk about what could be dangerous in each picture.

Have a group discussion about riding bicycles. Ask how many people can ride a bicycle. Talk about where they ride their bikes. Compare the use of bikes in Alberta and in their home country. Ask about laws in other countries relating to bike riding. Record the findings on the board. Explain that Alberta has a law that children under the age of 18 must wear bicycle helmets.

Divide the learners into two groups.

Teach the use of *should* and compare it to *have to*. Teach the following facts about buying a helmet:

- A helmet must fit properly. It should sit level on your head and should not tip backward or forward. It should fit snugly.
- You should not use helmets designed for other sports such as hockey, when you ride a bike. Other helmets will not protect you.
- You should buy a new helmet every three to five years.
- You should not buy helmets at garage sales. They might be damaged.
- Children should not wear their bike helmets in the playground.
- You can buy inexpensive helmets in many stores.

Write the rules on pieces of paper, but divide each sentence in half. Print the first half on one colour paper and the second half on another colour paper. Hand out the slips of paper to the learners and have them find their partner. Check the sentences with the master list.

Dialogue

Read the dialogue to the learners. Explain any unknown words. Put learners in groups of three to practice. Have several groups perform the dialogue for the class.

Buying a Bicycle Helmet

Clerk: Good morning! Can I help you?

Mother: Yes, I need to buy a bike helmet for my daughter.

Clerk: Okay. Do you want to try on some helmets?

Rosa: Yes, I like this purple one.

Clerk: I'm sorry, it does not fit you. It does not sit flat on your head.

Rosa: How about this one?

Clerk: No, that is a hockey helmet. It will not protect you.

Mother: Maybe we can find a used bike helmet at a garage sale.

Clerk: No, that is not a good idea. It may be damaged so it will not protect you.

Rosa: I like this one. It is comfortable. It fits well.

Mother: Okay, let's buy it.

Clerk: Good choice.

Numbers

Prepare a copy of the following paragraph by putting blanks for the underlined numbers. Hand it out to each learner. Read the paragraph to them. Ask them to listen for numbers and fill in the spaces with the numbers they hear. (Answers: 27, 9, 9, 18, 18, 27, 12)

Child Car Seats

It is the law in Alberta that all children under 27 kilograms have to be in car seats. Infants who weigh less than 9 kilograms have to be in an infant seat. The infant seat has to face backwards in the seat. Toddlers weighing between 9 kilograms and 18 kilograms have to be in a child safety seat. The child safety seat has to face forward. Children between 18 and 27 kilograms have to sit in a booster seat. Air bags can be very dangerous for young children. If the car has air bags, all children under 12 have to sit in the back seat of the car.

Community Map

Go over the Community Map and have learners practice giving directions or locations such as the corner of _____ and _____, or across from the _____.

Module 5: Protecting Yourself

Module Outcomes

By the end of Module 5, learners will have:

- Identified vocabulary for protecting yourself, your family and your property
- Practiced basic survival English for talking about protecting yourself, your family and your property
- Placed police and fire service locations on the Community Map
- Explored cultural perspectives of ensuring that families are safe

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Use a few courtesy formulas
 - Request information
 - Provide basic personal information
 - Give a basic description
 - Indicate communication problems
- **Listening**
 - Identify greetings
 - Recognize appeals for repetition and clarification
 - Follow simple instructions and requests
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Identify places on a simple map
 - Get information from basic short texts
- **Writing**
 - Copy information

Resources

- Insurance Bureau of Canada: www.ibc.ca
- Canada Safety Council: www.safety-council.org. Select “Children.”
- Picture dictionary such as *The Oxford Picture Dictionary*
- Authentic materials such as advertising, FAQ sheets, room layout plan, local telephone book

Personal Connections

Using a blank Venn diagram and/or the Unit Illustration, have learners make comparisons between their experiences in their own countries and in Canada. As a whole group, review situations that could cause harm for adults and for children. Ask what people can do to reduce the potential for disaster. Record the answers on a flip chart.

- Talk about fire. What can be the result of a fire in your building? How can people prevent fires? Do you have a fire escape plan in case of a fire in your building?
- Talk about medical emergencies such as poisoning, tripping and falling. What can you do to prevent these emergencies in your home?
- Talk about winter conditions. Why should people clean the snow in front of their house?
- Talk about emergency help. In your native country, can you receive many types of assistance over the telephone? What types of services are available over the telephone?
- In your native country, are there laws about what age a child must be before he or she can be left alone? Should there be laws telling parents when their children can be left alone?

Vocabulary Development

Look at the flip chart notes from the Personal Connections discussion. Have each learner choose a word from the notes and try to explain what it means. Have learners record the new words in their personal dictionaries.



Class Dictionary

- | | |
|---------------|--------------|
| • protect | • tripping |
| • disaster | • slippery |
| • insurance | • hazard |
| • coverage | • harmful |
| • replace | • dangerous |
| • lawsuit | • floor plan |
| • poisoning | • get out |
| • fire escape | |

Survival English 1: Planning a Fire Escape Route

Teach vocabulary for expressing caution and warnings. Teach prepositions of location and imperatives for giving directions. Examples are *in, on, next to, across from, beside, under, close to, near, behind*.

Suggested Activities

Draw an example of a floor plan. Label the rooms. Ask the learners what each room is used for.

Have learners draw a floor plan of their home and label the rooms. Use a picture dictionary for home-related vocabulary. Put a list of basic furniture on the board. Have learners draw or label where the basic furniture is in their home. Have them work in pairs and describe where things are located, using the list of prepositions.

Try to arrange for a firefighter to come in and talk about safe escape routes in case of fire.

Ask learners to use their floor plans to decide on fire escape routes. Let them work with a new partner to describe how to get out of each room in case of fire.

Survival English 2: Protecting Your Property with Insurance

Teach reflexive pronouns: *myself, himself, herself, themselves, yourself*.

Teach reflexive pronouns with by: *by myself, by themselves*.

Suggested Activities

Have learners practice making statements about themselves and their families using reflexive pronouns. Practice using them with the word by:

I live by myself. He works by himself.

Practice making sentences with a reflexive pronoun and one of the following verbs: *cut, hurt, protect, see, do it, help, wash, dry, call, look after, push, injure, love*.

Talk about what the sentence means.

Brainstorm some accidents or dangerous things that could happen in or outside your house. Include tripping, burns and fires, poisoning, falls on icy sidewalks and cuts.

Have learners express a warning for each situation and use a reflexive pronoun.

Example: That knife is sharp; you can cut yourself.

If there was a fire where you live, what personal possessions would you lose?

Think of five very important things in your apartment or home that you could not be without. Estimate the value of these things.

Discuss what insurance is and how it works. Insurance is a way to protect yourself in case of loss or in case someone sues you. You must have car insurance in order to drive a car. You must have house insurance when you buy a house. When you rent a place, the landlord has insurance for the building but not for the things that are in the building. You have to get your own insurance for the things you own. Insurance will pay for your lost property if there is a fire or burglary. Different insurance companies charge different rates, so it is very important to shop carefully before buying insurance.

Survival English 3: Locating Emergency Services

Teach this information question:

What is the telephone number for _____? It is _____.

Suggested Activities

Put the following list of emergency services on the board. Have several copies of the phone book, or copy and hand out the emergency page. Go through each emergency service. Have the learners make guesses about what type of assistance the caller will receive. Confirm what service is offered.

- Emergency Dispatch
- Health Centre
- Poison Control Centre
- Child Abuse Hotline
- Kids Help Phone
- Crisis Unit Distress Line
- Victim Services
- Family and Community Support Services

Next, have learners find the telephone numbers for each by asking

What is the telephone number for _____?

It is _____.

Survival English 4: Talking About Leaving Children Home Alone

Teach using the modal should in the affirmative and negative and interrogative.

Teach the phrases: I agree and I disagree.

Suggested Activities

Hand out the list of statements to the learners. Read them over and discuss any words or statements they do not understand. All statements are about a ten-year-old child who is home alone. Put learners into groups of three to talk about the statements. Learners must say whether they agree or disagree with the statements and then explain why they agree or disagree.

A Ten-Year-Old Child Home Alone

1. _____ You can safely leave all ten-year-old children alone at home.
2. _____ Children who are left alone shouldn't have their friends over to play.
3. _____ Children need to know another adult who can help them when their parents are not home.
4. _____ Children should answer the door and the telephone when they are home alone.
5. _____ A ten-year-old child is old enough to babysit younger brothers and sisters.
6. _____ The house must be safe if children are left alone. There must be fire alarms. Poisons and dangerous things like guns must be put safely away.
7. _____ A ten-year-old child must be able to telephone a parent at all times.
8. _____ It is okay to leave a ten-year-old child alone for many hours each day.

Dialogue: Fire Insurance

Put learners into pairs and give each pair a different dialogue. Have them read over the dialogues until they are comfortable. Ask each pair to read their dialogue to the rest of the group.

Buying Home Insurance

A: I am going to buy home insurance for my apartment.

B: Why?

A: It will give me money for my things if there is a fire or if someone steals them. It is called replacement insurance.

B: Does replacement insurance cost a lot?

A: I don't know. I am going to phone a couple of companies.

B: Tell me what you find out.

Calling for Help

A: This is the Poison Control Centre. What is your problem?

B: My child ate some of my pills and he is vomiting.

A: What is your address?

B: My address is 29 Holoway Crescent.

A: We are sending an ambulance immediately.

Being Home Alone

A: I'm going to be at a meeting for this afternoon. You will be home alone.

B: Can my friend come home with me to keep me company?

A: No, I want you to come straight home from school and do your homework.
I will phone you at 4:30 to check on you.

B: Can I watch TV?

A: After you finish your homework you can watch your favourite program.

Numbers

Explain that 1-800 numbers are free telephone calls. Teach learners how to figure out the phone numbers that use letters. For example, Children's Abuse Hotline is 1-800-387-KIDS. Photocopy a diagram of a dial pad for each learner to figure out what the numbers would be. Explain that this is often done for advertising purposes, so that users or consumers will remember a phone number.

Community Map

Mark the location of emergency services on your Community Map.



Shopping Unit

Life is like shopping in a market; when you finish, you go home.
– African Proverb

Introduction

This unit addresses “survival” language with a cultural perspective on shopping. Instructors and volunteers are encouraged to be a bridge for newcomers in the community by helping to address both language and cultural barriers. As the instructor, you will explore the topic with learners and discover how culture influences consumer behaviour and practices. This information will get you thinking about the assumptions you may be making about what is “common” knowledge and what is not.

The goal of this unit is to enhance individuals’ capacity to obtain and understand basic consumer information and access services needed to make appropriate consumer decisions.

This unit consists of five modules:

- Module 1: Food Shopping – Finding Things
- Module 2: Prices
- Module 3: Comparison Shopping
- Module 4: Clothes Shopping
- Module 5: Exchanges and Refunds

Teaching Notes

Each of the modules is structured around teaching notes including: class dictionary, helpful hints, suggested activities and core language. It is up to the instructor and students to determine how much time is spent on each component, which components are relevant and whether a different order of study would work better.

Culture Byte

In this unit, Culture Bytes can be found at the beginning of each module.





Community Connections

This is an important unit for making connections in the community. Make a brochure using the Sample Brochure found in the *Roots and Connections* toolkit. Using this brochure, talk to local retail and service providers and encourage them to be Community Facilitators. In this role they may either host a visit to their place of work, or come in as a guest speaker to help newcomers know what to expect and to establish a relationship. This will be especially valuable for those newcomers experiencing a very large cultural distance. Potential Community Facilitators include store owners, restaurant owners or managers.

Other Ideas

Visit a local grocery store and arrange for the manager to give you a tour. Then give each learner a grocery list and a budget. Ask them to find the items on their list, get as much as they can for the money assigned and write the location of each item on their store map.

Arrange to visit a clothing store to ask about refund and exchange policies. Arrange with the store manager to give you a tour. As a group, have learners write the questions they will ask and practice asking these questions. Have learners copy these questions onto a piece of paper that they can take with them on the field trip.

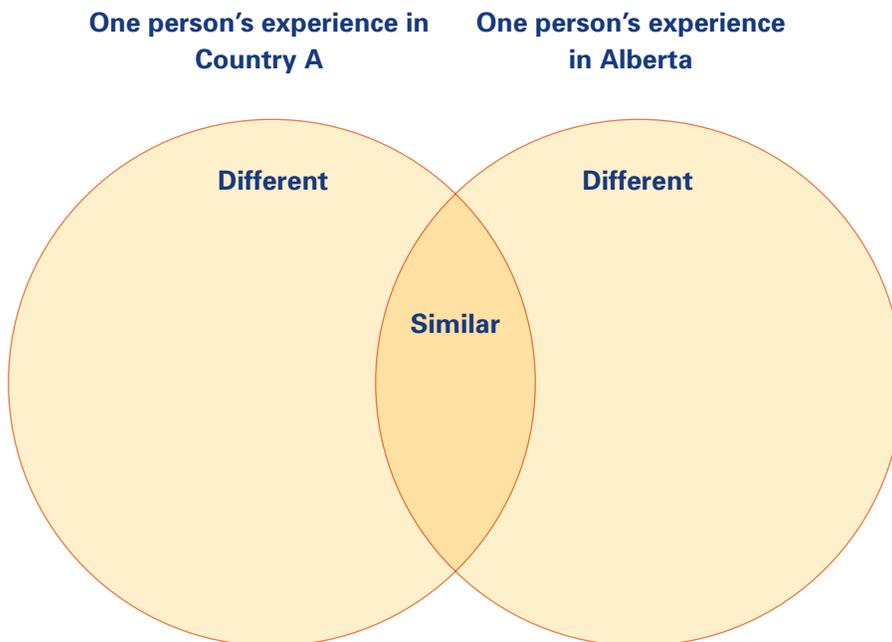
Invite a registered dietician from your Health Care Region to speak to your group about how to prepare healthy, low-cost meals.

Unit Illustration

This is an illustration of what you might see in a grocery store in your community. Use the illustration to create a context for the unit topics and to build vocabulary.

- Practice asking questions using what, when, where, why, how and who.
- Draw four columns and label them: people, places, things and actions. Describe what you see in the picture and write the observations in the appropriate column.
- Draw a Venn diagram. Ask learners to think about what is similar to their previous experience and what is different.

Example of a Venn diagram:



Food Shopping 1



Food Shopping 2



Comparison Shopping



Clothes Shopping



Exchanges and Refunds



Module 1: Food Shopping—Finding Things

Module Outcomes

By the end of Module 1, learners will have:

- Identified vocabulary for getting around the grocery store
- Practiced basic survival English for asking for directions and finding things in a grocery store
- Placed grocery stores and other places to buy food on the Community Map
- Explored cultural perspectives of food shopping

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Give basic descriptions
 - Use and respond to courtesy formulas
 - Use expressions to request assistance, express requests and respond to them
 - Provide information that is appropriate to the context
- **Listening**
 - Identify specific details: key words and short expressions in a dialogue
 - Recognize appeals for repetition and clarification
 - Follow simple instructions, positive and negative commands and requests
 - Identify expressions to attract attention
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Get information from short texts (i.e. food packages, signs)
 - Understand specific details of texts
 - Identify a familiar layout of a place in a simple diagram
 - Identify familiar places on a simple map
 - Locate specific written information
- **Writing**
 - Write a list

Culture Byte

Food shopping varies from place to place in the world. With our large homes, fridges and freezers, many Canadians are accustomed to buying food for the week in one shopping trip. If there is something on sale, it can be purchased in bulk and stored in the freezer or pantry. It is also popular to buy food items in bulk at wholesale stores.

In some parts of the world, however, going to market is a daily event and foods are eaten fresh. If you go to a grocery store in Canada you will find many products that are processed and packaged.

There is also a label on the back with nutritional information and Canadians are encouraged to use these labels to make healthy food choices. Newcomers with specific diet restrictions can check these labels for ingredients that they are not able to consume (e.g., sugar).

Culture influences consumer behaviour in a number of interesting ways:

- The length of time it takes to make a decision
- The number of senses used in making a decision
- Culturally influenced shopping behaviours
- Types of foods eaten

Resources

- Authentic materials such as grocery store flyers, food items from home and play money
- The Canada Food Guide
- English Express at www.englishexpress.ca

Personal Connections

Use a blank Venn diagram and/or the module illustration to help learners compare their experiences in their own countries and in Canada. Have the whole group talk about the following questions to get learners thinking about their food shopping experiences in their country of origin and food shopping in Canada. Focus on the differences between the two shopping experiences.

- Where did you buy food in your country of origin? Where do you buy your food now?
- How often did you shop for food in your country of origin? How often do you shop for food now? Why?
- Can you buy everything you need to make your traditional food in the grocery stores here?
- Were you able to buy fresh fruits and vegetables all year in your country of origin?
Can you buy all fresh fruits and vegetables all year here?
- Did you ever buy canned or frozen fruit or vegetables in your country of origin? Do you buy canned or frozen fruit or vegetables here? Why?

Vocabulary Development

Introduce the vocabulary by using the Unit Illustration. Ask students to identify any items in the illustration that they already know and, as they say them, write them on a flip chart.

Brainstorm with the learners the names of food. Teach the food categories that most stores use.

Have the learners record the new words in their personal dictionaries.



Class Dictionary

- vegetables
- fruit
- meat
- dairy
- aisle
- bakery
- household
- grocery
- personal care
- produce
- dairy
- meat
- deli

Suggested Activities

Draw a large master chart on the board.

Divide the class into small groups or pairs. Give each group one of the food categories from the chart below. Give the group three minutes to write down as many things as they can that belong in that category. Stop everyone after three minutes. See who did the best. Have someone from each group write their list on the master chart. Let people add to the master list.

Dairy	Bakery	Meat	Produce	Deli	Household	Personal Care

Survival English 1: Making a Shopping List

Teach the use of an with singular nouns that begin with a vowel.

Teach how to form plurals by adding "s" or "es." Practice pronunciation of plural endings.

Suggested Activities

The learners can make flash cards from flyers using pictures of nouns that begin with a vowel.

Have learners make pairs of flash cards with pictures of fruits and vegetables. One card should be of a single piece of food, the other of more than one piece. Mix up the cards and place them face down. Have the learners play "Concentration" to find matching pairs.

Bring in a grocery flyer. Have each learner create a shopping list by copying information from a grocery flyer. Next put learners into pairs and have them practice telling each other what they need to buy.

I need _____ and _____. What do you need?

Survival English 2: Requesting Assistance

Teach the following sentences for asking for help to find something.

- A:** Where is the _____? Where is the soup?
B: It is in the _____. It is in the grocery section.
A: Where are the _____? Where are the potatoes?
B: They are in the _____. They are in the produce section.

Suggested Activities

Use authentic cartons, boxes, bottles and pictures and lay out a "grocery store" in the classroom. The learners can role-play shopping for their grocery list items. Have one learner play the part of a store worker, while the others shop. Use the questions for asking for help and direction.



Survival English 3: Following Directions

Introduce prepositions of location. Give examples using the location of items in the room you are in.

Suggested Activities

Play a game. Describe the location of an object in the room and have learners guess what object it is.

Have learners work with the Unit Illustration and describe the location of things using prepositions from the Class Dictionary.



Class Dictionary

- beside
- next to
- across from
- in
- at the front
- at the back
- on the top shelf
- on the bottom shelf

Dialogue

Teach the courtesy formulas “excuse me” and “you’re welcome” or “no problem.” Learners can use the dialogue as a role-play and practice asking where things are located. When they are comfortable with the dialogue, have them substitute different items from the vocabulary lists.

Asking for Help at a Grocery Store

In pairs, using the illustration, the food and grocery vocabulary, grocery store sections vocabulary, and the list of prepositions, practice the following conversation using the appropriate preposition of location.

A: Excuse me. I need milk . Where can I find milk?

B: It is in the dairy section at the back of the store.

A: Thank you.

B: No problem.

Numbers

Practice reading numbers related to money. Review Canadian money names.

- one dollar a loonie
- 2 dollars a toonie
- 1 cent a penny
- 5 cents a nickel
- 10 cents a dime
- 25 cents a quarter

Community Map

Label:

- Grocery stores
- Farmers’ market
- Specialty food store
- Roadside kiosk

Module 2: Prices

Module Outcomes

By the end of Module 2, learners will have:

- Identified vocabulary for getting around the grocery store
- Practiced basic survival English for asking about prices
- Placed grocery stores and other places to buy food on the Community Map
- Explored cultural perspectives of food shopping

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Give basic descriptions
 - Use and respond to courtesy formulas
 - Use expressions to request assistance, express requests and respond to them
- **Listening**
 - Identify specific details: key words and short expressions in a dialogue
 - Recognize appeals for repetition and clarification
 - Follow simple instructions, positive and negative commands and requests
 - Identify expressions to attract attention
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Get information from short texts (e.g. food packages, signs)
 - Understand specific details of texts
 - Locate specific written information
- **Writing**
 - Make a list with prices

Culture Byte

For many newcomers, money is a big issue. Government sponsored refugees will have to pay back the government for their travel expenses to Canada; some families are sending money home to family left behind; there are a lot of costs associated with settling; and the cost of living may seem very high. As newcomers settle, find work and figure out how far their dollar can go, money will be a central concern.

Resources

- Flyers
- Vocabulary lists from Module 1

Personal Connections

Use a blank Venn diagram and/or the module illustration to help learners compare their experiences in their own countries and in Canada.

Discuss the following questions with the participants:

- Where did you buy food in your country of origin?
- Did you buy all of your groceries at one place?
- How did you save money on groceries?

Point out the following information:

- You may not be able to eat the same food you are accustomed to because there may not be a supplier in your town, or the cost of special items may be too high.
- You can talk to the grocer to see if he can order special foods and find out how costly they might be.

Vocabulary Development

Introduce the vocabulary by using the Unit Illustration. Brainstorm vocabulary related to grocery prices and write words on a flip chart. Have learners record the new words in their personal dictionaries.



Class Dictionary

- expensive
- cheap
- cost
- on sale
- special
- 50% off
- discount
- bulk
- expiry date

Survival English 1: Requesting Information About Product and Price

Teach *any* and *some*. *Any* is used in negative and interrogative sentences. *Some* is used in affirmative sentences.

Do you have any onions?

No we don't have any.

Yes, we have some in the bin.

Review singular and plural nouns.

Teach the following questions for asking about price.

Excuse me. How much is this?

It is _____.

How much are these _____?

They are _____.

Suggested Activities

Have the learners practice making questions with *any* and giving the appropriate answer. They can use the grocery lists they created in Module 1 or choose from their vocabulary list. Practice asking about price.

Survival English 2: Counting and Containers

Teach count and non-count nouns.

Teach the use of *some* with non-count nouns and plural count nouns.

I want some butter.

I want some apples.

Show learners how we make non-count nouns into countable nouns by referring to the container or unit.

I want some sugar. Do you have a bag of sugar?

I want some coffee. Do you have a can of coffee?



Class Dictionary

- count nouns
- non-count nouns
- containers (bag, box, carton,
- jar, can, case, etc.)
- dozen
- a kilogram
- a loaf

Suggested Activities

Put three columns on the board. Use the headings “Count Units” and “Non-Count Units.” Brainstorm a list of words for each column.

Use the Unit Illustration to explain different counting and measuring terms for grocery items. Bring in sample containers. Have the learners practice asking for a non-count grocery product using a container or unit word.

Dialogue

Learners can use the dialogue as a role-play and practice asking prices and confirming understanding. When they are comfortable with the dialogue, have them substitute different items and different prices.

Asking About Prices

A: Excuse me. How much is this bag of rice?

B: It is 12 dollars and 59 cents.

A: How much are these cans of tuna?

B: They are \$2.50 each.

A: Can I get a discount if I buy them in bulk?

B: Yes, they are \$2.00 each if you buy a case of 20.

A: I'm sorry, can you repeat that?

B: Yes, they are \$2.00 each if you buy a case of 20.

A: Thank you.

B: You're welcome. Do you need help with anything else?

A: No thank you.

Numbers

Bring flyers or grocery receipts and have the learners answer the question, "How much is this?"

\$9.99 – nine ninety-nine (nine dollars and ninety-nine cents)

\$2.50 – two fifty (two dollars and fifty cents)

\$1.25 – a dollar twenty-five (a buck twenty-five)

\$36.00/month – thirty-six dollars a month (per month)

Community Map

Mark the stores that you shop at on the Community Map. Show the route you take.



Module 3: Comparison Shopping

Module Outcomes

By the end of Module 3, learners will have:

- Identified vocabulary for making comparisons
- Practiced basic survival English for comparing prices and other things
- Placed grocery stores and other places to buy food on the Community Map
- Explored cultural perspectives of food shopping

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Give basic descriptions
 - Use and respond to courtesy formulas
 - Use expressions to request assistance, express requests and respond to them
 - Provide information that is appropriate to the context
 - Identify specific details: key words and short expressions in a dialogue
- **Listening**
 - Recognize appeals for repetition and clarification
 - Follow simple instructions, positive and negative commands and requests
 - Identify expressions to attract attention
 - Identify expressions to request assistance
 - Identify specific literal details: numbers, letters, a few key words and short expressions
- **Reading**
 - Get information from short texts (e.g. food packages, signs)
 - Understand specific details of texts
 - Identify a familiar layout of a place in a simple diagram
 - Identify familiar places on a simple map
 - Locate specific written information

Culture Byte

Grocery store flyers are a common sight in Canadian towns and cities. They tell us what is on sale and encourage us to come to the store to shop. Prices can vary from store to store, so many people look through the flyers to find the best deals and then plan their shopping accordingly. This is one strategy people in Canada use to save money. Many Canadians use a freezer chest. People buy foods on special and have them on hand whenever they need them.

Resources

- Flyers
- Coupons

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to draw out what learners already know and to help them compare their experiences in their own countries and in Canada. Try this “Same or Different” activity to talk about learners’ experiences. Discuss the following questions with the participants:

- How do businesses advertise food in your country of origin? If they use flyers, in what ways are they similar to flyers in Canada? How are they different?
- Would you buy more if something was on sale or cheaper?
- What foods were more expensive to buy?
- Did prices change according to the season?
- Was food cheaper in your native country, or is it cheaper here?

Vocabulary Development

Introduce the vocabulary by using the Unit Illustration. Brainstorm vocabulary related to comparison shopping and write the words on a flip chart.

Have learners record the new words in their personal dictionaries.



Class Dictionary

- | | |
|-----------------|-----------|
| • shoppers | • bargain |
| • grocery store | • savings |
| • supermarket | • cheaper |
| • flyer | • a deal |

Survival English 1: Comparing Food Quality

Teach how to form and use the comparative form of adjectives using the adjective plus “er” and “than.” Teach or review how to form and use the comparative form of adjectives using adjectives with “more than.”

Teach *good, bad, little, few* and their irregular forms.

A is **fresher than** B.

C is **more expensive than** D.



Class Dictionary

- fresh
- large
- small
- ripe
- cheap
- stale
- dry
- moist
- sweet
- sour
- crusty
- soft
- tender
- tough
- juicy
- delicious
- expensive
- reasonable

Suggested Activities

Brainstorm with learners a list of adjectives that describe food.

Get one learner to describe a food item and have the others guess what it is.

Expand the description to making simple comparisons. For example, this food is yellow. It is longer than a lemon. It is larger than an apricot.

Have the learners practice using words of one or two syllables to compare things. Extend the practice to people and things in the class and beyond.

Survival English 2: Comparison Shopping

Teach the learners how to get information from flyers. Point out how prices are usually shown in larger font for pound measurement, but the price per kilo is also given. Explain that prices may vary from store to store.

Suggested Activities

Bring in grocery flyers. Explain “is cheaper at” and “is more expensive at.”

Have learners go through the flyers to find examples of five comparable items that are on sale at two different stores. Then have them practice telling what things are less/more expensive, using the model.

_____ is more expensive at _____.

_____ is cheaper at _____.

Make a chart. Divide it into three columns. Write the name of the item, including the container or quantity, down the left-hand column. Above the middle and right-hand columns, write the names of the stores. Under each store, write the price of each item.

Have the learners individually write a list of two or three items and the price. Then have them tell the others what they will buy, where they will buy it and why they chose that store.

I am going to buy _____ at _____ because it is cheaper.

Dialogue

To review the vocabulary and the structures learners have studied in this module, have the learners form pairs to read the following conversation. Then ask one or two pairs to read the conversation aloud for the group.

Dialogue: Comparing Food Prices

A: It is very expensive to feed three children! I need to spend less on groceries.

B: There is a sale this week at the IGA

A: Yes, I have the flyers from IGA and the Co-op for this week.

B: What groceries do you need to buy?

A: I need to buy rice, ground beef and bread

B: A one-kilogram bag of rice is \$3.99 at IGA. It is \$3.49 at Co-op.

A: It is more expensive at IGA.

B: Ground beef is \$4.37 per kilogram at IGA. It is \$5.23 per kilogram at Co-op.

A: Oh, it is much cheaper at IGA.

B: How much is a loaf of bread at Co-op? It is \$1.99 at IGA.

A: Oh, it is only \$1.00 at Co-op and Co-op has a better bakery.

Numbers

Parts of this activity require using math to determine the price per unit. Show the learners that the advertising might offer multiple items on sale. For example 5 cans for \$2.00 in one store and \$.38 a can in another. Also, prices differ because the size is different. Small avocados may be \$.89 each and large avocados may be \$1.19 each. Have the learners find prices per unit (gram or loaf).

Community Map

Review food shopping locations placed on the map earlier. Ask participants to talk about where they have found the best deals. Add new places where learners can go to find bargains.

Module 4: Clothes Shopping

Module Outcomes

By the end of Module 4, learners will have:

- Identified vocabulary for clothes shopping
- Practiced basic survival English for buying clothes
- Placed retail locations on the Community Map (clothing, shoes, sporting goods, etc.)
- Explored cultural perspectives of clothing and style

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Give basic descriptions
 - Use and respond to courtesy formulas
 - Use expressions to request assistance, express requests and respond to them
 - Provide information that is appropriate to context
- **Listening**
 - Identify specific details: key words and short expressions in a dialogue
- **Reading**
 - Get information from short texts (e.g. price tags)
 - Understand specific details of texts

Culture Byte

Clothes are a necessity, but they also tell us a lot about culture and about the groups we belong to. Many factors affect the clothing worn by different cultural groups. Some factors include region, beliefs, climate and gender. Canadian clothing has dramatically changed over the years. In the early days, when the first colonists arrived, women's clothing covered every area of the body except the hands, neck and face. It was considered shameful for a woman to show her ankle.

With the arrival of the 20th century, women began to break free from the old constraints and, in just a century, Canada has seen a drastic shift in its view of women and appropriate clothing.

Today, Canadian culture is very complex and consists of many subcultures that can be broken down into decades and regions. For example, the Roaring 1920s, the Hippie 1960s and the Pop Culture 1990s all showcased specific subcultures of Canada, each with their own style.

In this particular decade, Canadians wear styles associated with urban, punk, gothic and many other lifestyles. Clothing can also be broken down by region. Today in Alberta you can see everything from cowboy boots and ball caps to turbans and hijabs.

Resources

- Fashion magazines
- Newspapers
- Flyers

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to draw out what learners already know and make comparisons with their experiences in their own countries. Explore the similarities and differences in fashion (and clothing requirements) between your community and where your participants are from.

- What fashions have your participants seen that they like?
- What fashions do they dislike?
- What kind of clothes do they wear for special occasions such as weddings, funerals and parties?

Vocabulary Development

Brainstorm vocabulary related to clothes shopping. Write the words on a flip chart. Use the Unit Illustration to talk about trying on clothes. Refer to a picture dictionary.

Have learners record the new words in their personal dictionaries.



Class Dictionary

- | | |
|--|----------------|
| • names of clothing | • uniform |
| • seasonal clothing | • size |
| • style (long sleeves, high heels, etc.) | • try on |
| | • hem |
| | • fitting room |

Suggested Activities

The learners can describe what they are wearing to develop the vocabulary list.

Use catalogues and flyers to generate more vocabulary words.

Survival English 1: Describing Clothing

Teach how to express a need when buying clothing.

I want to buy a _____.

I need to buy a _____.

Teach the past form of the verb to *buy*.

Suggested Activities

Play a “chain memory” game. The first person says, “I went shopping. I bought _____.” (Use the names of clothing and an adjective.) The second person repeats what the first person said and adds an item. Go around until everyone has had a turn.

Example: I went shopping. I bought a pair of yellow pants and a blue shirt

Have pictures of different articles of clothing or actual clothing on hand. Role-play a store scenario. The learner wants to buy a clothing item. The clerk asks, “Can I help you?”

The learner must reply with “I want to (need to) buy a _____.”

Take the scenario a step further with the clerk asking about colour, size, style, etc.

Survival English 2: Talking About Likes and Dislikes

Teach the verb to like in the affirmative, negative and interrogative.

I like _____.

I don't like _____.

What do you like?

Teach the use of too plus an adjective when describing a problem.

The dress is too big.



Class Dictionary

- try on
- big
- large
- small
- long
- short
- wide
- narrow
- tight
- loose
- uncomfortable
- expensive
- ugly
- fits / doesn't fit

Suggested Activities

Have about 12 pieces of clothing on hand (example: vest, toque, boxers, sweater, gloves, bra, shirt, sock, skirt). Put them in a bag that you cannot see through. Have the learners sit in a circle. Play some music and pass the bag around. When the music stops, the person holding the bag pulls out an article of clothing (without looking), tells what it is and puts it on. When the bag is empty, they take off the clothes say what they are and return them to the bag.

Use some of the clothes from the bag or pictures of clothes and have the learners role-play trying something on. They have to reject the piece of clothing with a reason.

Example: It doesn't fit. The belt is too short. (They don't fit. They are too short.)

Bring in pictures of clothing from fashion magazines. Have learners state whether they like or dislike them. They can use the "too" exercise to explain things they dislike.

Dialogue

This dialogue is the culminating activity that combines the vocabulary and language structures and applies them in the context of community orientation. In this module there are two dialogues to choose from.

A Compliment

A: I like your top.

B: Thank you.

A: Where did you buy it?

B: I bought it in Mexico.

A: It is very pretty.

B: Thanks.

Talking About Shopping

A: Hi, Jane.

B: Hi, Pat! Did you go shopping? (Pat is carrying some shopping bags.)

A: Yes, I did.

B: What did you buy?

A: I bought new clothes for my children. Look at this sweater. It was on sale for only seven dollars.

B: Wow! That's a good deal!

Numbers

Use numbers and vocabulary related to size.

Community Map

Mark the clothing and shoe stores in your community on the Community Map.

Module 5: Exchanges and Refunds

Module Outcomes

By the end of Module 5, learners will have:

- Identified vocabulary for exchanging a purchase or getting a refund
- Practiced basic survival English for exchanging and getting a refund
- Placed retail locations on the Community Map (electronics, hardware, home)
- Explored cultural perspectives of exchanging and asking for a refund

CLB Outcomes

The following CLB outcomes are targeted in this module:

- **Speaking**
 - Give basic descriptions
 - Use and respond to courtesy formulas
 - Use expressions to request assistance, express requests and respond to them
 - Express and respond to a number of requests
 - Provide information that is appropriate to context
- **Listening**
 - Identify specific details: key words and short expressions in a dialogue
- **Reading**
 - Get information from short texts (e.g. receipts)
 - Understand specific details of texts

Culture Byte

Exchanging something you bought or getting a refund is a practice that may be unfamiliar to some learners. They may have come from places where there is less competition or less availability of goods. For these learners, getting used to the idea of exchanges and refunds is the first step. Then they need to learn the rules associated with it, including “reading the small print.”

In Canada, not all stores have the same rules. Some stores give refunds, but many stores only allow customers to make an exchange. If a customer does not have the receipt, most stores do not give refunds. If clothing has been worn, it will not be accepted for refund or for exchange. However, if there is a problem with the clothing that you bought, most stores will allow you to exchange it. There is usually a time limit for when the clothing can be returned for a refund or an exchange. If “final sale” is written on the receipt, the store will not give you a refund or let you make an exchange. Always find out the store’s rules before you buy anything!

Resources

- Receipt
- Warranty

Personal Connections

Use a blank Venn diagram and/or the Unit Illustration to draw out what learners already know and to make comparisons with their experiences in their own countries.

- In your country of origin, what can you do if clothing you buy is too big or too small?
- Can you return things you buy?
- How is it similar to or different than what happens in Canada?
- Have you returned clothing to a store in Canada? What happened?

Vocabulary Development

Brainstorm vocabulary related to refunds and exchanges and write the words on a flip chart. Use the Unit Illustration to talk about exchanging items or getting a refund.

Have learners record the new words in their personal dictionaries.



Class Dictionary

- return
- warranty
- policy
- guarantee
- exchange
- receipt
- customer
- department
- customer service
- final sale
- problem
- refund
- rules

Survival English 1: Making a Request

Teach the vocabulary for returning and exchanging purchases.

Teach the words *this* and *these*.

I want to return/exchange this.

I want to return/exchange these.

Suggested Activities

Use pictures cut out from flyers or magazines or actual clothing items.

1. Identify whether the item is singular or plural. Practice the language structures used when asking to return or exchange items.
2. Identify whether the item is singular or plural. Review the use of *too* plus an adjective to indicate a problem. Practice the language structures used when asking to return or exchange items and giving a reason for the request or describing the problem.

It has a _____.

It has a hole.

It is _____.

It is too big/small.

Survival English 2: Describing a Problem

Brainstorm the vocabulary we use to describe problems with purchases.

Teach the language structure for explaining a problem.

I want to exchange this. It is/has _____.

I want to exchange these. They are/have _____.



Class Dictionary

- dirty
- torn
- stained
- broken
- fabric
- shrunk
- pulled thread

Dialogue Practice

This dialogue is the culminating activity that combines the vocabulary and language structures and applies them in the context of community orientation. In this module there are two dialogues to choose from. Have the students form pairs. One has the role of sales clerk. The other is the customer. Have them practice these dialogues until they are comfortable. Practice further by substituting other clothing items and other problems.

For more practice write different scenarios on slips of paper (For example: You bought some milk and when you opened it it was sour.). Put learners in pairs. Each pair draws a slip and writes an appropriate dialogue. They can perform their role-plays for the rest of the group.

Asking for a Refund

Sales clerk: Can I help you?

Customer: I want to return this jacket.

Sales clerk: Why?

Customer: The zipper is broken.

Sales clerk: Do you have the receipt?

Customer: Yes, I do.

Sales clerk: I will give you a refund.

Customer: Thank you.

Returning a Sweater

Sales clerk: Can I help you?

Customer: Yes. I would like to return this black sweater. I want a refund.

Sales clerk: What is the problem?

Customer: It is the wrong size.

Sales clerk: Do you have the receipt?

Customer: Sorry, but I lost it.

Sales clerk: I cannot give you a refund, but you can exchange it.

Community Map

Mark second-hand and thrift stores on the Community Map.

