

**Frontier College:
A Toolbox for ESL Tutors**

**An Instructional Guide
for
Teaching English as a Second Language
to
Newcomers**

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Table of Contents



THEMES:

1. **Finding a Job**

- 1) Where Do I Begin to Look?
- 2) Identifying My Skills, Experience and Education
- 3) Preparing A Resume
- 4) Developing A Cover Letter
- 5) What do I Say? (Cold Calls)
- 6) Filling Out Job Applications
- 7) Interview Techniques

2. **The Community Library and Reading With Children**

Units:

- 1) Using the Local Library
- 2) Reading With Children

3. **The Transit System and Directions**

Units:

- 1) Directions
- 2) Using the Local Transit System

4. **Canada and Its Government**

Units:

- 1) An Overview of Canada and Its Provinces
- 2) The Federal Government and Its Responsibilities
- 3) The Provincial Government and Its Responsibilities
- 4) The Municipal Government and Its Responsibilities

5. **Banking**


Units:

- 1) What Services Does a Bank Offer?
- 2) Opening an Account
- 3) Filling Out Bank Forms
- 4) Using an Automated Banking Machine

6. **Using The Telephone**

Units:

- 1) Telephone Fears
- 2) Telephone Expressions
- 3) Spelling Names and Addresses
- 4) Telephone Conversations



Theme 1:

Finding a Job

Theme: Finding a Job

Unit: Where do I begin to look?

Initial Assessment: (What does the student know, what does he need to know?)

1. What are the names of three local newspapers?
2. Which newspaper do you read?
3. Is there a community newspaper in the area where you live?
Where can you get a copy of this paper?
What is the name of your community newspaper?
4. Can you tell me three sections you would find in each newspaper?
5. In what section of the newspaper would you look if you were looking for job advertisements?
6. What type of job are you interested in finding?
7. What qualifications/ skills does this job require?
8. What hours are you interested in working?
9. Are you looking for full-time or part-time work?
10. Have you looked for work before?
11. Where did you go to look for a job?

Expected Outcomes:

In this unit students will:

- # identify the Classified Section in local newspapers
- # identify other sources where job advertisements can be found
- # further develop vocabulary related to job advertisements
(understanding abbreviations in job ads)

Tools :

For this unit you will need:

- # copies of local newspapers
- # copy of the local Yellow Pages
- # flip chart paper
- # index cards
- # markers
- # pen/pencil
- # dictionary
- # thesaurus

Activity Procedures:

Activity One:

- # ask student to name places they might refer to when looking for a job
- # once a list has been developed discuss the advantages and disadvantages for each location
- # provide any places which might not have been mentioned by the student (See Background Notes for Example)

Activity Two:

- # provide student with three or four job advertisements from various newspapers
- # ask student to read the job ad silently
- # as they read the ad ask students to highlight, underline, or circle any words they are unclear of (either pronunciation or meaning)
- # once student has read the ad silently, read the ad aloud (check for pronunciation of words)
- # discuss the meaning and pronunciation of any words the student has experienced difficulty with
- # student should record these words on index cards and look the meaning of the word up in the dictionary and copy this onto the index card
- # once the word and meaning have been written on an index card the student should then use the word in a sentence

Activity Three: (Alternative Exercise)

- # provide your student with the vocabulary list found at the end of this unit along with a copy of the classified section of various newspapers
- # have your student read the vocabulary list and identify the words he knows and the ones he is having difficulty with (either pronunciation or meaning)
- # have him go through the job ads and select vocabulary he is unclear of or may have difficulty spelling
- # have him add this to the vocabulary list
- # these words should then be recorded on index cards along with the meaning and then used in a sentence

Activity Four:

using the same job ads as in Activity Two, have your student answer the following questions:

- a) What company is advertising for this position?
- b) Where is this job located?
- c) What is the job title
- d) What are the qualifications for this job?
- e) What is the salary for this position?
- f) Who do you contact to apply for this position?
- g) How do you apply for this job?
- h) What benefits are provided in this position?

for homework have your student choose three job ads and answer similar questions

Activity Five:

ask your student to brainstorm a list of what he is looking for in a job (Example: important benefits, travel time, salary expectations, size of company, job responsibilities)

discuss each of these aspects in detail

have the student review the list and prioritize what he is looking for in a job

ask the student to write a job ad that he would consider as a perfect job

Activity Six:

provide your student with the classified section from various newspapers

ask him to go through and choose three jobs which he would apply for and three that he would not

ask him to write the reasons for his choices

after the student has recorded his reasons, have him present the ads and his reasons and discuss his choices

Demonstrators: (How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to locate the classified section of the newspaper independently.

Tutor's Initials **Date:** _____

2. _____ is able to retell in his own words what a job ad is stating.

Student's name **Tutor's Initials** **Date:** _____

3. _____ is able to rewrite a job ad in her own words?

Student's Name **Tutor's Initials:** _____ **Date:** _____

4. _____ is able to identify some, or all vocabulary related to job ads.

Student's Name **Tutor's Initials** **Date:** _____

5. _____ is able to identify job expectations?

Student's Name **Tutor's Initials** _____ **Date:** _____

Background Notes:

Activity One:

- # sources for job advertisements include: newspapers, cold calls, networking, Human Resources Canada and Employment Agencies
- # there are many community newspapers (in many languages)
- # *Careers* is a free job search newspaper with job listings and job search tips this is free and is found on many major street corners or in shopping malls

Activity Two:

- # select job ads which relate to the student's field of interest
- # having the student read the job ads silently allows the student the opportunity to use prior skills and knowledge such as phonics and decoding skills to identify vocabulary
- # by having the student read the ad aloud, you will be able to identify any vocabulary or pronunciation difficulties
- # if you decide to read the ad aloud, this may clarify any vocabulary or pronunciation difficulties for your student
- # using new vocabulary in a sentence will help your student to "own" the word (this activity may be completed as a homework activity)
- # an address book may be used in place of index cards
- # crossword puzzles may be designed to practice new vocabulary

Activity Three:

- # design questions which will demonstrate the student's understanding of the vocabulary he has developed in the previous activities
- # a cloze activity may also be designed to use new vocabulary
- # use synonyms to practice and increase vocabulary e.g.: job, position, career (this may require a lesson in using the thesaurus)

Activity Four:

- # the purpose of this activity is to clarify what a student is looking for in a job

Activity Five

- # this activity will help to evaluate the student's progress in reading and understanding job ads

Key Vocabulary

A

administrative
advertising
agency
appointment
asset
assistant
assembly line
applicant

appt.

B

background
building
business

bkgd.
bldg.
bus.

C

candidate
careers
career training
certificate
certified
classified section
clerk
college
commission
comprehensive benefit package
company
computer literate
consultant
customer service
corporation

co.

corp.

D

degree

| | |
|-------------|-------|
| department | dept. |
| diploma | |
| director | dir. |
| distributor | |
| division | div. |

E

| | |
|----------------------------|--------|
| entry level | |
| employer | |
| Equal Opportunity Employer | E.O.E. |
| equipment | |
| evenings | eves |
| executive | exc. |
| experience | exp. |
| extension | ext. |

F

| | |
|-----------------|-----|
| fringe benefits | |
| full-time | FT. |

G

general
generally
general factory
general office
general labour
graduate

| | |
|--------------|------|
| H | |
| hour | hr. |
| hourly | hrly |
| hospital | |
| headquarters | |
| High School | H.S. |

| | |
|---------------|----------|
| I. | |
| immediately | immedly. |
| Incorporated | Inc. |
| including | incl. |
| industrial | ind. |
| inexperienced | inexp. |
| index | |

| | |
|--------|-----|
| J | |
| junior | jr. |

| | |
|-------|-----|
| L | |
| light | lt. |

| | |
|---------------|-------|
| M | |
| machine | mach. |
| manager | mgr. |
| manufacturing | mfg. |
| mechanical | mech. |
| month | mo. |
| morning | a.m. |

N

necessary

necc.

O

operator
opportunity
overtime
own transportation

oppty.
O.T.
own trans.

P

part-time
paid
permanent
preferences
programmer

P. T.
pd.
perm.
pref.
prog.

Q

qualifications

R

references
reliable
responsibilities
required
rate

refs.

S

salary

sal.

| | |
|-------------|--------|
| sales | |
| secretary | |
| shift work | |
| shorthand | |
| student | stdnt. |
| senior | sr. |
| switchboard | swbd. |

| | |
|---------------|--------|
| T | |
| technical | tech. |
| telephone | tel. |
| temporary | temp |
| trainee | trnee. |
| typing/typist | typ. |

| | |
|------------------|------|
| W | |
| wage | |
| week | wk. |
| work | wk. |
| words per minute | wpm. |

| | |
|------|-----|
| Y | |
| year | yr. |

Vocabulary

| | |
|--|--|
| wage * money paid or received for work or services My weekly wage is \$300.00 | |
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Theme: Finding a Job

Unit: Identifying My Skills, Experience and Education

Initial Assessment: (What does the student know, what does he need to know?)

1. What jobs have you worked at in the past?
2. What were some of the responsibilities/duties of your job?
3. What equipment did you use at your job?
(telephone, calculator, computer, photocopier, fax machine)
4. What qualifications did you need for your job?
5. What did you like most about your job?
6. What did you like least about your job?
7. What are personal skills? Can you name three personal skills?
8. What are technical skills? Can you name three technical skills?
9. What are transferable skills? Can you name three transferable skills?
10. What are your hobbies?
11. What skills do you need to have for this hobby?
12. What skills do parents need? (What type of skills are these: personal, technical, transferable?)
13. What skills do you need to drive a car? (What type of skills are these: personal, technical, transferable?)
14. What skills do you use when you volunteer on a committee? (What type of skills are these: personal, technical, transferable?)

Expected Outcomes:

In this unit students will:

- # define personal, technical and transferable skills and explain the differences
- # identify their personal, technical and transferable skills
- # further develop vocabulary related to skills, education and work experience
- # document in writing, skills related to their prior jobs
- # develop confidence in identifying and presenting their skills

Tools:

For this unit you will need:

- # pen/pencil
- # Handout: *Skills Identification Chart*
- # Handout: *Skills Definitions*
- # Handout: *Skills*
- # Handout: *Skills I Own*
- # index cards
- # dictionary
- # magazines

Activity Procedures:

Activity One:

- # ask your student to explain what the word “skill” means
- # have her identify any skills that she can think of
- # record these skills on individual strips of paper
- # (Use handout: *Skills*)

Activity Two:

- # ask your student to look up the word “skill” in the dictionary and read it aloud
- # have her write the definition in the box labelled SKILL
- # (Use handout *Skills: Definitions*)
- # have her define what Personal Skills means
- # this may mean looking up the word “personal” in the dictionary
- # have her record the definition in the box
- # repeat the above procedure for technical and transferable skills

Activity Three:

- # gather magazine pictures of people in different jobs
- # talk about the job and have your student identify the various skills that a person in that position would need
E.g.: Administrative
Assistant: computer literate, communication skills
- # a homework or in class activity would be to have her develop a job ad for one of the positions discussed

Activity Four:

- # review the Key Vocabulary List (found at the end of this unit) with your student
- # have her print each of the words on an index card or on a slip of paper
- # as she reads each work check for pronunciation and meaning
- # have her use each word in a sentence (verbally)
- # for homework have her review the vocabulary by using 5-10 words per night in a sentence

Activity Five:

- # review the vocabulary list and definitions of personal, technical and transferable skills
- # place the headings Personal, Technical and Transferable on the table (Use handout: *Skills Identification Chart*)
- # take each slip of paper with a skill written on it and have your student use it in a sentence and then place it under the appropriate heading (ie: using a calculator - technical)

Activity Six:

- # ask your student to choose the skills from each column that she feels relate to her
- # have her record these skills on the handout, *Skills I Own*
- # ask her to develop point form sentences for each of these skills
ie: able to use a computer - well-organized individual

Activity Seven:

- # ask your student if she has any other skills that she would like to add to the vocabulary list
- # a home work activity would be to group the skills based on: synonyms, or antonyms

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify the difference between personal, technical and transferable skills.

Tutor's Initials: _____ **Date:** _____

2. _____ can identify her own personal, technical and transferable skills.
(Both verbally and in writing)

Tutor's Initials: _____ **Date:** _____

3. _____ has completed the Skills I Own handout and can relate how she has used these skills in past jobs.

Tutor's Initials: _____ **Date:** _____

4. _____ has gained confidence in relating her skills.

Student's Name **Tutor's Initials:** _____ **Date:** _____

5. _____ is able to identify some, or all of the vocabulary related to identifying skills.

Tutor's Initials: _____ **Date:** _____

Background Notes

Activity One:

- # this activity will provide the tutor/instructor with the student's previous knowledge and vocabulary related to identifying skills
- # if the student is uncomfortable writing her skills the tutor/instructor could act as the recorder
- # the tutor should note any pronunciation difficulties to deal with in future activities

Activity Two:

- # this activity provides the student with dictionary practice
- # before recording definitions tutors/instructors may wish to brainstorm words that would relate to each set of words in order to create a definition

Activity Three:

- # this activity could be simplified to use with a beginning level student to help build vocabulary related to identifying various occupations
- # pictures promote dialogue and are helpful in building vocabulary related to job skills (This activity may be used as an initial, informal discussion tool.)

Activity Four:

- # there are two sets of vocabulary for this unit: List One consists of easier vocabulary; List Two deals with a higher level of vocabulary
- # using the vocabulary list in sentences both in the tutoring session and for homework will help the student become more familiar with the words
- # using the words in sentences will also prepare students for writing resumes

Activity Five and Six:

- # by completing these activities, students will have a concrete list to use as a reference when developing a resume and for use in developing answers to interview questions

Activity Seven:

- # this activity provides students with a chance to review the vocabulary list and clarify any vocabulary she may not understand

Additional Information

- # Human Resources Development Canada has a book which provides definitions of various jobs and related skills
- # phoning various trade unions or associations may help in defining the job or its equivalent in Canada
- # Human Resources Development Canada has a great web site address: <http://www.bc.hrdc-drhc.qc.ca/assnich/index.html>

Key Vocabulary:

List One:

A

ambitious, aggressive, assertive, accurate,
able to operate: computer, calculator, fax machine, cash register, motor vehicle

B

business-like

C

customer-oriented, calm, cheerful, common sense, confident, considerate,
competitive, clear-thinker, constructive, strong communication skills, computer-
literate

D

diplomatic, dependable, dedicated, diligent, determined, detail-oriented, decision-
making skills

E

easy to get along with, eager, energetic, enthusiastic, efficient, editing skills

F

friendly, fair, flexible

G

genuine, good listener

H

hard-working helpful, honest

I

intelligent

J

K
keen

L
likable, leader, logical, loyal

M
mature, motivated, mechanically-inclined

N

O
open-minded, open to new ideas, original, orderly, organized, objective

P
positive, practical, professional, problem-solver, persistent, precise, productive
prompt, punctual

Q
quick-learner

R
responsible, reliable, research skills

S
sense of humour, sensible, sincere, sound judgement

T
team-player, thorough

U V W
warm personality, well-liked, well-groomed

X Y Z

Key Vocabulary:

List Two

A

amiable, adaptable, analytical, articulate, able to prioritize

B

broad-minded

C

compatible, congenial, co-operative, courteous, conscientious, consistent, contemporary, creative, current

D

diligent, dynamic, decisive, discreet

E

enjoys challenges, enterprising, entrepreneurial,

F

focused

G

go-getter, goal-oriented

H

I

innovative, intuitive, investigative

J

K

L

lateral thinker

M

meets deadlines, motivated, methodical, meticulous

N

O

observes confidentiality, open-minded, optimistic

P

people-oriented, personable, puts others at ease, person of integrity, proactive, perceptive, proven negotiator

Q

quick-thinker, quality-oriented, qualified

R

respectful, respected, resourceful

S

supportive, self-motivated, self-reliant, self-starter, systematic

T

tactful, takes initiative, troubleshooter, time-management skills

U V W

versatile, well-balanced

X Y Z

SKILL:

PERSONAL SKILLS:

TECHNICAL SKILLS:

TRANSFERABLE SKILLS

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Handout: *Skill Identification Chart*

| PERSONAL | TECHNICAL | TRANSFERABLE |
|----------|-----------|--------------|
| | | |

Theme: Finding a Job

Unit: Preparing a Resume

Initial Assessment: (What does the student know, what does he need to know?)

1. What is a resume?
2. What is another name for a resume?
3. Do you have a current resume?
4. Are you pleased with your current resume?
5. Did you prepare your resume?
6. What information did you include in your resume?
7. What information do you think you should include in a resume?
8. Can you tell me five verbs or action words you would use in writing your resume?
9. What tense is a resume written in?

Expected Outcomes

In this unit students will:

- # identify the contents of a resume
- # identify their skills, education and work experience and document it in a resume
- # understand the three different resume styles and the purpose of each
- # further develop vocabulary related to resume writing
- # practice verb tensing (past and present)
- # complete a current resume
- # review skills and vocabulary learned in previous section

Tools:

- # pen/pencil
- # Handouts: *Resume Brainstorm*
Chronological Resume Example
Skills Resume Example *Functional*
Resume Example
Types of Resumes
Chronological Resume Outline
Skills Resume Outline
Functional Resume Outline
Personal Information Sheet

Activity Procedures:

Activity One:

- # ask your student to look up the definition of a resume and have him write it in the box on the handout, *Resume Brainstorm*
- # ask him: What do you think should be included in a resume? (record answers on the brainstorm handout)
- # try and break down the initial thoughts to gather more information and vocabulary e.g.: Personal Information - name - first - middle- last

Activity Two:

- # review the Key Vocabulary List with your student
- # have her read the list to herself and put a check mark beside any word she is unclear of (either pronunciation or meaning)
- # then have her read the list aloud and use each word in a sentence
- # for homework she may wish to write each verb in a different tense e.g. present or future

Activity Three:

- # use the handout, *Resume Styles*, to discuss the three different resume styles (look for differences and similarities)
- # ask the student based on the definitions/functions of each resume, which of these styles they feel most comfortable using and why

Activity Four:

- # from the vocabulary list, have your student chose the verbs that may apply to their previous work experience
- # have her write a sentence in point form using the verb
- # (the sentence should be related to their past work experience)

Activity Five:

- # review the handout, *Personal Information Sheet*
- # discuss the vocabulary contained in the handout
- # ask your student how this may be helpful in a job search
- # have her complete a copy of the sheet independently either during the session or as a homework assignment
- # review the sheet and verify the information

Activity Six:

- # review the different resume styles with your student; discuss each style, and have her choose one which she feels will best present her previous work experience and skills
- # ask her to transfer the information from her Personal Information Sheet to the resume outline
- # ask her to look at the sentences she wrote in Activity Four and decide where these would be included in the resume outline
- # the vocabulary list of action words (verbs and hobbies and interests should aid in “fleshing out” the resume)

Activity Seven:

- # have your student read their completed resume
- # ask her if there is anything else she feels would be important to include

Activity Eight:

- # review the resume; do the final edit of the rough copy
- # talk about the format of the resume (ie: bolding, centering, indenting)
- # the resume is now ready to be completed on a computer

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify the various sections included in a resume.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

2. _____ is able to explain the difference between a chronological, functional and skills resume.
Tutor's Initials: _____ **Date:** _____

3. _____ is able to explain the purpose of a resume.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ is able to identify the various parts of a resume.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

5. _____ is able to identify verbs related to their own work experience and use them in the past tense.
Tutor's Initials: _____ **Date:** _____

6. _____ is able to read and spell some or all vocabulary related to resume writing.
Tutor's Initials: _____ **Date:** _____

7. _____ has completed a current resume.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

8. _____ is able to edit and add to his existing resume.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

Background Notes:

Activity One:

- # responses to the brainstorm question can be recorded by either the student or the tutor
- # the words recorded during the brainstorm will act as a starting point determining what vocabulary (both written and oral) the student already knows as well as identifying any pronunciation difficulties

Activity Two:

- # this activity is meant to further the student's vocabulary knowledge related to resume writing
- # have your student add any additional vocabulary to the list
- # the homework assignment may also be completed in class
- # using the vocabulary list at home will also build the student's knowledge and confidence in completing Activity Four
- # have the student put the words on index cards and add them to their word bank

Activity Three:

- # while reading the resume style handouts, check to make sure your student has a clear understanding of the vocabulary; have him use it in a sentence
- # when discussing the handouts have the student identify similarities and differences between the three styles of resumes (include: content, order and where skills are listed)

Activity Four:

- # a starting point for this activity may be asking your student what they did in their last job
- # after listing the duties/responsibilities you could then choose the verbs that are suitable to begin the phrase describing the duty (e.g.: I used a computer - operated a computer)

Activity Five:

- # have the student keep a copy of Personal Information Sheet in his portfolio

Activity Six:

- # review the fact that a resume is written in the past tense

Activity Seven:

- # writing is an ongoing process; this activity is an opportunity to discuss editing skills
- # discuss the fact that writing is an ongoing process; each of us writes more than one copy of anything
- # help you student develop editing skills by having him read his work aloud and listen for areas that are difficult

Activity Eight:

- # you may choose to assist your student in the typing of his resume
- # locations for free use of a computer include libraries and Human Resources Development Canada
- # before typing, stress the importance of checking spelling, grammar typing errors, and punctuation

Key Vocabulary:

Action Words

A

accomplished, achieved, acted, acquired, adapted, addressed, administered, advertised, aided, analyzed, anticipated, applied, approached, approved, arranged, assembled, assisted, adjusted, authored

B

budgeted, built, balanced, bargained

C

calculated, catalogued, chaired, changed, clarified, collaborated, collected, communicated, composed, compared, compiled, completed, conceived, condensed, conducted, contracted, co-ordinated, created, controlled, cooperated, corrected, counselled, coached

D

dealt, delegated, demonstrated, designed, developed, determined, devised, directed, distributed, drafted, decided, defined, delivered, dispensed, displayed

E

earned, edited, eliminated, employed, encouraged, ensured, established, estimated, evaluated, exchanged, executed, exhibited, explained, expanded, equipped

F

facilitated, familiarized, fashioned, formed, formulated, founded, fostered

G

generated, governed, guided, gathered, gave, grouped

H

handled, hired, headed, helped

I

identified, increased, indexed, improved, informed, inspected, insured, installed, instituted, instructed, integrated, interpreted, interviewed, invented, investigated, interacted

J**K****L**

led, launched, liaised, lobbied, located, logged

M

maintained, managed, marketed, mediated, minimized, moderated, modified, monitored, motivated, made, measured, merged

N

negotiated, navigated, nursed, nurtured

O

obtained, operated, originated, oversaw, observed, offered, organized

P

participated, perceived, performed, persuaded, planned, prevented, produced, promoted, provided, prepared, publicized, published, presented, presided, processed, programmed, proposed, painted, prioritized, proofread, purchased

Q

qualified, questioned, quoted

R

raised, recommended, recruited, reconciled, recorded, rectified, redesigned, reduced,

regulated, related, renewed, reorganized, reported, reproduced, represented,
researched, resolved, reviewed, responded, retrieved, revised

S

scanned, scheduled, screened, selected, separated, served, serviced, settled, set up,
simplified, solved, spoke, staffed, standardized, supported, systematized, searched,
selected, sold, solicited, sorted, submitted, started

T

taught, tested, trained, transmitted, tabulated, talked, tracked, typed

U

utilized, updated, uncovered, understood, united, upgraded, used

V

W

weighed, widened, won, worked, wrote

X

Y

Z

Handout: *Hobbies and Interests*

Technical

| | | |
|-------------------------------|-------------------|---------------------------------|
| auto repairs | computer repairs | repairing appliances |
| wood working | designing jewelry | photography |
| carpentry | Interior Design | painting |
| designing and sewing clothing | | restoring/refinishing furniture |

Arts

| | | |
|---------------------------|-----------------------|-----------|
| drawing | listening to music | sketching |
| singing | reading | writing |
| acting | playing an instrument | |
| oil/water colour painting | | |

Sports

| | | |
|---------|-----------|--------------|
| tennis | football | table tennis |
| soccer | rugby | swimming |
| hockey | skiing | cricket |
| bowling | ping pong | |

Crafts

knitting

crocheting

beading

embroidery

macrame

Fitness

dancing

aerobics

exercising

rowing

jogging

weight lifting

swimming

skating

hiking

mountain climbing

boating

Games

chess

crossword puzzles

word searches

computer games

Scrabble

Collections

coins

rare books

stamps

Other

coaching teams

pen pal

member of committees

Internet

book clubs

Handout: *Resume Brainstorm*

Resume

Chronological Resume

- # a chronological resume presents your entire work history in a logical, sequential order
- # your work history starts with your present or most recent job and then proceeds to list the rest of your jobs backward in time
- # under each job/position you should list four or five of your main duties (list these in order of importance)
- # a chronological resume also includes: Education and Hobbies and Interests

Functional Resume

- # a functional resume presents previous work experience and shows the background experience and knowledge you have related to the job you are applying for
- # work experience is not necessarily listed in chronological order
- # you should list your work experience according to company or job title, starting with the position or company with the most importance first but be consistent in your choice

Skills Resume

- # a skills resume presents the skills you have obtained through different jobs
- # skills you list may come from various types of jobs (e.g.: a sales position and receptionist both involve dealing with customers - you may list the duties of both of these positions under Customer Service)

Chronological Resume Example

Lily Ann Bates

640 Treeline Drive
Toronto, Ontario
M6N 1T9
(416) 231-9234

Objective:

To obtain a job which allows me to further develop my skills as a Clerical Assistant

Work Experience:

Administrative Assistant Xerox Canada, Toronto, Ontario

June 98 - Present

- * organized and planned meetings scheduled by the manager of Customer Relations
- * knowledge of Windows 95 and WordPerfect 7.0
- * responsible for responding to incoming telephone inquiries
- * sorted incoming correspondence for manager
- * answered incoming calls and took messages

Clerical Assistant China Doll Exporters, Tokyo, Japan

October 95 - March 98

- * translated letters to customers from Japanese to English
- * strong computer skills (Microsoft Word and Excel)
- * answered telephone inquiries from English-speaking customers
- * completed invoice billings
- * maintained an effective filing system

Clerical Assistant Coca Cola Ltd., Tokyo, Japan

June 93 - September 95

- * strong computer skills (knowledge of Windows and WordPerfect)
- * translated letters from Japanese to English
- * answered telephone inquiries from English-speaking customers
- * maintained an effective filing system

Lily Ann Bates

(416) 231-9234

**Secretary/Receptionist
Barnes Pharmaceuticals, Tokyo, Japan**

June 92 - May 93

- * answered telephone inquiries
- * operated 60 line phone system
- * typed correspondence to send to English-speaking clients
- * greeted customers and directed them to their meetings

Education:

WordPerfect 7.0
New Skills for Newcomers
Toronto, Ontario
Certificate

English as a Second Language
James Ave. Public School
Toronto, Ontario
Advanced Level

Tokyo Business College
Tokyo, Japan
Diploma

Hobbies and Interests:

reading, tennis, bicycling and sewing

EXCELLENT REFERENCES AVAILABLE UPON REQUEST

Functional Resume Example

Lily Ann Bates

640 Treeline Drive
Toronto, Ontario
M6N 1T9
(416) 231-9234

Objective:

To use my prior knowledge and experience to secure a clerical position in a large, fast-paced office setting

Work Experience:

Xerox Canada, Administrative Assistant Toronto, Ontario

June 98 - Present

- * experienced in managing office equipment (fax, photocopier, email)
- * organized and planned meetings scheduled by the manager of Customer Relations
- * knowledge of Windows 95 and WordPerfect 7.0
- * responsible for responding to incoming telephone inquiries
- * distributed and recorded minutes of meetings
- * sorted incoming correspondence for manager
- * answered incoming calls and took messages

Coca Cola Ltd., Clerical Assistant Tokyo, Japan

June 93 - September 95

- * strong computer skills (knowledge of Windows and WordPerfect)
- * translated letters from Japanese to English
- * answered telephone inquiries from English-speaking customers
- * maintained an effective filing system

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EXCELLENT REFERENCES AVAILABLE UPON REQUEST

Skills Resume Example

Lily Ann Bates

640 Treeline Drive
Toronto, Ontario
M6N 1T9
(416) 231-9234

Objective

To use my prior knowledge and experience to secure a clerical position in a large, fast-paced office setting.

Professional Profile

- # Computer Literate
- # Knowledge of Window 95, WordPerfect 7.0 and Microsoft Word
- # ability to type 50 wpm
- # strong personal and communication skills
- # dependable, polite and hardworking
- # proven customer service excellence

Professional Experience

Administrative Skills

- # experience in managing office equipment (ie: photocopier, multi-line telephone system, fax machine and postal machine)
- # recorded and distributed minutes of meetings
- # organized and planned meetings scheduled by Customer Relations manager

Communication

- # answered telephone inquiries regarding products
- # transferred calls to appropriate extensions
- # translated letters from Japanese to English
- # fluent in Japanese and English
- # dealt with English-speaking customers in a Japanese company
- # completed invoice billings

Customer Service

- # maintained an effective filing service
- # greeted customers
- # handled customer complaints effectively

Work Experience

**Xerox Canada,
Toronto, Ontario
Administrative Assistant**

June 98 - Present

**China Doll Exporters,
Tokyo, Japan
Clerical Assistant**

October 95 - March

**Coca Cola Ltd.,
Tokyo, Japan
Clerical Assistant**

June 93 - September 95

**Barnes Pharmaceuticals,
Tokyo, Japan
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Education:

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James Ave. Public School
Toronto, Ontario
Advanced Level

Tokyo Business College
Tokyo, Japan
Diploma

Hobbies and Interests:

reading, tennis, bicycling and sewing

EXCELLENT REFERENCES AVAILABLE UPON REQUEST

Chronological Resume Outline

Full Name

Number and Street Name

City and Province

Postal Code

(Area Code) Phone Number

Objective:

(Optional)

Work Experience:

(List in reverse chronological order from present job back)

Job Title:

Date of Employment:

Company:

City, Province/Country:

Duties/Responsibilities:

Job Title:

Date of Employment:

Company:

City, Province/Country:

Duties/Responsibilities:

Education:

(List in reverse chronological order, include workshops and continuing education courses.)

Hobbies and Interests:

Excellent References Available Upon Request

Functional Resume Outline

Full Name

Number and Street Name

City and Province

Postal Code

(Area Code) Phone Number

Objective:

(Optional)

Work Experience:

Title - Company:

Dates Employed:

City, Province/Country:

(Experience should be listed to illustrate the importance of the of position or company)

Duties/Responsibilities

Duties/ Responsibilities:

(List in order of importance. List five or six.)

Title - Company:

Dates Employed:

City, Province/Country

Duties/Responsibilities:

Education:

(List in reverse chronological order, include workshops and continuing education courses.)

Hobbies and Interests:

Excellent References Available Upon Request

Skills Resume Outline

Full Name

Number and Street Name

City and Province

Postal Code

(Area Code) Phone Number

Objective:

(Optional)

Professional Profile

(Choose six to eight skills to demonstrate your personal and technical skills)

#

Summary of Experience or Professional Experience or Highlights of Qualifications

(Choose three or four areas which highlight your job skills/qualifications e.g.: Communication
Supervisory, Accounting)

Education:

(List in reverse chronological order, including workshops and continuing education courses.)

Hobbies and Interests:

Excellent References Available Upon Request

Personal Information

Name: _____
Last
First
Middle Name

Address: _____ **Postal Code:** _____

Phone: Home: _____ **Work:** _____

Fax: _____ **Email:** _____

Education:

| | High School | College/ Business School | University |
|----------------------------------|-------------|--------------------------------|------------|
| Name of School | | | |
| Address City, Country | | | |
| Graduation Date | | | |
| Diploma/Degree | Yes No | Yes No | Yes No |
| Area of Study | | | |

| | | | |
|------------------|--|--|--|
| Languages | | | |
| Spoken | | | |
| Read | | | |
| Written | | | |

Employment History:

Company Name: _____

Address: _____ **Phone:** _____

Employment Dates: **From:** Mo.____ Yr.____ **to:** Mo.____ Yr.____

Supervisor: _____

Reason for Leaving: _____

Hobbies and Interests

- *
- *
- *
- *

References

Personal

| Name | Company | Job Title | Phone Number |
|-------------|----------------|------------------|---------------------|
| | | | |
| | | | |
| | | | |

Professional

| Name | Company | Job Title | Phone Number |
|-------------|----------------|------------------|---------------------|
| | | | |
| | | | |
| | | | |

Theme: Finding a Job

Unit: Developing a Cover Letter

Initial Assessment: (What does the student know, what does he need to know?)

1. Do you write letters?
2. What type of letters do you write? (personal, business, letters of complaint)
3. When do you write a letter to a company?
4. What information would you put in a letter you were writing to a company?
- 5.** Do you write a letter once, or do you make a draft of your letter first?
6. What do you find the most difficult about writing a letter?
7. What is the purpose of a cover letter?
8. Have you written a cover letter?
9. What did you find the most difficult about writing a cover letter?
10. What information did you include in your cover letter?

Expected Outcomes:

In this unit students will:

- # identify the purpose of a cover letter
- # identify the structure and content of a cover letter
- # practice writing various cover letters related to specific job advertisements
- # developing a standard cover letter
- # develop a cover letter replying to a job advertisement that can be adapted when replying to other job advertisements

Tools:

- # pen or pencil
- # paper
- # Handout: *Purpose of a Cover Letter*
- # Handout: *Sample Cover Letter: Responding to a Job Advertisement (Block Style)*
- # Handout: *Sample Cover Letter: General (Block Style)*
- # Handout: *Cover Letter Format (Semi - Block Style)*

Activity Procedures:

Activity One:

- # use a generic letter from an advertising company (“junk mail”)
- # have your student identify the various parts of the letter and label them on the page
- # discuss the various styles of letter writing (block and semi-block)
- # ask him which letter style he is most familiar with and which he feels most comfortable with

Activity Two: Handout: *Cover Letter: Purpose and Goals*

- # discuss with your student the purpose and content of a cover letter
- # have him read the handout aloud
- # discuss the handout and clarify any vocabulary
- # review the Key Vocabulary List at this time

Activity Three:

- # have your student read this handout silently
- # ask him to underline any vocabulary he is unsure of (either meaning or pronunciation)
- # have him turn over the handout and question him to see how much of the information he understood (See Background Notes for sample questions)

Activity Four: Handout: *Sample Cover Letter (Responding to a Job Ad)*

- # ask your student to read the sample cover letter
- # once you have discussed the content of the letter, have him take the letter and check it against the handout, *Cover Letter Format*
- # have him list in point form the information from each paragraph and check to make sure that the sample cover letter contains all of the appropriate information
- # repeat this process for the handout, *Sample Cover Letter: General*

Activity Five:

- # select three or four job ads related to your student's job interests
- # have him read the ads and identify the position, the company, the hiring/contact person, and the skills and qualifications required
- # have him organize the information in point form in a cover letter format (i.e.: address, salutation, body (first, second and third paragraph))
- # ask what information is missing from the letter and have him fill it in
- # once the rough copy has been completed, work through and develop the next draft in complete sentences
- # identify the steps after the second draft (i.e.: checking spelling, grammar, word order and then presentation (typing))
- # for homework have him complete the other advertisements

Activity Six:

- # review the handout: *Sample Cover Letter: General*
- # have him write a general cover letter starting with point form, using the cover letter format handout as a template, then a second draft in full sentences, then the final editing process

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify the purpose of a cover letter.
Student's Name *Tutor's Initials: :* _____ *Date:* _____

2. _____ is able to identify the various parts of a cover letter.
Student's Name *Tutor's Initials: :* _____ *Date:* _____

3. _____ is able to identify the important information that should be in a cover letter. *Tutor's Initials: :* _____ *Date:* _____

4. _____ is able to create a primary draft cover letter. (In point form)
Student's Name *Tutor's Initials: :* _____ *Date:* _____

5. _____ is able to write a basic cover letter.
Student's Name *Tutor's Initials: :* _____ *Date:* _____

6. _____ is able to adapt a cover letter to different job advertisements.
Student's Name *Tutor's Initials: :* _____ *Date:* _____

Background Notes

Activity One:

- # the “junk mail” you receive daily can serve as an excellent source of authentic material for lessons (e.g.: letters advertising products, flyers, coupons, community meeting notices)
- # parts of the letter to review: address, salutation, titles, body, closing, signature
- # letter style formats are not dictated; either semi-block or block is acceptable
- # use whichever format your student feels comfortable with

Activity Two:

- # listening to your student read aloud will help you identify any pronunciation difficulties

Activity Three:

Questions for reading comprehension

- # What information should the opening paragraph contain?
- # When you are answering a job advertisement, what information should you include?
- # What are you talking about in the second paragraph?
- # What is the main purpose of a cover letter?
- # Why are you thanking the person that has read your cover letter?
- # What should you include with your cover letter?
- # by asking these and similar questions you will be able to evaluate your student’s understanding of the handout

Activity Four:

- # this activity will reinforce the format and information included in cover letters
- # this step should assist your student when he writes his own cover letter by reviewing all of the skills he has learned so far in this unit

Activity Five:

- # this activity will help the student by having him list all of the information he wishes to include in a cover letter
- # a blank page can be intimidating even to the best of writers
- # students often feel that writing is a one-step process

- # many students do not realize that by listing your ideas/comments the letter/essay becomes easier to organize and write
- # for final editing, have your student read his work aloud and identify any changes he makes while reading
- # most of the time during this process the student will substitute the correct word when reading
- # if the student does not catch all of the errors in the first reading ask him if there are any words that posed a problem or if a particular sentence or paragraph did not sound right
- # self-editing is one of the most important skills to help your student develop

Activity Six:

- # this activity should reinforce all of the skills developed in this unit
- # a general cover letter can be use to accompany a resume when mailing out resumes as applications

Key Vocabulary

personal introduction

summary

salutation

body

closing

contact person

paragraph

Mr.

Mrs.

Ms.

Miss

To Whom It May Concern

Dear Sir/Madam

title

position

selection committee

employer

contact

Handout: *Cover Letter*

Purpose

- # A cover letter is your introduction to a potential employer.
- # It is a profession letter designed by you to tell the employer who you are and what you are able to do.

Goals

A cover letter should:

- # Catch an employer's attention so that he becomes interested enough to read your resume.
- # Briefly state your experience and skills related to the job you are applying for.
- # Show that you are enthusiastic and interested in working for that particular company/organization.

Handout:
Sample Cover Letter
Responding to a Job Advertisement
(Block Style)

60 Treeline Drive
Toronto, Ontario
M6B 1G8
(416) 231-9335

June 23, 1999

Ms. Jean Kirk
Personnel Manager
Campbell's Soup
65 Cedar Grove Ave.
Toronto, Ontario
M5C 1J9

Dear Ms. Kirk:

I am a qualified Administrative Assistant with ten years of experience working with senior management in the manufacturing sector. I am responding to your job advertisement in the **Toronto Star, Thursday, June 22, 1999, File Number: 607.**

I am a well-organized, highly motivated individual who enjoys the challenges of working in a fast-paced office environment. I have strong communication and computer skills. I have a working knowledge of Windows 95 and WordPerfect 7.0 as well as Microsoft Word. I also have experience in dealing with a customers and am fluent in both English and Japanese.

I know that Campbell's is noted for producing quality products and customer satisfaction. I would enjoy the opportunity of becoming part of a team which takes great pride in the products and service they deliver.

I have enclosed my resume for your consideration. I will call you in a week to further discuss this position and to arrange a time that we can discuss my resume in further detail. I can be reached at the above number day or evening. Thank you very much for your time and consideration.

Sincerely

Lily Ann Bates
(Enclosure)

Handout:

Sample Cover Letter
General
(Block Style)

60 Treeline Drive
Toronto, Ontario
M6B 1G8
(416) 231-9335

June 23, 1999

Ms. Jean Kirk
Personnel Manager
Campbell's Soup
65 Cedar Grove Ave.
Toronto, Ontario
M5C 1J9

Dear Ms. Kirk:

Perhaps you are currently looking for an individual in your Customer Relations Department. Please consider this my application for a position at Campbell's Soup Limited.

I have ten years experience as a very qualified Administrative Assistant, working with senior staff in the Customer Relations department.

I am a well-organized, highly motivated individual who enjoys the challenges of working in a fast-paced office environment. I have strong communication and computer skills. I have a working knowledge of Windows 95 and WordPerfect 7.0 as well as Microsoft Word. I also have experience in dealing with a customers and am fluent in both English and Japanese.

I have enclosed my resume for your consideration. I will call you in a week to further discuss this position and to arrange a time that we can discuss my resume in further detail. I can be reached at the above number day or evening. Thank you very much for your time and consideration.

Sincerely

Lily Ann Bates
(Enclosure)

Handout:
Cover Letter Format
Semi Block Style

Your Full Name
Your Street Address
City, Province
Postal Code
Area Code Phone #

Date

Name of Employer/Contact
Employer/Contact's Position
Name of Company
Street Address
City, Province
Postal Code

Dear **(Name of Contact)**
(Salutation)

Opening Paragraph (The reason you are writing)

- # Your opening sentence should capture the interest of the employer
- # If you are applying to a job advertisement, state the source (newspaper, agency, office or friend) the job title and file number
- # If you are writing a general cover letter (not replying to a job posting/ad state how you heard of the opening or the type of position you are applying for)

Second Paragraph (What skills do you have to offer)

- # In the second paragraph, you should state key skills related to the position you are applying for
- # Remember the purpose of a cover letter is to catch the interest of the employer so that she will be interested enough to read your resume
- # Keep your sentences short and to the point
- # talk briefly about your skills and previous experience

Third paragraph: (Why you are interested in working for this particular company)
(Optional)

- # In this paragraph you should show that you know something about the company you are applying to
- # You can phone a company to ask them to send you information or check the Internet for information

Closing Paragraph: (Thanking the employer and requesting an interview)

- # Remember to thank the reader for her time
- # State that you have included your resume for further consideration
- # Let the employer know that you look forward to hearing from them at her earliest convenience and will call in a week to see how the interview/hiring process is proceeding
- # Remember to let the employer know where you can be reached

Thanking you in advance,
Yours Sincerely

Name Signed
Name Typed

Enclosure

Theme: Finding a Job

Unit: What do I Say? (Cold Calls)

Initial Assessment: (What does the student know, what does he need to know?)

1. What do you find most difficult about using the telephone?
2. Do you have difficulty taking down messages during a telephone conversation?
3. Do you ask people to repeat information if you have not understood?
4. Do you ask people to speak slower if you have difficulty understanding them?
5. Have you ever phoned somewhere to look for a job?
6. What was the most difficult part of the conversation?
7. What is a cold call?
8. What was the most frustrating part about the conversation?
9. What did you feel you did well during the conversation?
10. What type of questions did you ask when you called about a job?

Expected Outcomes:

In this unit students will:

- # locate companies in the White and Yellow pages
- # record information during a telephone conversation
- # ask for clarification during a conversation
- # develop a dialogue that they feel comfortable with when making cold calls
- # further develop vocabulary related to making cold calls
- # practice cold calls
- # use the telephone with greater ease especially when looking for work

Tools:

- # pen/pencils
- # index cards
- # White Pages Telephone Directory
- # Yellow Page Telephone Directory
- # tape recorder
- # blank cassettes
- # Handouts: a) *Cold Calls* b) *Cold Call Script Outline*

Activity Procedures:

Activity One:

- # ask the student what type of job they are interested in finding
- # asks him to list some of the skills that would be necessary for this job and then ask what type of companies or organizations might need these services
- # record the list

Activity Two:

- # using the list of companies/organizations you have developed in activity one, ask your student to locate the section in the Yellow pages where he might find these companies (e.g.: banks, car dealerships, doctors, lawyers)
- # ask him to go through the section and make a list of the companies/organizations that he recognizes and list what he knows about them and who he thinks might be responsible for hiring

Activity Three:

- # Review the Key Vocabulary List
- # ask the student if he has heard any other phrases when making phone calls
- # ask him to use each word in a sentence
- # ask him to write each word on an index card and add them to his word bank

Activity Four:

- # ask your student what time a mall in your community is open and what time it closes, the street address and how you would get there from your meeting place
- # ask him how he might find out all of this information
- # develop a script in writing that he could use to gather this information
- # once you have developed the script use a role-play to practice

Activity Four (Continued)

- # when he feels comfortable, have him call the information office at the mall and find out the information
- # have him record the information on paper
- # for homework provide your student with a list of companies/stores and have him call for the same information
- # he can practice using the Yellow page by looking up the telephone numbers for the stores/companies you have given him

Activity Five:

- # discuss the purpose of making cold calls to employers (Handout: *Cold Calls*)
- # review the type of job your student is interested in finding, his skills and the types of companies/organizations which might be hiring for this position
- # read and discuss the handout, *Cold Calls Script*
- # discuss the information which is included in the example
- # work with your student to develop a script
- # one script should be for gathering information about the person hiring, the next should be one for talking to the person responsible for hiring

Activity Six:

- # role-play the scripts written in Activity Five

Activity Seven:

- # use a tape recorder as an answering machine
- # have your student practice leaving a brief message (include name, number and date and asking to have their call returned)

Activity Eight:

- # record several messages on a tape
- # have your student listen to the message and record the important information

Activity Nine:

- # have your student complete the Job Search Log
- # during your session have your student choose five companies, record the company name, number and address
- # for homework have him find out the position and name of the person hiring and then the next day call to ask the person hiring about vacancies
- # debrief the homework assignment by asking him about each call
- # questions to ask: What was difficult? What was easy? Do you need to edit your script?

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to locate various companies using the White and Yellow Pages. **Tutor's Initials:** _____ **Date:** _____

2. _____ is able to call a company to request specific information. ie: (location, hours of operation, directions) **Tutor's Initials:** _____ **Date:** _____

3. _____ can record information during a telephone conversation. **Student's Name** _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ has developed a standard dialogue to use when making cold calls. **Tutor's Initials:** _____ **Date:** _____

5. _____ is able to adapt the standard dialogue to use in various situations. **Tutor's Initials:** _____ **Date:** _____

6. _____ is able to identify some or all vocabulary related to cold calls. **Tutor's Initials:** _____ **Date:** _____

Background Notes:

Activity One:

- # this activity provides a review of the previous units on skill identification
- # a step you might wish to add before identifying various companies/organization would be to identify various jobs where your student's skills could be used

Activity Two:

- # using the Yellow and White pages to locate companies for this purpose also serves in aiding your student in becoming more familiar with the information contained in both
- # another activity using telephone directories would be to provide your student with a list of stores organizations and services and have them decide which section they would look in to find that particular store
- # the Internet also contains telephone directories (type in: telephone directories Toronto, Ontario)

Activity Three:

- # have your student list the Key Vocabulary on index cards and use them in sentences

Activity Four:

- # this exercise will help in building a student's confidence in using the telephone
- # it will also make him much more aware of services in his community
- # a written script can serve as a resource tool for future reference

Activity Five:

- # stress the importance of the receptionist
- # a receptionist is your first link to the company
- # review telephone etiquette: tone, clarity, voice level, asking for clarification and asking for spelling of names

Activity Six:

- # role play various telephone scenarios to practice the script written in Activity Five
- # interchange parts so that the student also has the opportunity to listen to you do a cold call
- # as you continue to role play, change phrases so the student is given the opportunity to respond to various phrases/questions

Activity Seven:

- # have the student review his message and ask if he is satisfied (note any pronunciation difficulties)

Activity Eight:

- # have the student replay the message and verify the information
- # discuss that the spelling of names taken from messages is not important but should be clarified when returning a call
- # role-play having the student return the call

Activity Nine:

- # this activity will act as a review of the entire unit
- # the debriefing part of this activity will help in evaluating your student's comfort level and the skills which may need to be further developed
- # you may also wish to practice some of these calls together before asking him to complete the activity independently

Key Vocabulary

- # May I take a message?
- # May I speak with ...?
- # Can you tell me...?
- # Who is...?
- # What extension is...?
- # Could you repeat that please?
- # Sorry, could you repeat that please?
- # Could you talk a little slower please?
- # I am looking forward to meeting you.
- # I am calling in response to...
- # Please hold.
- # Mr. _____ is not in right now.
- # Mr. _____ is unavailable right now.
- # I don't know when Mr. _____ will return.
- # In regards to...

Key Vocabulary

- # Human Resources
- # hiring
- # inform
- # extension
- # manager
- # supervisor
- # advertisement
- # available
- # hiring
- # vacancies
- # position
- # convenient
- # schedule
- # confirm
- # discuss
- # recruiting
- # response
- # correspondence
- # address
- # extension
- # interrupt
- # hours of operation
- # west of... north of... east of... south of...
- # blocks
- # southbound
- # northbound
- # eastbound
- # westbound

Handout: *Cold Calls*

Why make Cold Calls?

- # You can contact many prospective employers in a very short period of time.
- # 80% of all available jobs are not advertised.
- # You can inform a potential employer of your skills.
- # A cold call presents an opportunity to request an interview.
- # Cold calls allow you to personally introduce yourself to an employer before sending a resume.
- # Even if an employer is not hiring they may be able to refer you to a company that is.

How do I begin to make Cold Calls?

- # Decide what type of job you are interested in obtaining
- # Decide what type of companies would be looking for this type of position.
- # Use the White Pages and Yellow Pages to locate the name and phone number of these companies.
- # Create and practice a script you will use when phoning about a job.
- # Call each of these companies to find out from the receptionist the name and title of the person in charge of hiring.
- # Record the name of the company, the address, phone number and the person responsible for hiring in your Job Search Information Sheet.
- # Send a cover letter and resume as a follow-up.

Remember...

- # Practice your script (Call less important companies first for practice)
- # The best time to reach a supervisor is early in the day before meetings and general business have started
- # You may try leaving a message before 8:00 A.M. or at lunch or after business hours.
- # Try to speak directly to the person hiring.
- # If a person is asking questions about your skills, they are interested in you.
- # Listen carefully to what the other person is saying and listen to what you are saying.
- # Practice your cold call script with your tutor, a friend or relative.

Handout: *Cold Call Script Outline*

(Script One)

- A. Good Morning, Acme Lumber
- B. Yes, Could I please speak with Mr. Sharm?
- A. Please hold.
- C. George Sharm speaking.
- B. Good Morning Mr. Sharm. My name is _____. I am a very qualified Clerical Assistant with ten years of experience. I have strong communication skills and have a good working knowledge of WordPerfect and Windows 95. I am calling to find out if you have any positions available at this time?
- C. Sorry, not at this time.
- B. Could I send you a resume for future reference?
- C. Certainly.
- B. Thank you for your time. Good-bye

(Script Two)

- A. Good Morning, Acme Lumber, Vera speaking.
- B. Good Morning Vera. I am calling in response to the job advertisement you have in today's Toronto Star newspaper. Could you tell me the name of the person in charge of hiring for this position?
- A. Yes, her name is Ms. Booth.
- B. May I speak with her please?
- A. One moment please.
- C. Jane Booth speaking. How may I help you?
- B. Good morning Ms. Booth. My name is _____. I am interested in the clerical position you have advertised in the Toronto Star today. Could you tell me which specific computer programs I would be working with?
- C. Yes, Windows 95 and Microsoft Office.
- B. Ms. Booth, I am very interested in this position. I will be sending you my resume and would like to meet with you to discuss it in detail. May I call you back in a few days to see how your search is going?
- C. Yes, that would be fine.
- B. Thank you very much for your time Ms. Booth. I look forward to talking to you again.

Theme: Finding a Job

Unit: Filling Out Job Applications

Initial Assessment: (What does the student know, what does he need to know?)

1. Have you completed a job application before? (For which company?)
2. What did you find the most difficult about an application form?
3. What was the easiest part to the application form?
4. What skills do you think an employer can gather from a job application form?
5. What type of information do you need to fill in on a job application?
6. What does the term “reverse chronological order” mean?
7. Do you know what BLOCK CAPITAL LETTERS mean?
8. Whom should you use as references on a job application form?
9. What questions are illegal to ask on a job application form?
10. Why might you bring a resume with you to fill out a job application?

Expected Outcomes:

In this unit students will:

- # become aware of the “rules” of filling out a job application
- # further develop vocabulary related to completing job applications
- # practice completing various job application forms
- # feel confident in filling out job applications

Tools:

- # Handout: *Job Application Forms Do's and Don'ts*
- # Handout: *Questions You Do Not Need to Answer*
- # pen/pencil
- # index cards
- # variety of job applications

Activity Procedures:

Activity One:

- # review the Key Vocabulary List
- # ask your student to read the word and then use it in a sentence
- # ask her to record the information as she reads each word (e.g.
Family Name - Shaw First Name - Ann)

Activity Two:

- # review the handout, *Application Forms: Do's and Don'ts*

- # as you review the sheet ask your student why each point is important (e.g.: Do not use pencil - this is a permanent document, pencil fades and is unprofessional for a formal document)

Activity Three:

- # have your student complete various application forms
- # have her check the application by using the *Do's and Don'ts* handout

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to understand the various sections of an employment application form.

Tutor's Initials: _____ **Date:** _____

2. _____ is able to identify some of all of the vocabulary related to filling out job application forms.

Tutor's Initials: _____ **Date:** _____

3. _____ is able to complete a job application form.

Student's name _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ is able to complete a job application form with ease.

Student's name _____ **Tutor's Initials:** _____ **Date:** _____

Background Notes:

Activity One:

- # a review of personal information will help the student build her confidence in knowing she already knows information that is included in the job application form
- # another activity to review the Key Vocabulary is to have your student group the vocabulary words into different categories, e.g.: Personal Information, Skills, Education

Activity Two:

- # Some of the Application Forms Do's and Don'ts will surprise your student. Remember there are different expectations regarding employment practices in every country
- # have your student share the job search procedures and practices from his country
- # stress the point that an application form is an evaluation tool for the employer to measure reading skills, writing skills and general knowledge of job search skills

Activity Three:

- # many stores and fast food restaurants are excellent sources for gathering authentic forms; merely tell them your are an ESL tutor/instructor and you will be using it for instructional purposes
- # ensure them they will not be submitted as applications for employment

Key Vocabulary

Personal Information

Name

Surname

Family Name

First Name

Middle Name

Address

Street

#

No.

Postal Code

Social Insurance Number

Birthdate

Date of Birth

Day/ Month/ Year

Education

Post Secondary Education

Secondary Education

Elementary Education

Courses

Certificate

Diploma

Degree

Hobbies

Interests

Work Experiences

Employer, Employee

Applicant

Company

Supervisor, Manager

Block Capital Letters

Print

For Office Use Only

Handout: *Job Application Forms, Do's and Don'ts*

- # Do remember that the application form may be the first step in the selection process of a job
- # Do fill out the job application neatly
- # Do check for grammar and spelling errors
- # Do print clearly and in **BLOCK CAPITAL LETTERS**
- # Do use blue or black ink only
- # Do answer **all** questions
- # Do use **N/A** “not applicable” if a question does not apply to you
- # Do read the entire form before you begin to complete it
- # Do be honest; the information on your application form will become part of your employment record
- # Do respond to Salary Expectations by providing a salary range or indicating negotiable
- # Do follow instructions
- # Do use your Personal Information Sheet to assist in filling out the form
- # **Do not use** a coloured pen
- # **Do not** ignore instruction such as “For Office Use Only” or “Do Not Write In This Space”
- # **Do not** provide false information; this could become the basis for being fired from your job
- # **Do not** leave blank spaces... Use N/A or a dash if the question is not relevant to you
- # **Do not** cross out mistakes, use white-out for small errors
- # **Do not** use pencil

Handout:
Questions You Do Not Need to Answer on a Job Application

Any of the following topics are ones which you do not need to answer.
This applies to job application forms and also in job interview situations.

- # age
- # gender
- # disabilities
- # medical information
- # marital status (unless for insurance or medical coverage)
- # race
- # nationality
- # country of origin
- # religion
- # prior convictions for which you have been granted a pardon

Theme: Finding a Job

Unit: Interview Techniques

Initial Assessment: (What does the student know, what does he need to know?)

1. Have you ever attended a job interview before?
2. What did you find most difficult about your job interview?
3. What questions did you find most difficult to answer during the interview?
4. What questions did you find the easiest to answer?
5. Can you tell me three questions you were asked in a job interview?
6. How did you respond to a question you did not understand?
7. What do you think an interviewer is looking for when he is interviewing you?
8. What would you like to know about job interviews?

Expected Outcomes:

In this unit students will:

- # understand the purpose of a job interview
- # relate his skills, education and experience in a role-play
- # answer sample interview questions both in writing and verbally
- # understand some or all of the vocabulary related to job interviews
- # build confidence in participating in a job interview

Tools:

- # pen/pencil
- # paper
- # index cards
- # comic strips
- # Handouts: *Interview Etiquette*
List of Possible Interview Questions
Questions to ask an Employer
What is an Employer Looking For In an Answer?

Activity Procedures:

Activity One:

- # start with asking your student what he feels is the purpose of an interview
- # using the handout, *Job Interviews*, ask your student to brainstorm every thing that he can think of when he hears the word “interview”
(e.g.: what to wear, hard questions, nervous)

Activity Two:

- # add the list of words from the brainstorm to the Key Vocabulary list
- # review the Key Vocabulary List and have your student form questions using the words (e.g.: spare time - What do you do in your spare time?)

Activity Three:

- # have your student read each of the questions in the handout, *List of Possible Interview Questions*
- # have him put a question mark beside any question he does not understand

- # have him read each question aloud and then rephrase the question in his own words

Activity Four:

- # review the handout, *What is the Employer Looking For in an Answer.*
- # discuss each of the questions and what information the employer is looking for
- # refer back to the list of questions and ask your student what type of information the employer is looking for
- # discuss each question and the response she might give

Activity Five:

- # select five questions and have your student answer each one in writing
- # have him read his answers aloud
- # discuss his answers (Has he answered the question? Has he been direct and to the point?)
- # have him choose 10 more to write answers to for homework
- # review these next session

Activity Six:

- # role-play the questions in a mock interview

Activity Seven:

- # review the handout, *Interview Etiquette*
- # ask your student to tell you if the same “rules” apply when attending a job interview in his country

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to express skills, education and work experience.
Student's Name _____ *Tutor's Initials:* _____ *Date:* _____

2. _____ is able to answer sample job interview questions in his own words.
Tutor's Initials: _____ *Date:* _____

3. _____ is able to understand various interview questions (What is the employer looking for?)
Tutor's Initials: _____ *Date:* _____

4. _____ feels more confident facing a job interview situation.
Student's Name _____ *Tutor's Initials:* _____ *Date:* _____

5. _____ is aware of the etiquette involved in a job interview situation.
Tutor's Initials: _____ *Date:* _____

Background Notes:

Activity One:

- # the brainstorm activity should help you discover areas of strengths and concerns your student has around job interviews
- # this will also indicate which activities will be useful in further developing your student's skills

Activity Two:

- # a homework activity might be to have your student write the answers to the questions they have developed in this activity
- # e.g.: spare time - What do you do in your spare time? - In my spare time I like to swim.
- # you can also select a particular tense and have your student answer the questions in that particular tense

Activity Four:

- # having your student rephrase the questions will help her identify what the employer means
- # you may have to explain certain words

Activity Five:

- # by preparing answers in writing your student will have a resource to use to practice questions and answers; before attending interviews

Activity Six:

- # take turns with the role-play, allow your student to ask the questions and listen to the way in which you answer

Activity Seven:

- # asking your student to explain job interview procedures in his country will give you an idea of the differences and similarities
- # it will also allow the student to ask questions about practices which may be different
- # this activity is excellent for an exchange on your respective cultures

Key Vocabulary

responsibilities
employer
strengths
skills
weaknesses
experience
work record
take a chance
spare time
jobs
occupation
company
qualifications
salary
expectations
travel
relocate
shift work
earn
personal characteristics
chosen field
permanent
temporary
team player
self-satisfaction
previous
past
recommendations
supervisor
tailor-made
recent
stress
company policy

Handout: *Interview Etiquette*

Present Yourself Well

- # choose clothing which would be suitable for the position you are applying for (choose brown, blue or black suits, skirts, pants and jacket)
- # do not overdress (large jewelry, excessive makeup, loud colours, bold ties)
- # be on time for your interview; plan to arrive ten to fifteen minutes before your scheduled time

Bring Proof of Your Qualifications

- # extra copies of your resume
- # letters of recommendation
- # reference letters
- # copies of licences, transcripts
- # portfolios
- # sample of work

Watch Body Language and Signs

- # smile
- # watch your posture
- # maintain eye contact
- # use a natural greeting: Hello, Good Morning
- # shake hands firmly but only if it is extended to you by the employer first
- # let the interviewer start the dialogue
- # listen carefully
- # have questions prepared in advance to ask the employer

Provide Important Information and Skills

- # stress your willingness to work
- # provide examples of responsibilities you have had in your previous positions
- # illustrate you are committed to learning (talk about courses, workshops and professional development you have been involved in)
- # illustrate your ability to be flexible
- # do provide the employer with information about your skills
- # take time to develop your answers in your head before you answer
- # ask for a question to be repeated or clarified if you have difficulty understanding it

Closing Remarks

- # make sure to ask the employer questions
- # show your interest in the job by asking when the employer hopes to fill the position
- # if you want the job let the employer know
- # close by stating why you are qualified for the position (this is your last chance to state any skills/experience you may have forgotten earlier)

Follow Through

- # thank the interviewer for his time
- # make a note of any dates that you need to follow through with
- # evaluate the interview: What went well? What might you change in the next interview?
- # send a thank-you letter to the interviewer
- # enjoy a coffee, go shopping, exercise and then move on

Handout: *List of Possible Interview Questions Asked by Employers*

1. Tell me about yourself.
2. Why are you interested in working for this company?
3. What were your responsibilities in your last job?
4. Why did you choose this particular field to work in?
5. What type of position are you most interested in?
6. What are your strengths?
7. What do you see as your major weaknesses?
8. Give an example of where you showed leadership and initiative.
9. Where do you see yourself three years from now?
10. What future plans do you have for further professional development?
11. Why do you think you might want to work for our company?
12. What do you know about our company?
13. What qualifications would you bring to this position?
14. What personal characteristics do you feel are necessary for success in your chosen occupation?
15. Why do you think you would enjoy this particular job?
16. Do you prefer working by yourself or being part of a team?
17. What have you learned in previous jobs?
18. Why should I hire you?
19. If a job could be tailor-made just for you, what would it involve?

20. If I called your previous employer what would they say about you?
21. What did you like most/least about your previous job?
22. Why did you leave your last job?
23. How do you spend your spare time?
24. What are your hobbies?
25. What are your salary expectations?
26. How much money do you expect to earn?
27. Are you willing to travel or relocate if necessary?
28. Are you looking for full or part-time work?
29. Are you looking for a permanent or temporary position?
30. What type of supervisor do you work best for?
31. How did you feel about your previous employer?
32. What was your worst boss like?
33. Do you have any questions for me?

Handout: *Questions To Ask an Employer*

1. What are the responsibilities of this position?
2. Is there a written job description?
3. Is there room for the job duties to be expanded or changed?
4. What are some of the key challenges of this position?
5. How many employees are at this location?
6. Would you be my immediate supervisor?
7. How many people would I be working with on a regular basis?
8. When will you be making a final decision?
9. What is the next step in the hiring process?

Handout: *What is the Employer Looking For In An Answer?*

Tell me about yourself.

This is usually the first question asked by an employer. It is an invitation for you to talk about yourself. Remember that this is a job interview, keep your answers job-related.

What are your strengths?

This question presents you with the opportunity to talk about your personal qualities and job skills. This is the time to “sell” yourself to the employer by illustrating you have the skills he is looking for.

What do you know about our company?

Before attending an interview, you should make sure that you have done some research about the company. Your answer will show the employer that you do have an interest in working for the company and have some background knowledge related to the position. Your answer should contain positive information about the company and how your skills could benefit the company.

How do you feel about your last supervisor?

Remember that the interviewer is likely to be your supervisor. Try to avoid saying anything negative. If you had difficulty with your last supervisor try and think what you learned from this experience and focus your answer on this point.

What are your weaknesses?

Again, remember to try and focus on the positive. For example take a weakness that has a positive side (e.g.: It is very easy for me to become so involved in my work that I

lose track of time, but I am learning to organize my time better.)

Do you prefer working by yourself or being part of a team?

State which you prefer but remember to also say that you are also comfortable working in the other situation.

Where do you see yourself three years from now?

Remember professional development is an important part of your job. An employer is looking for someone who is willing to grow and develop new skills.

What are your salary expectations?

When answering this question remember that by stating an exact figure you may be asking too much or you might be “selling yourself short”. You may want to respond: “I expect to be paid the market value for this particular position”, or “What is the current salary for this position?”

Do you have any questions?

Always be prepared with two or three questions that you want to ask the employer. This may also provide you with the opportunity to state any skills you may have forgotten to mention.



Theme 2:
The Community Library
and
Reading with Children

Theme: The Community Library and Reading with Children

Unit One: The Community Library

Initial Assessment: (What does the student know, what does she need to know?)

1. Do you have a library card?
2. Do you go to the library?
3. How often do you go to the library?
4. Can you tell me three different sections you can find in the library?
5. What type of books can you borrow from the library?
6. Do you go to the library for any other reason than just for borrowing books?
7. What is the name of your local library?
8. What books do you enjoy reading?
9. What type of books do your children read?
10. Do you know where to look for a craft book?
11. Do you know whom to ask if you cannot find a book?
12. What other resources does a library have?

Expected Outcomes:

In this unit students will:

- # identify where the community library is
- # know the name of the local library
- # be aware of the various activities sponsored by the library
- # know the services provided by the library
- # understand the various sections located in the library (Fiction, Non Fiction)
- # feel comfortable asking for assistance in the library
- # further develop vocabulary related to the library and its services

Tools:

For this unit you will need:

- # pen/pencil
- # paper
- # telephone directory
- # index cards
- # computer and Internet Access (optional)
- # pamphlets from the local library

Activity Procedures:

Activity One:

- # ask your student the name of the local community library
- # if your student is unsure of the name of the library, have her tell you where it is and look up the name of the library in the telephone directory
- # write the name of the library and its phone number on an index card for future reference
- # then do a brainstorm with your student about “What can you find in a library?”
- # have her list everything she can think of in the library (activities, sections, people)

Activity Two:

- # arrange a visit to the local library
- # have your student phone the library to ask the hours of operation
- # at the library take the time to visit each section and have your student record the various sections in the library
- # when touring the library, have your student make a list of everything she sees
- # discuss the list your student has made
- # after the discussion, ask her if she has any questions about the library and the services it offers
- # have her write down her questions
- # have her choose two or three questions that she wishes to ask the librarian

Activity Three:

- # develop a list of various topics that your student may be interested in (e.g.: cooking, sewing, romance novels)
- # have her take the list and go through the library and find the section in the library where she might find a book dealing with that topic
- # have her choose a book from that section and record the title, author and section where she located it

Activity Four:

- # develop a list of book titles
- # ask your student how she would find that book in the library
- # discuss the various ways in which you could locate the book
(ask the librarian, computer, phoning and reserving the book)

Activity Five:

- # use a written dialogue to develop a script that your student can use to ask for a library card
- # role play the written conversation to practice applying for a library card

Activity Six:

- # once your student feels comfortable using the library have her get her library card

Demonstrators:

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ knows the address and phone number of her local library.
(Student's Name) _____ *Tutor's Initials:* _____ *Date:* _____

2. _____ is able to identify the resources that are available at the library.
(Student's Name) _____ *Tutor's Initials:* _____ *Date:* _____

3. _____ is able to locate books/material that she is looking for.
(Student's Name) _____ *Tutor's Initials:* _____ *Date:* _____

4. _____ is able to ask for assistance at the library.
(Student's Name) _____ *Tutor's Initials:* _____ *Date:* _____

5. _____ visits the library independently.
(Student's Name) _____ *Tutor's Initials:* _____ *Date:* _____

6. _____ has a library card.
(Student's Name) _____ *Tutor's Initials:* _____ *Date:* _____

Background Notes:

Activity One:

- # if your student feels uncomfortable writing the brainstorm, act as the recorder
- # have her transfer the words from the brainstorm to index cards and write each of them in a sentence
- # use questions during the brainstorm to elicit all of the prior knowledge that your student has about the library e.g.: What type of books?
- # the Toronto Public Library has a great web site at:
<http://www.tpl.toronto.on.ca>

Activity Two:

- # if you have access to the Internet you can find a map of the various libraries in the GTA website: <http://www.tpl.toronto.on.ca/Branches>
- # the term “sections” refers to: science fiction, fiction, music, autobiography
- # you may wish to practice role-playing your student’s questions before she feels comfortable asking them

Activity Three:

- # take time to visit both the adult and children’s section of the library
- # your student may wish to choose a book to read to her child or grandchild

Activity Four:

- # you may wish to have the librarian show you and your student how to locate a book in the library

Activity Five:

- # before starting the role-play, you may wish to have your student develop a list of questions about the price of a library card, late fees, length of borrowing time (this information is also available on the website)

Activity Six:

- # assure your student that she can use the library without having a library card but she will be unable to take books out

Key Vocabulary:

| | | |
|-----------------|----------------|----------------|
| library | fine | reference |
| science | borrowing | newspaper |
| geography | librarian | magazine |
| novels | category | periodical |
| short stories | categories | journals |
| poetry | story | language |
| science fiction | section | bilingual |
| fiction | author | fables |
| non-fiction | pictures | astronomy |
| biography | hobbies | dinosaurs |
| autobiography | crafts | atlas |
| music | Do-It-Yourself | illustrator |
| literature | hardcover | publisher |
| computer | paperback | talking books |
| web site | printer | bulletin board |
| cd | title | flyer |
| cassettes | | |
| loan | index | |
| | catalogue | workshop |

Unit: Reading With Children

Initial Assessment: (What does the student know, what does she need to know?)

1. How old are your children?
2. Do you spend time reading with your children? Why? Why not?
3. What type of book is your child interested in?
4. Do you go to the library with your son or daughter?
5. What activities does your child like to do?
6. What hobbies does your child have?
7. How do you and your child spend time together?
8. What is your child's favourite colour?
9. Does your child enjoy reading?
10. Do you tell your child stories?
11. Does your child read in another language?
12. Do you read books to your child in a language other than English?

Expected Outcomes:

In this unit students will:

- # identify the importance of reading with children
- # visit the library with their children
- # select an appropriate book that would interest their child
- # feel more comfortable when reading with children
- # understand that reading does not mean just books but sharing experiences, telling stories and identifying print in our everyday life
- # understand their role in helping their children read

Tools:

For this unit you will need:

- # Handouts: *Parents*
Parents Are Teachers Too!
Tips For Reading With Children
Tips On Reading With Your Baby
Choosing Books For Children
- # pen/pencil
- # paper

Activity Procedures:

Activity One: Handout: Parents

- # start this activity by asking your student to describe what is happening in each of the pictures in the handout
- # have her predict what the handout will be about and give her reasons why
- # have her read the handout to herself and underline any words that she does not understand (either meaning or pronunciation)
- # clarify any of the vocabulary
- # have her read the article aloud (note any difficulties with pronunciation)
- # after she has read the story asks her to retell what she has read in her own words

Activity Two:

- # still using the handout, *Parents* ask your student to tell you about her own experience reading as a child
- # share your own experience about books and reading
- # ask her to write a story about the most enjoyable memory she has of reading

Activity Three:

- # ask your student to tell you a story that she remembers reading from her childhood
- # have her write the story
- # after she has written the story, have her read it aloud to you
- # ask her why that was her favourite story
- # ask her if she had any difficulty writing some of the words

Activity Four: Handout: *Parents Are Teachers Too!*

- # ask your student what she sees her role as a parent is; ask her what responsibilities she has
- # read the handout, *Parents Are Teachers Too!* together
- # take turns reading the information in each box
- # tell your student to stop you if there is a word that she does not understand
- # after you have finished reading the handout, ask your student if she agrees with the information she has read
- # ask her if she does any of the activities in the handout with her child

Activity Five: Handout: *Tips For Reading with Children*

- # read the quote at the top of the handout by Orville Prescott
- # ask your student what they think the quote means and who was the person that lured them into “the wonderful world of the written word”
- # have your student read the handout silently and underline any words that they are unsure of (either pronunciation or meaning)
- # read the handout aloud
- # go through each of the statements and ask her why each would be important to remember
- # ask her if she feels that there is anything that she feels would be important to add to the list

Activity Six: Handout: *Tips On Reading With Your Baby*

- # ask your student to tell you a nursery rhyme that she remembers from her childhood
- # have her tell it to you in her own language and then translate it into English
- # tell her a nursery rhyme that you remember from your childhood
- # write the nursery rhyme and have her read it
- # ask her what she thinks it means
- # ask her if there is a similar rhyme in her language

Activity Seven: Handout: *Tips On Reading With Your Baby*

- # review the key vocabulary list for this handout
- # ask your student to write each word in a sentence on an index card for her word bank
- # read the handout, *Tips On Reading With Your Baby*
- # discuss each of the points and why they would be important
- # have your student write a story from her childhood that she might like to tell her child

Activity Eight: Handout: *Choosing Books For Your Child*

- # review the key vocabulary list for this handout
- # read the handout together
- # discuss the points
- # arrange a visit to the local library and take the handout
- # have your student find an example of each book

Activity Nine:

- # pay another visit to the library
- # ask your student what type of book would be of interest to her child
- # refer to the handout, *Choosing Books for Your Child*
- # ask her to choose a book that she would like to share with her child
- # read the book together
- # after you have read the book once ask her if she would feel comfortable reading that book with her child

Background Notes:

Activity One:

- # asking your student to predict what the article is about will provide you with the background knowledge that she brings to that particular topic
- # note any pronunciation difficulties, have your student find other words in the article/story that begin with the same sound
- # minimal pairs may also be used to help differentiate between the sounds (if your student substitutes the sound “t” for “th” use words such as: tree and three)
- # have your student write any difficult words on index cards and write them in sentences for her word bank

Activity Two:

- # the story may be done during the session or for homework

Activity Three:

- # provide the student with any words that she found difficult to write
- # have her copy these words to her word bank
- # having her read her story aloud will provide her with the opportunity to edit her work (word order, missing words)

Activity Four:

- # parents do not always recognize that they are the first teacher in their children’s life
- # you may wish to share what you see as your role as a parent (e.g.: a mother needs to be part chef, nurse, referee and maid)

Activity Five:

- # a homework assignment may be to have your student write the story that she told you about the person who lured her into reading
- # another assignment might be to describe the person she spoke about

Activity Six:

- # many stories and rhymes are international
- # rhymes may be used to practice pronunciation skills, tongue twisters are also excellent to use for pronunciation
- # have your student teach you a tongue twister in her language

Activity Seven:

- # if your student enjoys drawing, encourage her to create a book for her child from the story she has written (including illustrations)

Activity Eight:

- # allow enough time for this activity
- # it might take the entire session

Activity Nine:

- # if your student does not feel comfortable reading the book after one or two times practicing, ask her if she wishes to choose another one or if she would like to continue to practice
- # if your student does not feel comfortable reading in English, suggest that she look for a book in her first language to share with her child

Key Vocabulary:

Handout: *Parents*

important, choose, library, aloud, difficult, praise

Handout: *Parents Are Teachers Too!*

introduce, different, thoughts, together, material, listen, encourage, librarian, prefer

Handout: *Tips For Reading With Children*

lure, wonderful, least, comfortable, quiet, location, lit, attention, touch, discover, lose, pointing, sessions, effective, dislike, re-read, favourites, patient, enthusiasm, voices, characters, pronounce, drama, excitement, puppets, comment, objects, relate, experiences, opinions, stimulate, confidence, associated, natural, rewarding, borrow, deserve, role model

Handout: *Tips On Reading With Your Baby*

daily, playpen, toy box, Rhymes, cuddles, tickles, face-making, combine, solid, simple, drawings, corners, marvelous, routine, associate, vocabulary, grabs, familiar, performance, rhythm, shy, whisper, moment, repetition, tots

Handout: *Choosing Books For Your Child*

board books, nursery rhymes, Mother Goose, finger plays, predictable, strawberries, alphabet books, complex, dinosaurs, riddles, jokes, volcanoes, optical illusions, magic tricks, characters

PARENTS

**It is important to read to your children for 15 minutes every day.
Make it fun and your child will grow to love reading.
A love of reading will prepare them for school.**

5 Steps for Reading With your Child

1. Choose a book from the library.
2. Take turns reading aloud, or tell the story by looking at the pictures.
3. Talk about the story.
4. Help your child with difficult words.
5. Praise your child.

Prepared By: Dave Page
Frontier College, Family Literacy Coordinator

Handout: *Parents Are Teachers Too!*

When do parents teach reading?

- When you read to your child, you are teaching reading.
- When you introduce your child to different kinds of books, YOU are teaching reading.
- When you help your child to put his thoughts on paper, YOU are teaching reading.

- When your child sees you reading for fun, YOU are teaching reading.
- When you take your child to the library, YOU are teaching reading.
- When you talk to your child about the stories that you are reading together, YOU are teaching reading.

- When you read books together that are about your child's experiences and about new experiences, YOU are teaching reading.
- When you provide a wide variety of books, YOU are teaching reading.
- When you have reading material in your home, YOU are teaching reading.

- When you listen to your child read, YOU are teaching reading.
- When you encourage your child to read to others (even if he just reads the pictures), YOU are teaching reading.
- When you praise your child when he reads, YOU are teaching reading.

You were your child's first teacher, keep up the good work! Reading can be done in any language. Ask your local librarian to help find books for you in the language you prefer.

Prepared by: Dave Page, Frontier College Family Literacy Coordinator

Handout: TIPS FOR READING WITH CHILDREN

“ Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word: someone has to show them the way.” **Orville Prescott: A Father Reads to His Children**

1. Read with your children every day.

- ! Read with your children for at least fifteen minutes every day.
- ! Choose a comfortable, quiet, and well-lit location.
- ! Give children your full attention when you are reading together.

2. Read for enjoyment.

- ! Let children choose the books they are interested in.
- ! Let children touch the books, turn the pages and discover the pictures.
- ! Let children read to you. Or read aloud to the children.
- ! Take turns reading aloud, using a picture book with just a few words on each page.
- ! A child may lose interest in a story, but will often enjoy pointing out things in the pictures.

3. Stop reading when your child loses interest.

- ! Short sessions are effective. You should not make your children read books they dislike.
- ! Children can read a number of books; you do not need to finish a book you start.
- ! Re-read the child’s favourites. Young children often want the same story read over and over again. Be patient!

4. Be expressive.

- ! Enthusiasm is important. Give different voices to different characters.
- ! Read slowly, and pronounce the words clearly; use drama and excitement to make the story come alive.
- ! Puppets can be used to act out the story.

5 Get to know the book.

- ! Give children time to comment on what they see and hear.
- ! Ask children lots of questions about colours, numbers, shapes and objects in the story.
- ! After the story ask questions that stimulate thought.
- ! Avoid questions that “test” your child

5. Give Praise.

- ! Praise builds confidence and self-esteem in children, Reading will be associated with feeling good. Learning becomes natural, rewarding and fun.

6. Visit your local library.

- ! Go often. Borrow and read many different kinds of children’s books to discover and increase your child’s interests.
- ! Children can get their own card at a young age. You and the children can both choose and borrow several books at once.

7. Be a role model.

- ! Make a book of your own, and help your children to make their own books!
- ! Children learn from example. If they see parents reading, they will also want to read!

Prepared By: Dave Pave (Frontier College, Family Literacy Coordinator)

Handout: *TIPS ON READING WITH YOUR BABY*

Books should be a part of your baby's daily world. They should be easy to reach and should be found among the other things in the playpen and toy box. Babies love rhymes, songs, cuddles, tickles, and face-making. When you combine this fun with books, your baby will grow to love books, and will soon be reading to you!

1. Select board books with simple pictures.

- ! Solid colours, or black and white are easy for babies to see.
- ! Clear simple drawings are best.
- ! Board books are best for babies: they are easy to hold, the pages are easy to turn and the corners are rounded

2. Begin to read as soon as possible.

- ! The bed time story is a marvelous daily routine
- ! Babies will begin to associate your voice with books and reading
- ! Books are a wonderful means to build vocabulary.

3. Let your baby touch the books.

- ! When your baby grabs the book it means that your baby is interested!
- ! Show your baby how to turn the pages. Point out familiar things in the pictures. E.g.: "Do you see the cat?" "There is the cat!"

4. Make reading a performance.

- ! Move in time to the rhythm. Don't be shy to sing. Your baby loves your voice!
- ! Change your voice, whisper, or make sounds at the right moment in the story.
- ! Tickle or cuddle your baby at the right moment.

5. Nursery rhymes are a favourite.

- ! Repetition and the sing-song rhythm keep babies interested.
- ! Nursery rhymes are easy to remember. Your baby will grow up to repeat them.

6. Visit your local library.

- ! Borrow different books to see which ones are most interesting to your baby.
- ! When your baby gets older, join the Parents and Tots reading program at the library. If they do not have one, speak to the librarian about starting your own Reading Circle!

HAVE FUN READING WITH YOUR BABY!

Handout: *Choosing Books*

For children aged two and three:

- * choose board books with simple pictures
- * look for clear, bright pictures
- * read nursery rhymes, mother goose, and finger plays
- * talk about the pictures; build vocabulary

For children aged four and five:

- * choose picture books with large print and just a few words on each page.
- * choose books which have predictable words or phrases that the children can enjoy repeating
e.g.: he ate five strawberries and he was... **“STILL HUNGRY” - Eric Carle**
- * use alphabet books, have the children tell you the letters
- * have children point out colours, numbers, shapes and objects

For Children aged six and seven:

- * easy-to-read books e.g.: Dr. Seuss
- * funny books e.g.: Robert Munsch
- rhyming books e.g.: Dennis Lee
- * beautiful books e.g.: Ezra Jack Deats, Richardo Keen-Douglas, “Animalia”
by Graham Base, “I Spy” by Scholastic Press

For children aged eight and older:

- * picture books with more words and more complex stories
- * fiction and non-fiction
- * fables
- * space and planets
- * family stories
- * dinosaurs
- * pets
- * world records
- * riddles and jokes
- * volcanoes and earthquakes
- * “Baby-sitter Club”
- * wild animals
- * bikes, cars and trucks
- * sports
- * optical illusions and magic tricks
- * world facts and maps

Other Suggestions:

- * have strong female and male characters
- * have characters of all races
- * are relevant to the child’s world
- * are fun to read aloud
- * have just a few words per page
- * are Canadian!
- * are the most beautiful, colourful and exciting!

Prepared By: Dave Page, Frontier College, Family Literacy Coordinator



Theme 3: ***Directions***

Theme: The Transit System and Directions
Unit: Directions

Initial Assessment: (What does my student know, what does he need to know?)

1. Can you show me which way is south?
2. How do you know that is south?
3. Can you show me which way is north?
4. How do you know that is north?
5. Can you show me which way is west?
6. How do you know that is west?
7. Can you show me which way is east?
8. How do you know that is east?
9. What landmark/building is at the southernmost part of downtown Toronto?
10. Can you tell me how to get from your house to . . . ?
11. Do you drive?
12. How many blocks is it from the _____ subway station to _____.
13. When you leave here, do you turn left or right?
14. What does left-hand turn mean?
15. What does right-hand turn mean?

Expected Outcomes:

In this unit students will:

- # identify each of the directions (north, south east, west)
- # identify various landmarks, buildings and places of interest in Toronto
- # ask for directions
- # understand basic directions
- # further develop vocabulary related to directions

Tools:

For this unit you will need:

- # pen/pencil
- # paper
- # index cards
- # Handouts: *Directions*
Directions To:
- # Map of Toronto

Activity Procedures:

Activity One:

- # review the key vocabulary list with your student
- # have him read each word aloud (note any pronunciation difficulties)
- # have him use each word in a sentence
- # have him put each word on an index card along with his sentence for his word bank

Activity Two: Handout: Directions

- # using the handout, *Directions*, have your student use each of the words in the Key Vocabulary list and label it on the handout
- # you may wish to use several copies of the handout and group the words on different handouts (e.g.: north, south, east, west, westbound northbound)

Activity Three:

- # using the handout, *Directions To . . .* place various buildings/stores on the map
- # have your student tell you how to get to various locations
- # discuss key phrases in giving directions (e.g.: go north on Yonge to St. Clair and turn right)

Activity Four:

- # have your student write the directions to various locations related to the handout, *Directions To . . .*

Activity Five:

- # using a map of Toronto, have the student locate the closest intersection to where he lives
- # have him give you directions from his house to your meeting place
- # ask him to give his directions for either walking or driving
- # ask him to write the directions
- # after he has written the directions, use his directions and draw a map and ask him to verify the map

Activity Six:

- # using a map of Toronto, give your student a starting point and destination and have him write the directions on how to get there either by walking or driving
- # after he has written the directions have him use his directions and show you on the map

Activity Seven:

- # role-play various scenarios regarding giving and following directions
- # choose a destination and a starting point
- # use prominent places of interest e.g.: The C.N. Tower
- # take turns in giving and following instructions

Demonstrators: (How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify north, south, east and west when traveling.

Student's name

Tutors Initials: _____

Date: _____

2. _____ can describe a location using north, south, east and west.

Student's name

Tutors Initials: _____

Date: _____

3. _____ is able to follow verbal directions.

Student's name

Tutors Initials: _____

Date: _____

4. _____ can provide direction to various locations within his community.

Student's name

Tutors Initials: _____

Date: _____

5. _____ can locate places of interest on a map of Toronto.

Student's name

Tutors Initials: _____

Date: _____

6. _____ is able to provide instructions in writing.

Student's name

Tutors Initials: _____

Date: _____

7. _____ can identify all or some vocabulary related to directions.

Student's name

Tutors Initials: _____

Date: _____

Background Notes

Activity One:

- # have your student write a different sentence on the index card for his word bank rather than writing the sentence he has given you verbally
- # you may ask him to use the same sentence but change the tense to practice a particular tense that he has difficulty with

Activity Two:

- # this activity will reinforce the vocabulary from activity one

Activity Three:

- # have your student place various stores/buildings on the handout and ask him to tell you how to get from one location to another
- # develop phrases from the words found in the Key Vocabulary List (e.g.: Walk northbound on Yonge to St.Clair, turn right and continue for three blocks to the next corner.)
- # at this point you may want to discuss prepositions and articles and their meaning

Activity Four:

- # explain to your student that he may use the Key Vocabulary List to help with spelling
- # the main objective of this activity is to encourage your student to practice writing simple directions

Activity Five:

- # you can use an old Perly's map book for this activity, or maps of Toronto can be found at many of the major tourist locations including hotels and restaurants
- # you may want to interchange the directions and map-drawing activities depending on the level of the student
- # your student may want to draw the map and provide verbal directions
- # if he feels uncomfortable writing directions use a Language Experience Approach and write the directions on a separate sheet of paper
- # as he gives you the directions, write them down and have him copy it below his map

Activity Six:

- # before beginning this activity you may want to brainstorm a list of places of interest in Toronto (e.g.: CN tower, Museum, Art Gallery)
- # use these places as destinations and use the closest intersection to your student's home as a starting point.

Activity Seven:

- # for each role-play provide a starting point and destination (you may want to list these on post-it notes or strips of paper)
- # take turns asking and giving directions

Key Vocabulary

north south east west
northbound southbound eastbound westbound

right left left-hand turn right-hand turn
go right go left turn left turn right stop
proceed continue walk along walk to cross drive
straight ahead

block corner intersection lights
set of lights pedestrian crossing crosswalk traffic lights

on to beside next to
at then next in by

Theme: The Transit System and Directions

Unit: Using the Local Transportation System

Initial Assessment: (What does my student know, what does he need to know?)

1. How many subway stops can you name? Tell me the names.
2. Can you tell me the name of a street where I would need to take a bus?
3. Can you tell me the name of a street where I would need to take a streetcar?
4. How much are adult TTC tickets?
5. How much are childrens' TTC tickets?
6. How much are Senior Citizens TTC tickets?
7. Where can I find out how much tickets cost?
8. What is a Metropass?
9. What are the major subway routes?
10. What is a transfer?
11. When do you need a transfer?
12. What is the Rapid Transit?

13. What is a Go Train?

14. What is a Go bus?

Expected Outcomes:

In this unit students will:

- # identify the major subway routes.
- # identify streetcar, bus and subway routes
- # identify the various subway station names
- # ask for directions when using the transit system
- # use a TTC map
- # phone the TTC information line
- # record directions
- # further develop her vocabulary related to using the TTC

Tools

- # pen/pencil
- # paper
- # TTC map
- # Handouts: *Subway Stops*
- # blank tapes
- # tape recorder

Activity Procedures:

Activity One:

- # ask your student to identify the major subway routes in Toronto (e.g.: Bloor-Danforth line)
- # record the routes as he tells them to you
- # once you have gone through the list verbally, have him record the names of the stations under the appropriate headings (e.g.: Bloor-Danforth line: Kipling, Islington)

Activity Two:

- # give your student the handout, *Subway Stops*
- # ask him to label the major subway routes (e.g. Bloor-Danforth line)
- # now ask him to identify and label as many of the subway stops traveling west from Yonge along the Bloor-Danforth line
- # next ask him to identify and label as many stops traveling east from Yonge on the Bloor-Danforth line
- # continue to do this for each of the routes (northbound and southbound lines)

Activity Three:

- # review the key vocabulary list with your student
- # have him go back to the handout, *Subway Stops* and fill in any of the stations that he missed

Activity Four:

- # review the terms: northbound, southbound, eastbound and westbound
- # ask your student to identify which way you would be traveling from different points to arrive at various destinations (e.g.: If I am traveling from St. Clair to Bloor on the Yonge Subway Line which way am I going?)
- # prepare a handout of destinations and starting points and have your student record which subway route he would use and direction he would be traveling

Activity Five:

- # ask your student to write a list of the various signs that they might have seen on the subway
- # review the handout, *Subway Signs*
- # add any that your student has mentioned
- # discuss each word and the meaning

Activity Six:

- # using the TTC map, discuss the various bus and streetcar routes
- # all of the bus and streetcar routes are given at the bottom of the large map under the name of each station (e.g.: Bathurst - 7C , 90, 511)
- # choose destinations from subway stations and have your student identify how they might get there (e.g.: Q: From the Dundas West subway Station how would I get to Queen St.? - A: I would take the 504 streetcar.)

Activity Seven:

- # using the list of key phrases have your student write a dialogue asking for directions to a particular place
e.g.: Excuse me. I live at St. Clair and Yonge. Can you tell me how to get to Bloor and Royal York?
- # once your student has developed a basic dialogue, have him role-play it with you
- # provide him with different scenarios to role-play so that he uses all of the key phrases
- # have him use the map to identify the starting point and the destination
- # take turns asking for and giving directions

Activity Eight:

- # using the TTC map have your student locate the area that explains about the cost of tickets (Metro Area Fare)
- # have him highlight and then record the telephone number of where he would call to find out how much tickets cost

Activity Nine:

- # with your student, record all of the various ways that he could ask the price of a TTC ticket
- # then develop a script that your student could use when phoning the TTC information line to enquire about ticket prices

Activity Ten:

- # have your student call the TTC information line and find out the current cost of each ticket (Adult, Metropass, GTA Pass, Day Pass)

Activity Eleven:

- # discuss the various ways of paying e.g.: cash, tickets, tokens, metropass, day pass
- # include in your discussion: price of each, the amount of traveling your student does using the TTC (daily, weekly and monthly)
- # discuss which would be the best fare and have your student say why

Activity Twelve:

- # use written conversation to create a dialogue that your student could use when phoning the TTC to ask for directions
- # before beginning the written conversation, list the starting point and destination on the top of the page
- # start the written conversation with: Good morning. TTC information line. How can I help you?
- # continue to develop the conversation
- # after you have developed one scenario, read it aloud
- # reverse roles
- # now role-play various scenarios, using the written conversation as a guide

Activity Thirteen:

- # tape various directions and have your student record the important information
- # you may want to develop a cloze activity to help your student determine important information (e.g.: Take the _____ subway to _____ then the _____ bus to _____.)

Activity Fourteen:

- # have your student phone the TTC and ask for specific directions to a location
- # have him record the directions on a piece of paper
- # use the TTC map to verify the directions he has recorded

Activity Fifteen:

- # using a map of Toronto or a TTC map create scenarios containing directions to a point of interest
- # have your student listen as you read the directions, have him follow the route and tell you where he ends up at the end of the trip (e.g.: from home to the Science Centre)
- # give a starting point and use left turn, right turn, northbound (Use Key Vocabulary List)

Demonstrators: (How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to name some or all of the subway stations on the Bloor- Danforth Subway line.

Student's name _____ **Tutors Initials:** _____ **Date:** _____

2. _____ is able to name some or all of the subway stations on the Yonge - Spadina line.

Student's name _____ **Tutors Initials:** _____ **Date:** _____

3. _____ is able to identify the major subway routes.

Student's name _____ **Tutors Initials:** _____ **Date:** _____

4. _____ knows where to call for TTC information.

Student's name _____ **Tutors Initials:** _____ **Date:** _____

5. _____ knows the TTC information number.

Student's name _____ **Tutors Initials:** _____ **Date:** _____

6. _____ is able to call the TTC information line and ask for directions.

Student's name _____ **Tutors Initials:** _____ **Date:** _____

7. _____ is able to record directions given over the phone.

Student's name _____ **Tutors Initials:** _____ **Date:** _____

8. _____ can identify some or all vocabulary related to using the transit system.

Student's name _____ **Tutors Initials:** _____ **Date:** _____

Background Notes:

Activity One:

- # if your student is unable to identify the subway routes, tell him
- # the major subway routes are: Bloor-Danforth, Yonge - University - Spadina
- # TTC maps can be found at any subway station

Activity Two:

- # tell your student that you are interested in seeing how many of the subway stations that he can name along each subway route and that you will check the spelling later
- # this activity will help you assess the student's knowledge of the subway system

Activity Three:

- # have your student read the Key Vocabulary List aloud (note any pronunciation difficulties)
- # if he has difficulty labelling the stops he missed, complete the activity together
- # give him hints to help him complete this activity (e.g.: Christie is east of Dufferin and west of Bathurst)

Activity Four:

- # other question you may ask are:
 - 1) Which is the last stop on the Bloor-Danforth line traveling westbound?
 - 2) Which stop is the last stop on the Bloor-Danforth Line traveling west?
- # phrase your question in different ways so that you student has the opportunity to practice listening to a variety of phrases

Activity Five:

- # you may ask your student to copy any signs that he sees in the subway that he does not understand
- # ask your student where he might see a particular sign (e.g.: northbound)

Activity Six:

- # a lead-in question for this activity may be “How do I get to a location/place that is north of the Bloor - Danforth subway line?” (Answer: bus, streetcar, rapid transit)
- # when you are discussing the various bus and streetcar routes, use the legends found on the TTC map
- # have your student read the information box on the map “How to Read Bus Route Numbers and Notes.” (Bottom right-hand corner of the map)
- # you may also want to discuss the meaning of other symbols used on the map

Activity Seven:

- # you may want to begin this activity by having your student complete the phrases (e.g.: Can you tell me how to get to_____?)
- # a grammar activity that could be included with this activity is to ask your student to identify which phrases are complete sentences and which are not and why
- # have him complete any phrases that are not complete sentences

Activity Eight:

- # ask your student which he would prefer to use, the English or Multi- Lingual line and why
- # have him call the English line and ask about ticket prices and record the information
- # then have him call the Multi-Lingual line and ask for the same information and record it
- # have him verify the information he recorded in English

Activity Nine:

- # a starting point for this exercise may be to ask your student what question did he ask in his own language in Activity Eight

- # ask him if he has heard that particular phrase said differently
Example: Can you tell me the price of . . . ?
What is the cost of . . . ?
How much is . . . ? How much are . . . ?

Activity Ten:

- # before starting this activity you may want to record some information beforehand
Example: Adult tickets: _____ Metropass: _____
Cash Fare: _____ Day Pass: _____

Activity Eleven:

- # this activity should help your student identify the most economical way for him to ride the TTC (e.g.: he only travels by TTC to meet you - this would mean that buying tickets or tokens would be the most cost effective way of using the TTC as cash fare = \$2.00 and tokens are 10 for \$18.00)

Activity Twelve:

- # use places that your student may need to travel to (e.g.: hospitals, government buildings, places of interest, etc.)

Activity Thirteen:

- # you may want to start by having your student write down some information first (e.g.: Subway to _____ Bus # _____ Bus to _____)
- # during the role-play (after several scenarios) increase the speed in which you talk
- # by increasing your speed, your student should have to ask for clarification and repetition of information
- # make sure that your student knows that it is quite all right to ask someone to repeat something

Activity Fourteen:

- # after completing a few cloze activities ask your student what information is

important to record

Activity Fifteen:

- # this may be done as a homework activity or you may want to do one during the session and then ask your student to call from home for a different set of directions

Activity Sixteen:

- # this activity will review the content studied in both units and allow you to evaluate the progress your student has made

Key Vocabulary:

Signs

NORTHBOUND ONLY

NORTHBOUND

SOUTHBOUND ONLY

SOUTHBOUND

EASTBOUND ONLY

EASTBOUND

WESTBOUND ONLY

EAST SIDE

WESTBOUND

WEST SIDE

ESCALATOR

NORTH SIDE

TO BUSES

SOUTH SIDE

TO STREETCARS

STAIRS

NEXT TRAIN KIPLING

EXIT

EAST SIDE

EXACT FARE

NORTH SIDE

NO EXIT

SYSTEM ROUTE MAP

WEST SIDE

SOUTH SIDE

Key Vocabulary:
Subway Stations

| | | |
|--------------------|--------------------|---------------|
| Kipling | Sherbourne | Union Station |
| Islington | Castle Frank | King |
| Royal York | Broadview | Queen |
| Old Mill | Chester | Dundas |
| Jane | Pape | College |
| Runnymede | Donlands | Wellesley |
| High Park | Greenwood | Bloor/Yonge |
| Keele | Coxwell | Rosedale |
| Dundas West | Woodbine | Summerhill |
| Lansdowne | Main | St. Clair |
| Dufferin | Victoria Park | Davisville |
| Ossington | Warden | Eglinton |
| Christie | Kennedy | Lawrence |
| Bathurst | Museum/Avenue Rd. | York Mills |
| Spadina | Queens Pk./College | Sheppard |
| St. George | St.Patrick/Dundas | Finch |
| Bay | Osgoode/Queen | Lawrence East |
| Yonge | Ellesmere | Midland |
| Scarborough Centre | | |

Key Vocabulary:

Phrases

Can you tell me . . . ?

Excuse me . . . ?

Can your help me?

I would like to know . . .

How do I get . . . ?

Which train do I . . . ?

How many stops. . . ?

I would like to go to. . .

I live at... I would like to get to. . .

Thank you.

How many blocks. . . ?

Does the subway go to. . . ?

Which is the best way to get to. . . ?

Where do I get off?

Do I need a transfer?

Do I need. . . ?



Theme: 4

Canada and Its' Government

Theme: Canada and Its Government

Unit 1: An Overview of Canada and Its Provinces

Initial Assessment:

1. Have you ever visited any of Canada's other provinces? Did you like that province? Why? Why not?
2. Which provinces would you like to visit? Why?
3. Do you have relatives in other parts of Canada?
4. How many provinces and territories are there in Canada?
5. Can you name Canada's five Great Lakes?
6. What are Canada's boundaries?
7. How many of Canada's provinces and territories can you name?
8. Can you name any of the capital cities of Canada's provinces?
9. What colours are Canada's flag?

Expected Outcomes:

In this unit students will:

- # identify Canada's provinces and territories
- # locate and label each province on a map
- # identify the capital city of each province
- # further develop their knowledge of Canada and its provinces (size, regions)
- # identify Canada's borders
- # identify and locate on a map the five Great Lakes
- # identify and use the abbreviations for each province
- # further develop their Canadian geography for their own information or for preparation for their Canadian Citizenship

Tools:

- # pen/pencil
- # index cards
- # paper
- # map of Canada

Activity Procedures:

Activity One:

- # using an atlas, have your student locate her country
- # have her tell you about her country (i.e, size, climate, major products, cities)
- # after you have discussed her country use the handout, *Brainstorm of Canada*
- # brainstorm using the statement: Canada: The Land, Its People, The Country
- # then look at Canada in an atlas and add any additional words to your brainstorm
- # have your student copy these words into her word bank

Activity Two: Handout: Map of Canada

- # provide your student with a blank map of Canada
- # have her label the provinces and territories
- # use an atlas to have her check to see if they are in the correct place and add the ones she has missed

Activity Three: Handout: Map of Canada

- # still using the map of Canada have your student label the boundaries of Canada including the Great Lakes
- # use an atlas to check

Activity Four:

- # still using the map of Canada, discuss the provinces and their capital cities
- # have your student locate each capital city in an atlas
- # have her then decide where to place it on her map
- # have her use a star to mark its location and then label it

Activity Five:

- # use a blank map of Canada and label each province by number
- # ask your student questions about the location of each province (e.g.: What is the name of province number 1? What province is next to, south of, west of, beside)
- # continue until you have filled in each province, territory and boundaries

Activity Six:

- # provide your student with a list of the provinces and territories
- # have her write what she thinks the abbreviation of each would be
- # have her check it against the handout, *The Provinces And Their Abbreviations*

Activity Seven: Handout: Provinces: Facts and Figures

- # have your student read the handout facts and figures to herself
- # ask her to highlight any vocabulary she is unclear of
- # take turns reading the handout aloud
- # discuss any vocabulary that is unclear
- # have her locate the major cities listed on the chart in an atlas and have her transfer them to her map of Canada
- # use the handout, *Provinces According To Region* to discuss the various regions in Canada

Activity Eight:

- # using provincial maps and or an atlas start with Ontario and discuss major points of interests/tourist attractions (e.g.: Niagara Falls, Niagara Escarpment, Orillia) for each province

Activity Nine: Handout: Interesting Facts about Canada

- # have your student read the handout, *Interesting Facts about Canada*
- # ask her to underline any vocabulary she is unsure of
- # take turns reading and discussing each of the facts
- # visit one of the web sites mentioned in the Background Notes or pay a visit to the library and find a book about Canada and add to the list of Interesting Facts

Activity Ten:

- # have your student write a letter to a friend in another country
- # brainstorm what information she would tell them to have them visit Canada

Demonstrations:

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ is able to identify and locate Canada's provinces and territories in an atlas and transfer them to a map.
Date: _____ **Tutor's Initials:** _____

2. _____ is able to identify the provinces according to region.
(Student's Name) **Date:** _____ **Tutor's Initials:** _____

3. _____ is able to identify some major industries for each province.
Date: _____ **Tutor's Initials:** _____

4. _____ knows the abbreviations of each province.
(Student's Name) **Date:** _____ **Tutor's Initials:** _____

5. _____ knows the capital city of each province and can locate them on a map. **Date:** _____ **Tutor's Initials:** _____

6. _____ can identify some or all vocabulary related to the provinces, capital cities and products found in Canada.
Date: _____ **Tutor's Initials:** _____

Background Notes:

Activity One:

- # if you have immigrated to Canada from another country, you may want to share information about your country before looking at Canada
- # for the brainstorm you might want to narrow the scope of the question or give leading questions (e.g.: How is Canada divided? What are Canada's boundaries?)
- # a homework assignment may be to have your student write a short story about her country
- # an excellent source of resource material about Canada and other countries is Cultural Profiles: The Cultural Profile Project, AMNI Centre, 246 Bloor Street W. Toronto, Ontario, M5S 1A1 (416) 946-3699 or (415) 946-3824
- # the web is another great resources for articles about various countries

Activity Two:

- # an alternative activity would be to give your student the handout, *Provinces*, and have her place the name of various provinces on the map
- # this would alleviate any fears your student might have regarding the spelling of the names of the provinces

Activity Three:

- # you may wish to provide your student with the spelling of the boundaries and then have them label the map
- # you may wish to write the boundaries on post-it notes and have your student place the post-it notes on the map and then check each in the atlas
- # when she is sure they are correctly placed she can copy the names on to the map

Activity Four:

- # use a star for the capital cities as later you may wish to include major cities in each province and this could be done with a dot

Activity Five:

- # this activity will help your student not only to remember the name of each province but will also provide an excellent opportunity to practice prepositions and directions (e.g.: next to, in, beside, east of)
- # you may also want to create a cloze activity for use after the conversation activity for your student to complete as a homework activity

Activity Six:

- # a homework activity would be to create a match activity , place the names of the provinces on one side of the paper and the abbreviations on the opposite side the student then draws a line from the name of the province to the appropriate abbreviation

Activity Seven:

- # you may wish to have your student transfer some of the information from the chart to the map or design other activities (e.g.: list the provinces in order of size from largest to smallest)

Activity Eight:

- # many tourist attractions, restaurants and hotels have brochures and maps about Toronto, Ontario and Canada
- # if you are a member of the CAA you can call and have them send out provincial maps for free
- # Ontario Tourist Information booths also have information on the province and maps
- # web sites to visit include:
<http://infocan.gc.ca/acts/canadaeng-e.html>
<http://www.gov.on.ca/MBS/english/index.html>
<http://geonames.nrcan.gc.ca/english/schoolnet/origin.html>

Activity Nine:

- # these facts are important for students who will be taking their Canadian Citizenship test

Activity Ten:

- # having your student write a letter to a friend provides an excellent evaluation tool as the student is able to practice what they have learned in the unit in a practical everyday situation

CANADA

Handout: *Provinces Facts and Figures*

| Provinces | Size | Capital City | Major Cities | Major Products/ Industries |
|------------------|-------------------|---------------------|---|---|
| British Columbia | 948,596 sq. km. | Victoria | Vancouver | copper, fishing, forestry, lumber, tourism, shipping |
| Alberta | 661,185 sq. km. | Edmonton | Calgary, Lethbridge, Medicine Hat | oil, coal, potash, gold, tourism |
| Saskatchewan | 651,900 sq. km. | Regina | Moose Jaw, Prince Albert, Saskatoon | wheat, forestry, farming (cattle and hogs) |
| Manitoba | 650,087 sq. km. | Winnipeg | Brandon, Thompson, Portage la Prairie | wheat, mining-nickel, copper, zinc, tourism |
| Ontario | 1,068,582 sq. km. | Toronto | Ottawa, Hamilton, Kitchener, London, Windsor, Niagara Falls | tourism, forestry, electrical power, automobile manufacturing, mining |
| Quebec | 1,540,680 sq. km. | Quebec City | Montreal, Laval, Sherbrooke, Hull | forestry, mining, electricity, electronics, telecommunications equipment |

| | | | | |
|---------------------------|-------------------|---------------|---|--|
| Newfoundland/ Labrador | 405, 720 sq. km. | St. John's | Grand Falls, Windsor, Corner Brook, Church Hill Falls | fishing, mining |
| New Brunswick | 73,436 sq. km. | Fredericton | St. John, Moncton, Fredericton | forestry, tourism, mining - silver, coal agriculture |
| Prince Edward Island | 5,660 sq. km. | Charlottetown | Summertown | agriculture - potatoes, tourism |
| Nova Scotia | 55,491 sq. km. | Halifax | Yarmouth, Kentville, Bridgewater, New Glasgow | fishing, canning agriculture - fruit, pulp and paper |
| Yukon | 482,515 sq. km. | Whitehorse | Dawson, Watson Lake | mining |
| North West Territories | 1,171,918 sq. km. | Yellowknife | Inuvik, Hay River, Fort Smith | mining oil and gas exploration |
| Nunavut | 1,900,000 sq. km. | Iqaluit | Grise Fiord, Rankin, Coppermine, Resolute Bay | in development |

Handout: *Provinces By Region*

Western Canada

British Columbia

Alberta

Saskatchewan

Manitoba

Central Canada

Ontario

Quebec

Eastern Canada

New Brunswick

Nova Scotia

Prince Edward Island

Newfoundland/Labrador

Northern Canada

Yukon Territories

Northwest Territories

Nunavut

Handout: *Provinces*

British Columbia

Alberta

Saskatchewan

Manitoba

Ontario

Quebec

New Brunswick

Nova Scotia

Prince Edward Island

Newfoundland/Labrador

Yukon Territories

Northwest Territories

Nunavut

Handout: *Provinces and Capital Cities*

British Columbia

Victoria

Alberta

Edmonton

Saskatchewan

Regina

Manitoba

Winnipeg

Ontario

Toronto

Quebec

Quebec City

New Brunswick

Fredericton

Nova Scotia

Halifax

Prince Edward Island

Charlottetown

Newfoundland/Labrador

St. John's

Yukon Territories

Whitehorse

Northwest Territories

Yellowknife

Nunavut

Iqaluit

Handout: *Provinces and Abbreviations*

| | |
|-----------------------|------------|
| British Columbia | B. C. |
| Alberta | Alta. |
| Saskatchewan | Sask. |
| Manitoba | Man. |
| Ontario | Ont. |
| Quebec | Que. P. Q. |
| New Brunswick | N. B. |
| Nova Scotia | N. S. |
| Prince Edward Island | P. E. I. |
| Newfoundland/Labrador | Nfld. |
| Yukon Territories | Y.T. |
| Northwest Territories | N. W. T. |
| Nunavut | |

Handout: *Interesting Facts and Figures*

- # Canada's official birthday is July 1st, 1867. This is called Canada Day and is an official holiday.
- # July 1st, 1867 was Confederation Day.
- # The first four provinces to make up Canada were: New Brunswick, Nova Scotia, Ontario and Quebec.
- # The Father of Confederation was Canada's first Prime Minister, Sir John A. Macdonald.
- # Canada is 5,187 kilometers from east to west and 4,627 kilometers from north to south.
- # Canada has 10 provinces and three territories.
- # The newest territory was established in 1999. The new territory is called Nunavut.
- # The Canadian flag is red and white with a red maple leaf in the centre.
- # Canada adapted its official flag on February 15, 1965.
- # Canada is the second largest country in the world.
- # The capital city of Canada is Ottawa.
- # The capital city Ottawa is in the province of Ontario.
- # Canada has two official languages, English and French.
- # Ontario is Canada's second largest province.
- # Canada has three levels of government: Federal, Provincial and Municipal.

Theme: Canada and Its Government

Unit 2: The Federal Government and Its Responsibilities

Initial Assessment:

1. In what city would you find the federal government's legislative building?
2. What is the title of the federal government's leader?
3. What is the Prime Minister's name?
4. What five parties are currently represented in Parliament?
5. What is the title of the Queen's representative in Canada?
6. What is the Governor-General's name?
7. Who is your Member of Parliament?
8. What party does he belong to?
9. Which party is the official opposition party?
10. What are the letters, MP, short for?
11. What is the federal government responsible for?
12. What federal riding do you live in?

Expected Outcomes:

In this unit students will:

- # identify the Prime Minister of Canada
- # identify the party in power
- # identify the Opposition Leader
- # identify the Opposition party
- # identify the responsibilities of the federal government
- # know where to look for a federal government telephone numbers
- # locate the appropriate telephone number in the Blue Pages
- # name their Member of Parliament
- # know the name of the current Governor-General
- # know where the federal government is located

Activity Procedures:

Activity One: Handout: The Federal Government

- # have your student read the handout, *The Federal Government*
- # ask her to underline any vocabulary she is unsure of
- # take turns reading the handout aloud
- # ask your student to stop if she does not understand something
- # have her complete the cloze activity at the end of the unit

Activity Two: Handout: People in Government

- # have your student complete the handout with the correct names

Activity Three:

- # have your student find out what ward/electoral district she lives in
- # them have her find out the name of her MP and his party.

Activity Four: Handout: Responsibilities of the Federal Government

- # go through the handout and discuss the various responsibilities of the federal government
- # bring in an article which relates to one of the responsibilities of the federal government
- # read the article with your student
- # before beginning the article choose any vocabulary that your student may have difficulty with and discuss this before starting
- # have him read the article aloud
- # ask him to tell you in his own words what the story was about
- # assign questions about the story starting with simple questions that require locating the answer in the story to questions which mean interpreting information from the story

Activity Five:

- # use the blue pages in the back of the telephone directory and find out the numbers for each of the responsibilities for the federal government
- # list the numbers on the handout, *Important Federal Government Numbers*, which the student feels would be useful information for him

Activity Six:

- # ask your student to choose an area of responsibility of the federal government that he feels needs to be improved or that he feels is doing a good job
- # ask him to explain why he feels that way
- # ask him to write a letter to his Member of Parliament

Demonstrators: (How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify where the federal government is located.
Date: _____ *Tutor's Initials:* _____
2. _____ knows the name of the Prime Minister of Canada.
(Student's Name) _____ *Date:* _____ *Tutor's Initials:* _____
3. _____ knows which political riding he lives in.
(Student's Name) _____ *Date:* _____ *Tutor's Initials:* _____
4. _____ knows the name of his MP.
(Student's Name) _____ *Date:* _____ *Tutor's Initials:* _____
5. _____ knows the address and phone number of his Member Of Parliament.
Date: _____ *Tutor's Initials:* _____
6. _____ knows the major parties represented in Parliament.
(Student's Name) _____ *Date:* _____ *Tutor's Initials:* _____
7. _____ knows the leader of each party.
(Student's Name) _____ *Date:* _____ *Tutor's Initials:* _____
8. _____ can name the Governor-General of Canada.
(Student's Name) _____ *Date:* _____ *Tutor's Initials:* _____
9. _____ can identify the responsibilities of the Federal Government.
Date: _____ *Tutor's Initials:* _____
10. _____ knows where to look in the telephone directory for important federal government numbers.
Date: _____ *Tutor's Initials:* _____

11. _____ has made a list of important federal government phone numbers. **Date:**_____ **Tutor's Initials:**_____

12. _____ can identify some or all vocabulary related to the federal government. **Date:**_____ **Tutor's Initials:**_____

Background Notes

Activity One:

- # use either handout, *Organization of the Canadian Government or Canada's Federal Government*
- # you may wish to review the Key Vocabulary List before reading the handout
- # a site to visit on the web would be :
[www.http://canada.gc.ca/main_e.html](http://canada.gc.ca/main_e.html)

Activity Two:

- # after reading the article in Activity One have your student complete the handout, *People in Government*
- # listings of government officials maybe found at
<http://www.parl.gc.ca/36/senmemb/house/membcon-e.htm>
- # the MP's office in your area should also have a list of the Members of Parliament
- # you may also wish to create a dialogue that would help your student call her local MP for this information
- # Citizenship Canada would also have information packages

Activity Three:

- # when discussing the responsibilities of the federal government you may wish to ask your student to select the main responsibilities from the list and then order the other offices under each main heading
e.g.: Environment Canada - Weather Services

Activity Four:

- # each local MP should be able to provide you with a map of the electoral ridings
- # the internet site listed in Activity Two also provides a list of MPs and their ridings

Activity Five:

- # use the handout, *Federal Government Responsibilities*
- # ask your student to find each office on the handout in the Blue Pages of the telephone directory
- # have her copy the numbers that she feels are the most important to her and have her copy it on the handout, *Federal Government Offices*

Activity Six:

- # start this activity with a brainstorm activity
- # a newspaper article headline or a photo may help in provide a starting point for discussion
- # once you have brainstormed all of the ideas, have him use the phrases/words from the brainstorm in sentences
- # start to organize them for paragraphs
- # ask your student to put a 1 beside all of the ideas that are about the same idea
- # continue to number ideas until each thought/idea is numbered
- # then go through the list and decide which ideas would go in the beginning, middle and closing paragraphs
- # have your student write the opening paragraph for homework
- # continue to develop the letter
- # remember to have your student read her letter aloud as a way of editing the first draft

Handout: *The Federal Government*

- ! The Federal government is located in Ottawa, Ontario on Parliament Hill.
- ! The Prime Minister of Canada is the leader of the party that has received the most votes in a federal election.
- ! The party with the next highest number of votes is the Official Opposition.
- ! The Head of Canada is Queen Elizabeth II.
- ! The Queen's representative in Canada is the Governor-General.
- ! Federal elections are held every 4-5 years.
- ! The main parties are: The Liberal Party, the Progressive Conservative Party, the New Democratic Party and the Reform Party and the Bloc Quebecois.
- ! Your representative in Ottawa for the federal government is called a Member of Parliament.
- ! Your Member of Parliament represents the interests of your community.

Handout: *Organization of the Canadian Government*

- ! The parliamentary system of government is based on a British model dating back to 1215.
- ! In 1215 King John of England signed the Magna Carta which stated that a ruling monarch (King or Queen) could not overrule laws created by parliament.
- ! The constitution Act of 1867 created two levels of government: a federal (or national) government in Ottawa, Ontario, and provincial governments.
- ! Although Canada could make decisions independent of Great Britain, the British Crown still held the ultimate power.
- ! The British North America Act divided the government's responsibility and powers between the federal and provincial levels of government.
- ! Some responsibilities were shared.
- ! The federal government's responsibilities and powers included: foreign affairs, immigration, indirect taxation, defense, commerce and criminal justice.
- ! The province's responsibilities and powers included: education, health, social services, justice and prisons, and direct taxation.
- ! To provinces which cannot afford high standards for social services , the federal government provides extra money or “ transfers of money” to ensure there are equal standards for all Canadians.
- ! The provincial leaders meet with the Prime Minister to discuss mutual concerns.
- ! In 1982 Canada gained its own Charter of Rights or Constitution which gave Canada the power to amend its own laws without permission from the British Parliament.

- ! The Lieutenant-Governor is the Queen's official representative in Ontario.
- ! The Lieutenant-Governor signs all bills into law.

Handout: *The Federal Government*

The government for Canada is the _____ government.

The federal government is located in _____, Ontario.

The leader of the federal government is the _____.

The Queen of Canada is _____.

The _____ is the Queen's representative in Canada.

| | | |
|--------------------|----------------|------------------|
| Federal | Prime Minister | Governor-General |
| Queen Elizabeth II | Ottawa | |

Handout: *People in Government*

1. The Prime Minister of Canada is _____ .
2. _____ is the leader of the _____ Party.
3. Canada's Governor-General is The Honourable _____.
4. The leader of the Official Opposition is _____.
5. The Official Opposition party is _____.
6. My federal election riding is _____.
7. My Member of Parliament is _____.
8. My Member of Parliament belongs to the _____ Party.
9. My Member of Parliament's telephone number is _____.
10. The office for my Member of Parliament is located at _____.

Handout: *People in Government*

Governor-General -

Prime Minister -

Leader of the Opposition -

Member of Parliament for _____ -

The Party in Power -

The Official Opposition party -

The leader of the Liberal party -

The leader of the Progressive Conservative party -

The leader of the New Democratic party -

The leader of the Reform party -

The leader of the Bloc Quebecois party -

Handout: *The Federal Government is Responsible for...*

The Canada Pension Plan

Weather Services

Immigration

Passports

Postal Services

Airports

Veterans Affairs Canada

Health and Welfare Canada

Transport Canada

Safety Board of Canada

Employment Practices

Citizenship

Taxation

Defense

Canada Radio and Television and Telecommunication

Correctional Services of Canada

Department of Justice

Environment Canada

Health and Safety Canada

Workplace Health and Safety

Statistics Canada

Key Vocabulary

bills
Bloc Quebecois
Charter of Rights
commerce
created
elections
federal
foreign affairs
interests
Liberal Party
main
models
monarch
municipal
mutual
national
New Democratic Party (NDP)
opposition
organization
overrule
parliament
Progressive Conservative (PC)
provincial
Reform Party
representatives
responsibilities
taxation
transfers of money
votes

Theme: Canada and Its Government
Unit: Provincial Government and Its Responsibilities

Initial Assessment:

1. In what city would you find the provincial government legislative building for Ontario?
2. Do you know the name of the provincial government legislative building?
3. What is the title of the provincial government's leader?
4. What is the name of the Premier of Ontario?
5. What is the title of Queen's Representative in Ontario?
6. What is the name of the Lieutenant-Governor of Ontario?
7. What does MPP stand for?
8. Who is your Member of Provincial Parliament?
9. Which party does he belong to?
10. Which party is currently in power?
11. Who is the leader of the Opposition?
12. Which party is the Opposition Party?
13. What are the Provincial government's responsibilities?
14. What riding do you live in?

Theme: Canada and Its Government
Unit: Provincial Government and Its Responsibilities

Expected Outcomes:

In this unit students will:

- # know where the provincial government is located
- # know the name of the Premier of Ontario
- # identify the Opposition Leader
- # identify the party in power
- # know the responsibilities of the provincial government
- # know where to look for the provincial government phone numbers
- # locate the appropriate numbers in the Blue Pages
- # know the name of his MPP
- # know the name of the current Lieutenant-Governor
- # further develop his understanding of the provincial government

Tools:

Activity Procedures:

Activity One: Handout: The Provincial Government

- # using the brainstorm sheet, have your student tell you everything she knows about the provincial government
- # one question to ask may be what words come to mind when you think of provincial government

Activity Two:

- # have your student record the word from the brainstorm on index cards and use each word in a sentence

Activity Three

- # have your student read the handout, *The Ontario Government* to herself
- # ask her to underline any vocabulary she is unsure of (either pronunciation or meaning)
- # take turns reading the handout aloud
- # ask your student to stop if she does not understand something
- # have your student complete the cloze activity at the end of the unit

Activity Four:

- # using the handout, *Provincial Responsibilities* discuss each department in the provincial government
- # have your student read each word aloud
- # take the main responsibilities from the list and then order the other offices under each main heading
- # use the Blue Pages of the telephone directory to expand the list

Activity Five:

- # choose a newspaper article which relates to one of the provincial government's responsibilities
- # list any vocabulary on a sheet of paper that may pose a difficulty for your student
- # create another list of vocabulary from the story which would provide the reader with some indication of what the story is about
- # ask your student to read this list of words aloud
- # discuss any words that she is unsure of
- # tell her this is a list of words from a newspaper magazine article
- # ask her to tell you what she thinks the article is about

Activity Six:

- # using the same article as in Activity Five, review the vocabulary list
- # have your student write each word in a sentence
- # have her read the story to herself and underline any additional vocabulary she is unsure of
- # clarify any vocabulary concerns
- # take turns reading the story aloud
- # ask her to tell in her own words what the story was about
- # ask your student questions about the story
- # start with simple questions that require locating the answer directly in the story to questions which mean interpreting something that was written, e.g.: Who is the Minister of Education? Why would the Minister be considering this plan of action?

Activity Seven:

- # use the Blue Pages in the back of the telephone directory and locate the number for each of the responsibilities of the provincial government
- # list the telephone number of offices that your student considers to be important

Activity Eight:

- # ask your student to choose an area of provincial responsibility that she feels needs to be improved or that she feels is doing a good job
- # ask her to explain why she feels that way
- # ask her to write a letter to her MPP

Demonstrators: (How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ is able to identify where the Provincial Government is located.
Tutor's Initials _____ **Date:** _____

2. _____ knows the name of the Premier of Ontario.
Student's Name _____ **Tutor's Initials** _____ **Date:** _____

3. _____ knows which political riding she lives in.
Student's Name _____ **Tutor's Initials** _____ **Date:** _____

4. _____ can name her Member of Provincial Parliament.
Student's Name _____ **Tutor's Initials** _____ **Date:** _____

5. _____ knows the major parties represented in Parliament.
Student's Name _____ **Tutor's Initials** _____ **Date:** _____

6. _____ knows the leader of each party.
Student's Name _____ **Tutor's Initials** _____ **Date:** _____

7. _____ knows the address and phone number of her MPP.
Student's Name _____ **Tutor's Initials** _____ **Date:** _____

8. _____ can name the Lieutenant-Governor of Ontario.
Student's Name _____ **Tutor's Initials** _____ **Date:** _____

9. _____ can identify some or all of the responsibilities of the provincial government.
Tutor's Initials _____ **Date:** _____

10. _____ knows to look in the Blue Pages for government numbers.
Tutor's Initials _____ **Date:** _____

Key Vocabulary

downtown
Premier
election
Lieutenant-Governor
representative
elected
least
major
Liberal Party
New Democratic Party
Progressive Conservative Party
Parliament
riding
boundaries
confidence
minority
majority
defeat
official
MPP
executive
council
policies
priorities
legislature
repeal
pass
residents
broadcast

Background Notes:

Activity One:

- # you may need to use questions to solicit all of the information your student knows e.g.: Liberal Party - Do you know the name of the leader of the Liberal Party?

Activity Two:

- # this activity could be done as a homework activity
- # you may wish to encourage your student to use more than one word in a sentence
- # another way to use the vocabulary is to create a cloze activity and have your student fill in the blanks using the words from the brainstorm

Activity Three:

- # a good website to help your student complete this activity is :
<http://www.gov.on.ca>
- # the Blue Pages in the telephone directory also offers a listing of MPPs

Activity Four:

- # discuss the various services/responsibilities that the provincial government looks after

Activity Five:

- # this activity should help you gain further information about your student's prior knowledge of the article you are about to read

Activity Six:

- # by addressing possible vocabulary concerns before reading the article you will help your student feel more comfortable reading and allow them to focus on comprehension

Activity Seven:

- # have your student list the services that she uses frequently and then locate the number in the Blue Pages

Activity Eight:

- # an alternative suggestion for this activity would be to have her write a letter to the editor of the newspaper regarding her feelings on the article
- # this activity would also allow you to discuss and identify vocabulary related to feelings and emotions e.g.: anger, frustration, despair

Handout: *The Ontario Government*

- # Ontario's government sits at Queen's Park in downtown Toronto.
- # The leader of the provincial government is the Premier of Ontario.
- # After a general election the Lieutenant-Governor of Ontario (The Queen/King's Representative) asks the leader of the party with the most votes or elected member to become Premier and have his party form the government.
- # Ontario holds provincial elections at least every five years.
- # The three major parties in Ontario are : the Liberal Party, the New Democratic Party (NDP) and the Progressive Conservative Party.
- # There are 103 seats in the Ontario government.
- # There is one seat for each riding.
- # The boundaries for each riding in the provincial parliament are the same as the federal parliament's boundaries.
- # If no party has a majority of seats, then the party which has the "confidence of the House" or support from the members of other parties forms the government (this is called a minority government).
- # With a minority government, the opposition members can defeat the government on important voting/passing of bills.
- # The Official Opposition is the party that has the second most elected seats.
- # Members of Provincial Parliament or MPPs of the political parties that are not from the elected party are called members of the opposition.
- # Once a Premier is elected, he then chooses an executive council from his party.
- # The members of this council are called ministers.

- # The ministers form the cabinet to the Ontario Government.
- # The cabinet develops policies and sets priorities.
- # It also introduces government legislation for the provincial legislature to consider.
- # The Legislature is made up of elected MPPs.
- # MPPs decide upon proposals/bills for new laws/legislation.
- # They can pass, change or repeal laws.
- # The Legislature also agrees upon taxes that the residents of Ontario must pay to finance the government services and programs.
- # The opposition parties question the government in the Legislature.
- # This occurs during the Question Period in the House.
- # Question Period is usually one hour in length.
- # MPPs can question cabinet ministers on any item that is of public concern.
- # The Legislature is open to the public.
- # The Legislature proceedings are also broadcast on TV.

Provincial Responsibilities:

| | |
|--------------------------------------|------------------------------------|
| Environment and Air Quality | Correctional Services Ontario |
| Licences | Driver Examination |
| Provincial Parks | Drug Benefits |
| Labour | Ministry of Education and Training |
| Workplace Safety and Insurance | Energy Ontario |
| Education | Pay Equity |
| Taxation | Family Benefits |
| Newcomer Services | Fish Permits and Information |
| OHIP (Ontario Health Insurance Plan) | Forestry |
| Apprenticeship | Gasoline Tax |
| Automotive Emissions Control | Go Transit |
| Birth Certificates | Health Boards |
| Bus and Train Information | Housing Authority |
| Human Rights Commission | Health Insurance Cards |
| Hunting Licences | Jury Duty |
| Highway Construction | Ministry of Labour |
| Ski Reports | Rental Housing Tribunal |
| Provincial Land Tax | |

Vehicle Certification

Colleges and Universities

Provincial Courts

Liquor Licences

Lotteries

Ontario Lottery Corporations

Museums

Parental Leave

Minimum Wage

Ontario Provincial Police

Overtime Pay

Ontario Human Rights

Ontario Tax Credit

Consumer and Commercial Relations

Ontario Labour Relations Board

**ONTARIO
PROVINCIAL
GOVERNMENT**

Handout: *People in Provincial Government*

The Premier of Ontario is _____.

The Lieutenant-Governor of Ontario is _____.

The Premier of Ontario is a member of the _____ Party.

The Leader of the official opposition is _____.

The official opposition party is _____.

The parties represented in the provincial government are: _____
_____.

My MPP is _____.

I live in the riding of _____.

The address for my MPP is _____.

The phone number for my MPP is _____.

Theme: Canada and Its Government

Unit: The Municipal Government and Its Responsibilities

Initial Assessment:

1. What is the name of the building where the Toronto's government meets and holds office?
2. Where is Old City Hall located?
3. Where is New City Hall located?
4. Where is Metro Hall located?
5. In what area of Toronto do you live?
6. Who is the head of Toronto's City Council?
7. Who represents you at city council?
8. What riding do you live in?
9. What is your city councillor's name?
10. Where is your city councillor's office located?
11. Do you know the telephone number for your city councillor?
12. What is the City of Toronto responsible for?

Theme: Canada and Its Government
Unit: The Municipal Government and Its Responsibilities

Expected Outcomes:

In this unit students will...

- # know where their municipal government offices are located
- # know the name of the Mayor of Toronto
- # gain additional information about the City of Toronto
- # identify which riding they live in
- # know the responsibilities of the municipal government
- # know where to look for municipal government phone numbers
- # locate the appropriate numbers in the Blue Pages
- # know the name of their city councillor
- # know the address of their councillor's office
- # know the phone number of his councillor's office

Tools:

Activity Procedures:

Activity One: Handout: The City of Toronto

- # using the brainstorm sheet, have your student tell you everything she knows about the City of Toronto and its government
- # one question to ask may be “What do you know about the City of Toronto and the municipal government?”

Activity Two:

- # have your student develop the words and phrases from the brainstorm in Activity One into sentences
- # use the sentences to develop a story about Toronto

Activity Three:

- # have your student read the handout, *Toronto and Its Government*
- # ask her to underline any vocabulary she is unsure of (either pronunciation or meaning)
- # take turns reading the handout aloud
- # ask your student to stop if she does not understand something

Activity Four:

- # using the handout, *Municipal Responsibilities*, discuss each department in the municipal government
- # have your student read each word aloud
- # take the main responsibilities from the list and then order the other offices under each main heading
- # use the Blue Pages of the telephone directory to expand the list

Activity Five:

- # choose a newspaper article about a current municipal issue
- # list any vocabulary on a sheet of paper that may pose a difficulty for your student
- # create another list of vocabulary from the story which would provide the reader with some indication of what the story is about
- # ask your student to read this list of words aloud
- # discuss any words that she is unsure of
- # tell her this is a list of words from a newspaper magazine article
- # ask her to tell you what she thinks the article is about

Activity Six:

- # using the same article as in Activity Five, review the difficult vocabulary list
- # have your student write each word in a sentence
- # have her read the story to herself and underline any additional vocabulary she is unsure of
- # clarify any vocabulary concerns
- # take turns reading the story aloud
- # ask her to tell in her own words what the story was about
- # ask your student questions about the story
- # start with simple questions that require locating the answer directly in the story to questions which mean interpreting something that was written (ie: Who is the councillor for Ward 3? Why would the councillor be considering this plan of action?)

Activity Seven:

- # use the Blue Pages in the back of the telephone directory and locate the number for each of the responsibilities of the municipal government
- # list the telephone numbers of offices that your student considers to be important

Activity Eight:

- # ask your student to identify a concern that she and possibly her neighbours have about her community
- # ask her to explain why she feels that way
- # ask her to write a letter to her city councillor

Demonstrators:

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ is able to identify where Toronto's municipal government is located.

Student's Name _____

Tutor's Initials _____

Date: _____

2. _____ knows the name of the Mayor of Toronto.

Student's Name _____

Tutor's Initials _____

Date: _____

3. _____ knows which political riding she lives in.

Student's Name _____

Tutor's Initials _____

Date: _____

4. _____ can name her city councillor.

Student's Name _____

Tutor's Initials _____

Date: _____

5. _____ knows the address of her city councillor.

Student's Name _____

Tutor's Initials _____

Date: _____

6. _____ knows the telephone number for her city councillor.

Student's Name _____

Tutor's Initials _____

Date: _____

7. _____ can relate some interesting facts about Toronto.

Student's Name _____

Tutor's Initials _____

Date: _____

8. _____ can identify some or all of the responsibilities of the municipal government.

Tutor's Initials _____

Date: _____

9. _____ knows to look in the Blue Pages for government numbers.

Student's Name _____

Tutor's Initials _____

Date: _____

Key Vocabulary

formerly
borough
mayor
suburbs
creation
amalgamated
municipality
council
municipal
concerns
by-laws
transit
waste
disposal
free-standing structure
downtown
streetcar
horse-drawn
replaced
subway

Background Notes:

Activity One:

- # you may need to use questions to solicit all of the information your student knows e.g.: Mel Lastman - What is Mel Lastman's title?

Activity Two:

- # this activity could be done as a homework activity
- # you may wish to encourage your student to use more than one word in a sentence
- # another way to use the vocabulary is to create a cloze activity and have your student fill in the blanks using the words from the brainstorm

Activity Three:

- # a good website to help your student complete this activity is :
<http://www.city.toronto.on.ca>
- # the Blue Pages in the telephone directory also offers a listing of city councillors

Activity Four:

- # discuss the various services/responsibilities that the municipal government looks after

Activity Five:

- # this activity should help you gain further information about your student's prior knowledge of the article you are about to read
- # ask your student about current issues in her country/city

Activity Six:

- # by addressing possible vocabulary concerns before reading the article you will help your student feel more comfortable reading and allow them to focus on comprehension

Activity Seven:

- # have your student list the services that she uses frequently and then locate the number in the Blue Pages

Activity Eight:

- # an alternative suggestion for this activity would be to have her write a letter to the editor of the newspaper regarding her feeling on the article
- # this activity would also allow you to discuss and identify vocabulary related to feelings and emotions e.g.: anger, frustration, despair

Handout: *Toronto and Its Government*

- # Toronto was formerly named York.
- # William Lyon Mackenzie was Toronto's first mayor.
- # Metro Toronto was established in 1953.
- # In 1967, 12 suburbs became five boroughs.
- # Metropolitan Toronto linked the City of Toronto and 12 suburbs into one.
- # In 1984 every borough except East York became a city within metro Toronto with its own mayor and council.
- # January 1998 saw the creation of an amalgamated city.
- # The six cities and East York were brought together to form one new municipal government called the City of Toronto.
- # There are 57 member on the city council.
- # There are 28 Wards.
- # Metro Hall is the meeting place of the new city council.
- # Toronto has two other municipal buildings: old city hall and new city hall.
- # Before the creation of the new City of Toronto, each municipal government was responsible for such local concerns as: libraries, garbage collection, fire departments, community parks, building permits and by-laws.
- # Metro as it was called, was responsible for policing, public transit, ambulance services, welfare, waste disposal and water.
- # The city council is the main governing body for the city.

Handout: *Municipal Responsibilities:*

| | |
|------------------------------|----------------------------|
| Fire Departments | Garbage Collection |
| Public Health Department | Metro Toronto Police |
| Metro Toronto Public Library | Parking Permits |
| Blue Box Collection | Parks and Recreation |
| Mayor's Office | Garbage |
| Parks and Culture | Building Permits |
| Wedding Photography Permits | Daycare |
| Swimming Pools | Sewers |
| Welfare Offices | Social Services |
| Taxicab Inspection | Toronto Transit Commission |
| Traffic Regulations | Tree Inquiries |
| Property Taxes | Public Health |
| Libraries | Schools |

Toronto and Its Government

Handout: *People in Municipal Government*

The Mayor of Toronto is _____.

My City Councillor is _____.

I live in the riding of _____.

The address for my City Councillor is _____.

The phone number for my City Councillor is _____.

Handout: *Toronto: Interesting Facts*

- # Toronto is Canada's largest city.
- # The University of Toronto (U of T) is the largest of its kind in North America.
- # Toronto's baseball team is the Blue Jays.
- # Toronto's football team is the Toronto Argonauts.
- # Toronto's basketball team is the Toronto Raptors.
- # The CN Tower is the world's tallest free standing structure.
- # "Toronto" is a Huron word meaning "meeting place".
- # In 1849 and 1904 large fires destroyed most of Toronto's downtown section.
- # The first streetcars in Toronto were horse-drawn and came into use in 1861.
- # In 1890 electric streetcars replaced the existing horse-drawn streetcars.
- # In the early 1950's Toronto opened Canada's first subway.



Theme 5: ***Banking***

Theme: Banking

Unit: What Services Does A Bank Offer?

Initial Assessment:

(What does the student know, what does she need to know?)

1. Can you tell me the names of three banks in your community?
2. Can you tell me the name of three major banks in Canada?
3. Do you have a bank account?
4. What type of bank account do you have?
5. Can you tell me three services that a bank offers besides accounts?
6. How did you decide on the bank where you have your account?
7. What information did you need to provide to the person at the bank to open your account? (What pieces of identification did you show?)
8. What is interest?
9. What is a RRSP?
10. What is a Savings Bond?
11. What is a loan?
12. What is an investment?
13. What is a mortgage?
14. What is a GIC?

Expected Outcomes:

In this unit students will:

- # name the major Canadian Banks
- # identify the banks in her community
- # locate the telephone numbers and addresses for community banks
- # identify the various services offered by banks
- # call a bank and ask for information
- # feel comfortable visiting a bank to obtain information
- # identify some or all vocabulary related to banking

Tools:

- # pen/pencil
- # Handouts: *Bank Services*
- # scissors
- # index cards

Activity Procedures:

Activity One:

- # using the handout, *Personal Banking*, have your student provide you with everything she thinks of when she hears the term “Personal Banking” (e.g.: money, teller, accounts, loans)
- # after brainstorming, ask her to use each of the words from the brainstorm in a sentence and write both the word and the sentence on an index card and add it to her word bank

Activity Two:

- # review the key vocabulary list by having your student read the list to herself
- # have her highlight any words that she is unsure of (either pronunciation or meaning)
- # discuss the words which she has highlighted, then have her read the words aloud and use them in a sentence
- # have her write each word on an index card along with a sentence for her word bank

Activity Three: Handout: Bank Services

- # using the handout, *Bank Services*, review the vocabulary and the meanings
- # photocopy the handout and cut out the two sets of cards (words and definitions)
- # divide the words and definitions into two separate piles
- # place all of the definitions face up on the table
- # have your student read the definition and then find the word to match the meaning

Activity Four:

- # have your student use the telephone directory to locate the phone numbers and addresses of three banks in her community
- # provide your student with a scenario e.g.: you want to speak to the loans officer to ask about current interest rates on loans
- # work with your student to develop a script to use when phoning the bank to ask for the information contained in the scenario (include asking for the manager, interest rates for various accounts, fees and hours of operation)
- # role-play the dialogues you have created

Demonstrators: (How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ can identify the major banks in Canada.
(Student's name) **Tutor's Initials:** _____ **Date:** _____

2. _____ is able to identify 3 banks in her community.
(Student's name) **Tutor's Initials:** _____ **Date:** _____

3. _____ is able to locate the addresses and phone numbers of banks in the telephone directory.
Tutor's Initials: _____ **Date:** _____

4. _____ has located and recorded the names, addresses and telephone numbers of 3 banks in her community.
Tutor's Initials: _____ **Date:** _____

5. _____ is able to identify some or all of the services a bank offers. (loans, mortgages, interest rates, RRSPs).
Tutor's Initials: _____ **Date:** _____

6. _____ is able to understand some or all of the vocabulary related to services offered in a bank.
Tutor's Initials: _____ **Date:** _____

7. _____ is able to phone a bank and ask for information.
Tutor's Initials: _____ **Date:** _____

8. _____ feels comfortable visiting a bank to gather information.
Tutor's Initials: _____ **Date:** _____

Background Notes:

Activity One:

- # this activity will provide the tutor with the student's prior knowledge related to banking
- # leading questions may draw out vocabulary that the student is unaware that they know (e.g.: What do you call it when you put money in the bank?)
- # ask your student to review the words and sentences for homework
- # at the beginning of the next session review the vocabulary with a cloze activity or a word scramble game, e.g. kabn = bank
- # this will help students remember both spelling and meaning

Activity Two:

- # have your student write these words and sentences on index cards and add them to her word bank
- # have her review the words and sentences for homework
- # use minimal pairs to practice pronunciation e.g.: tree - three

Activity Three:

- # this activity will reinforce the vocabulary learned in activity two
- # an alternative to this activity would be to put all of the cards face down on the table and take turns turning over two cards
- # if you select a vocabulary word and a definition which match, you can keep the set and take another turn
- # if you do not turn over a match, the cards are turned over and the game continues with the next player
- # an easier way of playing the same game would be to put all of the definitions on one side of the table and all of the vocabulary words on the other side and then take turns with your student finding matches

Activity Four:

- # another activity would be to provide your student with the word or the definition and have them write the answer (e.g.: teller - a person employed to receive and pay out money in a bank)

Activity Five:

- # have your student record the names, numbers and addresses for the banks on an index card for future reference
- # place the scenarios on various blank sheets of paper
- # use written conversation to develop the dialogues
- # alternate the parts in the dialogues
- # have your student read the manager's part and you be the customer
- # this will provide your student with the opportunity to listen to what you say as the customer
- # after you have read the dialogue, try role-playing without using the written script as a prompt
- # develop various scenarios that may be encountered at a bank

Key Vocabulary

| | |
|---|--|
| teller | a person employed to receive and pay out money in a bank |
| withdrawal (W/D) | take money out of an account |
| deposit (DEP) | a) store or entrust for keeping b) pay (a sum of money into a bank account, especially a deposit account) |
| savings | sums of money set aside |
| chequing account | a bank deposit against which cheques can be drawn |
| ATM | a machine at which to make banking transactions |
| loan | a sum of money lent at interest |
| mortgage | |
| account (ACC) | |
| advance (ADV) | |
| certified cheque (CC) | |
| charge (CHG) | |
| credit (CR) | |
| forward (FWD) | |
| Guaranteed Investment Certificate (GIC) | |

| | |
|---|--|
| cheque (CHQ) | |
| Interbranch Banking (IBB) | |
| interest (INT) | |
| month (MTH) | |
| overdraft (O/D) | |
| payment (PMT) | |
| service charge (SC) | |
| Safety Deposit Box (SDB) | |
| statement | |
| balance | |
| debit | |
| credit | |
| credit card | |
| Personal Identification Number (PIN) | |
| collateral | |
| Bank Machine (ABM) (ATM) | |
| bank book | |
| passbook | |

| | |
|----------------|--|
| initials | |
| hydro bill | |
| rent | |
| gas bill | |
| oil bill | |
| phone bill | |
| reversal (REV) | |
| receipt | |
| return (RET) | |
| | |
| | |
| | |
| | |

Personal Banking

Theme: Banking

Unit: Opening an Account

Initial Assessment:

(What does the student know, what does he need to know?)

1. Do you have a bank account?
2. What bank do you use?
3. Did you open the account by yourself?
4. What type of bank account do you have?
5. How did you decide on which bank to use?
6. What information did you need to provide to the bank to open your account?
(Identification)
7. Why do people open bank accounts?
8. Do you phone your bank for information?
9. Whom would you speak to in a bank for information about a loan?
10. Do you know the manager of your bank?
11. What do you find most difficult when you go to the bank?

Expected Outcomes:

In this unit students will:

- # identify the different types of bank accounts (savings, chequing and joint accounts)
- # know what type of identification can be used to cash cheques or open a bank account.
- # feel comfortable phoning or visiting a bank
- # feel comfortable about opening an account
- # identify the services offered by major banks
- # further develop vocabulary related to opening a bank account.

Tools:

For this unit you will need:

- # pen/pencil
- # paper
- # index cards

Activity Procedures:

Activity One:

- # ask your student to make a list of everything she has in her purse/pocket/wallet
- # tell your student she cannot look in her purse
- # ask her to make a separate list of anything that she is carrying that may be used as identification
- # brainstorm a list of places where she might need to show identification

Activity Two A:

- # review the vocabulary list with your student
- # have her read the words to herself and highlight any words that she is unclear of (either pronunciation or meaning)
- # discuss each word and then have her use each of the words in a sentence
- # have her write the sentence and word on an index card for her word bank

Activity Two B:

- # have an extra copy of the vocabulary and choose 10 words
- # read the words aloud and have your student put a number beside each word you have read e.g.: Canadian Passport -1

Activity Three:

- # discuss the purpose of a chequing account and a savings account and ask if the student has heard of any other types of accounts

Activity Four:

- # discuss the difference between a personal account and a joint account.
- # have your student look up personal and joint in the dictionary
- # have her decide what is the difference between the two

Activity Five:

- # with your student, develop a list of questions that they would like answered before opening an account
- # after you have developed the list, ask your student to make another list of how they might find out this information and whom they want to talk to, to find out this information

Activity Six:

- # using the questions from Activity Five, work with your student to develop a dialogue that can be used to find out the answers to her questions

Activity Seven:

- # role-play the dialogue written in Activity Six
- # role-play both as a telephone activity and a face-to face meeting
- # review proper telephone etiquette

Activity Eight:

- # another way in which to have your student find out the answers to the questions is to have her visit a bank, and pick up information brochures and read these in class

Activity Nine:

- # visit a community bank and ask to speak to the Accounts Manager

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ is able to identify the various pieces of identification.
Student's name _____ **Tutor's Initials** _____ **Date:** _____
2. _____ is able to identify which pieces of identification she can use when opening a bank account.
Tutor's Initials _____ **Date:** _____
3. _____ is able to identify the difference between a savings account and a chequing account.
Tutor's Initials _____ **Date:** _____
4. _____ knows the difference between a personal account and a joint account.
Tutor's Initials _____ **Date:** _____
5. _____ feels comfortable phoning a bank and asking questions related to opening a banking.
Tutor's Initials _____ **Date:** _____
6. _____ feels comfortable visiting a bank and gathering information pamphlets which are of interest to her.
Tutor's Initials _____ **Date:** _____
7. _____ can identify all or some vocabulary related to banking
Tutor's Initials _____ **Date:** _____

Background Notes:

Activity One:

- # before starting this activity make sure that you tell your student that this is a game
- # you may start this activity by saying: “If you lost your purse would you be able to identify everything that is in it?”
- # tell her you will also make a list of the contents of your purse
- # tell her that you will share your list and that if either of you have any items which are personal you do not have to share those
- # stress the importance of knowing what important identification, documents and credit cards you carry so that appropriate steps can be taken if a purse is lost or stolen
- # you may also wish to discuss calling the police to report a stolen purse and also whom to notify about stolen identification

Activity Two:

- # reviewing vocabulary will provide a basis for Activities Five and Six

Activity Three:

- # when discussing chequing and savings accounts, remember to talk about interest rates, types of interest, interest payments, fees, and the purpose of each

Activity Four:

- # discuss the purpose of having a personal account and a joint account
- # remember to tell you student that you can have more than one type of account

Activity Five:

- # the list of questions will help in completing Activity Six and also serve to evaluate and review the information contained in the other units of this theme

Activity Six:

- # in developing the dialogue, make sure that it can be used either in person or on the telephone
- # you might need to develop two or more dialogues
- # by writing the dialogues, your student will have a script to refer to and this will help her feel more comfortable doing so

Activity Seven:

- # role-playing the dialogue will help to build your student's confidence
- # during the role-play, your student may wish to start by using the prepared script from Activity Five
- # during the role-play ask other questions (different from the script)
- # reverse the roles so that your student has the opportunity to listen to you pose the questions

Activity Eight:

- # tell your student that it is quite all right to walk into any bank and pick up information/brochures that are on display
- # you may want to plan a visit to a local bank together

Activity Nine:

- # have your student use the script developed in Activity Six to phone to make an appointment to speak to the Accounts Manager
- # the major banks also have websites that you can visit to gather information

Background Notes:

Additional Information:

Websites:

CIBC: <http://www.cibc.com>
Bank of Montreal: <http://www.bmo.com>
Royal Bank: <http://www.royalbank.com>

Identification for opening an account or cashing a government cheque:

- * present two pieces of current signed identification
- * a personal reference from a current customer who is well known to the bank (for opening an account only)
- * proof of residence e.g., lease or utility bill

Acceptable Identification:

- * Driver's Licence
- * Canadian Passport
- * Canadian Citizenship Card
- * Health Insurance Card
- * Social Insurance Card
- * Major Credit Card
- * Bank Machine Card
- * Senior Citizen's (OAS) Card
- * Certificate of Indian Status

Key Vocabulary

investment
interest rates
savings account
minimum balance
maximum balance
tiered rates
balance
funds
deposit
compound interest
chequing account
identification
current
personal reference
proof of residence
lease
utility bill
Driver's Licence
Canadian Passport
Canadian Citizenship Card
Health Insurance Card (OHIP)
Social Insurance Card (SIN)
Major Credit Card
Bank Machine Card (Debit Card)
Senior Citizen's Card

Theme: Banking

Unit: Filling Out bank Forms

Initial Assessment:

(What does the student know, what does he need to know?)

1. Do you write cheques?
2. What do you find the most difficult about filling out a cheque?
3. Do you fill out the deposit slips at the bank?
4. What do you find the most difficult about filling out a deposit slip?
5. Do you fill out withdrawal slips at the bank?
6. What do you find the most difficult about filling out a withdrawal slip?
7. Do you understand your bank book?
8. What do you have difficulty understanding in your bank book?
9. Do you go to the bank by yourself?
10. What language do you speak when you go to the bank?

Expected Outcomes:

In this unit students will:

- # identify the various forms used in banking (deposit slip, withdrawal slips, cheques)
- # complete a deposit slip
- # complete a withdrawal slip.
- # write a cheque.
- # balance a cheque book
- # understand a bank book.
- # further develop vocabulary related to filling out bank forms and a bank book.

Tools:

For this unit you will need:

- # Handouts: *Sample Passbook*
Sample Passbook Cover
Filling Out a Deposit Slip
Filling Out a Withdrawal Slip
Writing a Cheque
Balancing a Cheque Book
- # paper
- # pencil/pen
- # Ads from magazines/Subscriptions

Activity Procedures:

Activity One:

- # review the Key Vocabulary List with your student
- # ask her to read each word aloud and use them in a sentence
- # once you have gone through the list and discussed each word, have your student take the words and place them under the appropriate heading e.g., Chequing Account Information, Deposit Slip Information, Withdrawal Slip Information, Passbook Information

Activity Two: Handout: Passbook Cover

- # review the vocabulary list related to Passbook Cover information developed in Activity One
- # use the handout *Sample Passbook Cover*
- # discuss the vocabulary contained on the inside cover of a Passbook e.g., Transit Number Account Type
- # use the list of words and create a scenario e.g., John Smith -Personal Banking Representative Transit Number 1991 567 00 98

Activity Three: Handout: Understanding your Passbook

- # review and discuss each heading contained in the handout, *Understanding your Passbook*
- # practice using the various passbook abbreviations contained in the Key Vocabulary List from Unit 2
- # create a series of transactions e.g., June 31, 2000, Home Branch fifty dollars cash withdrawal, previous balance - \$75.00
- # use the various abbreviations and have your student fill them in on the handout

Activity Four: Handout: Filling Out a Deposit Slip

- # copy the handout, *Filling Out Deposit Slips* (make several copies)
- # review vocabulary by reading aloud the various words and phrases found on a deposit slip and have your student circle each one as you read it
- # clarify any vocabulary she is unsure of

Activity Five:

- # have your student complete the information part of the deposit slip (Transit No., Account Number, Name of Account Holder)
- # clarify any questions she may have

Activity Six:

- # discuss the mathematical section of the deposit slip e.g., What does X2 mean? Where do you list cheques?
- # fill in the mathematical section together
- # provide your student with various scenarios

Activity Seven:

- # create scenarios for your student to use to fill in a deposit slip (See Background Notes)

Activity Eight:

- # your student has learned and practiced filling out a deposit slip; now ask your student what she would say to the teller
- # with your student, create a dialogue which could be used when making a deposit
- # have her record the dialogue in writing

Activity Nine:

- # role-play the dialogue you created in Activity Eight
- # make sure to reverse roles

Activity Ten: Handout: Filling Out a Withdrawal Slip

- # copy the handout, *Filling Out a Withdrawal Slip*
- # review vocabulary by reading aloud the various words and phrases found on a withdrawal slip and have your student circle each one as you say it
- # clarify any vocabulary she is unsure of

Activity Eleven:

- # have your student complete the form using the vocabulary list as a reference
- # students may wish to use the Key Vocabulary Number Sheet to assist in filling out the amount of the withdrawal

Activity Twelve:

- # create a list of withdrawal amounts and have your student fill out the slip for each

Activity Thirteen:

- # use written conversation to create a dialogue to use when making a withdrawal

Activity Fourteen:

- # have your student rewrite the written conversation in the form of a two person dialogue (teller and customer)
- # clarify any phrases in the written conversation that might present a difficulty
- # role-play the dialogue

Activity Fifteen: Handout: Writing a Cheque

- # make several copies of the handout, *Writing A Cheque*
- # review vocabulary by asking your student questions regarding where certain information is recorded on a cheque e.g., amount of the cheque in numbers, the name of the person the cheque is being sent to

Activity Sixteen:

- # collect various advertisements from magazines, the Internet and flyers
- # decide on 3 items she would like to purchase
- # have her read the various advertisements and highlight all of the information she will need to know to be able to fill out the cheque

Activity Seventeen:

- # have your student make out the cheques on the handout for the items she wishes to purchase

Activity Eighteen: Handout: Balancing a Cheque Book

- # discuss the heading of the Cheque Book Balance Sheet
- # choose one of the cheques that she has written in Activity Seventeen and complete the first line of the handout together
- # have her enter the rest of the cheques she has written

Activity Nineteen:

- # create a bank statement including withdrawals, cheques and deposits
- # have your student complete the handout, *Balancing a Cheque Book*

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ can fill out a deposit slip independently.
Student's name _____ **Tutors' Initials** _____ **Date:** _____

2. _____ can fill out a withdrawal slip independently.
Student's name _____ **Tutors' Initials** _____ **Date:** _____

3. _____ is able to write a cheque.
Student's name _____ **Tutors' Initials** _____ **Date:** _____

4. _____ is able to understand a bank book and the abbreviations used.
Student's name _____ **Tutors' Initials** _____ **Date:** _____

5. _____ is able to balance a cheque book.
Student's name _____ **Tutors' Initials** _____ **Date:** _____

6. _____ can read a bank statement.
Student's name _____ **Tutors' Initials** _____ **Date:** _____

7. _____ can transfer the information from a bank statement to her cheque book.
Tutors' Initials _____ **Date:** _____

8. _____ can identify some or all vocabulary related to banking forms.
Student's name _____ **Tutors' Initials** _____ **Date:** _____

Background Notes:

Activity One:

- # have your student write each word on an index card and use it in a sentence; this can be done during the session or for homework
- # if your student is unclear about any of the words, have her use the dictionary and record the meaning of the word on the index card under the word

Activity Two:

- # names can be filled in under Personal Banking Representative or Bank Managers
- # you may wish to discuss the difference between the Bank Manager and the Personal Banking Representative
- # ask your student what percentage of women work in banks in her country

Activity Three:

- # create as many transactions as possible
- # read some of the transactions and have your student complete the handout as you are reading (a good listening activity)
- # also, give your student some written scenarios and have her record them in her handout
- # e.g., Mr. Smith withdrew fifty dollars on June 11 from an Automated Teller; his previous balance was One thousand and seventy-five dollars
- # this type of activity will provide your student with the opportunity of reading numbers and practicing her new vocabulary
- # this is also an excellent way of practicing the past tense

Activity Four:

- # watch your student circle each word and check to see if she circles the correct answer
- # if she has difficulty, ask her if you can show it to her
- # note any errors and repeat the word a second time later in the list

Activity Five:

- # this activity acts as a review of information and vocabulary learned in previous units

Activity Six:

- # develop a list of questions from each section
- # discuss idioms e.g., toonie, loonie, buck, dime, nickel, penny
- # ask your student about the currency in her country

Activity Seven:

- # Example of a scenario:
Mrs. Jean Louis is depositing one hundred and fifty dollars and sixty-eight cents. She has a cheque for fifty dollars and fifty cents .She also has two ten dollar bills, three twenty dollar bills, five loonies , a nickel and three pennies for deposit
- # you can make the scenarios easier by using numbers rather than the words
- # you can practice the present tense through the scenarios

Activity Eight:

- # a written dialogue will act as a resource for your student to help in developing a dialogue
- # for homework, take the sentences in the dialogue and scramble them and have her place them in the correct order
- # have her check her work by referring to the actual dialogue
- # Example: I would like to make a deposit please.
Please like I deposit make would to a.

Activity Nine:

- # a role-play is both a listening and speaking activity
- # when you role-play the customer, use different phrases to help your student further develop vocabulary

Activity Ten:

- # another way to review vocabulary would be to have your student read the various sections on the withdrawal slip

Activity Eleven:

- # if you have a beginning level student, you may need to review the spelling and reading of numbers
- # another activity for a beginning level student is to match the number with the word
- # even intermediate students may need assistance with the spelling of numbers
- # numbers are an excellent way to practice pronunciation using minimal pairs e.g., fifteen - fifty three-tree

Activity Twelve:

- # you may also wish to develop scenarios for your student to read and practice, as you did in Activity Seven

Activity Thirteen:

- # written conversation is where you have a conversation with your student on paper
Example: Tutor: May I help you?
Student: Yes, I would like to deposit this money.
- # another way to develop a dialogue would be to use the dialogue developed in Activity Eight and change it to apply to making a deposit

Activity Fourteen:

- # check that your student understands that you have just developed a dialogue she can use when making a deposit at the bank
- # reverse roles during the role-play

Activity Fifteen:

Examples of questions

- Where do I write the amount the cheque is for in numbers?
- Where do I put the date?
- Where do I put the name of the company I am sending the cheque to?
- Where is my account number?
- Where do I sign the cheque?

Activity Sixteen:

- # have your student highlight information such as:
 - Who does the cheque get made out to?
 - How much is the total cheque for?
 - Are there shipping and handling charges?
 - Is there tax?
 - Is it in Canadian or American funds?
 - What information should be recorded on the back of the cheque?

Activity Seventeen:

- # have your student use the information she highlighted in Activity Sixteen to help in writing the cheque
- # have her choose 3 more ads for homework and repeat the steps in Activity Sixteen and Seventeen and bring them back to the next session (This is a great demonstrative activity.)

Activity Eighteen:

- # you may also want to write scenarios for this activity and have her transfer the information to the balance sheet
- # Example: Mrs. Pinada wrote a cheque on June 11 to London Life Insurance for \$65.96. She also made a deposit at her bank on June 14, of 150.65. She wrote another cheque on June 20, for \$50.00 to The Bay for a dress. What is Mrs. Pinada's balance?

Activity Nineteen:

use the passbook handout and fill in information

Example:

| | | |
|---------|--------------|----------|
| June 11 | Cash Deposit | \$100.00 |
| June 10 | Cheque | \$ 59.00 |
| June 14 | Withdrawal | \$ 20.00 |

Key Vocabulary

account number

Continue on reverse

depositor's initials

date

cheques

No.

Pay to the order of...

Particulars

your home branch transit No.

deposit

cash

total

branch No.

signature

subtotal

update

transaction

received from

your home branch location

location

charge to account No.

balance forward

balancing

point of access

Please sign in front of bank employee

transit No.

name of account holder

Signature for cash received

less cash received

coin

total cash

Key Vocabulary

Numbers

| | | |
|-------|-----------|----------|
| one | eleven | thirty |
| two | twelve | forty |
| three | thirteen | fifty |
| four | fourteen | sixty |
| five | fifteen | seventy |
| six | sixteen | eighty |
| seven | seventeen | ninety |
| eight | eighteen | hundred |
| nine | nineteen | thousand |
| ten | twenty | million |

| | | |
|----|----|----------|
| 1 | 11 | 30 |
| 2 | 12 | 40 |
| 3 | 13 | 50 |
| 4 | 14 | 60 |
| 5 | 15 | 70 |
| 6 | 16 | 80 |
| 7 | 17 | 90 |
| 8 | 18 | 100 |
| 9 | 19 | 1000 |
| 10 | 20 | 1000,000 |

Handout: *Sample Passbook Cover*

| | |
|---|-----------------|
| Personal Banking Representative or Account Manager | Account Number: |
| Telephone : | Transit Number |
| Bank Manager: | |
| Branch Address | |
| | |

Handout: *Passbook Page*

| Date | Point of Access | Withdrawal Amount/ Description | Deposit Amount/ Description | Balance |
|------|-----------------|-----------------------------------|--------------------------------|---------|
| | | | | |

Handout: *Cheques*

Name: _____

Address: _____

City/Town _____ 20 _____

Pay to the
Order of _____ \$ _____

_____/100 Dollars

Bank of Frontier College
087999 1010

Name: _____

Address: _____

City/Town _____ 20 _____

Pay to the
Order of _____ \$ _____

_____/100 Dollars

Bank of Frontier College
087999 1010

Name: _____

Address: _____

City/Town _____ 20 _____

Pay to the
Order of _____ \$ _____

_____/100 Dollars

Bank of Frontier College
087999 101

Handout: *Withdrawal Slips*

WITHDRAWAL

Date: _____ Please Frontier Interbranch
[] for Banking Your Home Branch Location _____

Received from Bank of Frontier College _____/100 Dollars \$ _____

Your Home Branch Transit _____ Your Account Number _____ Signature (Please sign in front of bank employee)
X _____

WITHDRAWAL

Date: _____ Please Frontier Interbranch
[] for Banking Your Home Branch Location _____

Received from Bank of Frontier College _____/100 Dollars \$ _____

Your Home Branch Transit _____ Your Account Number _____ Signature (Please sign in front of bank employee)
X _____

Theme: Banking

Unit: Using an ABM

Initial Assessment:

(What does the student know, what does he need to know?)

1. What is an ATM?
2. What is an ABM?
3. What is a debit card?
4. Do you have a debit card?
5. Do you use your debit card?
6. Where do you use your debit card?
7. Do you use an ABM?
8. Would you like to be able to use an ABM?
9. When you used an automated teller what was the most difficult part?
10. Can you tell me three things that you can do at an Automated Banking Machine?

Expected Outcomes:

In this unit students will:

- # identify the transactions that can be made at an ATM/ABM
- # be familiar with the language used on the screen of an ABM
- # locate an ABM
- # insert a debit card
- # choose a transaction
- # key in a PIN number
- # enter an amount
- # further develop vocabulary related to using an ABM

Tools:

- # Handout: *Using an ABM*
- # Scenarios for using an ABM

Theme: Using an Automated Banking Machine

Activity Procedures:

Activity One:

- # have your student read the Key Vocabulary List
- # discuss any words that pose a difficulty (either meaning or pronunciation)
- # once you have read the list, ask your student what all of the words have in common

Activity Two:

- # have your student use each word in a sentence
- # have her write the word and sentence on an index card for her word bank

Activity Three:

- # ask your student what the initials ATM and ABM stand for
- # ask your student if she has ever used an ABM
- # ask her what she feels would be the benefits of using an ABM, and what might be some of the difficulties or fears she has about using an ABM

Activity Four:

- # using the list that you developed in Activity Three, go through the list of possible difficulties and talk about possible solutions for each of the problems

Activity Five:

- # using the handout, *Automated Banking* walk your student through the various screens/steps
- # have her practice each step

Activity Six:

- # create scenarios that our student can use to practice using an ABM

Demonstrators:

(How do I know that my student has understood what we have been working on and can he do it independently?)

Demonstrative Activities:

1. _____ knows what the initials ABM and ATM stand for.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

2. _____ knows what a debit card is.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

3. _____ can insert a debit card into a machine.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ can key in a PIN number.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

5. _____ knows the various transactions that can be made at an ABM.
Tutor's Initials: _____ **Date:** _____

6. _____ knows how to choose an account at an ABM.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

7. _____ knows how to withdraw money from an ABM.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

8. _____ know how to deposit money/cheques at an ABM.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

9. _____ knows all or some vocabulary related to using an ABM.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

Background Notes:

Activity One:

- # all of the words contained in the Key Vocabulary List are related to using an ABM or Automated Banking Machine
- # some of the words have multiple meanings or usage
- # use minimal pairs or word groups to practice any pronunciation difficulties e.g., withdrawal weather with wait

Activity Two:

- # this activity may be done during the session or as a homework assignment
- # during the session have her tell you a sentence and then write another for homework

Activity Three:

- # **Benefits**
 - * hours of operation
 - * do not have to wait in a line for service
 - * many locations
 - * no forms to complete
 - * can perform all of the same transactions that you can at a bank
- # **Difficulties/Fears**
 - * impersonal
 - * no one to ask for assistance
 - * not easy to read
 - * do not feel safe
 - * machines can break
 - * won't remember PIN number
 - * afraid of losing my card

Activity Four:

- # have your student rewrite the list of difficulties/fears on a different page
- # for each fear , on the opposite side of the page list a possible solution

Activity Five:

- # there are a series of handouts at the end of the unit
- # each handout has a screen demonstrating the steps involved in using an ABM
- # walk your student through the series of handouts
- # discuss each step
- # refer to the checklist of fears and see how many you can mark off as being solved

Activity Six:

Scenario Example

Mrs. Benoit is visiting from Quebec.

She has brought her debit card instead of cash.

She would like to withdrawal \$50.00 from her chequing account.

Handout: *Using An Automated Banking Machine*

Initial Screen

Step One:

Place card into slot.

Remember, magnetic stripe down and to the right

| | | | | | | | | | | | | | | | | | |
|--|--|-----------------------|---------------|----------|---------------|----------|----------|----------|---------------|----------|----------|----------|-----------|-------------|----------|-----------------------|--|
| <p style="text-align: center;">Welcome to Bank of Frontier College</p> <p style="text-align: center;">Please Insert your card Magnetic stripe down and to the right.</p> | <table><tr><td>1</td><td>2</td><td>3</td><td>Cancel</td></tr><tr><td>4</td><td>5</td><td>6</td><td>Change</td></tr><tr><td>7</td><td>8</td><td>9</td><td>OK</td></tr><tr><td>Corr</td><td>0</td><td>Deci mal .</td><td></td></tr></table> | 1 | 2 | 3 | Cancel | 4 | 5 | 6 | Change | 7 | 8 | 9 | OK | Corr | 0 | Deci mal . | |
| 1 | 2 | 3 | Cancel | | | | | | | | | | | | | | |
| 4 | 5 | 6 | Change | | | | | | | | | | | | | | |
| 7 | 8 | 9 | OK | | | | | | | | | | | | | | |
| Corr | 0 | Deci mal . | | | | | | | | | | | | | | | |
| <p>Record/Receipt</p> | <p>Insert Card Here:</p> | | | | | | | | | | | | | | | | |
| <p>Deposit</p> | | | | | | | | | | | | | | | | | |

Handout: *Using An Automated Banking Machine*

Step Two:

Choose the language that you wish to use.

| | | | | | | | | | | | | | | | | | |
|---|---|---------------|--------|---|--------|---|---|---|--------|---|---|---|----|------|---|---------------|--|
| ◆ For French For English ◆ ◆ ◆ ◆ ◆ ◆ ◆ | <table><tr><td>1</td><td>2</td><td>3</td><td>Cancel</td></tr><tr><td>4</td><td>5</td><td>6</td><td>Change</td></tr><tr><td>7</td><td>8</td><td>9</td><td>OK</td></tr><tr><td>Corr</td><td>0</td><td>Deci mal .</td><td></td></tr></table> | 1 | 2 | 3 | Cancel | 4 | 5 | 6 | Change | 7 | 8 | 9 | OK | Corr | 0 | Deci mal . | |
| 1 | 2 | 3 | Cancel | | | | | | | | | | | | | | |
| 4 | 5 | 6 | Change | | | | | | | | | | | | | | |
| 7 | 8 | 9 | OK | | | | | | | | | | | | | | |
| Corr | 0 | Deci mal . | | | | | | | | | | | | | | | |
| Record/Receipt | Insert Card Here: | | | | | | | | | | | | | | | | |
| Deposit | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

Handout: *Using An Automated Banking Machine*

Step Three:

Enter your PIN

| | | | | | | | | | | | | | | | | | |
|---|---|---------------|--------|---|--------|---|---|---|--------|---|---|---|----|------|---|---------------|--|
| <p>◆ ◆</p> <p>Please enter your Personal Identification Number Then press OK</p> <p>◆ ◆</p> <p>◆ ◆</p> | <table><tr><td>1</td><td>2</td><td>3</td><td>Cancel</td></tr><tr><td>4</td><td>5</td><td>6</td><td>Change</td></tr><tr><td>7</td><td>8</td><td>9</td><td>OK</td></tr><tr><td>Corr</td><td>0</td><td>Deci mal .</td><td></td></tr></table> | 1 | 2 | 3 | Cancel | 4 | 5 | 6 | Change | 7 | 8 | 9 | OK | Corr | 0 | Deci mal . | |
| 1 | 2 | 3 | Cancel | | | | | | | | | | | | | | |
| 4 | 5 | 6 | Change | | | | | | | | | | | | | | |
| 7 | 8 | 9 | OK | | | | | | | | | | | | | | |
| Corr | 0 | Deci mal . | | | | | | | | | | | | | | | |
| Record/Receipt | Insert Card Here: | | | | | | | | | | | | | | | | |
| Deposit | | | | | | | | | | | | | | | | | |

Handout: *Using An Automated Banking Machine*

Step Four:

Choose a transaction by pushing the button next to what you want to do.

| | | | | |
|---------------------------------|--------------------------|---|---------------|--------|
| ◆ Please select a transaction ◆ | 1 | 2 | 3 | Cancel |
| ◆ Withdrawal Fast Cash ◆ | 4 | 5 | 6 | Change |
| ◆ Deposit Transfer ◆ | 7 | 8 | 9 | OK |
| ◆ Account Balance Other ◆ | Corr | 0 | Deci mal . | |
| Record/Receipt | Insert Card Here: | | | |
| Deposit | | | | |

Handout: *Using An Automated Banking Machine*

Step Five:

**Decide on the account or accounts you wish to use in this transaction.
Push the button next to the account name.**

| | | | | | | | | | | | | | | | | | |
|--|---|---------------|--------|---|--------|---|---|---|--------|---|---|---|----|------|---|---------------|--|
| <p>◆ Select Account ◆</p> <p>◆ Chequing ◆</p> <p>◆ Savings ◆</p> <p>◆ Credit ◆</p> | <table><tr><td>1</td><td>2</td><td>3</td><td>Cancel</td></tr><tr><td>4</td><td>5</td><td>6</td><td>Change</td></tr><tr><td>7</td><td>8</td><td>9</td><td>OK</td></tr><tr><td>Corr</td><td>0</td><td>Deci mal .</td><td></td></tr></table> | 1 | 2 | 3 | Cancel | 4 | 5 | 6 | Change | 7 | 8 | 9 | OK | Corr | 0 | Deci mal . | |
| 1 | 2 | 3 | Cancel | | | | | | | | | | | | | | |
| 4 | 5 | 6 | Change | | | | | | | | | | | | | | |
| 7 | 8 | 9 | OK | | | | | | | | | | | | | | |
| Corr | 0 | Deci mal . | | | | | | | | | | | | | | | |
| Record/Receipt | Insert Card Here: | | | | | | | | | | | | | | | | |
| Deposit | | | | | | | | | | | | | | | | | |

Handout: *Using An Automated Banking Machine*

Step Six:

Enter the amount of money that is involved in the transaction.

| | | | | | | | | | | | | | | | | | |
|--|---|---------------|--------|---|--------|---|---|---|--------|---|---|---|----|------|---|---------------|--|
| <p>◆ ◆</p> <p>Please enter the amount of your transaction , Including the decimal point and press "OK".</p> <p>◆ ◆</p> | <table><tr><td>1</td><td>2</td><td>3</td><td>Cancel</td></tr><tr><td>4</td><td>5</td><td>6</td><td>Change</td></tr><tr><td>7</td><td>8</td><td>9</td><td>OK</td></tr><tr><td>Corr</td><td>0</td><td>Deci mal .</td><td></td></tr></table> | 1 | 2 | 3 | Cancel | 4 | 5 | 6 | Change | 7 | 8 | 9 | OK | Corr | 0 | Deci mal . | |
| 1 | 2 | 3 | Cancel | | | | | | | | | | | | | | |
| 4 | 5 | 6 | Change | | | | | | | | | | | | | | |
| 7 | 8 | 9 | OK | | | | | | | | | | | | | | |
| Corr | 0 | Deci mal . | | | | | | | | | | | | | | | |
| Record/Receipt | Insert Card Here: | | | | | | | | | | | | | | | | |
| Deposit | | | | | | | | | | | | | | | | | |

Handout: *Using An Automated Banking Machine*

Step Seven:

Enter the amount of money that is involved in the transaction.

| | | | | | | | | | | | | | | | | | |
|--|--|------|--------|---|--------|---|---|---|--------|---|---|---|----|------|---|------|-------|
| <p>◆ You have entered \$ _____ ◆</p> <p>If this is correct, press OK. If this is not correct, press Correction and re-enter the amount</p> | <table><tr><td>1</td><td>2</td><td>3</td><td>Cancel</td></tr><tr><td>4</td><td>5</td><td>6</td><td>Change</td></tr><tr><td>7</td><td>8</td><td>9</td><td>OK</td></tr><tr><td>Corr</td><td>0</td><td>Deci</td><td>mal .</td></tr></table> | 1 | 2 | 3 | Cancel | 4 | 5 | 6 | Change | 7 | 8 | 9 | OK | Corr | 0 | Deci | mal . |
| 1 | 2 | 3 | Cancel | | | | | | | | | | | | | | |
| 4 | 5 | 6 | Change | | | | | | | | | | | | | | |
| 7 | 8 | 9 | OK | | | | | | | | | | | | | | |
| Corr | 0 | Deci | mal . | | | | | | | | | | | | | | |
| <p>Record/Receipt</p> | <p>Insert Card Here:</p> | | | | | | | | | | | | | | | | |
| <p>Deposit</p> | | | | | | | | | | | | | | | | | |

Handout: *Using An Automated Banking Machine*

Step Nine:

The computer is checking to see if it is able to carry out the instructions.

| | | |
|---|------------------|--|
| ◆ ◆ Transaction accepted Please Wait. ◆ ◆ | ◆ ◆ ◆ ◆ | 1 2 3 Cancel 4 5 6 Change 7 8 9 OK Corr 0 Deci mal . |
| Record/Receipt | | |
| Deposit | | Insert Card Here: |
| | | |

Handout: *Using an Automated Banking Machine*

Step Ten:

You can now remove your card.

You must remove your card before you get your money

This step helps to stop you from forgetting your card.

| | | | | | |
|---|------------------|---------------------------------|------------------------------|---------------------------------|---|
| ◆ ◆ Please remove your card. ◆ ◆ | ◆ ◆ ◆ ◆ | 1 4 7 Corr | 2 5 8 0 | 3 6 9 Deci | Cancel Change OK mal . |
| Record/Receipt | | | | | |
| Deposit | | | | | |
| | | Insert Card Here: | | | |
| | | | | | |



Theme 6:

***Using The
Telephone***

Theme: Using the Telephone

Unit 1: Telephone Fears

Initial Assessment:

What does the student know, what does she need to know?

1. What do you find the most difficult about using the telephone?
2. What type of phone call do you find the most difficult to handle?
3. What type of phone calls do you make? (business, personal, employment)
4. What things make it difficult for you to understand during a telephone conversation?
5. Do you feel comfortable asking for clarification on the telephone?
6. Do you feel comfortable asking someone to repeat information?
7. Do you feel comfortable asking someone to slow down when they are speaking too quickly?
8. Do you feel comfortable asking someone to spell their name or address?

Expected Outcomes:

In this unit students will:

- # express their concerns about the use of the telephone
- # feel more comfortable using the telephone
- # expand their skills in the use of the telephone
- # further develop their vocabulary related to telephone calls

Tools:

For this unit you will need:

- # pen/pencil
- # paper
- # index cards

Activity Procedures:

Activity One:

- # tutor relates the following story:
“ I am really upset. Last night, just as I was sitting down to dinner my phone rang. I answered it. It was a young lady and she kept talking and talking. She talked so quickly I could hardly understand what she was saying. After about five minutes I realized that she was selling magazines. I told her I wasn't interested and hung up.”
- # after you have related the story, ask your student when she has been upset at a phone call
- # ask her what caused her to be upset and why?
- # record her answers
- # once you have recorded her answers, ask her what the other person could have done to make the phone call more pleasant and understandable

Activity Two:

- # discuss the words in the Key Vocabulary List
- # clarify any words that pose a problem
- # ask your student to use each one in a sentence related to using the telephone
e.g., You need to speak loudly when you talk on the telephone.

Demonstrators:

How do I know that my student has understood what we have been working on and can he do it independently?

Demonstrative Activities:

1. _____ feels more comfortable answering the telephone.
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

2. _____ is able to identify difficulties around using the telephone.
Tutor's Initials: _____ **Date:** _____

3. _____ is able to handle telephone calls from telemarketers.
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ has further developed vocabulary related to answering telephone calls.
Tutor's Initials: _____ **Date:** _____

Background Notes:

Activity One:

- # the goal of this activity is to help your student identify difficulties that she has in dealing with phone calls
- # this activity should also help your student realize that the other person may also be partially responsible for her not totally understanding the conversation e.g., the other person spoke far too quickly

Activity Two:

- # ask your student to match synonyms (words with similar meanings (e.g., softly, quietly)
- # use a thesaurus to locate other synonyms
- # another activity would be to discuss root words, prefixes and suffixes e.g., unclear - clear = root word un = prefix
- # discuss the meanings of various prefixes and suffixes e.g., un = not

Key Vocabulary:

loudly

selling

wrong number

rude

softly

quietly

tone

quickly

fast

telephone solicitation

telemarketing

pressure

nuclear

rapidly

vocabulary

choice of words

unclear

clarify

clarification

repeatedly

Theme: Using the Telephone

Unit 2: Telephone Expressions

What does my student know and what does she need to know?

Initial Assessment:

1. What do you say when you answer your telephone?
2. Who answers your telephone at home?
3. What do you say/do if you reach a wrong number?
4. How do you find out if you have written the number down incorrectly or whether you have dialed it incorrectly?
5. What phrases can you use to let someone know you are listening?
6. When do you use 911?
7. What information do you give when you call 911?
8. What do you say if you did not understand something someone has said to you in a telephone conversation?

Expected Outcomes:

In this unit students will:

- # understand common expressions used in everyday situations related to using the telephone
- # be familiar with and use everyday telephone expressions
- # feel more comfortable about answering the telephone
- # be able to ask for clarification when using the telephone
- # have further developed vocabulary related to using the telephone

Tools:

For this unit you will need:

- # Handouts: *Telephone Expressions*
Telephone Etiquette
- # pen/pencil
- # paper
- # index cards

Activity Procedures:

Activity One:

- # ask your student to read the Key Vocabulary List
- # have her underline any vocabulary she is unsure of (either pronunciation or meaning)
- # ask her to read the word aloud and use it in a sentence
- # have her write the word and sentence on an index card for her word bank

Activity Two: Handout: Telephone Etiquette

- # ask your student to read the handout, *Telephone Etiquette*, and underline any vocabulary she is unsure of
- # take turns reading each of the points and discuss each point
- # clarify any questions
- # develop a set of questions related to the handout e.g., What is the emergency number? - When do you use 911?

Activity Three: Handout: Telephone Expressions

- # ask your student to read the handout, *Telephone Expressions*
- # discuss the meaning and use of each expression
- # ask your student if she has heard any other expressions or phrases and add these to the list
- # discuss the difference between formal and informal speech and when each is used
- # have your student label each expression as formal or informal

Activity Four:

- # using the phrases from Activity Three, have your student create different telephone dialogues.

Activity Five:

- # role-play the dialogues created in Activity Four

Demonstrators

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ can understand commonly used expressions in everyday situations when using the telephone.
Tutor's Initials: _____ **Date:** _____
2. _____ feels more comfortable about using the telephone.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____
3. _____ knows the emergency telephone number.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____
4. _____ knows when to use 911 and when to call directly to the station.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____
5. _____ feels more comfortable asking for clarification.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____
6. _____ knows some or all vocabulary related to answering the telephone.
Tutor's Initials: _____ **Date:** _____

Background Notes:

Activity One:

- # by asking a student to read the word aloud and using it in a sentence, you will be able to see if your student understands the meaning of the word and if there are any pronunciation difficulties
- # review the vocabulary before beginning the other activities, this will help your student to understand the handouts at the end of the unit

Activity Two:

Example of Questions

What is a residential phone?

Who answers a business phone?

Why should you not provide your name and number to an unidentified caller?

How do you check to see if you have dialed the wrong number?

Activity Three:

- # note any pronunciation difficulties with words and phrases
- # use the phrases later in a role-play to allow your student to practice these phrases

Activity Four:

Sample Dialogue

A: Hello

B: Hello. May I speak with Mr James please?

A: He's on the other line right now. May I take a message?

B: No, thank you. I'll call again later

A: Thank you. Good-bye.

B Good-bye.

Activity Five:

- # reverse the parts as you role play
- # once you have role-played using the dialogues, role-play scenarios without the script

Key Vocabulary

acknowledge
repeating
social call
formal
informal
common
expressions
extensions
line
hold
apologize
mis-dialed
wrong number
party
verification
requires
acknowledgment
pauses
uh-huh
uh-uh
unnerve, nervous
telephone solicitation
hang up
unfamiliar
annoying
nature of the call
residential phones
business phones
inquiries
severe
I'm sorry

Handout: *Telephone Expressions*

Hello

Hi

Speaking

This is she.

This is he.

He's on another line right now.

You can reach her at_____.

She's not here right now.

He's just stepped out.

Her extension number is 24.

Could you give me some information on . . . ?

Could you tell me about . . . ?

Thank you.

Would you like to hold?

Can I get him to call you back?

Would you like to leave a message?

She's not in right now. Would you like her voice mail?

Could you hold please?

Could you repeat that please?

Would you mind repeating that?

How do you spell that?

I'm sorry I didn't quite get that. Could you repeat that please?

I'm having difficulty hearing you, could you speak louder please?

May I speak to..?

May I speak with...?

Good-bye.

Bye

Bye-bye

May I take a message?

Talk to you later.

Certainly.

Are you busy right now?

He's busy at this moment?

He's not in today.

She's not at her desk right now.

I'm sorry.

Handout: *Telephone Etiquette*

- ▶ Residential telephones are answered with a simple “Hello”.
- ▶ Business phones are answered by a receptionist who states the name of the company, business or organization.
- ▶ When calling, ask for the person you wish to speak to or state the reason for your call, e.g. “Is Tony there, please?”
- ▶ Do not demand, “Who is this?” when you call a home or business, especially when you have not identified yourself.
- ▶ If you reach a wrong number, apologize.
- ▶ If you are not sure if you have mis -dialed a number or whether you have written the number down incorrectly, check the number with the party you have reached by saying “ Is this 491-7623?”
- ▶ Do not ask, “What number is this?”
- ▶ Another way to ask is “I’m trying to reach John Smith at 769-2345. Have I got the correct number?”
- ▶ Do not identify yourself to an unknown caller.
- ▶ Never give personal information over the telephone.
- ▶ Sometimes, dishonest people use the telephone to find out if there is anyone at home or to get a credit card number.
- ▶ When calling for information, state the nature of the call and ask for the right person before going into detail.
- ▶ If someone is providing information or explaining something, be sure to acknowledge you are listening. Do this during the speaker’s pauses.
- ▶ Uh-uh is a negative response meaning “no”.
- ▶ Uh-huh is positive response meaning “yes”.

- ▶ If you are silent for too long, you will make the speaker nervous and they will usually ask, “Are you still there?”
- ▶ 911 is used only for emergency situations e.g., fire, severe accidents (heart attacks, bleeding, no breathing).
- ▶ Do not call 911 for information.
- ▶ Police divisions have a number for general inquiries.
- ▶ When calling 911 give your address first.
- ▶ Keep emergency numbers beside your phone.
- ▶ If an answering machine takes your call, speak clearly, slowly and loudly, leave your name, telephone number and a brief message.

Theme: Using the Telephone

Unit 3: Spelling Names and Addresses

Initial Assessment:

What does my student know and what does she need to know?

1. What presents the most difficulty for you when you are spelling your name to someone on the phone?
2. Do you often get mail with your name misspelled?
3. What do you do if you get something and your name is misspelled?
4. How would you pronounce **Z**? (Show student the letter)
5. What letters in your name often get confused?
6. How would you read this date June 25, 1999? (Show student the date)
7. How would you spell your name over the phone?
8. How would you say these two numbers? : fifteen fifty (Show students the set of numbers)
9. How would you give your address?
10. What numbers do you have difficulty pronouncing?
11. How would you give your postal code?

Expected Outcomes:

In this unit students will:

- # practice spelling names and addresses over the telephone in a non-threatening environment
- # practice giving numbers over the telephone
- # practice pronunciation in context
- # be able to clarify names and numbers over the telephone

Tools:

For this unit you will need:

- # pen/pencil
- # paper
- # Handouts: *Spelling Over the Telephone*
Letters and Numbers

Activity Procedures:

Activity One:

- # ask your student to read the handout, *Letters and Numbers*
- # have her highlight any vocabulary she is unsure of (either pronunciation or meaning)
- # first discuss the vocabulary she has highlighted
- # before reading the article aloud, ask your student some simple questions related to the handout to see how well she has understood the article
- # take turns reading the handout aloud and discuss each statement

Activity Two:

- # ask your student to read the handout, *Spelling Over the Telephone*, aloud
- # note any pronunciation difficulties
- # ask your student to spell her first and last name using the handout to clarify any letter which may pose a problem
- # ask your student to write the list again substituting female names for the ones in the list e.g., A as in Anna

Activity Three:

- # ask your student to read several dates e.g., June 21, 2000 -
21 June, 2000 - 21 06 2000
- # ask your student how numbers and dates are written and read in her language

Activity Four:

- # either tape phone messages or read messages and have your student record names and numbers
- # if the student has difficulty spelling the name have her ask for clarification

Activity Five:

- # role-play various scenarios where your student needs to clarify names

Demonstrators:

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ is able to ask for clarification of names.
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

2. _____ is able to ask for the spelling of a name.
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

3. _____ can spell her name using words for pronunciation purposes?
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ is able to read dates.
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

5. _____ is able to write dates.
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

6. _____ is able to clarify telephone numbers.
Student's Name _____ **Tutor's Initials:** _____ **Date:** _____

7. _____ feels comfortable asking for a telephone number to be repeated.
Tutor's Initials: _____ **Date:** _____

Background Notes:

Activity One:

- # after each statement, ask a question which would promote a discussion e.g., Always check numbers by repeating them. - Do you always check numbers? How would you check a telephone number?

Activity Two:

- # note any letters which pose a pronunciation problem
- # use minimal pairs to practice the letters, e.g., boat, vote, nine, mine
- # ask your student to rewrite the handout, *Spelling Over the Telephone*, substituting the names for
 - Women's names Cars/Transportation Animals
 - Countries Clothing/Accessories Furniture
 - Languages Parts of the House
 - Jewellery/Stones Food/Vegetables/Fruit

Activity Three:

- # ordinal and cardinal numbers sometimes present a difficulty for students; a quick review will help in clarifying the use
- # if your student has difficulty with spelling or pronouncing the months of the year, have them complete a monthly calendar

Activity Four:

- # **Scenario Example:**
My name is Juan Carlos Valdez
Could you spell your name please?
(Spell the name using words to clarify e.g., J as in Jan)
- # have your student say a name native to her country and then you ask for the spelling

Handout: *Letters and Numbers*

- ! It is important to give information clearly on the telephone so name and addresses are not misspelled.
- ! Names often need to be spelled.
- ! Even common English names have different spellings e.g., Cathy - Kathy.
- ! When spelling a name or address it is important to pronounce letters carefully to provide clarification e.g., V as in Vancouver.
- ! The names of the letters of the alphabet are similar in many languages.
- ! Vowels are difficult to distinguish e.g., e and i.
- ! j and g are two consonants which sometimes pose a difficulty.
- ! In Canadian or British English, the last letter of the alphabet is pronounced “zed”; in American English it is pronounced as “zee”.
- ! Always check numbers by repeating them.
- ! Be careful with pairs such as fifteen (15) and fifty (50).
- ! Dates are read as June 21st, April the 8th .
- ! When a measurement is used as an adjective, the form becomes singular.
E.g., She is six years old
She is a six-year-old girl

Handout: *Spelling Over the Telephone*

A as in Alex

B as in Bob

C as in Curtis

D as in Doug

E as in Edward

F as in Frank

G as in George

H as in Harry

I as in Ivan

J as in Joe

K as in Keith

L as in Larry

M as in Matt

N as in Ned

O as in Oliver

P as in Peter

Q as in Quaker

R as in Robert

S as in Sam

T as in Tom

U as in Uncle

V as in Victor

W as in Walter

X as in X-ray

Y as in Yang

Z as in Zebra

Handout: *Dates*

| | | | | | |
|-------------|------------------|-----------------|------------------|---------------------|------------------|
| 1 - first | 1 st | 11 - eleventh | 11 th | 20 - twentieth | 20 th |
| 2 - second | 2 nd | 12 - twelfth | 12 th | 21 - twenty-first | 21 st |
| 3 - third | 3 rd | 13 -thirteenth | 13 th | 22 - twenty-second | 22 nd |
| 4 - fourth | 4 th | 14 - fourteenth | 14 th | 23 - twenty-third | 23 rd |
| 5 - fifth | 5 th | 15 - fifteenth | 15 th | 24 - twenty-fourth | 24 th |
| 6 - sixth | 6 th | 16- sixteenth | 16 th | 25 - twenty-fifth | 25 th |
| 7 - seventh | 7 th | 17 -seventeenth | 17 th | 26 - twenty-sixth | 26 th |
| 8 - eighth | 8 th | 18 - eighteenth | 18 th | 27 - twenty-seventh | 27 th |
| 9 - ninth | 9 th | 19 - nineteenth | 19 th | 28 - twenty- eighth | 28 th |
| 10 - tenth | 10 th | | | 29 - twenty - ninth | 29 th |

Months of the Year

| | | | | |
|----------------|-----------------|-----------------|------------------|------------|
| January | February | March | April | May |
| June | July | August | September | |
| October | November | December | | |

Theme: Using the Telephone

Unit 4: Telephone Conversations

Initial Assessment:

What does my student know and what does she need to know?

1. What type of phone calls do you make?
2. What type of telephone calls do you find the most difficult? Why?
3. What type of telephone calls do you find the easiest to deal with? Why?
4. When do you get the most nervous when you are on the phone? Why?
5. Do you have an answering machine?
6. Do you make all of your own phone calls?
7. What type of call would you be most interested in practicing?
e.g., finding out information, dealing with telephone solicitation

Expected Outcomes:

In this unit students will:

- # further develop listening/auditory skills while practicing telephone conversations
- # further develop vocabulary, phrases and idioms necessary in telephone conversations
- # practice dialogues which they can use in everyday life situations
- # build confidence in using the telephone
- # feel less anxious when using the telephone
- # develop scripts for use in various types of telephone calls

Tools:

For this unit you will need:

- # Handout: *Phone Calls*
- # Tape recorder
- # Blank Cassette
- # Cloze Activity for Phone Calls

Activity Procedures:

Activity One:

- # ask your student to think about different reasons for using the telephone
- # have her write her answers on a piece of paper

,

Activity Two:

- # tape the handout, *Telephone Calls*
- # have your student listen to the first conversations
- # tell your student that she should listen carefully to the tape so that she can tell you what each conversation is about
- # after the student has listened to the first conversation, ask her to tell you in her own words what it was about
- # then read the first conversation from the handout and clarify any idioms or pronunciation problems
- # repeat this process for the remaining dialogues

Activity Three:

- # role-play the various dialogues after you have finished going through the entire handout

Activity Four:

- # write each phrase on a separate slip of paper
- # give your student the set of strips for one dialogue at a time
- # read the dialogue and have your student place the strips in the appropriate order
- # once you have read the dialogue once and your student has completed placing the strips in the correct order, read the dialogue again and have her check the strips are in the right order

Activity Five: Handout: Telephone Conversation Cloze

- # give your student the handout, *Telephone Conversation Cloze*
- # play each dialogue, pausing long enough for your student to fill in the blanks
- # have her check her answers with the original

Activity Six:

- # develop a set of telephone scenarios
- # for each scenario write a dialogue using written conversation
- # decide before you start which part each of you will play

Activity Seven:

- # role-play the dialogues you have created in Activity Six

Demonstrators:

(How do I know that my student has understood what we have been working on and can she do it independently?)

Demonstrative Activities:

1. _____ can phone for information regarding an advertisement in the paper.
Tutor's Initials: _____ **Date:** _____

2. _____ can make an appointment using the telephone.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

3. _____ can make restaurant reservations.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

4. _____ can call government offices for information.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

5. _____ can make a directory assistance call.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

6. _____ can make a collect call.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

7. _____ can deal with telemarketing situations on the phone.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

8. _____ can leave a message.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

9. _____ can make personal calls.
Student's name _____ **Tutor's Initials:** _____ **Date:** _____

Background Notes:

Activity One:

- # you may need to pose some leading questions e.g., “What do you need to do if you are going to a restaurant for dinner and you want to make sure you will have a table?”

Activity Two:

- # an alternative to taping each dialogue would be to read the dialogue aloud and have your student listen
- # you may need to play or read the dialogue more than once for your student to understand it

Activity Three:

- # use the dialogues as written and role play each one
- # role-play the dialogues back-to-back so that the student does not have any visual clues
- # start by reading the dialogues, then try each dialogue without the script
- # reverse roles

Activity Four:

- # this activity will help to further develop our student’s listening and vocabulary skills
- # you may need to play a phrase more than once

Activity Five:

- # a cloze activity should always be used to reinforce a skill, never to introduce one

Activity Six:

- # **Scenario Example:**
You are looking for a used car.
You have seen an ad in the newspaper.
You are calling to verify information.

Activity Seven:

- # role-play using the dialogues as an example
- # role-play back-to-back so the student is unable to pick up any visual clues

Key Vocabulary:

actually

area code

bothering

certainly

collect call

convenient

directory assistance

exact address

obligation

part of

purchase

representatives

reservations

selected

sure

until

Handout: *Telephone Idioms*

Are you busy right now?

Take care.

I'm just on my way out the door!

Bye for now.

Can I get back to you later?

Have you time to talk?

Bye-bye.

What have you been up to?

Bye.

What's the latest?

May I take a message?

Have you heard?

Speaking.

Catch you later.

I'm not interested.

Thanks anyways.

Will you accept the charges?

I'd like to place a collect call.

How goes it?

What's new?

How have you been?

What's up?

Hi there!

I'm in a rush.

Handout: *Telephone Conversations*

Phoning a Friend

A: Hello

B: Hi Jean. It's Mary. Are you busy right now or do you have time to talk?

A: Actually, I'm just on my way out the door to pick up some groceries for dinner. Can I call you back later this afternoon?

B: Sure. I'll be in until four.

A: Talk to you later then.

B: Bye-bye.

Sorry Wrong Number

A: Hello

B: May I speak to Jane please?

A: No, I'm sorry. You must have a wrong number.

B: Is this 343-9876?

A: No, I'm sorry it's not.

B: Sorry for bothering you. Good-bye.

A: Bye.

May I Take A Message?

A: Hello.

B: Is Jake there, please?

A: No, I'm sorry he's not in right now. May I take a message?

B: Yes, could you tell him Larry James called. My number is 498-7632

A: I'll give him the message

B: Thank you. Good - bye

A: Bye

Speaking

A: Hello.

B: Is Mrs. Jones in, please?

A: Speaking.

B: Good morning Mrs. Jones. This is Sarah from Sears calling. The dress that you ordered is here.

A: Great - I'll come by and pick it up. What time are you open till this evening?

B: Until seven.

A: That's fine. Thank you very much for calling. Good-bye

B: Good-bye

You have been selected for ...

A: Hello.

B: Good evening. This is Jane calling from Handy Dandy Cleaners. Your household has been selected for our special offer. You have won a free gift. Our representative will drop by with your gift and demonstrate our new cleaning products. You are under no obligation to buy. Our representative will ...

A: I'm really not interested.

B: There really is no obligation to buy and the gift is yours to keep whether or not you decide to purchase our time-saving products.

A: No, thank you. (Firmly)

B: Fine, thank you. Good-bye

A: Good-bye

Fridge for Sale

A: Hello.

B: Hello, I'm calling about the fridge you have advertised in the Star Newspaper.

Is it still for sale?

A: Yes.

B: Could you tell me more about it please?

A: It's a small fridge, three-years-old in good working condition. I'm asking \$200.00 for it

B: Thanks for the information, but I was actually looking for a regular size fridge, not an apartment size.

A: Thank you for calling. Good-bye

B: Bye

I'd Like To Make An Appointment.

A: Sunnyside Health Clinic. May I help you?

B: Yes, I'd like to may an appointment to see Dr. Chang.

A: Is this an urgent matter or a routine physical?

B: Just a check-up

A: Could you make it Saturday, November 9, at 10:30?

B: That would be fine.

A: May I have your name please?

B: Judy Smith. S-M-I-T-H

A: Have you seen the doctor before?

B: Yes, I have.

A: Fine, we'll see you on the ninth then.

B: Thank you. Good-bye

A: Good -bye

Reservation for Two

A: Green Door Restaurant.

B: Hello. I'd like to make a reservation for dinner this evening. A party of two at eight o'clock.

A: Yes, that would be fine. And your name please?

B: Ford.

A: Fine, thank-you Mrs. Ford. We'll see you then. Good-bye.

B: Good-bye.

I'd Like Some Information About

A: City of Toronto, Permits Department.

B: Yes, I'd like to find out about renewing a parking permit?

A: One moment please and I'll connect you with the right department.

B: Thank you.

Directory Assistance

A: Directory Assistance. City please?

B: Calgary Alberta.

A: Thank you. Yes?

B: I'd like the number for Turner. T-U-R-N-E-R , first initial D.

A: Thank you. Do you have an address for that name?

B: I think its on Main St. I'm not sure.

A: The number is area code 708 938-0976.

B: Area code: 708 938-0976. Thank you.

A: You're welcome.

Collect Call from ...

A: Operator.

B: Yes, I'd like to make a collect call to British Columbia, 604 989-7654.

A: Thank you ... May I have the name and telephone number?

B: Yes, Martha Vince 416 781-6549.

A: Thank you.

C: Hello.

A: I have a collect call from Martha Vince. Will you accept the charges?

C: Certainly ... Hello Martha.

Handout: *Telephone Conversations Cloze*

Phoning a Friend

A: Hello

B: Hi Jean. It's Mary. Are you busy _____ or do you have time to talk?

A: _____, I'm just on my way out the door to pick up some groceries for dinner. _____ later this afternoon?

B: Sure. I'll be in until four.

A: Talk to you _____ then.

B: Bye-bye.

Sorry, Wrong Number

A: Hello

B: May I speak to Jane please?

A: No, I'm sorry. _____.

B: Is this 343-9876?

A: No _____.

B: Sorry for _____ you. Good-bye.

A: Bye.

May I Take A Message?

A: Hello.

B: Is Jake there, please?

A: No, I'm sorry _____ . May I take a message?

B: Yes, could you tell him Larry James called. My number is 498-7632

A: _____.

B: Thank you. Good - bye.

A: Bye.

Speaking

A: Hello.

B: _____.

A: Speaking.

B: Good morning, Mrs. Jones. This is Sarah from Sears calling. The dress that you ordered is here.

A: Great - I'll come by and pick it up. What time are you open till this evening?

B: Until seven.

A: That's fine. Thank you very much for calling. Good-bye

B: Good-bye

You have been selected for ...

A: Hello.

B: Good evening. This is Jane calling from Handy Dandy Cleaners. Your household has been selected for our special offer. You have won a free gift. Our representative will drop by with your gift and demonstrate our new cleaning products. You are under no obligation to buy. Our representative will ...

A: _____.

B: There really is no obligation to buy and the gift is yours to keep whether or not you decide to purchase our time-saving products.

A: _____ (Firmly)

B: Fine, thank you. Good-bye

A: Good-bye

Fridge for Sale

A: Hello.

B: Hello, I'm calling about the fridge you have advertised in the Star Newspaper.

Is it still for sale?

A: Yes.

B: _____
_____?

A: It's a small fridge, three years old in good working condition. I'm asking \$200.00 for it

B: Thanks for the information, but I was actually looking for a regular size fridge, not an apartment size.

A: _____ . Good-bye

B: Bye

I'd Like To Make An Appointment.

A: Sunnyside Health Clinic. _____ ?

B: Yes, I'd like to make an appointment to see Dr. Chang.

A: Is this an _____ matter or a _____ physical?

B: Just a _____.

A: Could you make it Saturday, November 9, at 10:30?

B: _____

A: May I have your name please?

B: Judy Smith. S-M-I-T-H

A: Have you seen the doctor before?

B: _____

A: Fine we'll see you on the ninth then.

B: Thank you. Good-bye.

A: Good-bye.

Reservation for Two

A: Green Door Restaurant.

B: Hello. I'd like to make a _____ for dinner this evening. A party of two at eight o'clock.

A: Yes, that would be fine. And your name please?

B: Ford

A: Fine, thank-you, Mrs. Ford. We'll see then. Good-bye.

B: Good-bye.

I'd Like Some Information About

A: City of Toronto, Permits Department.

B: Yes, _____ out about renewing a parking permit?

A: _____ and I'll connect you with the right department.

B: Thank you.

Directory Assistance

A: _____ . City please?

B: Calgary, Alberta.

A: Thank you. Yes?

B: I'd like the number for Turner. T-U-R-N-E-R , first initial D.

A: Thank you. Do you have an _____ for that name?

B: I think its on Main St. _____ .

A: The number is area code 708 938-0976.

B: Area code: 708 938-0976. Thank you

A: You're welcome

Collect Call from ...

A: _____

B: Yes, I'd like to make a collect call to British Columbia, 604 989-7654.

A: Thank you ... May I have the name and telephone number?

B: Yes, Martha Vince, 905 781-6549.

A: Thank you

C: Hello.

A: _____ from Martha
Vince. Will you accept the charges?

C: _____... Hello Martha.