

Rural Routes

ESL Tutor Handbook

ACKNOWLEDGMENTS AND THANKS

PROJECT SUPERVISOR: DORTE WEBER

DEVELOPED BY: PATRICIA HEINRICHS PETERS

TYLA OLSEN

THANKS TO NORQUEST STAFF, CALP STAFF AND TUTORS WHO CONTRIBUTED TO THIS PROJECT WITH THEIR KNOWLEDGE AND EXPERTISE:

ELIZABETH BAGDAN

KAREN BROOKS

LOIS POLEGE

NANETTE JONES

NICHOLLE CARRIERE

SARA GNIDA

WENDY ILOTT

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ESL TUTOR HANDBOOK

WELCOME

As an ESL tutor, would you like some help with your lessons? If so, this book was designed for you! You will find a brief introduction, instructions on how to determine which topic to study with your learner and then ready to use lesson plans.

RURAL ROUTES

“Language is not a genetic gift, it is a **social gift**. Learning a new language is **becoming a member of the club** - the community of speakers of that language.”

-Frank Smith
(As cited in Hermida, 2015, p. 203)



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OVERVIEW

This handbook is designed to help tutors as they begin working with adult learners. The goal is for it to be practical and easy to use. The introduction contains a brief overview of adult education along with the role of the instructor and learner. This section also includes a possible sketch of the English language learner in the areas of cultural adaptation, English level and educational background. In addition to this, you will find lesson tips & some ideas on what feedback could look like. You'll also find some online tutoring suggestions.

In the next section you will find two introductory lessons that tutors can use during their first and second meetings with any new learner. These lessons contain several get-to-know-you activities as well as a needs assessment. The needs assessment plays a critical role in the planning of adult learning, as it ensures that the lesson plans are tailored to the unique needs of the learner. Once tutors have completed the needs assessment with their learner, they can use the “decision tree” flow charts included in this book to choose the ready-to-use lesson plans that are best suited to their learner’s situation.

Ready-to-use lesson plans based on nine common scenarios suggested by Community Adult Learning Programs in Alberta are at the core of this handbook. Each scenario has a learning plan accompanied by a set of lesson plans. Some scenarios have both level one and level two. Level one corresponds to a learner who is in their early stages of learning English while level two would be for a learner who has a little more fluency in English. The lesson plans include “Tutor Tips” based mainly on the NorQuest TESL program. At the end of each scenario, you will find all of the handouts.

The last section of this handbook includes a few easy to use games and activities for a tutor setting. These are activities that could be done to review learned material, to introduce something new or just to use up those last 10 minutes of a session.

**If you are familiar with the CLBs, level one roughly corresponds to a CLB 2-3, while the level two lesson plans would be at a CLB 4-6.*

TEACHING ADULTS

INVOLVE YOUR LEARNERS IN THE PLANNING AND EVALUATION OF YOUR LESSONS.

USE THE EXPERIENCE LEARNERS BRING WITH THEM TO HELP GUIDE INSTRUCTIONAL CONTENT.

TEACH THINGS THAT ARE DIRECTLY CONNECTED TO THEIR LIVES.

FOCUS ON SOLVING A PROBLEM RATHER THAN COVERING CONTENT.

What was the last thing that you learned as an adult? Was it a hobby? A skill you needed for work? An ability you wanted to perfect? Think about **why** you wanted to learn this. Consider the process of learning this new skill. Were the lessons connected to the end result you hoped to achieve? Did you make mistakes along the way? How did you feel when you made mistakes? Were you able to connect previous life experience to help you achieve this new ability?

Malcom Knowles wrote the four principles above to show how adult education is different from teaching a child (Houde, 2006).

The first principle highlights the importance of involving your learner in the planning and evaluation of the lessons. This involvement will lead to increased participation and motivation.

The second principle stresses the importance of including your learner's experience in the lessons. For example, if your learner was a taxi driver in their home country, try to include activities that would allow your learner to use that experience to guide the content covered in the classroom.

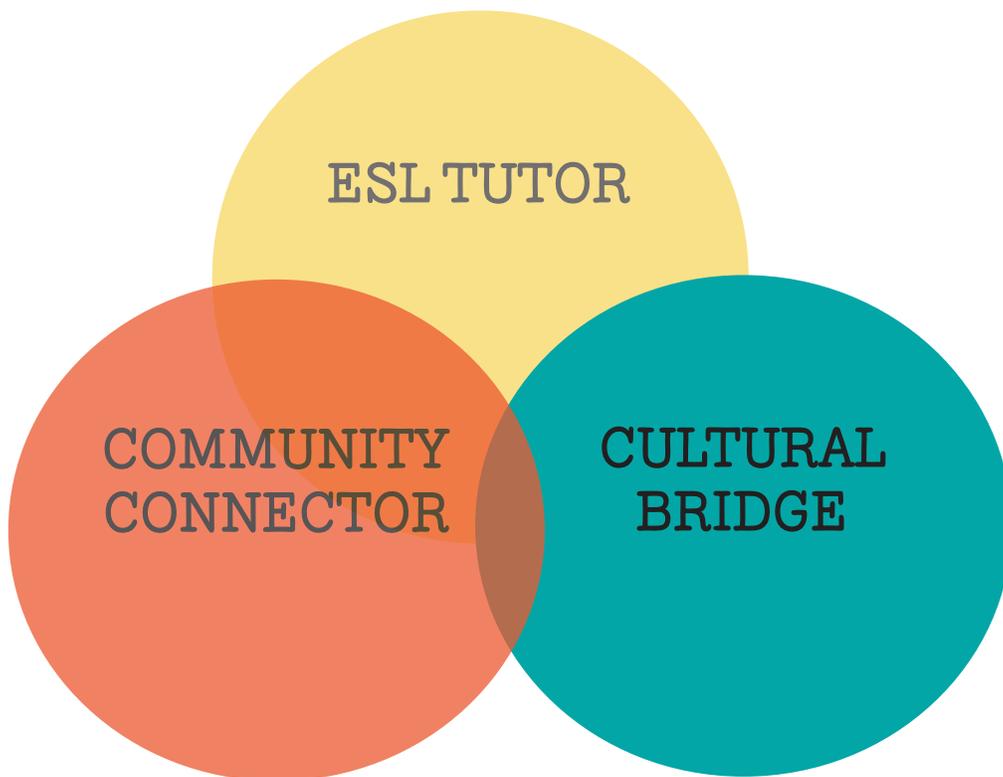
The third principle is directly connected to the first. If your learner helps guide the subject matter to be covered in the lesson, then it will most likely be relevant in their lives.

The fourth and final principle states that the focus should be on helping the learner overcome a problem, not on memorization or finishing the lesson plan.

With all four of these principles in place, the likelihood of your learner being motivated and excited to come to lessons increases significantly.

TUTOR ROLE

As a tutor, your role is divided into three categories. Your primary goal is to help your learner grow in their English language skills. But besides this, you will also be a community connector and a cultural bridge. You will help your learner understand what is available in your local community. You will also help your learner discern how Canadian culture might be different from their own.





- ☀ Help your learner grow in their English language skills.
- ☀ Give your learner the opportunity to practice English and to receive feedback on areas of strength and weakness.
- ☀ Focus specifically on what the learner wants to learn.

- ☀ Share opportunities for your learner to get involved in community life.
- ☀ Show your learner where local events are listed or how volunteer positions work.
- ☀ Share information regarding “life in Canada” when it comes to finding a family doctor, accessing the library, and so on.



- ☀ Help your learner understand Canadian culture.
- ☀ Provide helpful cultural advice as needed - this could be in the area of employment, making friends or other.

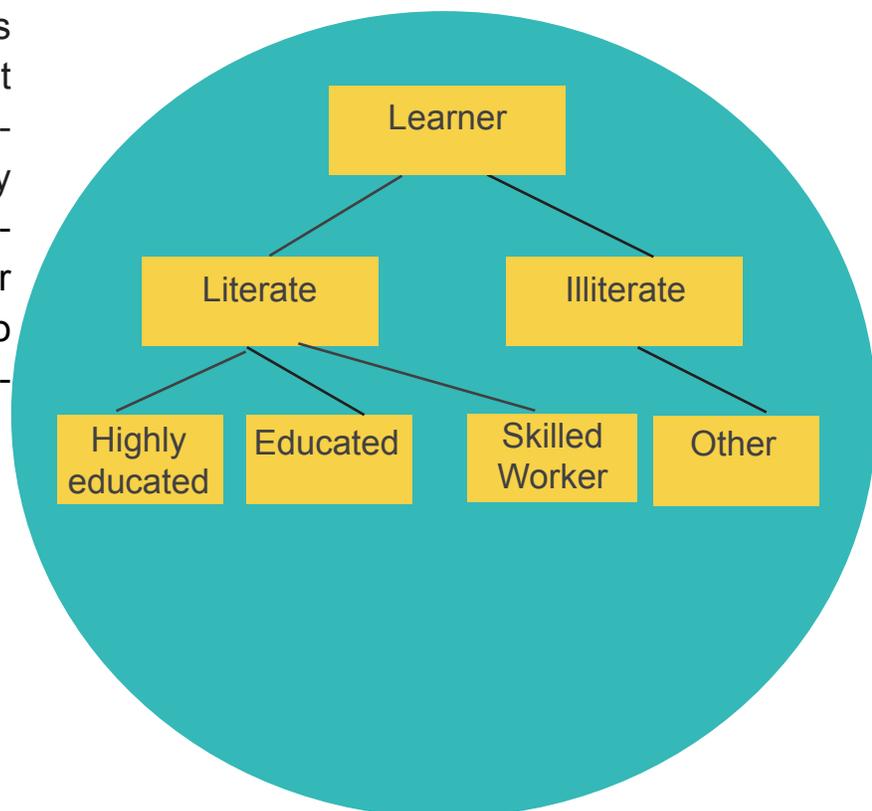


When getting to know your English language learner, it's helpful to consider three areas:

1. EDUCATIONAL BACKGROUND
2. CULTURAL ADAPTATION
3. ENGLISH LEVEL

EDUCATIONAL BACKGROUND

The educational backgrounds of ESL learners vary greatly. Some learners might be highly educated, with post graduate degrees in their home countries. Others might have attended very little formal schooling. Whenever possible, it's useful to know about your learner's educational background so that you can plan your lessons accordingly.



(ESL Tutor Training, 2017)

CULTURAL ADAPTATION



1 SETTLEMENT

1

If a learner is in this phase, they will likely need help with basic community services like grocery shopping, accessing health care, understanding schooling. This phase can take from 1 - 3 years.

2 ADAPTATION

2

Learners in this phase may need some help with community services, but are slowly adapting. They may be in the process of understanding which cultural aspects to retain from their own culture and which to adapt.

3 INTEGRATION

3

Learners in the integration phase feel like a part of Canadian society. A learner in this stage might want to focus on understanding cultural nuances and growing in their knowledge of English in the areas of listening, speaking, writing or reading.

(Roots & Connections Toolkit, 2008, p. 54)



ENGLISH LEVEL

English language learners also vary greatly in their level of mastery of the English language. Some might be beginners in all skills - speaking, reading, writing and listening. Others might be at an intermediate level in reading and writing, but really struggle with listening and speaking. This could be because that individual did a lot reading in English, but rarely had the opportunity to speak English. Others may be excellent at listening because they

grew up watching movies in English and didn't want to read the subtitles.

In order to have a clear picture of your learner's language level, a good needs assessment is essential. In the needs assessment, you will get a good understanding of their educational background and English level. Knowing your learner's language level will make it a lot easier to plan activities for your lessons.

Assumptions and Biases

“Own your biases, don’t be owned by them.”

-Abhijit Naskar

1. We all hold biases. The first step toward overcoming them is acknowledging them.

None of us want to believe that we hold biases, however, most of us do. It is important to accept that we may have made incorrect assumptions about people that are different from us (such as newcomers to Canada) so that we can monitor our own behaviours and treat our learners fairly and non-judgmentally.



Bias could sound like:

- ☀ “She isn’t from Canada, so she will probably be late.”
- ☀ “Men from that country don’t respect women.”
- ☀ “They are from a developing country. They probably didn’t go to university.”

2. Not all people from any given cultural group are the same.

Just like all Albertans, not every person who comes from another area of the world will hold the same values, beliefs, traditions and opinions as other people from that area. People within a cultural group are vastly diverse, so take inventory of any stereotypes you may have before beginning to work with your learner.

3. Lack of English language skills does not correlate with lack of intellect.

Remember that although your learner is starting from the beginning with the English language, they are likely an expert in many things that you are not, and hold a wealth of knowledge in their first language. Take opportunities to ask your learner questions about the things they know. Learn from them as they learn from you.

Fun Fact: Making friends with people from other cultures is one of the best ways to reduce bias!



If you are interested in learning more about bias, google the following:

- ☀ The Danger of a Single Story
- ☀ I Am Not Your Asian Stereotype
- ☀ Implicit Bias – How it affects us and how we push through
- ☀ Expert Explains the Power of Implicit Bias
- ☀ Who, Me? Biased?

(Links provided in References)

LESSON TIPS

| | |
|-------|----------------------------------|
| TIP 1 | Establish a routine |
| TIP 2 | Make a good first impression |
| TIP 3 | Prepare well for lessons |
| TIP 4 | Get to know your learner |
| TIP 5 | Give explanations and guidelines |
| TIP 6 | Be flexible and adaptable |
| TIP 7 | Don't be afraid to say no |

(Harmer, 2012, p. 142)

The **relationship** between the learner and the teacher is at the heart of one-to-one teaching (...). The teacher needs to focus as much on the **interpersonal side** of the relationship as the **pedagogical aspects**.

(Osborne, 2007, as cited in Harmer, 2012, p. 140)

Tip 1

A routine is important because it creates familiarity. For example, both the learner and tutor know the session will start with an icebreaker and then move on to the first activity.

Tip 2

First impressions are lasting. If the learner sees that you're prepared, that you've thought of where each of you would sit and have all the necessary materials, the learner is more likely to have a better first impression.

Tip 5

A learning plan is very important. It helps you and your learner know where you are going. It's also important to talk about tutor and learner expectations.

Tip 6

It's key to ask the learner if they have any pressing needs that could be met in that session. The lesson plan is a guide, but it isn't set in stone, and should be adapted according to learner needs whenever possible.



Tip 3

Being well prepared makes all the difference. Plan your lesson. Look up the websites you will use before the lesson. Make any necessary photocopies. Have all the resources you will need ready.

Tip 7

It can happen that the match between a tutor and learner doesn't work. Don't be afraid to voice this. At times, a learner may ask you for help with things that don't fit into your role as a tutor. It's okay to say no.

(Harmer, 2012)

Tip 4

One of the greatest advantages in tutoring is that your lesson is tailored according to what your learner needs. Take time to listen to your learner. Take note of what learning activities your learner enjoys. Observe what topics they like to discuss. Try to incorporate these in your lessons.

Why do learners make mistakes? Should a tutor correct every mistake? How can an error be corrected?

These are big questions that need to be dealt with in every lesson. Learners will make mistakes. Harmer (2012) points out that learner errors can be divided into two categories: **L1 interference & developmental errors**.

L1 interference, refers to situations where the grammar or pronunciation of the learner's first language causes the learner to make mistakes. Many times words sound similar, but have distinct meanings in two languages. For example, in German, the word "corn" sounds like "mice". When a German speaker is learning English, they may say "I love eating mice with butter". The tutor might wonder if what they heard is really what the learner meant. One way to deal with that error would be to prompt the learner with an additional question like "Do you mean mice like this [show picture]?".

Developmental errors are errors that learners make as they are internalizing rules. Often a learner might say "I buyed a milk". Here they have taken the past tense ending -ed and added it to a verb with a different past tense form. They also added "a" before something that's uncountable, like "milk". So, should the tutor correct both errors or just one? If we correct every error, then the learner might feel overwhelmed. So what can be done?

GIVING FEEDBACK

Whenever possible, give the learner a chance to “self-correct”. Gently point them in the right direction.

Learner: I **eated** breakfast today.

Tutor: Oh, you **ate** breakfast today? What did you eat?

Learner: I bought **a milk**.

Tutor: Did you buy **a glass** or **a jug** of milk?

Learner: I bought **a jug** of milk.

Learner: The milk is **more cheap** in my country.

Tutor: Oh, milk is **cheaper** in your country?

Learner: Yes, the milk is **more cheap**.

Tutor: Not “**more cheap**”. Try one more time.

Learner: The milk is **cheaper**.

**If after an intervention, the learner still can't hear the mistake, a grammatical explanation might be necessary*

Harmer (2012) points out that **error correction is a delicate matter** and it is sometimes helpful to ask the learner how they feel about being corrected and the use this information to guide our decisions.

Choose an error to focus on - if we correct every error, we end up losing valuable time and often, a more meaningful chance to communicate (Harmer, 2012).

FEEDBACK



TIP 1

Be specific: “I like the way you pronounced the /th/ sound.”

TIP 2

Be positive: “You did well in the first part, let’s practice the second part.”

SPWWVT

Feedback in Writing

When learners submit a piece of writing, what is an appropriate way to signal errors? Should you correct everything that is incorrect? Should you circle the incorrect portions? These are valid questions that don't have definite answers. A few helpful tips include:

- ☀ Show interest and curiosity in the content.
- ☀ Be selective in your corrections - it isn't necessary to correct every error.
- ☀ Start by highlighting errors that may impede communication.
- ☀ Consider the possibility of using correction symbols.
- ☀ Give the learner a chance to self-correct after an error has been pointed out.

(Harmer, 2012)

Sp = Spelling / WW = Wrong word / VT = Verb Tense

TUTOR TIPS FOR ONLINE

TIP 1

Invest time in learning how to use available tools. *Spend your first session only teaching the learning tools. Do not teach any content. Focus on things like turning on the microphone & camera, using emojis, using the chat box.*

TIP 2

Include interactivity at least once every five minutes. *Ask learner to respond to what you've taught using a "thumbs up" or an "ok" in the chatbox. Play a game. Include a poll (if you have more than one learner).*

TIP 3

Use breakout rooms. *If you have more than one learner, breakout rooms are imperative. Breakout rooms are like giving learners pair or group work. Visit breakout rooms to check in with learners.*

TIP 4

Keep your camera on. *Try to position your own image box near the camera on your computer so you make better eye contact. Encourage learners to keep their cameras on as well. This is important to build community.*

ONLINE LEARNER EXPECTATIONS

1

Be ready to participate

Have a headset, microphone and camera working if possible.

2

Be in a learning environment

It should be quiet and with minimal distractions.

3

Make sure our classroom platform is the only one open on your computer.

If multiple windows are open, it can be a distraction and slow the computer down.

Basic Tips for

Troubleshooting

- ☀ Turn all devices off and restart.
- ☀ Restart your internet.
- ☀ Have at least two browsers installed so you can try a different browser.

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GETTING TO KNOW YOUR LEARNER

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Lesson Plan 1

Learner Name:

Date:

Objective(s): The learner will share about their experiences in Canada and their home country.

Estimated Time: 45 minutes

Needed Resources:

- Paper/ pen
- **Handouts:** Latifa’s Story; Identity Wheels; Learner Story

Activities

Needed Resources

Ice Breaker: (3-5 minutes)

Write down the words “My name is . . .” on a piece of paper. Introduce yourself using that prompt.

Explain that today, you will “get to know” each other. If the learner doesn’t understand, say: *I want to learn about you* (remember that gestures can be useful when communicating with English language learners).

- Pen/pencil and paper

Activity 1: (10 minutes)

Put **Latifa’s Story** on the table. Ask if the learner can try to read the story. If they say no, read the story to the learner slowly.

Check to make sure the learner understands the story. Ask questions like this:

Where is Latifa from?

- Latifa’s Story

Activity 1: (continued)

Does Latifa have friends in Canada?

Who helps Latifa?

Explain any words that the learner doesn't understand. Use pictures (on google, etc.) or other words to explain.

Say: Now I want to know about your story.

Activity 2: (25 minutes)

Put **Identity Wheel 1** on the table/desk.

Say: Tell me about you in Canada. First, say your name (point to the circle in the middle of the identity wheel).

Then, tell me about your family . . .

Have the learner work through all of the circles on the identity wheel. Write down the phrases they say on **Learner Story**. Don't change them to make them correct.

Once the learner is done, tell them about yourself using the circles on the identity wheel. Speak slowly. Check to make sure the learner understands (ask them questions; e.g. *Do you know what a sister is?*).

Put **Identity Wheel 2** on the table. *Say: Now, can you tell me about you in your home country? Tell me if the answers are different.*

If the learner doesn't understand, Use an example like this: *When I lived in Edmonton, I had many friends. When I moved to Edson, I didn't have many friends.*

Repeat the activity with the second wheel. Write down the phrases that the learner says.

- Identity Wheel 1
- Identity Wheel 2
- Learner Story

Closing: (5 minutes)

Say: *Now I know a little bit about you. Next time, I want to learn how I can help you. We will talk about what you want to learn.*

Thank the student for coming. Tell them you are looking forward to your next class together. (*Define place, date and time*)

Notes for next time:

Look at **Learner Story**. Read the information. What did you learn about your learner?

Look at **Decision Tree**. Do you have enough information to decide which scenario you will use with your learner? Circle the questions on the tree that you don't know the answer to.

Your goal for the next session will be to get the information you need to choose a learner scenario.

Lesson Plan 2

Learner Name:

Date:

Objective(s): The learner will describe their learning goals to the tutor.

Estimated Time: 45 minutes

Needed Resources:

- **Handouts:** What Do You Have in Common?; Needs Assessment Questions; Decision Tree
- Paper/Pen

Activities

Needed Resources

Ice Breaker: (5-8 minutes)

Write the sentence “What do we have in common?” on a piece of paper. Put the paper on the table.

Ask the learner to read the sentence (if they can). Ask them if they understand the question.

Explain that “in common” means the same. Ask the learner: *Do you like coffee?* If they say yes, say: *I like coffee too. We both like coffee. We have this in common.*

Say: *Let’s find 3 more things that we have in common.*

Ask the learner questions to get information about what you might have in common (e.g. *Do you like winter? What is your favourite sport?*).

- Paper/pen

| | |
|---|---|
| <p>Ice Breaker: <i>(continued)</i></p> <p>Allow the learner to ask the questions if they are able.</p> <p>Write down the things you have in common on the paper under the sentence you wrote at the top.</p> <p>When you are done, say: <i>Today we will meet some new Canadians. Maybe you will have something in common with them.</i></p> | |
| <p>Activity 1: <i>(20 minutes)</i></p> <p>Put What Do You Have in Common? on the table (two levels of this handout have been included - choose the one that you think fits your learners level best). Explain that you and the learner will read about 9 people. Say: <i>I want to know what you have in common with these people.</i></p> <p>Either have the learner read about each person, or read to the learner. Then, ask what the learner has in common with each person. If they are having trouble thinking of things in common, see Needs Assessment Questions for guiding questions. Make notes about their answers beside the questions.</p> <p>Have the learner write what they have in common with each person in the given space on the handout. If they are not able to do this, you can write for them.</p> | <ul style="list-style-type: none"> • What Do You Have in Common? • Needs Assessment Questions |
| <p>Activity 2: <i>(15 minutes)</i></p> <p>Have the learner look at the question section of the second page of What Do You Have in Common?</p> <p>Discuss the questions with them and try to come up with answers together.</p> <p>If the learner struggles with the word “goals”, show them examples from the profiles on the page (e.g. Mila’s goal is to get her driver’s license; Xi’s goal is to become a Canadian citizen).</p> | <ul style="list-style-type: none"> • What Do You Have in Common? |

Closing: (2-3 minutes)

Say: *My job is to help you get to your goal. Next time, we will start working on your goal.*

Thank the student for coming. Tell them you are looking forward to your next class together (*define place, date and time*).

Notes for next time:

Go back to the decision tree resource. Using information gathered from this session, you should be able to select a learner scenario to work with.



Handouts



Latifa's Story

Instructions: Read about Latifa and her tutor.



This is Latifa. She is from Afghanistan. Latifa came to Canada 1 year ago. In Afghanistan, Latifa was a teacher. She had many friends. In Canada, Latifa stays home. She does not speak much English. Latifa wants to work in Canada. She wants to make friends in Canada.



Latifa has an English tutor. Her tutor's name is Jen. They practice English every week. Jen helps Latifa. She answers her questions. Latifa and Jen are friends.



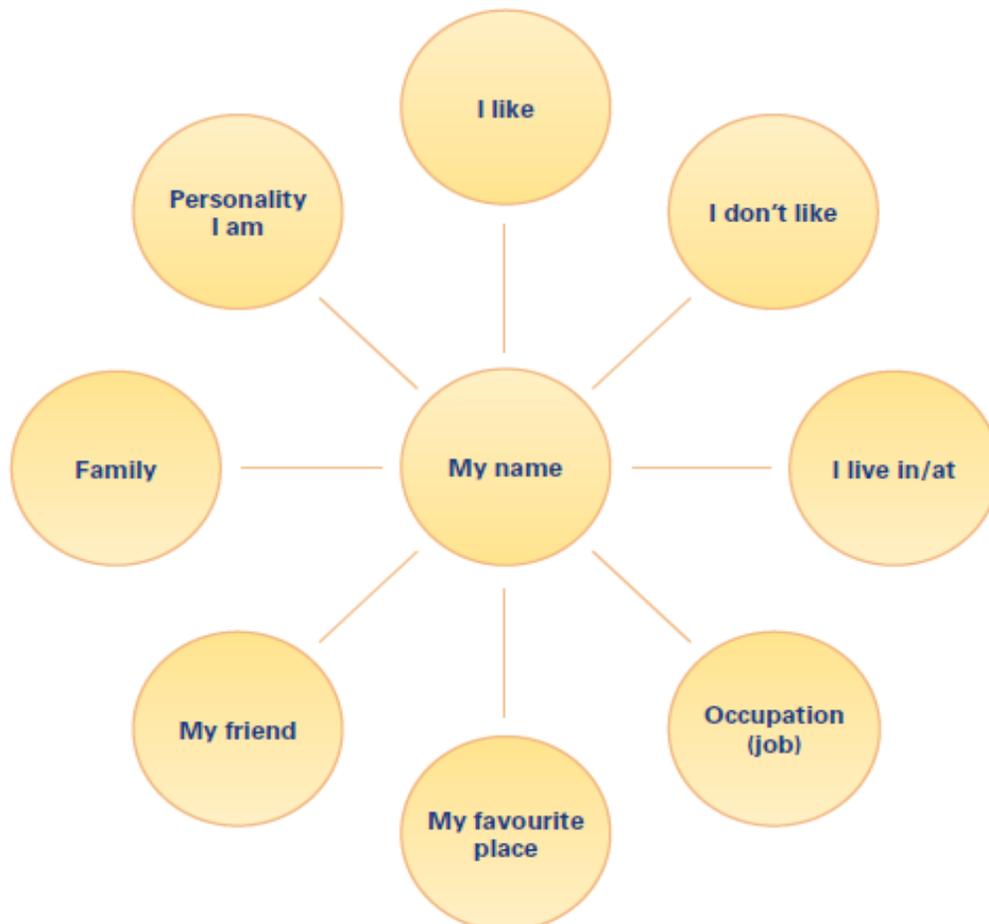
Identity Wheel 1

Instructions: Tell your tutor about yourself. Talk about yourself in Canada.

Link: https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/Roots-Connections/NorQuest_Curriculum_Units-1-4.pdf

About Me in Canada – Identity Wheel

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





Identity Wheel 2

Instructions: Tell your tutor about yourself. Talk about yourself in your home country.

Link: https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/Roots-Connections/NorQuest_Curriculum_Units-1-4.pdf

About Me in My Home Country – Identity Wheel





What Do You Have in Common? Level 1

Instructions: Read about some newcomers to Canada. Write what you have in common with them. Then answer the questions.



This is Xi. Xi is from China. Xi wants to be a Canadian citizen.

What do you have in common with Xi?



This is Mibrak. Mibrak is from Eritrea. She needs to buy groceries. She needs to pay rent. Mibrak wants to find a job in Canada.

What do you have in common with Mibrak?



This is Jose. Jose is from Mexico. He is a temporary foreign worker. He wants a better job. He wants to be a manager.

What do you have in common with Jose?



This is Latifa. She is from Afghanistan. She does not know many people in Canada. She wants to make friends.

What do you have in common with Latifa?



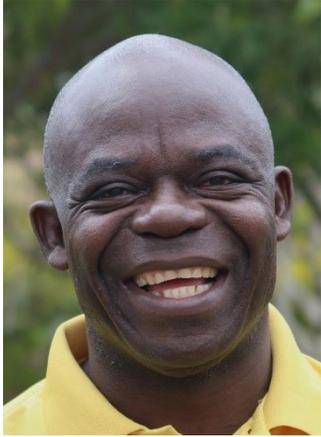
This is Chamil. Chamil is from India. Chamil wants to learn about Canada. He wants to learn about his community.

What do you have in common with Chamil?



This is Mila. Mila is from Ukraine. Mila needs to get her driver's license in Canada. Her tutor will help her study for the test.

What do you have in common with Mila?



This is Bokai. He is from Liberia. Bokai wants to read books with his children. He wants to improve his reading comprehension skills.

What do you have in common with Bokai?



This is Haruka. She is from Japan. Haruka wants to go to school to become a nurse. She needs to take an English test before she can start a program.

What do you have in common with Haruka?



This is Danilo. He is from the Philippines. He wants to improve his pronunciation so he be more confident.

What do you have in common with Danilo?

Questions

1. Which person do you have most in common with? _____

2. All of these people want to learn different things. They have different goals.

What do you want to learn?

What is your goal?



What Do You Have in Common? Level 2

Instructions: Read about some newcomers to Canada. Write what you have in common with them. Then answer the questions.



This is Xi. Xi is from China. He has lived in Canada for 6 years. Xi wants to be a Canadian citizen. He has a tutor. His tutor will help Xi study for the citizenship test.

What do you have in common with Xi?



This is Mibrak. Mibrak is from Eritrea. She has lived in Canada for 6 months. Mibrak has 4 children. She needs to buy groceries. She needs to pay rent. Mibrak wants to find a job in Canada.

What do you have in common with Mibrak?



This is Jose. Jose is from Mexico. He is a temporary foreign worker. He has worked at a chicken farm in Canada for 3 years. Jose wants to become a permanent resident in Canada. He wants a better job. He wants to be a manager.

What do you have in common with Jose?



This is Latifa. She is from Afghanistan. Latifa came to Canada 1 year ago. Latifa stays at home with her children. She does not know many people in Canada. She wants to make friends.

What do you have in common with Latifa?



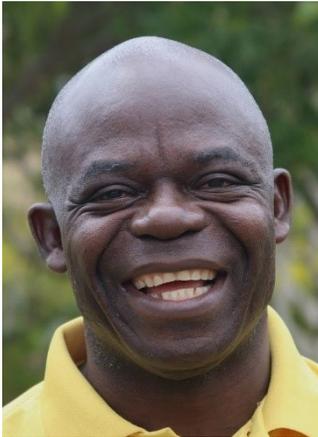
This is Chamil. Chamil is from India. He came to Canada last month. Chamil does not know where buy things in Canada. He does not know how to prepare for winter. Chamil wants to learn about Canada. He wants to learn about his community.

What do you have in common with Chamil?



This is Mila. Mila is from Ukraine. She came to Canada 1 year ago. Mila has a job. She takes a taxi to work. The taxi is expensive. Mila needs to get her driver's license in Canada. Her tutor will help her study for the test.

What do you have in common with Mila?



This is Bokai. He is from Liberia. Bokai has lived in Canada for 10 years. He is a Canadian Citizen. Bokai has children. They bring books home from school. Bokai wants to read books with his children. He wants to improve his reading comprehension skills.

What do you have in common with Bokai?



This is Haruka. She is from Japan. Haruka has lived in Canada for 2 years. She is a permanent resident. Haruka wants to go to school to become a nurse. She needs to take an English test before she can start a program.

What do you have in common with Haruka?



This is Danilo. He is from the Philippines. He has lived in Canada for 5 years. He works at a coffee shop. Sometimes, customers don't understand Danilo. He wants to improve his pronunciation so he be more confident.

What do you have in common with Danilo?

Questions

1. Which person do you have most in common with? _____

2. All of these people want to learn different things. They have different goals.

What do you want to learn?

What is your goal?



Needs Assessment Questions

Instructions: Ask the learner these questions as they read the handout **What Do You Have in Common?** Use the questions to help them find what they have in common with each newcomer.

Xi

1. Do you want to be a Canadian citizen?
2. Is this very important right now?

Mibrak

1. Do you want to find a job in Canada?
2. Is this very important right now?

Jose

1. Do you have a job?
2. Do you want a better job?
3. Is this very important right now?

Latifa

1. Do you know many people in Canada?
2. Do you want to make friends?
3. Is this very important right now?

Chamil

1. Do you want to learn about Canada?
2. Do you want to learn about your community?
3. Is this very important right now?

Mila

1. Do you need to get your driver's license?
2. Is this very important right now?

Bokai

1. Do you want to read books with your children?
2. Is this very important right now?

Haruka

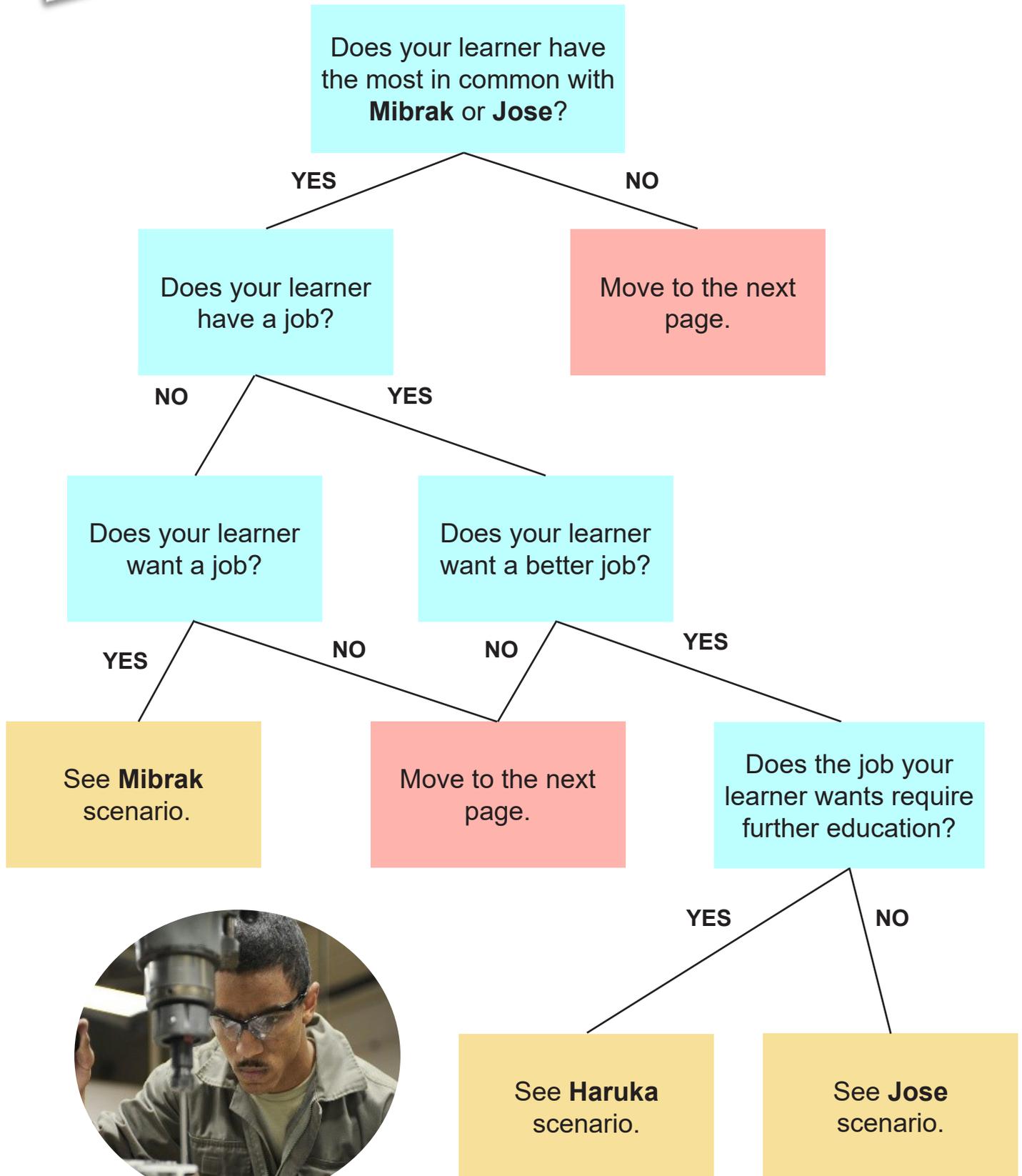
1. Do you want to go to school in Canada?
2. Do you need to take an English test?
3. Is this very important right now?

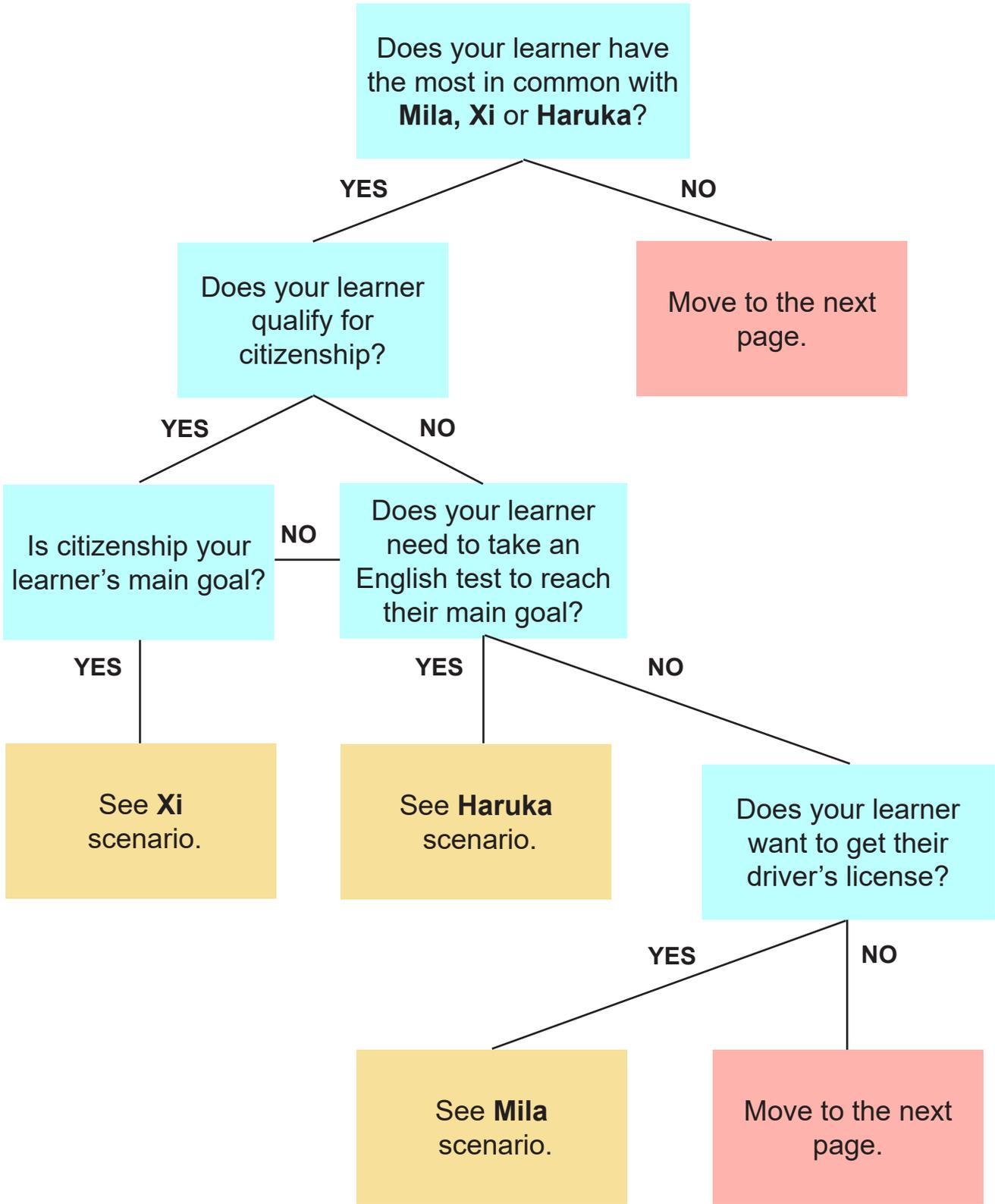
Danilo

1. Do you want to improve your pronunciation?
2. Is this very important right now?



Decision Tree





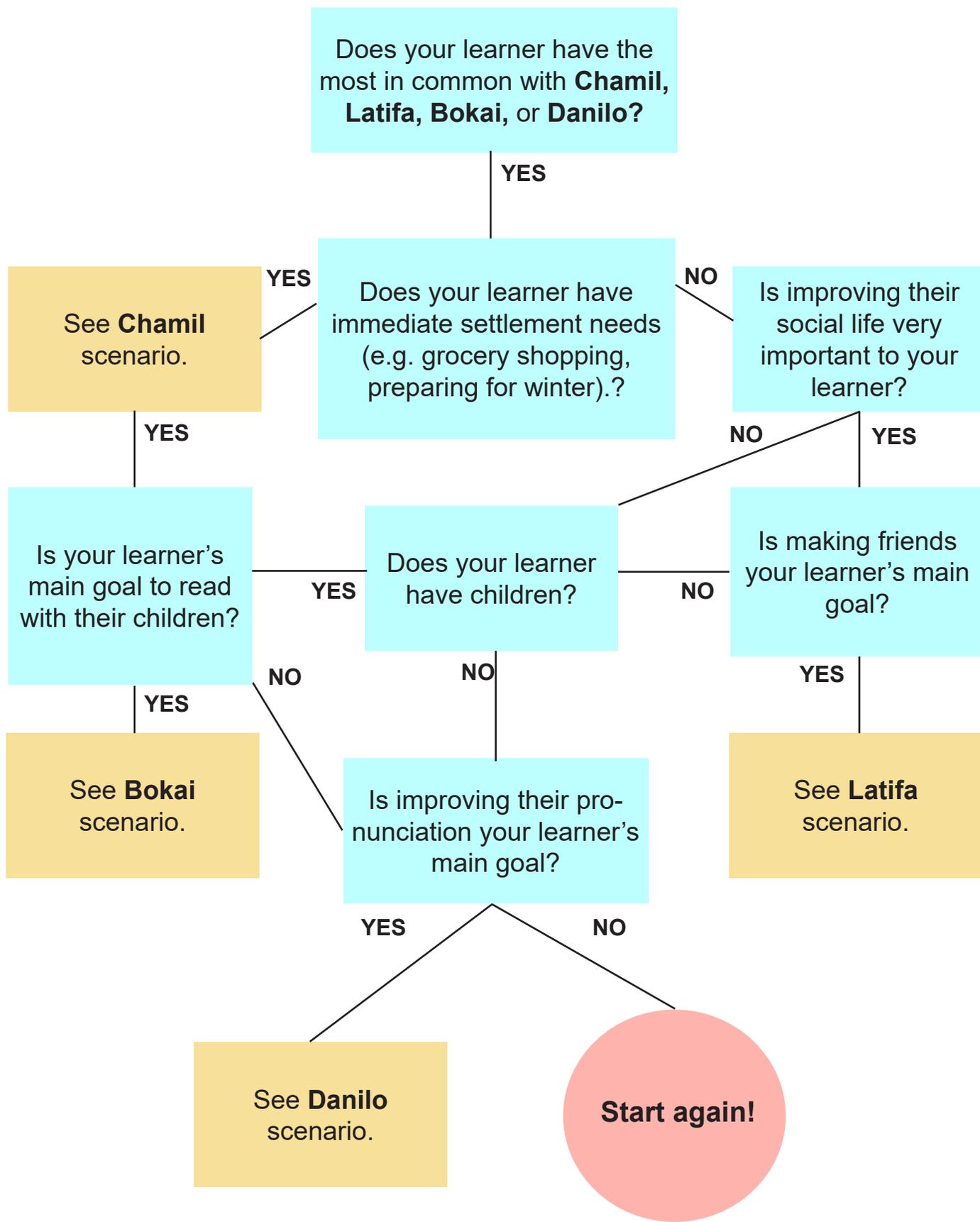


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MAKING FRIENDS IN CANADA

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Making Friends in Canada

Learning Plan

Notes:

- Before you use this learning plan, make sure you spend some time familiarizing yourself with the different community clubs and organizations, volunteer opportunities, and recreation opportunities available in your local area.
- In level 2, remember to get the original reading material from the online resources listed in the lesson plan.

Online Considerations:

- It's helpful to have an online platform that has the following features: whiteboard with annotating tools for learner and tutor, screen sharing and video/audio.
- The first session with your learner should focus on learning how to use the platform (not content).

This is Latifa. She is from Afghanistan. Latifa came to Canada 1 year ago. Latifa stays at home with her children. She does not know many people in Canada. She wants to make friends in her community.



Learning Plan:

- A learning plan includes an overview of what will be studied with your learner.
- This learning plan has eight 60-minute lessons planned out. Depending on your learner, these lessons may take you a little longer.
- Additional resources are included for your future lessons. It is helpful to gather all the needed resources ahead of time.

Every Lesson:

- For most lessons you will need paper, a pen, an internet connection and an electronic device (laptop, tablet or smart phone).
- You also need to check all of the links used in the lesson.
- It is helpful to gather all the needed resources ahead of time.
- Additional resources are suggested for your future lessons.

Learning Plan

Learner Name:

First Language:

Learner Goal:

| Lesson | Goal | Resources I will use |
|--------|--|---|
| 1 | The learner will identify ways to make connections in their local community. | <ul style="list-style-type: none"> • Pen/paper • A device and internet connection • Community directory; brochures for community agencies; picture of a friend • Handouts: Conversation Starters, Making Connections, Vocabulary Journal, My Community, My Community Writing |
| 2 | The learner will identify ways to start a conversation. | <ul style="list-style-type: none"> • Pen/paper • A device and internet connection • Two dice • Handouts: Community Bingo x 2; Starting Conversations; Conversation Starter Listening; Conversation Starter Listening: Transcript |

| | | |
|---|--|--|
| 3 | The learner will describe cultural expectations around being invited to someone else's home. | <ul style="list-style-type: none"> • Pen/paper • A device and internet connection • A die • Handouts: Conversation Starter Listening; Being Invited in Canada; Tips for Visiting in Canada; Phrases for Offering |
| 4 | The learner will recognize social customs and politeness in Canada. | <ul style="list-style-type: none"> • Pen/paper • A device and internet connection • Handouts: Social Customs in Canada; Social Customs in Canada Transcript; Social Customs in Canada Answer Key; Writing About Politeness |

Additional Resources

| | |
|---|--|
| Rural Routes: Roots and Connections Curriculum | <p>This curriculum has units on “getting to know you” and community mapping that can be useful for learners who are hoping to find friends in their community.</p> <p>Link: https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/Roots-Connections/NorQuest_Curriculum_Units-1-4.pdf</p> |
| LINC 1-4 Classroom Activities | <p>Each book in this series has a chapter on Canadian culture that can be used with lower-level learners.</p> <p>Link: http://wiki.settlementatwork.org/index.php/LINC_1-4_Classroom_Activities</p> |
| LINC 5-7 Classroom Activities | <p>Chapter 3 of volume 1 of this resource is all about social interaction and can be used to teach small talk to higher-level learners.</p> <p>Link: http://wiki.settlementatwork.org/index.php/LINC_5-7_Classroom_Activities:_Volumes_1_&_2</p> |

Lesson Plan 1

Learner Name:

Date:

Objective(s): The learner will identify ways to make connections in their local community.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- A device and internet connection
- Community directory; brochures for community agencies; picture of a friend
- **Handouts:** Conversation Starters; Making Connections; Vocabulary Journal; My Community; My Community Writing

Activities

Needed Resources

Ice Breaker: (10 minutes)

Use the icebreaker **Conversation Starters** from the games section of this handbook. See the games section for a full description of the activity and the handout that you should use.

- Conversation Starters

Activity 1: (15 minutes)

Preparation note: If possible, bring a picture of a friend to show the learner.

Pre-reading: Tell the learner about a friend that you have. Explain how you met them and some of the things you like to do together.

Say: Can you tell me about a friend that you had in your home country? Tell me how you met them and what you like to do together.

- Making Connections
- A device and internet connection
- Vocabulary Journal

| | |
|--|---|
| <p>Activity 1: (continued)</p> <p>After the learner tells you about their friend, ask: <i>You had friends in your home country. When you move to a new place, it can be difficult to find friends. How do you think you can make friends in Canada?</i> Listen as the learner shares their ideas with you.</p> <p>During reading: Say: <i>We are going to read about different ways to make friends in Canada.</i></p> <p>Give the learner Making Connections. Explain that the first time they read, they should circle or underline all of the words that they don't know.</p> <p>After the learner has circled or underlined all of the unfamiliar words, use your device to either find an online English dictionary or a translator to your learner's first language. Have the learner use Vocabulary Journal to write down the new words and a definition, the word in their first language or a picture of what the word means.</p> <p>After they have recorded the new words, have them read the page again to get the full meaning of the text.</p> | |
| <p>Activity 2: (20 minutes)</p> <p>Post-reading: Explain that now you will look at websites and/or brochures about your local community. Give learner My Community. Together, use local materials (e.g. community directories; brochures) and websites to find places they could go in their connect with others. Have them use the table on My Community to keep track of the different places in their community where they could make friends.</p> | <ul style="list-style-type: none"> • A device and internet connection • My Community • Community directory; brochures for community agencies |
| <p>Activity 3: (15 minutes)</p> <p>Ask: <i>Did you know about all of these places before? What are some new places that you learned about where you could make friends?</i></p> <p>Explain that when we make plans in English, we often use the word will. Examples include: <i>I will go home after our session;</i></p> | <ul style="list-style-type: none"> • My Community Writing |

I will study English on the weekend; I will visit my friend tomorrow.

Give the learner **My Community Writing**. Explain to the learner that they should write about what they will do to make friends. Tell them to include some of the places that they learned about in their writing. Allow the learner to finish the writing for homework if they need more time.

Activity 4/Closing:

Thank the learner for coming. Discuss the details of the next session.

Assessment/Success Criteria:

Was the learner able to identify some ways to make connections in their local community?

YES / NO

Notes for next time:

Look at the learner's writing and give them some feedback regarding how to improve it.

Tutor Tip: As a tutor, it is a very good idea to think about how you can help your learner grow their vocabulary. One way to do this is by encouraging them to keep some kind of vocabulary journal. This can be kept in a notebook, a binder or on a learner's phone (with an app like Quizlet). Encourage them to record the words, and something that will help them remember the meaning of the word. It is also good to have them write down different forms of the word, like the past tense form or forms that have prefixes or suffixes.

Lesson Plan 2

Learner Name:

Date:

Objective(s): The learner will identify ways to start a conversation.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- A device and internet connection
- Two dice
- **Handouts:** Community Bingo x 2; Starting Conversations; Conversation Starter Listening; Conversation Starter Listening: Transcript

Activities

Needed Resources

Ice Breaker: (10 minutes)

Play a game of bingo to review the ways of making connections in the community that you learned last time. You and the learner should each have a copy of **Community Bingo**. Write down the 8 suggested ways of making connections in the community from the last session in the 8 blank spaces on the bingo card.

To play the game, you will need to roll the dice. If the number on the dice is higher than 8, you will need to roll again.

Once you get a number, you can cross off the box with that number on the bingo card (the numbers are in the top left corner) off. However, before the learner can do so, the learner must make a correct future sentence about that way of making community connections using “*I will _____*” or “*I will not _____.*”

Discuss the reasons for learner gives for which of the suggested ways they will use to try to make friends.

- Community Bingo x 2
- Two dice

Activity 1: (15 minutes)

Pre-listening: Ask: *Is it easy or difficult to start a conversation with others in English? Is it easy or difficult to start conversations with others in your first language?*

Ask your learner how they usually start conversations with others when they are speaking in their first language. Do they ask questions? Do they make an observation? Do they ask the same question every time?

Say: *In Chinese culture, it is common to ask the question “have you eaten yet?” as a way of starting a conversation or greeting someone else when it is around a common meal time. Is there a question like this in your first language?*

Explain that **small talk** is social conversation about topics that are not controversial or important. Explain that small talk is very useful for making friends, because it helps “break the ice” (make the relationship between you **warmer**).

Give the learner **Starting Conversations**. Use the handout to brainstorm some ways to start “small talk” conversations in Canada. Make sure that the following ways to start conversations make it onto the learner’s paper:

Asking questions

Giving compliments

Talking about the weather

Talking about social/cultural events

- Starting Conversations

Activity 2: (10 minutes)

During listening: Give the learner the cut up cards from **Conversation Starter Listening**. Explain that you will read the example conversation starter phrases to the learner and that they should hold up the card that matches what they heard. After every phrase, ask the learner: *How do you know?*

Make sure the learner understands the phrases before moving on.

- Conversation Starter Listening
- Conversation Starter Listening: Transcript

| | |
|---|--|
| <p>Activity 3: (15 minutes)</p> <p>Post-listening: Explain that now, your learner will think about what they would say in several different situations. Give them What Would You Say? Read through the different situations and help the learner think of something they could say to start a conversation. If needed, give them an idea for the first situation as an example, such as: <i>Who are you cheering for?</i></p> | <ul style="list-style-type: none"> • What Would You Say? |
| <p>Activity 4: (10 minutes)</p> <p>Explain that for the last 10 minutes of the session, the learner should try to practice using conversation starting phrases to make conversation with you. Explain that this is a good time to practice and make mistakes, because you will not laugh at them or judge them.</p> <p>If the learner requires more structure for this activity, cut up the cards from Conversation Starter Listening, and have them pick up one of the cards to use as a prompt for starting conversation. Help the learner keep the conversation going, and give them feedback and ideas about what kinds of questions they could ask and what kinds of phrases they can use.</p> | <ul style="list-style-type: none"> • Conversation Starter Listening |
| <p>Activity 5/Closing:</p> <p>Thank the learner for coming and discuss the details of the next session.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Was the learner able to identify ways to start a conversation?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Make notes about what your learner will need to review in order to be successful starting conversations with others.</p> | |

Lesson Plan 3

Learner Name:

Date:

Objective(s): The learner will describe cultural expectations around being invited to someone else's home.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- A device and internet connection
- A die
- **Handouts:** Conversation Starter Listening; Being Invited in Canada; Tips for Visiting in Canada; Phrases for Offering

Activities

Needed Resources

Ice Breaker: (10 minutes)

Place the cut up cards from **Conversation Starter Listening** face down on the table. Explain that you will take turns picking up a random card and starting a conversation using a phrase that matches the topic on the card.

Each of you should take a few turns doing this. Ask: *Would the type of phrase you use change depending on where you are?*

Play another round of the game, but this time, you will need to think of a conversation starter that would work in the following situations:

Standing in a line-up at a fast food restaurant.

Sitting in a waiting room at the doctor's office.

Watching a hockey game.

Sitting in the break room at work.

- Conversation Starter Listening

| | |
|--|---|
| <p>Activity 1: (15 minutes)</p> <p>Say: <i>Sometimes, when you make friends, you might get invited to visit their home. Have you ever been invited to someone’s home in Canada? Was it a comfortable experience? How do you think that going to someone’s home is different in Canada than in your home country?</i></p> <p>Pre-reading: Give the learner Being Invited in Canada. Read through the different cultural practices. Circle whether you think this is polite in Canada and whether it is polite in your home country.</p> <p>Have a discussion about each cultural practice as the learner checks it off. Share your perspective on the politeness of each practice in Canada with your learner. Be sure to listen carefully and learn about your learner’s culture as well!</p> | <ul style="list-style-type: none"> • Being Invited in Canada |
| <p>Activity 2: (10 minutes)</p> <p>During reading: Ask: <i>What do you think the word offer means? It means to ask if you can do something. For example: Can I help you with that? This is offering help. There are many things you can offer when you go to someone’s home. When you read, underline things you can offer to do, or that the host might offer to do.</i></p> <p>Give the learner Tips for Visiting in Canada. Have the learner read the text and underline the things that you should offer to do or that the host will offer to do when you are invited to someone’s home.</p> | <ul style="list-style-type: none"> • Tips for Visiting in Canada |
| <p>Activity 3: (15 minutes)</p> <p>Post-reading: Give the learner Phrases for Offering. Have the learner read the sentence stems for offering. Then, have them create phrases they could use to offer various things to the person who is inviting them.</p> <p>Have the learner practice saying the phrases after they write them. If needed, model how to say the phrases correctly and give the learner feedback so they can also learn how to say them correctly.</p> | <ul style="list-style-type: none"> • Phrases for Offering |

| | |
|---|---|
| <p>Activity 4: (10 minutes)</p> <p>Play a game with a die. Take turns rolling the die. The number on the die is the amount of items you need to practice offering to bring to a hosts home. For example, if you roll one, you could say: <i>Could I bring a dessert?</i></p> <p>Give learner feedback on how they use the phrases. Encourage them to practice using each of the three structures for offering.</p> | <ul style="list-style-type: none"> • A die |
| <p>Activity 5/Closing:</p> <p>Thank the learner for coming. Decide the details of the next session.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Did the learner identify cultural expectations around being invited to someone else's home?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Ask the learner if they were able to practice the language for offering during the last week.</p> | |

Tutor Tip: It is very easy to assume that social customs around the world are similar or at least close to what we are familiar with. However, it is difficult to imagine all of the ways that a person can be different from yourself, until you start asking questions about how things are done in their culture. Use the time you have with your learner as an opportunity to increase your awareness of cultural differences and bring plenty of curiosity with you to your tutoring sessions. This is a great opportunity to let your learner teach you!

Lesson Plan 4

Learner Name:

Date:

Objective(s): The learner will recognize social customs and politeness in Canada.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- A device and internet connection
- **Handouts:** Social Customs in Canada; Social Customs in Canada Transcript; Social Customs in Canada Answer Key; Writing About Politeness

Activities

Needed Resources

Ice Breaker: (10 minutes)

Ask: In your home country, what do most people think of Canadians? Let's watch a video about what many people think about Canadian people.

Link: <https://www.youtube.com/watch?v=EOQiCzbKWjE>

If the learner needs extra support, slow down the video to 0.75 speed and/or put the closed captions on the video so it is easier to understand.

After you watch the video, ask: What do the people in this video think of Canadians? Do you agree or disagree with what they said?

Say: Being polite is very important to Canadian people, but what people think is polite is different around the world. Let's learn about that.

- A device and internet connection.

Activity 1: (15 minutes)

Pre-listening: Play a game of Tic Tac Toe with a Twist. For a full explanation of this game and a sample handout, see the games section of this handbook.

Use the following sentences for the game. The learner may only draw their x or o if they correctly identify the statement as true or false.

- 1) *In some countries is polite to burp loudly after you eat a meal. (True)*
- 2) *It is very rude to shake hands with your right hand in many countries in the Middle East. (False - it is rude to shake hands with your left hand)*
- 3) *It is polite to tip at restaurants everywhere in the world. (False)*
- 4) *In some countries, it is rude to show the bottom of your shoes. (True)*
- 5) *In Canada, it is ok to ask a person how much money they make at their job. (False - this is rude)*
- 6) *In Canada, it is rude to look at someone's eyes while you are talking to them. (False)*
- 7) *In Argentina, you should stand one meter apart when you talk to another person. (False, you should stand closer)*
- 8) *In Canada, you should stand one meter apart when you talk to another person. (True)*
- 9) *It is rude to say no to alcohol in many countries around the world. (True - mention that Canada is not one of these places)*

Ask: *Did any of these answers surprise you? Which ones did you already know. What is polite and impolite in your home country? Is in the same as in Canada?*

Activity 2: (15 minutes)

During listening: Give the learner **Social Customs in Canada**. Explain that they should listen while you read the **Social Customs in Canada Transcript**. They should try to make notes about what is polite and what is impolite based on what you read. Repeat each sentence so the learner has enough time to write.

Once the learner is finished, show them the answer key.

- Social Customs in Canada
- Social Customs in Canada: Transcript
- Social Customs in Canada Answer Key

Activity 3: (20 minutes)

Post-listening: Give the learner **Writing About Politeness**.

Explain to the learner that they should write an email about what they learned. Tell them that they should write to their friend about what they learned about politeness in Canada.

You can modify this activity to focus on many different language points (e.g. spelling, punctuation, modal verbs of advice, present tense) based on what your learner needs practice with.

Spend some time giving the learner feedback about what they could improve in their writing. Choose one or two things to focus on rather than correcting all of the mistakes that you find.

- Writing About Politeness

Activity 4/Closing:

Thank the learner for coming and discuss the details of the next session.

Assessment/Success Criteria:

Did the learner will become familiar with social customs and politeness in Canada?

YES / NO

Notes for next time:

Throughout the last four lessons, you should have noticed some things that your learner needs more practice with, things they need to learn or things that they are interested in. Plan future lessons with a focus on those things.



Level

2

Lesson Plan 1

Learner Name:

Date:

Objective(s): The learner will identify ways to make connections in their local community.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- A device and internet connection
- Community directory; brochures for community agencies; picture of a friend
- Welcome to Canada (pp. 135-137)
- **Handouts:** Conversation Starters; Vocabulary Journal; My Community; My Community Writing

Activities

Needed Resources

Ice Breaker: (5 minutes)

Use the Icebreaker **Conversation Starters** from the games section of this handbook. See the games section for a full description of the activity and the handout that you should use.

- Conversation Starters

Activity 1: (20 minutes)

Preparation note: If possible, bring a picture of a friend to show the learner.

Pre-reading: Tell the learner about a friend that you have. Explain how you met them and some of the things you like to do together.

Say: Can you tell me about a friend that you had in your home country? Tell me how you met them and what you like to do together.

- A device and internet connection
- Vocabulary Journal

| | |
|--|---|
| <p>Activity 1: (continued)</p> <p>After the learner tells you about their friend, ask: <i>You had friends in your home country. When you move to a new place, it can be difficult to find friends. How do you think you can make friends in Canada?</i> Listen as the learner shares their ideas with you.</p> <p>During reading: Say: <i>We are going to read about different ways to make friends in Canada.</i></p> <p>Give the learner pp.135-137 of the Welcome to Canada publication from the government of Canada. Explain that the first time they read, they should circle or underline words that they don't know.</p> <p>Link: https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/welcome.pdf</p> <p>After the learner has circled or underlined unfamiliar words, use your device to either find an online English dictionary or a translator to your learner's first language. Have the learner use Vocabulary Journal to write down the new words and a definition, the word in their first language or a picture of what the word means. After they have recorded the new words, have them read the page again to get the full meaning of the text.</p> | |
| <p>Activity 2: (20 minutes)</p> <p>Post-reading: Explain that now you will look at websites and/or brochures about your local community. Give learner My Community. Together, use local materials (e.g. community directories; brochures) and websites to find places they could go in their connect with others. Have them use the table on My Community to keep track of the different places in their community where they could make friends.</p> | <ul style="list-style-type: none"> • A device and internet connection • My Community • Community directory; brochures for community agencies |
| <p>Activity 3: (15 minutes)</p> <p>Ask: <i>Did you know about all of these places before? What are some new places that you learned about where you could make friends?</i></p> <p>Explain that when we make plans in English, we often use the word will. Examples include:</p> | |

Activity 3: (continued)

I will go home after our session; I will study English on the weekend; I will visit my friend tomorrow.

Explain to the learner that they should write about what they will do to make friends. Tell them to include some of the places that they learned about in their writing. Allow the learner to finish the writing for homework if they need more time.

Activity 4/Closing:

Thank the learner for coming. Discuss the details of the next session.

Assessment/Success Criteria:

Was the learner able to identify some ways to make connections in their local community?

YES / NO

Notes for next time:

Look at the learner's writing and give them some feedback regarding how to improve it.

Tutor Tip: When you use this lesson, you will go beyond being just an English language tutor, and step into the role of “community connector”. This role is just as important as your role as an English language expert, as your learner needs social connection and friendship just as much as they need to learn language. Make sure to familiarize yourself with the various community groups and organizations in your area. Provide plenty of options to your learner, as they may have very different talents and interests than yourself.

Lesson Plan 2

Learner Name:

Date:

Objective(s): The learner will identify ways to start a conversation.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- A device and internet connection
- Two dice
- **Handouts:** Community Bingo x 2; Starting Conversations; Conversation Starter Listening (level 2); Conversation Starter Listening: Transcript (level 2)

Activities

Needed Resources

Ice Breaker: (10 minutes)

Play a game of bingo to review the ways of making connections in the community that you learned last time. You and the learner should each have a copy of **Community Bingo**. Write down the 8 suggested ways of making connections in the community from the last session in the 8 blank spaces on the bingo card.

To play the game, you will need to roll the dice. If the number on the dice is higher than 8, you will need to roll again.

Once you get a number, you can cross off the box with that number on the bingo card (the numbers are in the top left corner) off. However, before the learner can do so, the learner must make a correct future sentence about that way of making community connections using “*I will _____*” or “*I will not _____.*”

Discuss the reasons for learner gives for which of the suggested ways they will use to try to make friends.

- Community Bingo x 2
- Two dice

Activity 1: (15 minutes)

Pre-listening: Ask: *Is it easy or difficult to start a conversation with others in English? Is it easy or difficult to start conversations with others in your first language?*

Ask your learner how they usually start conversations with others when they are speaking in their first language. Do they ask questions? Do they make an observation? Do they ask the same question every time?

Say: *In Chinese culture, it is common to ask the question “have you eaten yet?” as a way of starting a conversation or greeting someone else when it is around a common meal time. Is there a question like this in your first language?*

Explain that **small talk** is social conversation about topics that are not controversial or important. Explain that small talk is very useful for making friends, because it helps “break the ice” (make the relationship between you **warmer**).

Give the learner **Starting Conversations**. Use the handout to brainstorm some ways to start “small talk” conversations in Canada. Make sure that the following ways to start conversations make it onto the learner’s paper:

Asking questions

Giving compliments

Talking about the weather

Talking about social/cultural events

Question Tags - Sentences with an observation and a question at the end (Examples: *It’s a nice day, isn’t it?; She’s a great player, isn’t she?; You’re going to the parade, aren’t you?*)

- Starting Conversations

Activity 2: (10 minutes)

During listening: Give the learner the cut up cards from **Conversation Starter Listening**. Explain that you will read the example conversation starter phrases to the learner and that they should hold up the card that matches what they heard. After every phrase, ask the learner: *How do you know?* Make sure the learner understands the phrases before moving on.

- Conversation Starter Listening (level 2)
- Conversation Starter Listening: Transcript (level 2)

| | |
|---|---|
| <p>Activity 3: (15 minutes)</p> <p>Post-listening: Explain that now, your learner will think about what they would say in several different situations. Give them What Would You Say? Read through the different situations and help the learner think of 2-3 things they could say to start a conversation.</p> | <ul style="list-style-type: none"> • What Would You Say? |
| <p>Activity 4: (10 minutes)</p> <p>Explain that for the last 10 minutes of the session, the learner should try to practice using conversation starting phrases to make conversation with you. Explain that this is a good time to practice and make mistakes, because you will not laugh at them or judge them.</p> | |
| <p>Activity 5/Closing:</p> <p>Thank the learner for coming and discuss the details of the next session.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Was the learner able to identify ways to start a conversation?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Make notes about what your learner will need to review in order to be successful in starting conversations with others.</p> | |

Lesson Plan 3

Learner Name:

Date:

Objective(s): The learner will describe cultural expectations around being invited to someone else's home.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- A device and internet connection
- A die
- **Handouts:** Conversation Starter Listening (level 2); Being Invited in Canada; Tips for Visiting in Canada (level 2); Phrases for Offering

Activities

Needed Resources

Ice Breaker: (10 minutes)

Place the cut up cards from **Conversation Starter Listening** face down on the table. Explain that you will take turns picking up a random card and starting a conversation using a phrase that matches the topic on the card.

Each of you should take a few turns doing this. Ask: *Would the type of phrase you use change depending on where you are?*

Play another round of the game, but this time, you will need to think of a conversation starter that would work in the following situations:

Standing in a line-up at a fast food restaurant.

Sitting in a waiting room at the doctor's office.

Watching a hockey game.

Sitting in the break room at work.

- Conversation Starter Listening (level 2)

| | |
|--|---|
| <p>Activity 1: (15 minutes)</p> <p>Say: <i>Sometimes, when you make friends, you might get invited to visit their home. Have you ever been invited to someone’s home in Canada? Was it a comfortable experience? How do you think that going to someone’s home is different in Canada than in your home country?</i></p> <p>Pre-reading: Give the learner Being Invited in Canada. Read through the different cultural practices. Circle whether you think this is polite in Canada and whether it is polite in your home country.</p> <p>Have a discussion about each cultural practice as the learner checks it off. Share your perspective on the politeness of each practice in Canada with your learner. Be sure to listen carefully and learn about your learner’s culture as well!</p> | <ul style="list-style-type: none"> • Being Invited in Canada |
| <p>Activity 2: (10 minutes)</p> <p>During reading: Ask: <i>What do you think the word offer means? It means to ask if you can do something. For example: Can I help you with that? This is offering help. There are many things you can offer when you go to someone’s home. When you read, underline things you can offer to do, or that the host might offer to do.</i></p> <p>Give the learner Tips for Visiting in Canada. Have the learner read the text and underline the things that you should offer to do or that the host will offer to do when you are invited to someone’s home.</p> | <ul style="list-style-type: none"> • Tips for Visiting in Canada (level 2) |
| <p>Activity 3: (15 minutes)</p> <p>Post-reading: Give the learner Phrases for Offering. Have the learner read the sentence stems for offering. Then, have them create phrases they could use to offer various things to the person who is inviting them.</p> <p>Have the learner practice saying the phrases after they write them. If needed, model how to say the phrases correctly and give the learner feedback so they can also learn how to say them correctly.</p> | <ul style="list-style-type: none"> • Phrases for Offering |

| | |
|---|---|
| <p>Activity 4: (10 minutes)</p> <p>Play a game with a die. Take turns rolling the die. The number on the die is the amount of items you need to practice offering to bring to a hosts home. For example, if you roll one, you could say: <i>Could I bring a dessert?</i></p> <p>Give learner feedback on how they use the phrases. Encourage them to practice using each of the three structures for offering.</p> | <ul style="list-style-type: none"> • A die |
| <p>Activity 5/Closing:</p> <p>Thank the learner for coming. Decide the details of the next session.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Did the learner identify cultural expectations around being invited to someone else's home?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Ask the learner if they were able to practice the language for offering during the last week.</p> | |

Tutor Tip: It is important to teach social customs to our learners so they can be successful in social situations, but also so they can be successful in your tutoring sessions. Common Canadian cultural expectations such as being on time may not be second nature to your learner as they are to you, so these expectations must be communicated clearly. Use this lesson as a starting point, but plan more lessons in the future to address any cultural expectations that your learner is having trouble adhering to or understanding.

Lesson Plan 4

Learner Name:

Date:

Objective(s): The learner will recognize social customs and politeness in Canada.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- A device and internet connection
- ALIS: Welcome to Alberta, p. 23
- **Handouts:** Social Customs in Canada; Social Customs in Canada Answer Key; Writing About Politeness

Activities

Needed Resources

Ice Breaker: (10 minutes)

Ask: In your home country, what do most people think of Canadians? Let's watch a video about what many people think about Canadian people.

Link: <https://www.youtube.com/watch?v=EOQiCzbKWjE>

After you watch the video, ask: What do the people in this video think of Canadians? Do you agree or disagree with what they said?

Say: Being polite is very important to Canadian people, but what people think is polite is different around the world. Let's learn about that.

- A device and internet connection.

Activity 1: (15 minutes)

Pre-listening: Play a game of Tic Tac Toe with a Twist. For a full explanation of this game and a sample handout, see the games section of this handbook. Use the following sentences for the game. The learner may only draw their x or o if they correctly identify the statement as true or false.

- 1) *In some countries is polite to burp loudly after you eat a meal. (True)*
- 2) *It is very rude to shake hands with your right hand in many countries in the Middle East. (False - it is rude to shake hands with your left hand)*
- 3) *It is polite to tip at restaurants everywhere in the world. (False)*
- 4) *In some countries, it is rude to show the bottom of your shoes. (True)*
- 5) *In Canada, it is ok to ask a person how much money they make at their job. (False - this is rude)*
- 6) *In Canada, it is rude to look at someone's eyes while you are talking to them. (False)*
- 7) *In Argentina, you should stand one meter apart when you talk to another person. (False, you should stand closer)*
- 8) *In Canada, you should stand one meter apart when you talk to another person. (True)*
- 9) *It is rude to say no to alcohol in many countries around the world. (True - mention that Canada is not one of these places)*

Ask: Did any of these answers surprise you? Which ones did you already know. What is polite and impolite in your home country? Is in the same as in Canada?

Activity 2: (15 minutes)

During listening: Give the learner **Social Customs in Canada**. Explain that they should listen while you read the p. 32 of **ALIS: Welcome to Alberta**.

Link: <https://alis.alberta.ca/media/2440/welcometoalberta.pdf>

They should try to make notes about what is polite and what is impolite based on what you read. Repeat each sentence so the learner has enough time to write. Once the learner is finished, show them the answer key.

- ALIS: Welcome to Alberta
- Social Customs in Canada
- Social Customs in Canada Answer Key

Activity 3: (20 minutes)

Post-listening: Give the learner **Writing About Politeness**.

Explain to the learner that they should write an email about what they learned. Tell them that they should write to their friend about what they learned about politeness in Canada.

You can modify this activity to focus on many different language points (e.g. spelling, punctuation, modal verbs of advice, present tense) based on what your learner needs practice with.

Spend some time giving the learner feedback about what they could improve in their writing. Choose one or two things to focus on rather than correcting all of the mistakes that you find.

- Writing About Politeness

Activity 4/Closing:

Thank the learner for coming and discuss the details of the next session.

Assessment/Success Criteria:

Did the learner will become familiar with social customs and politeness in Canada?

YES / NO

Notes for next time:

Throughout the last four lessons, you should have noticed some things that your learner needs more practice with, things they need to learn or things that they are interested in. Plan future lessons with a focus on those things.



Handouts



Making Connections

Instructions: Read about the different ways you can connect with other people in your community.

Connecting means coming together with other people. It is important to **connect** in a new community.

Here are some ways you can connect with others in your community:

- Find an immigrant-serving organization.
- Volunteer at a local organization.
- Find programs and activities at a community centre.
- Join a sports teams at a local sports centre.
- Join associations or social clubs.
- Get involved in your child's school.
- Find a place of worship.
- Get to know people in your neighbourhood.



(Adapted from Government of Canada, *Welcome to Canada*, pp. 133-135.)



Vocabulary Journal

Instructions: Use this paper to write down new words for you. In the notes section, you can write the definition, write the word in your first language, or draw a picture of the word.

| New Word | Notes |
|----------|-------|
| | |
| | |
| | |
| | |



My Community

Instructions: Research places in your community where you could make friends.

| Does your community have . . . | Notes (addresses, programs, etc.) |
|---|---|
| an immigrant-serving organization? YES / NO | |
| places where you could volunteer? YES / NO | |
| a community centre with programs and activities? YES / NO | |
| recreational sports teams or a sports centre? YES / NO | |

| | |
|--|--|
| <p>local associations and clubs you could join?</p> <p>YES / NO</p> | |
| <p>an immigrant-serving organization?</p> <p>YES / NO</p> | |
| <p>ways you could be involved at your child's school?</p> <p>YES / NO</p> | |
| <p>places of worship you could attend?</p> <p>YES / NO</p> | |
| <p>neighbours you could make friends with?</p> <p>YES / NO</p> | |



Community Bingo

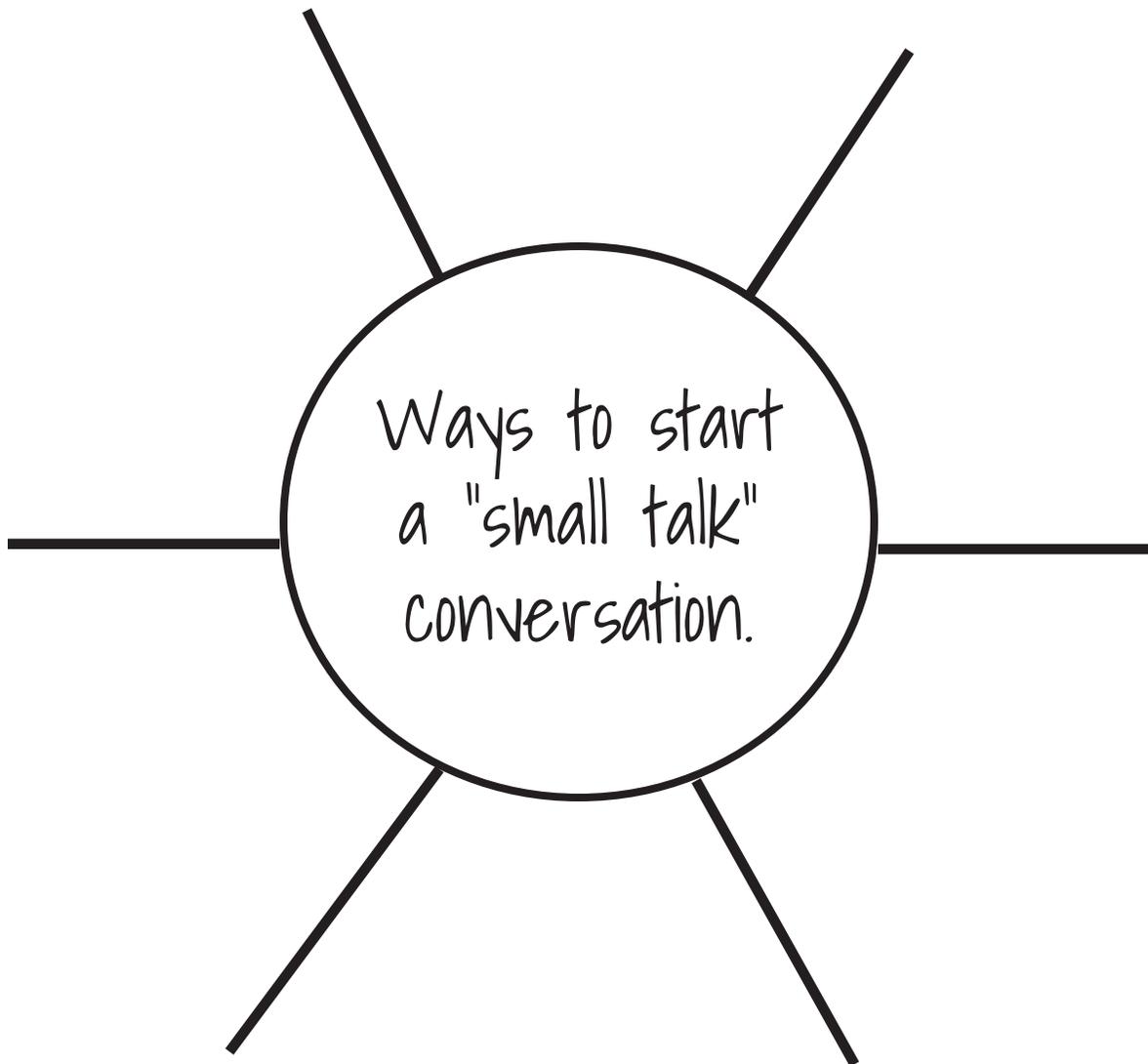
Instructions: Use this sheet to play a game of bingo to review ways to make community connections.

| | | |
|---|---------------|---|
| 1 | 2 | 3 |
| 4 | Free Space | 5 |
| 6 | 7 | 8 |



Starting Conversations

Instructions: Brainstorm ways to start “small talk” conversations in Canada.





Conversation Starter Listening

Instructions: Listen to the conversation starters that your tutor reads. Hold up the card that matches what they say.



Asking a question

Giving a
compliment

Talking about the
weather

Talking about social/
community events



Conversation Starter Listening: Transcript

Instructions: Read these phrases to the learner. Check to make sure they hold up the card that matches what you read.

| | |
|--|--|
| "I like your shoes!" | Giving a compliment |
| "It's such a nice day!" | Talking about the weather |
| "How's it going?" | Asking a question |
| "Did you see the game last night?" | Talking about a social event/ Asking a question |
| "Are you going to the Calgary Stampede this year?" | Talking about a social event/ Asking a question |
| "The wind is so strong today!" | Talking about the weather |
| "How is your day going?" | Asking a question |
| "You're really good at soccer. Where did you learn?" | Giving a compliment |
| "How was your weekend?" | Asking a question |



What Would You Say?

Instructions: Read the situation. Think of a phrase you could say to start a conversation.

| Situation | What Would You Say? |
|--|---------------------|
| <p>You are watching a soccer game. There is a person sitting next to you. They are alone.</p> | |
| <p>It is a beautiful sunny day. You walk into Tim Horton's and stand in the line. The person in front of you smiles at you.</p> | |
| <p>You are walking in the park. An elderly woman is walking toward you on the path. She has a very cute dog.</p> | |
| <p>You go to the bank for an appointment on Monday morning. You see the parent of one of your child's friends. They wave at you.</p> | |
| <p>You are on your break at work. You are sitting with your new co-worker. It is Friday afternoon, and tomorrow is Canada Day.</p> | |



Being Invited in Canada

Instructions: Read the cultural practices for when you are invited to someone's home. Circle whether they are polite in Canada and in your home country.

| Cultural Practice | Is this polite in Canada? | | Is this polite in your home country? | |
|---|---------------------------|----|--------------------------------------|----|
| | Yes | No | Yes | No |
| Taking off your shoes before you enter the house. | Yes | No | Yes | No |
| Bringing a bottle of wine to give the host. | Yes | No | Yes | No |
| Offering to bring food when you are invited. | Yes | No | Yes | No |
| Helping the host clean up after dinner. | Yes | No | Yes | No |
| Arriving early. | Yes | No | Yes | No |
| Arriving more than 15 minutes late. | Yes | No | Yes | No |
| Going to someone's home without being invited. | Yes | No | Yes | No |
| Taking more food after you finish your plate. | Yes | No | Yes | No |
| Saying no when the host offers you more food. | Yes | No | Yes | No |



Tips for Visiting in Canada

Instructions: Read about visiting someone's home in Canada. See if the answers you and your tutor circled on Being Invited in Canada are the same as what you read.

Visiting Homes in Canada

When you visit a Canadian person's home, it is polite to have an invitation. It is not polite to go to someone's house if they don't know you are coming.

It is polite to offer to bring something when someone invites you to their home. Many people bring a bottle of wine or a salad.

You should arrive on time when you are invited to someone's home. If you will be late, call them and tell them.

When you get to their home, offer to take your shoes off.

If the host offers you more food, you can say yes or no. There is no polite or rude answer.

After you eat a meal at someone's home, offer to help them clean up.





Phrases for Offering

Instructions: Read the grammar for offering. Then create phrases you could use to offer things to your host.



Can I . . .

Could I . . .

Would you like me to . . .

+ Verb

Examples:

"Can I bring anything to dinner?"

"Could I help you clean up?"

"Would you like me to take my shoes off?"

Now practice offering . . .

- 1) To bring a salad to dinner.
- 2) To help the host cut up the vegetables.
- 3) To pour the drinks.





Social Customs in Canada

Instructions: Listen to your tutor read about what is polite and impolite in Canada. Write sentences about what is polite and impolite in the table below.

| Polite / Okay | Impolite |
|----------------------|-----------------|
| | |



Social Customs in Canada: Transcript

Instructions: Read the text to the learner as they make notes. Read as much of the information that your learner can handle. If they are low-level, only read the first half. If they need a challenge, read the whole thing!

In Canada there are some things you should do to be polite. There are also things you can do that are impolite. It is important to know about these things. They are called social customs.

In Canada, it is polite to smile and shake hands when you meet someone. You should not squeeze their hand too tight.

In Canada, you should not stand too close to a person. Leave 2-3 feet of space between you and another person.

In Canada, it is polite to look at someone's eyes when they are speaking. It is rude to look at other things when they are talking to you. This is the same for all people.

In Canada, it is polite to be early or on time. It is very rude to be more than 15 minutes late without telling the host first.

In Canada, it is rude to be loud or violent in public. You should not have loud conversations, say mean things or spank children.

In Canada, some personal questions are rude to ask. You should not ask questions like: How much money do you make? Why don't you have children? How old are you? or How much do you weigh.

In Canada, it is polite to wait in a line until it is your turn. Going in front of someone who was waiting before is very rude.

In Canada, it is okay for people to hold hands in public. You will see many different people holding hands.

(Adapted from ALIS, *Welcome to Alberta*, p. 23.)



Social Customs in Canada: Answer Key

Instructions: Show the your learner the answers after they complete this activity.

| Polite / Okay | Impolite |
|---|---|
| <ul style="list-style-type: none">• Smiling and shaking hands• Standing 2-3 feet away from a person• Looking at a person's eyes when they are talking• Being on time• Waiting in line until it is your turn• Holding hands in public | <ul style="list-style-type: none">• Squeezing someone's hand too tightly• Standing too close to a person• Looking around when someone is talking to you• Being late• Being loud or violent in public• Asking some personal questions• Going in front of someone in a line |



Handouts - Level 2



Conversation Starter Listening

Instructions: Listen to the conversation starters that your tutor reads. Hold up the card that matches what they say.



Asking a question

Giving a
compliment

Talking about the
weather

Talking about social/
community events

Question Tag



Conversation Starter Listening: Transcript

Instructions: Read these phrases to the learner. Check to make sure they hold up the card that matches what you read.

“This line is long, isn’t it?”

Question tag

“I like your shoes!”

Giving a compliment

“It’s such a cold day!”

Talking about the weather

“How’s it going?”

Asking a question

“Nice day, isn’t it?”

Question tag/ Talking about the weather

“Did you see the game last night?”

Talking about a social event/ Asking a question

“Are you going to the Calgary Stampede this year?”

Talking about a social event/ Asking a question

“The wind is so strong today!”

Talking about the weather

“How is your day going?”

Asking a question

“You’re really good at soccer. Where did you learn?”

Giving a compliment

“How was your weekend?”

Asking a question

“The Canada Day parade was great, wasn’t it?”

Question tag

“The coffee is great here, isn’t it?”

Question Tag

“I like your wallet. Where did you get it?”

Giving a compliment



Tips for Visiting in Canada

Instructions: Read about visiting someone's home in Canada. See if the answers you and your tutor circled on Being Invited in Canada are the same as what you read.

Visiting Homes in Canada

When you visit a Canadian person's home, you must have an invitation. It is impolite to show up at a Canadian's home unannounced, and is also impolite to bring other friends or family without asking your host first.

It is good etiquette to offer to bring something when someone invites you to their home. Many dinner guests bring a bottle of wine or a salad. You can also bring a small gift like flowers, or something you made yourself, like cookies.

Punctuality is very important in Canadian culture, even for social events. If you will be late, call your host and tell them. You should also avoid being too early when someone invites you to their home, because they may not be ready for you before the time you agreed on. When you get to your host's home, offer to take your shoes off. They may accept your offer, or tell you to leave them on.

When eating dinner, it is not rude to finish all of your food or to leave a little bit of food uneaten. If the host offers you more food, you can say yes or no. There is no polite or rude answer.

After you eat a meal at someone's home, offer to help them clean up. The host will probably be grateful for your help, and you can socialize while you clean up the dishes.

(Adapted from: Cultural Atlas, 2020.)

It is important to know when it is time to leave a Canadian's home, so that you don't overstay your welcome. If the next day is a workday, you should leave before 10:00 p.m. If it is a weekend, ask your host when they usually like to go to bed on weekends. This may seem like a strange question, but they will probably appreciate you asking. If your host has children, you will probably need to leave earlier so that your host can put their children to bed at a good time.

If you follow these tips, you will make a good impression the next time a Canadian invites you to visit their home.



Did any of these tips surprise you? How is visiting other people's homes different in your home country?

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LIVING IN CANADA

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Living in Canada

Learning Plan

Notes:

- For this learning plan to be a success, it would be helpful to do a little research about how some of the topics relate to your community.
- The second lesson is about your local library, so if you could have the lesson there, it might be more meaningful.
- The last lesson focuses on cultural activities and activities at your local community centre. If possible, do some research on what is available.

Online Considerations:

- It's helpful to have an online platform that has the following features: whiteboard with annotating tools for learner and tutor, screen sharing and video/audio.
- The first session with your learner should focus on learning how to use the platform (not content).

This is Chamil. Chamil is from India. He came to Canada six months ago. Chamil wants to know more about Canadian customs, shopping and activities he can do with his family. Chamil wants to learn about Canada.



Learning Plan:

- A learning plan includes an overview of what will be studied with your learner.
- This learning plan has eight 60-minute lessons. Four lessons are for level 1, and another four lessons are for level 2.
- It is helpful to gather all the needed resources ahead of time.
- Additional resources are suggested for your future lessons.

Every Lesson:

- For every lesson you will need paper and a pen. For most lessons, you will also need an internet connection and an electronic device (laptop, tablet or smart phone).
- It is recommended that you check all the links used in the lesson prior to the lesson.
- The main resources you will need are listed next to each week in the learning plan. The lesson plan includes the specific resources you will need.

Learning Plan

| | |
|----------------------|------------------------|
| Learner Name: | First Language: |
|----------------------|------------------------|

Learner Goal:

| Lesson | Goal | Resources I will use |
|--------|---|---|
| 1 | Learner will describe social customs in Alberta | <ul style="list-style-type: none"> • Handouts: Conversation starters; Introducing Yourself; Social Customs; Line up; On Time. |
| 2 | Learner will identify key services the library provides | <ul style="list-style-type: none"> • Consider having the lesson at the library. • Handouts: Library Pictures; Brainstorming Web; Library Reading; Library Matching |
| 3 | Learner will examine how shopping works in Canada | <ul style="list-style-type: none"> • Flyers from local community stores • Print a return policy from a local store • Handouts: Would you rather; Shopping Matching; Shopping in Alberta; Shopping Questions; Shopping Information |

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| 4 | Learner will identify different leisure options in Alberta | <ul style="list-style-type: none"> • Postcards from Alberta (if available) • Handouts: Alberta Pictures; Cultural Activities; Cultural Activities & Community Centres; Bingo Vocabulary Words; Bingo Cards |
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Additional Resources

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| <p style="text-align: center;">Welcome to Alberta: Information for Newcomers</p> | <p>Most of the information in these lesson plans was taken from this resource. What was used is only a fraction of what is available. It would be an excellent resource to continue using in future lessons.</p> <p>Link: https://alis.alberta.ca/media/2440/welcometoalberta.pdf</p> |
| <p style="text-align: center;">Welcome to Alberta: A Consumer's Guide for Newcomers</p> | <p>This resource is compiled with questions newcomers may ask and their respective answers. If learner is interested in learning more about shopping in Alberta, this would be a great route to take.</p> <p>Link: http://www.servicealberta.ca/pdf/consumers/AB_Newcomers_Guide.pdf</p> |
| <p style="text-align: center;">Welcome to Canada: What you should know</p> | <p>This is also a valuable resource. It has 15 large sections with information about everything from important documents, to community connections and so much more.</p> <p>Link: https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/welcome.pdf</p> |

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will describe social customs in Alberta.

Estimated Time: 1 hour

Needed Resources:

- Paper & pen
- Device & internet connection
- **Handouts:** Conversation Starters; Introducing Yourself; Social Customs; Line up & On Time

Activities

Needed Resources

Ice Breaker: (3-5 minutes)

Welcome learner. Start by using **Conversation Starters**. Use only the first four questions in gray. Ask learner questions. Let learner ask you the questions. (Cut out all the questions)

- Conversation Starters

Activity 1: (10- 15 minutes)

Say: Today we will talk about some social customs in Canada. One of the first things we do when we meet someone is introduce ourself. We will also talk about personal distance, eye contact, being on time and respecting the environment.

What type of information do you usually share when introducing yourself in your home country? Make a list of information that learner shares.

- Paper & Pen

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| <p>Activity 1: (Continued)</p> <p>Say: <i>Do you think this is the same in Canada? What type of information do people share in Canada?</i></p> <p>Make a list of what your learner shares. See Introducing Yourself.</p> <p><i>Let's watch this video to see if what we wrote is the same as in the video. As we watch, put a check next to the items he mentions. See Introducing Yourself.</i></p> <p>Learn How to Introduce Yourself in English Link: https://youtu.be/s4D0luP2bbc</p> | <ul style="list-style-type: none"> • Introducing Yourself |
| <p>Activity 2: (10-12 minutes)</p> <p>After you have watched the video, stop to check learner responses.</p> <p>Tell learner they will get a chance to write their introduction. If necessary, play the video again for learner to get ideas.</p> | <ul style="list-style-type: none"> • Introducing Yourself |
| <p>Activity 3: (5- 7 minutes)</p> <p>In the icebreaker, you only used the first four questions in gray. in the handout Conversation Starters. Now you will use the remaining questions. Encourage learner to put the remaining questions in a logical order. Practice asking learner these questions. Give learner a chance to ask questions back.</p> <p>Tell learner that some people extend their right hand so that you can shake it. Normally, you hold the person's hand firmly, but not too tightly.</p> <p>If you and your learner feel comfortable, you can practice "hand shaking".</p> <p>Give your learner a chance to share how greetings happen in their home country.</p> | <ul style="list-style-type: none"> • Conversation Starters |

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| <p>Activity 4: (3-5 minutes)</p> <p>Ask: <i>In your home country, how far away should you stand from another person? Use Social Customs for learner to understand the flow of the lesson.</i></p> <p>See Line up</p> | <ul style="list-style-type: none"> • Line up • Social Customs (repeated) |
| <p>Activity 5: (4-6 minutes)</p> <p>Say: <i>Let's see what's next in our social customs handout. It's eye contact. In your country, do you normally make eye contact when you are talking to someone? Why or why not?</i></p> <p>Say: <i>In Canada, people make eye contact when talking to others. It doesn't matter if the person is a teacher, older or a different gender. We look each other in the eyes when we talk to each other.</i></p> | <ul style="list-style-type: none"> • Social Customs (repeated) |
| <p>Activity 6: (10 - 12 minutes)</p> <p>Ask: <i>Is being on time important in your home country? Is there a difference between going to work/school and visiting a friend? What about doctor's appointments?</i></p> <p>Explain that in Canada, this is very important. See On Time.</p> | <ul style="list-style-type: none"> • On time |
| <p>Activity 5/Closing: (3-4 minutes)</p> <p>Ask: <i>How can we respect the environment?</i></p> <p>Say: <i>In Canada, respecting the environment is very important. Canadians expect people not to litter. Do you know what litter means? It means to throw garbage on the ground. You can get fined for littering. People also do a lot of recycling. Did you know that you could get money back if you return your bottles to the Bottle Depot? Review Social Customs if you have time.</i></p> <p>Thank the learner for coming. Decide the details of your next meeting.</p> | <ul style="list-style-type: none"> • Social Customs (repeated) |

Assessment/Success Criteria:

Did your learner gain a better understanding of a few social customs in Canada?

YES / NO

Notes for next time:

The next class will be about the library. If possible, arrange to have your class at the library.

Tutor Tip: Take time to listen to your learner as they share their cultural experience. In the Middle East, for example, it's considered polite to arrive 20-30 minutes late to a social event to give the host extra time for those final touches (and not to cause embarrassment in case the host isn't ready).

Lesson Plan 2

| Learner Name: | | Date: |
|--|---|--------------|
| Objective(s): Learner will identify key services the library provides. | | |
| Estimated Time: 1 hour | Needed Resources: <ul style="list-style-type: none"> • Paper & pen • Electronic device & internet • Handouts: Library Pictures; Brainstorming Web; Library Reading; Library Matching | |
| Activities | Needed Resources | |
| <p>Ice Breaker: (3-5 minutes)</p> <p>Welcome learner. Tell learner you will write three sentences about yourself. Two are true, one is false. Encourage learner to guess which one is false. Tell learner to do the same.</p> <p>See Games section for full explanation.</p> | <ul style="list-style-type: none"> • Paper/pen | |
| <p>Activity 1: (5- 7 minutes)</p> <p>Say: <i>Tell me what libraries are like in your home country? Did you like going to the library?</i></p> <p>Say: <i>Let's look at some pictures of libraries. See Library Pictures.</i></p> <p>(Point to the words). <i>Do you understand these words? Which words would you use to describe this picture?</i></p> <p>Ask: <i>When you think of a library, which of these pictures do you think of?</i></p> | <ul style="list-style-type: none"> • Library Pictures | |

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| <p>Activity 2: (5- 7 minutes)</p> <p>Say: <i>Let's look try to think about some things you could do at the local library.</i> See Brainstorming Web.</p> | <ul style="list-style-type: none"> • Brainstorming Web |
| <p>Activity 3: (15 - 20 minutes)</p> <p>Say: <i>We are going to read a little bit about libraries in Alberta.</i> See Library Reading.</p> <p>You'll see that there is an extra question. Encourage the learner to answer if you feel they have the necessary language skills.</p> <p>Share the information below with learner: "To find a library in or near your community, go to the Alberta Municipal Affairs website at municipalaffairs.alberta.ca. Click on the Municipalities & Communities tab, click on Public Library Service and then click on Directory" (Welcome to Alberta, 2014, pg. 13)</p> <p>If you have an internet connection and electronic device, look up libraries near you.</p> | <ul style="list-style-type: none"> • Library Reading |
| <p>Activity 4: (10 - 15 minutes)</p> <p>Say: <i>Let's do a matching activity to see what kinds of services we could find at the library.</i> See Library Matching</p> <p>After learner has matched questions with answers, ask learner to read the questions and the answers. Review any unknown vocabulary.</p> <p>If you have extra time, ask learner the questions and see if they can answer without looking at the card.</p> | <ul style="list-style-type: none"> • Library Matching |

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| <p>Activity 5 / Closing: (5 - 7 minutes)</p> <p>Say: <i>The city of Calgary has a very beautiful library you could visit if you go there. Let's watch a video.</i></p> <p>Introducing you New Central Library Link: https://www.youtube.com/watch?v=ZO-TeIT-ZB4</p> <p>Thank the learner for coming. Decide the details of your next meeting</p> | <ul style="list-style-type: none"> • Device & internet connection |
| <p>Assessment/Success Criteria:</p> <p>Did your learner gain a better understanding of libraries in their local community and in Canada?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>If possible, bring local flyers for your next class and have a “return policy” printed from a local store.</p> | |

Tutor Tip: The next lesson includes the use of a local flyer. Using materials that are “authentic” and not produced for English language learners is considered a best practice by Alberta Teachers of English as a Second Language (ATESL).

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will examine how shopping works in Canada

Estimated Time: 1 hour

Needed Resources:

- Paper & pen
- Electronic device & internet
- Flyers from local community stores
- **Handouts:** Would you rather; Shopping Matching; Shopping in Alberta; Shopping Questions, Shopping Information

Activities

Needed Resources

Ice Breaker: (3-5 minutes)

Welcome learner. Play a game of **Would you Rather**. Learner will look at card and determine which of the two they would rather do. See **Would you Rather**.

See Games section for full explanation.

- Would you rather

Activity 1: (5 - 7 minutes)

See **Shopping Matching**. Cut up the words and see if learner can match them. Next, ask learner to try to describe each picture. Encourage learner to try to make a sentence with the word.

- Shopping Matching

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| <p>Activity 2: (20 - 25 minutes)</p> <p>Say: <i>We are going to read a little bit about shopping in Alberta.</i> See Shopping in Alberta</p> <p>You'll see that there is an extra question. Encourage the learner to answer if you feel they have the necessary language skills.</p> | <ul style="list-style-type: none"> • Shopping in Alberta |
| <p>Activity 3: (20 - 25 minutes)</p> <p>Say: <i>We are going to talk about some common questions related to shopping.</i> See Shopping Questions</p> <p>Give learner time to read the questions on the handout. Tell learner to choose the question they are most interested in to ask you. You have the answers to these questions in Shopping Information for tutor. You will see the original text and the simplified text. Use the simplified text with learner.</p> <p>Finally, ask your learner the same question back to see what learner has understood. Do this for all of the questions. Add any information you feel is relevant for your community. This information was taken from "Welcome to Alberta - A consumer's guide for newcomers".</p> | <ul style="list-style-type: none"> • Shopping Questions • Shopping Information (for tutor) |
| <p>Activity 4 / Closing: (5 - 7 minutes)</p> <p>Say: <i>Let's look at one or two flyers from you community. Talk about sales and the prices advertised. What is a good deal? Which store do you think has better prices on ...? (Etc.)</i></p> <p>Thank the learner for coming. Decide the details of your next meeting.</p> | <ul style="list-style-type: none"> • Local flyers |
| <p>Assessment/Success Criteria:</p> <p>Did your learner gain a better understanding of shopping in Alberta? YES / NO</p> | |
| <p>Notes for next time: Get a few Alberta postcards if possible.</p> | |

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will identify different leisure options in Alberta

Estimated Time: 1 hour

Needed Resources:

- Paper & pen
- Electronic device & internet
- Postcards from Alberta (if available)
- **Handouts:** Alberta Pictures; Cultural Activities; Cultural Activities & Community Centres; Bingo Vocabulary Words; Bingo Cards

Activities

Needed Resources

Ice Breaker: (3-5 minutes)

Welcome learner. If you have postcards, use postcards. If not, use **Alberta Pictures**. Ask learner where they would want to go. Ask them to order them from first to third.

- Post cards (if available)
- Alberta Pictures

Activity 1: (10- 15 minutes)

Say: *Let's brainstorm some fun activities that can be done in our community. See **Cultural Activities**. Talk about options available in your community or near you.*

Ideas: Concerts, fairs, dance performances, theaters, rodeos, festivals, etc. Explain that these are all cultural activities.

Ask: *Have you ever been to one of these? Tell me about it.*

- Cultural Activities

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| <p>Activity 2: (20 - 25 minutes)</p> <p>Say: <i>We are going to read a little bit about cultural activities and community centres in Alberta.</i> See Cultural Activities and Community Centres. Read the text to your learner. Stop after every paragraph. Ask general comprehension questions.</p> <p>You'll see that there are a few short answer questions. Some of these questions require some research. If possible, have an electronic device with an internet connection ready. Encourage your learner to write in full sentences.</p> | <ul style="list-style-type: none"> • Cultural Activities and Community Centres • Internet connection & electronic device |
| <p>Activity 3/ Closing: (10-15 minutes)</p> <p>Say: <i>We are going to play Bingo. We will be playing with vocabulary connected to recreational activities in Alberta.</i> See Bingo Vocabulary Words & Bingo Card.</p> <p>See Games section for full explanation.</p> <p>Thank the learner for coming. Decide the details of your next meeting</p> | <ul style="list-style-type: none"> • Bingo Vocabulary • Bingo Card |
| <p>Assessment/Success Criteria:</p> <p>Does the learner have a better understanding of recreational options available in Alberta?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Ask your learner if they would like to explore any of the four topics that you studied in more detail. You could also show learner the topics in the Welcome to Alberta website and move on from there.</p> | |



Level

2

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will describe social customs in Alberta

Estimated Time: 1 hour

Needed Resources:

- Paper & pen
- Electronic device & internet
- **Handouts:** Conversation Starters; Introducing Yourself; Social Customs; Line up & On Time

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Welcome learner. Start by using **Conversation Starters** Use only the first four questions in gray. Ask learner questions. Let learner ask you the questions. (Cut out all the questions)

See Games section for full explanation.

- Conversation Starters

Activity 1: (10- 15 minutes)

Say: Today we will talk about some social customs in Canada. We are going to start talking about introductions. We will also talk about personal distance, eye contact, being on time and respecting the environment.

What type of information do you usually share when introducing yourself in your home country?

Ask learner to write out a "typical" introduction in their home country in English.

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| <p>Activity 1: (Continued)</p> <p>Ask: <i>Do you think this is the same in Canada? What type of information do people share in Canada?</i></p> <p>Make a list of what your learner shares. See Introducing Yourself.</p> <p>Say: <i>Let's watch this video to see if what we wrote is the same as in the video. As we watch, put a check next to the items he mentions. See Introducing Yourself.</i></p> <p>Learn How to Introduce Yourself in English Link: https://youtu.be/s4D0luP2bbc</p> | <ul style="list-style-type: none"> • Introducing Yourself |
| <p>Activity 2: (10 - 12 minutes)</p> <p>After you have watched the video, stop to check learner responses.</p> <p>Tell learner they will get a chance to write their introduction. If necessary, play the video again for learner to get ideas. Encourage learner to use the “additional” ideas.</p> | |
| <p>Activity 3: (5- 7 minutes)</p> <p>In the icebreaker, you only used the first four questions in gray. in the handout Conversation Starters. Now you will use the remaining questions. Encourage learner to put the remaining questions in a logical order. Practice asking learner these questions. Give learner a chance to ask questions back.</p> <p>Tell learner that some people extend their right hand so that you can shake it. Normally, you hold the person's hand firmly, but not too tightly.</p> <p>If you and your learner feel comfortable, you can practice “hand shaking”.</p> <p>Give your learner a chance to share how greetings happen in their home country.</p> | <ul style="list-style-type: none"> • Conversation Starters |

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| <p>Activity 4: (3-5 minutes)</p> <p>Ask: <i>In your home country, how far away should you stand from another person?</i></p> <p>See Line up</p> | <ul style="list-style-type: none"> • Line up |
| <p>Activity 5: (4-6 minutes)</p> <p>Ask: <i>In your country, do you normally make eye contact when you are talking to someone? Why or why not?</i></p> <p>Say: <i>In Canada, people make eye contact when talking to others. It doesn't matter if the person is a teacher, older or a different gender. We look each other in the eyes when we talk to each other.</i></p> | |
| <p>Activity 6: (10 - 12 minutes)</p> <p>Ask: <i>Is being on time important in your home country? Is there a difference between going to work/school and visiting a friend? What about doctor's appointments?</i></p> <p>Explain that in Canada, this is very important. See On Time.</p> | <ul style="list-style-type: none"> • On time |
| <p>Activity 5 / Closing: (3-4 minutes)</p> <p>Ask: <i>How can we respect the environment?</i></p> <p>Say: <i>In Canada, respecting the environment is very important. Canadians expect people not to litter. Do you know what litter means? It means to throw garbage on the ground. You can get fined for littering. People also do a lot of recycling. Did you know that you could get money back if you return your bottles to the Bottle Depot?</i></p> <p>If you have time, go to Social Customs. Review each item and ask learner to write what they learned about that topic. Next class we will talk about the services you can find at the library. Thank the learner for coming. Decide the details of your next meeting</p> | <ul style="list-style-type: none"> • Social Customs |

Assessment/Success Criteria:

Did your learner gain a better understanding of a few social customs in Canada?

YES/NO

Notes for next time:

The next class will be about the library. If possible, arrange to have your class at the library.

Tutor Tip: Language and culture are interconnected. This interconnected portion is called “pragmatics”. When teaching pragmatics, an effective strategy is to get a learner to “notice” differences. So when you stop to think about how introductions happen in Canada, the learner is likely to notice what’s the same and what’s different. (Illiot, 2016)

Lesson Plan 2

Learner Name:

Date:

Objective(s): Learner will identify key services the library provides

Estimated Time: 1 hour

Needed Resources:

- Pen & paper
- Internet connection & electronic device
- **Handouts:** Library Pictures (L2); Brainstorming Web; Library Reading; Library Matching; Calgary Library (L2)

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Welcome learner. Tell learner you will write three sentences about yourself. Two are true, one is false. Encourage learner to guess which one is false. Tell learner to do the same.

See Games section for full explanation.

Activity 1: (8 - 10 minutes)

Say: *Tell me what libraries are like in your home country? Did you like going to the library?*

Say: *Let's look at some pictures of libraries. See **Library Pictures**. (Point to the pictures). *Could you describe these pictures? Try writing a short description for one of these pictures. Do the rest for homework.**

Ask: *When you think of a library, which of these pictures do you think of?*

- Library Pictures (Level 2)

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| <p>Activity 2: (5- 7 minutes)</p> <p>Say: <i>Let's look try to think about some things you could do that the local library.</i> See Brainstorming Web.</p> | <ul style="list-style-type: none"> • Brainstorming Web |
| <p>Activity 3: (15 - 20 minutes)</p> <p>Say: <i>We are going to read a little bit about libraries in Alberta.</i> See Library Reading.</p> <p>Share the information below with learner: “To find a library in or near your community, go to the Alberta Municipal Affairs website at municipalaffairs.alberta.ca. Click on the Municipalities & Communities tab, click on Public Library Service and then click on Directory” (Welcome to Alberta, 2014, pg. 13)</p> <p>If you have an internet connection and electronic device, look up libraries near you.</p> | <ul style="list-style-type: none"> • Library Reading |
| <p>Activity 4: (10 - 15 minutes)</p> <p>Say: <i>Let's do a matching activity to see what kinds of services we could find at the library.</i> See Library Matching</p> <p>After learner has matched questions with answers, ask learner to read the questions and the answers. Review any unknown vocabulary.</p> <p>If you have extra time, tell learner to spend some time reading the answers. Tell learner they will have the role of “library expert” while you, the tutor, are interested in finding things out about the library. Ask learner questions on the card and others from the reading.</p> | <ul style="list-style-type: none"> • Library Matching |
| <p>Activity 5 / Closing: (5 - 7 minutes)</p> <p>Say: The city of Calgary has a very beautiful library you could visit if you go there. Let's watch a video.</p> <p>* As a tutor, you now have two options. The first one is a short 1:59 minute video with no speaking. Choose this option if you are short on time. The second option is over five minutes and has a handout to go with it.</p> | |

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| <p>Activity 5 /Closing: (continued)</p> <p>Introducing you New Central Library (Short - 1:57) Link: https://www.youtube.com/watch?v=ZO-TeIT-ZB4</p> <p>Calgary library one of the most anticipated buildings on the planet: Architectural Digest (Longer - 5:07) Link: https://www.youtube.com/watch?v=KivaSJQK7WM</p> <p>Thank the learner for coming. Decide the details of your next meeting</p> | <ul style="list-style-type: none"> • Calgary Library (If using second option) |
| <p>Assessment/Success Criteria:</p> <p>Does the learner have a better understanding of libraries in their community and in Alberta?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Tell learner that next class you will focus on shopping.</p> | |

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will examine how shopping works in Canada

Estimated Time: 1 hour

Needed Resources:

- Paper & pen
- Electronic device & internet
- Flyers from local community stores
- **Handouts:** Would you rather; Twenty Questions (L2); Shopping in Alberta; Shopping Questions, Shopping Information

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Welcome learner. Play a game of **Would you Rather**. Learner will look at pictures/words and determine which of the two they would rather do. See **Would you Rather**.

See Games section for full explanation.

- Would you rather

Activity 1: (10-15 minutes)

See **Twenty Questions**. Review words with learner. Place them face down. Follow instructions on Twenty Questions. After you are finished, encourage learner to try to make a sentence with the word.

- Twenty Questions (Level 2)

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| <p>Activity 2: (20 - 25 minutes)</p> <p>Say: <i>We are going to read a little bit about shopping in Alberta.</i> See Shopping in Alberta.</p> <p>You'll see that there is an extra question. Encourage the learner to answer if you feel they have the necessary language skills.</p> | <ul style="list-style-type: none"> • Shopping in Alberta |
| <p>Activity 3: (20 - 25 minutes)</p> <p>Say: <i>We are going to talk about some common questions related to shopping.</i> See Shopping Questions.</p> <p>Give learner time to read the questions on the handout. Tell learner to choose the question they are most interested in to ask you. You have the answers to these questions in Shopping Information. Tell learner that you will read the text as an audio recording. Learner should take notes on important information. Tell learner you will ask them the same question later and they will need to answer using the notes they took. They can ask you to read the text twice (or more). Read "original text" in handout.</p> <p>Finally, ask your learner the same question back to see what learner has understood. Do this for all of the questions. Add any information you feel is relevant for your community. This information was taken from "Welcome to Alberta - A consumer's guide for newcomers".</p> | <ul style="list-style-type: none"> • Shopping Questions • Shopping Information (for tutor) |
| <p>Activity 4 / Closing: (5 - 7 minutes)</p> <p>Say: <i>Let's look at one or two flyers from you community. Talk about sales and the prices advertised. What is a good deal? Which store do you think has better prices on ...? (Etc.)</i></p> <p>Thank the learner for coming. Decide the details of your next meeting</p> | <ul style="list-style-type: none"> • Local flyers |
| <p>Assessment/Success Criteria:</p> <p>Does the learner have a better understanding of shopping in Alberta? YES / NO</p> | |
| <p>Notes for next time: Bring Alberta postcards if possible.</p> | |

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will identify different leisure options in Alberta

Estimated Time: 1 hour

Needed Resources:

- Paper & pen
- Electronic device & internet
- Do some research on recreational activities available in your region.
- **Handouts:** Alberta pictures (or postcards); Cultural Activities; Cultural Activities and Community Centres; Bingo Vocabulary Words & Bingo Cards

Activities

Needed Resources

Ice Breaker: (3-5 minutes)

Welcome learner. If you have postcards, use postcards. If not, use **Alberta Pictures**. Ask learner where they would want to go. Ask them to order them from first to third.

- Alberta Pictures

Activity 1: (10- 15 minutes)

Say: *Let's brainstorm some cultural activities that can be done in our community. See **Cultural Activities**. Talk about options available in your community or near you.*

Ideas: Concerts, fairs, dance performances, theaters, rodeos, festivals, etc.

Ask learner: *Have you ever been to one of these? Tell me about it.*

- Cultural Activities (Optional - you may choose to do this orally)

| | |
|---|--|
| <p>Activity 2: (20 - 25 minutes)</p> <p>Say: <i>We are going to read a little bit about cultural activities and community centres in Alberta. See Cultural Activities and Community Centres.</i> Give your learner time to read it silently first. Next, ask learner to read it out loud.</p> <p>You'll see that there are a few short answer questions. Some of these questions require some research. If possible, have an electronic device with an internet connection ready. The travel Alberta website is a good resource.</p> <p>Travel Alberta Link: https://www.travelalberta.com/ca/</p> | <ul style="list-style-type: none"> • Cultural Activities and Community Centres |
| <p>Activity 3 / Closing: (20 - 25 minutes)</p> <p>Say: <i>We are going to play Bingo. We will be playing with vocabulary connected to recreational activities in Alberta. See Bingo Vocabulary Words & Bingo Card.</i></p> <p>Thank the learner for coming. Decide the details of your next meeting</p> | <ul style="list-style-type: none"> • Bingo Vocabulary Words • Bingo Card |
| <p>Assessment/Success Criteria:</p> <p>Does the learner have a better understanding of recreational options available in Alberta?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Ask your learner if they would like to explore any of the four topics that you studied in more detail. You could also show learner the topics in the Welcome to Alberta website and move on from there.</p> | |



Handouts



Conversation Starters



Where are you from?

What do you do?

Can you share something about your family?

How long have you lived in Canada?

What's your name?

Where are you from?

How old are you?

(Try answering by giving your approximate age)

Are you married?

Tell me about the weather in your home country/city.

What do you do for a living?



Introducing Yourself

(Video Handout)

Pre-Video: When you introduce yourself in Canada, what information do you share? Check the ones you think are true.

- Your address
- Your country/city of origin
- Your age (approximate)
- Your marital status
- Your gender
- Your occupation
- Your income

During Video: Let's watch the video and find out which ones are true. As you watch, check your answers.

Post- Video: Write your own introduction using the tips you learned.

Extra: Watch the video again and write down Bob the Canadian's questions.



Social Customs

In our lesson today, we will be studying social customs in Canada. This handout has a summary of some of the things we talked about.

Introductions: Share your country/city of origin, marital status, age (approximate if comfortable in doing so) & occupation.

Personal Distance: Stay about one meter away from the person in front of you. This is especially important at banks, pharmacies and doctor's clinic's where privacy is very important.

Eye Contact: In Canada we make eye contact with the person we are speaking to. It doesn't matter if they are older or in a position of authority.

Being on Time: Punctuality is something very important, especially at work, school and for doctor's appointments.

Taking care of the Environment: In Canada, there is an expectation that you keep the environment clean. People throw garbage in garbage cans.



Line Up

Instructions: Talk about the questions below.



How far away should you be in a line?

Does this distance change at the pharmacy or bank?

Why?



On Time

Instructions: Read the text below and answer the questions.

Being on time

People are expected to be on time for work, school, medical appointments and business meetings. They may lose their jobs or be suspended from school if they are often late. Many people will not wait more than 10 or 15 minutes for someone who is late for a business meeting. In social settings, people are usually expected to arrive on time or no later than a half-hour past the time given in the invitation.

(Welcome to Alberta, 2014, p. 23)

1. When are people expected to be on time?

- At work
- At school
- For medical appointments
- At parties

2. What could happen if they are late? Mark all that apply

- They could get a warning.
- It would not be a problem if it's less than 20 minutes.
- If it happens more than once, they could lose their jobs.
- In a school setting, a learner could be suspended.

EXTRA: How are social settings different? Explain.



Library Pictures

Instructions: Check the words you would use to describe the pictures.



| | |
|--------------------------|-----------|
| <input type="checkbox"/> | Messy |
| <input type="checkbox"/> | Organized |
| <input type="checkbox"/> | Fun |
| <input type="checkbox"/> | Welcoming |



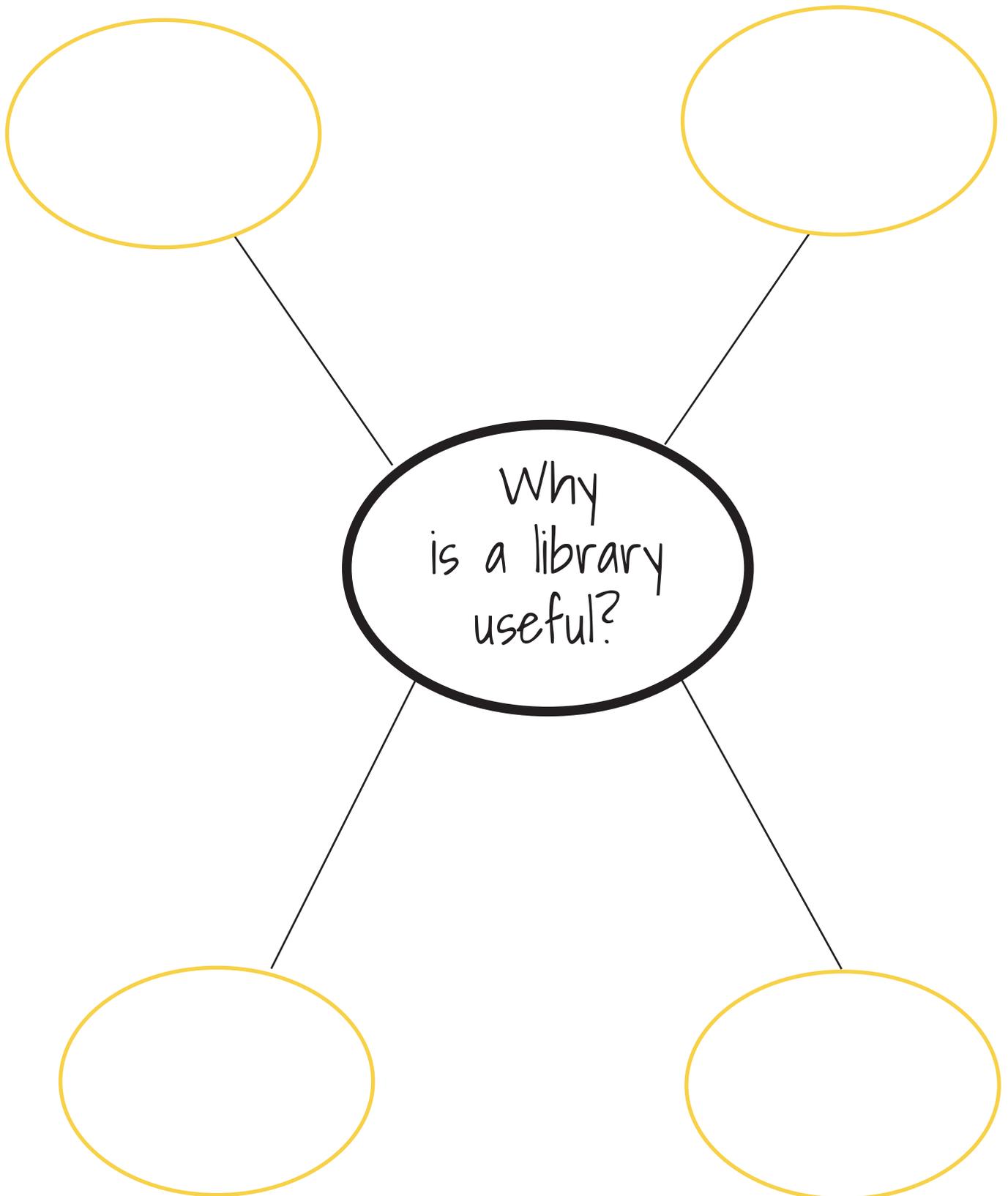
| | |
|--------------------------|-----------|
| <input type="checkbox"/> | Messy |
| <input type="checkbox"/> | Organized |
| <input type="checkbox"/> | Fun |
| <input type="checkbox"/> | Welcoming |



| | |
|--------------------------|-----------|
| <input type="checkbox"/> | Messy |
| <input type="checkbox"/> | Organized |
| <input type="checkbox"/> | Fun |
| <input type="checkbox"/> | Welcoming |



Brainstorming Web





Library Reading

Instructions: Read the text below and answer the questions.

Libraries

The library in your community is a good place to find information and services. At your public library, you can:

- use a computer for free.
- get help finding information.
- borrow books, CDs, DVDs and magazines.
- participate in programs like reading clubs for children and English classes for adults.

You can use the library without a card if you don't want to borrow books. If you want to borrow books, you can get a library card. It is not expensive. Some public libraries have give library cards for free.

(Adapted from: Welcome to Alberta, 2014, p. 12)

1. What are some things you can do at the library?

- Borrow books
- Use a computer
- Buy books
- Participate in programs

2. When do you need to pay a small fee?

- To get a library card
- To walk in to the library

EXTRA: Do some research on your local library. What are some programs it offers?



Library Matching

Instructions: Match the questions with the appropriate answer.



Can you get almost any book available in Alberta?

Yes! You can get almost any book available in Alberta!

Does the local library only allow you to borrow books?

No! Local libraries offer additional programs for adults and children. They often also have a stable internet connection

Do you need to pay a fee every time you borrow books?

No, you don't. In general, you only pay the fee to get the library card. You don't pay per book.

Can only Canadian citizens use the library?

No, the library is open for everyone.

Does the library have books in other languages?

Yes! Most libraries have books in other languages. If a book isn't available, it can usually be ordered.



Would You Rather... ?

Instructions: Cut out cards and discuss them with learner.



**BUY ONLINE OR
AT A STORE?**

**BUY A PERSONAL ITEM OR
SOMETHING FOR THE HOUSE?**

**SPEND MONEY ON A VACATION OR
ON SOMETHING FOR YOUR HOUSE?**

**LOOK AT ADS IN A PAPER FLYER
OR ONLINE?**

**GO TO THE MALL OR
TO A BIG DEPARTMENT STORE?**

BE HEALTHY OR WEALTHY?

**RECEIVE A GIFT CARD OR
AN ACTUAL GIFT?**

**WAIT FOR SOMETHING TO GO ON
SALE OR BUY IT WHEN YOU WANT
IT?**



Shopping Matching

Instructions: Cut out cards. Work on matching word with image.



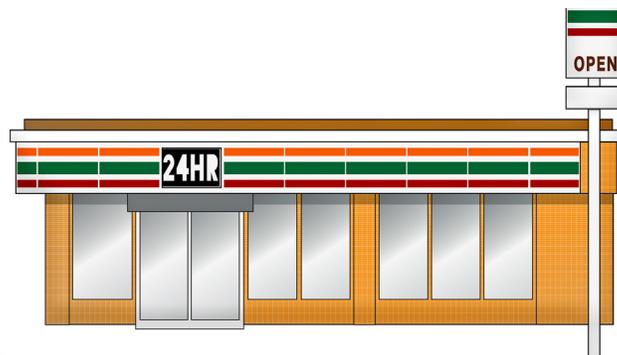
Grocery Store



Household items



Convenience Store





Cashiers



Paper receipt





Shopping in Alberta

Instructions: Read the text and answer the questions.

Shopping in Alberta

In Alberta, many stores are open seven days a week. Some stores are open only in the daytime. Others are open in the evening too. Some stores are open 24 hours a day.

Small stores that are open all night or attached to gas stations can be more expensive than large grocery stores.

In some places, you can take a bus or taxi to a large grocery store. Ask friends and family for suggestions about where to shop. Some large grocery stores also sell things like clothing.

Most large stores have rows of cashiers or checkouts

close to the doors. You bring the things you want to buy to this area, line up and pay for everything at the same time.

When you pay, the cashier will give you a receipt. You will need to keep it if you want to return or exchange what you bought.

Some stores have self checkouts where you scan the things you want to buy and pay for them without a cashier.

(Welcome to Alberta, 2014, p. 35)





Match the following words with their definitions:

Cashier

Purchase

Household items

Return

- Person that works at a store. You pay them for the goods.
- Something you bring back to the store.
- Something that you buy.
- An item for your house, like a broom or pan.

1. Which of the following statement is true?

- In Alberta, all stores are open 24 hours.
- Small grocery stores are often more expensive.
- In most stores you pay for meat at a different cashier.
- The paper receipt isn't important.

2. Read the statements below. Mark all that are true.

- It is often worth it to go to a large grocery store.
- In a self-service station, you check out your items on your own.
- All grocery stores also sell food and household items.
- It is often difficult to get a refund/exchange without the receipt.

EXTRA: Compare shopping in Alberta to shopping in your home country. What is the same? What is different?



Shopping Questions

A store has offered me a rain check. What does this mean?

Where can I find specials and coupons?

Can I bring products back to the store?

A store is telling me a product comes with a warranty. What does this mean?

Some stores say they "price match". What does that mean?





Shopping Questions (Tutor Response Sheet)

► Where can I find specials and coupons?

ORIGINAL TEXT: Stores often promote their deals and specials in newspaper flyers that are normally delivered door-to-door before the weekend. These flyers often have coupons that you can cut out, bring to the store and give to the employee at the cash register when you pay for your products to receive a discount. You can also look for special prices, sales and coupons in magazines and on the internet.

SIMPLIFIED TEXT & NOTES: Stores tell people about discounts using newspaper flyers. *[Show flyers.]* These are normally delivered to your door. These flyers often have coupons that you can cut out and take to a store. *[Show a coupon.]* You will show them to the cashier before you pay to get the discount. Another option is to look for sales and coupons on the internet. *[If possible, show a site like “Flipp” or another with coupons.]*

► A store has offered me a rain check. What does this mean?

ORIGINAL TEXT: If a store offers you a rain check, it means that an item they had advertised as being on sale is no longer available. An employee at customer service or at the cash register will give you a piece of paper with the name and the sales price of the item you wanted. The company is letting you know that you can come back to the store and buy the item at the sale price when it becomes available. If you can't find an item that has been advertised as being on sale, always ask an employee at customer service if you can have a rain check. It is important to know that rain checks are not always available. A company could specify “no rain checks” when they advertise a sale for example.

SIMPLIFIED TEXT & NOTES:

Let's think of an example. Let's look at this flyer. *[Ask learner what item is a good price.]* Imagine that you go to the store to buy this item but when you get there, they don't have any more. In Canada, you can go to the employee at the cash register and ask for a “rain check”. With this piece of paper, you can go back to the store at a later date and buy the milk for the price it was advertised. A rain check isn't always available, so sometimes the company might say that “no rain checks” are available. *[Look through flyer to see if any products say “no rain checks”.]*



Shopping Questions (Tutor Response Sheet)

► Can I bring products back to the store?

ORIGINAL TEXT: There is no legal obligation for businesses to accept an item you want to return just because you have changed your mind about it. Businesses don't have to give a refund or exchange on products unless it is written in their return policy. Return policies are often posted somewhere near the cash register. It is a good idea to ask the salesperson about the return policy before purchasing any item.

If you want to return an item because it is broken, the store may be obliged to offer a replacement for the item, repair it, or return your money. If a manufacturer's warranty came with the item, the store may refer you to that warranty and suggest you contact the manufacturer directly. If you are having problems with an exchange or refund, or feel the seller is not respecting their policy, contact Service Alberta's Consumer Contact Centre:

SIMPLIFIED TEXT & NOTES:

Before buying a product, it's important to see what rules the store has for returns. Every store is different. Some stores accept items within a period of time. Other stores might not accept an item back. ***[If possible, show a return policy from a local store.]*** It is very important to keep the receipt. ***[Show picture of receipt.]*** A store does not need to accept an item back just because you don't want it anymore.

If an item is broken, the store may need to give you back the money, fix it or give you an item to replace it. Sometimes the store will ask you to contact the company that made the product. You can contact Service Alberta Consumer Centre if you feel that the store is not doing what they should.

Edmonton and area: 780-427-4088

Other areas within Alberta, call toll free: 1-877-427-4088

Email: service.alberta@gov.ab.ca



► A store is telling me a product comes with a warranty. What does this mean?

A warranty is a written promise to replace or repair the product, if necessary, within a specified period. The warranty will likely be offered by the manufacturer of the product and not by the store where you are buying the product.

If you have a credit card, you should check with your credit card company to see if they offer warranties on products you buy with your credit card. Some credit cards offer one year of warranty if you pay for the item with your card. If your credit card is already covering the item for a period of time, the store's warranty may not offer any extra protection.

You may be asked if you want to buy an extended warranty on products or vehicles. Before you accept to pay more for an extended warranty, check to see if the product already comes with a manufacturer's warranty and what it includes.

A number of frauds or scams have been reported where consumers receive telephone calls from someone offering to sell them an extended warranty, for example, for a car they have just bought. Be careful about such offers because a number of cases have been reported throughout Canada where the callers have simply taken the money and disappeared.

For more information on warranties, visit the Warranty section of the Canadian Consumer Handbook.

(Welcome to Alberta: A Consumer's Guide for Newcomers, n.d., pg. 2-3)

SIMPLIFIED TEXT & NOTES:

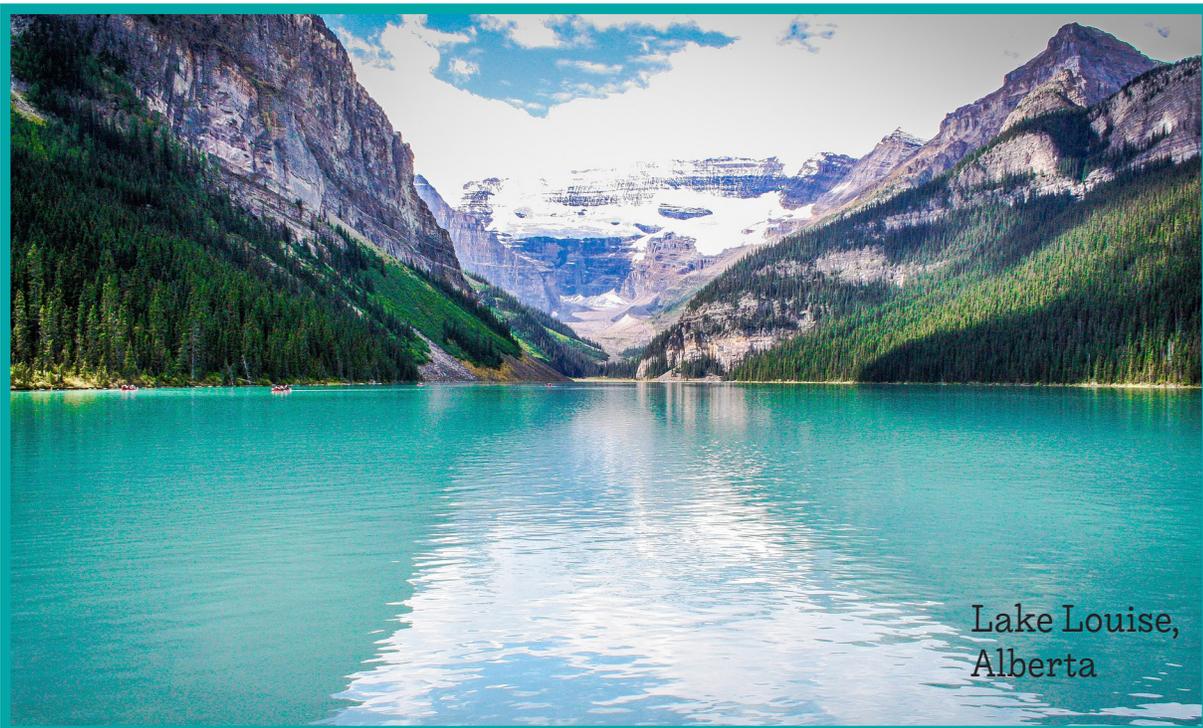
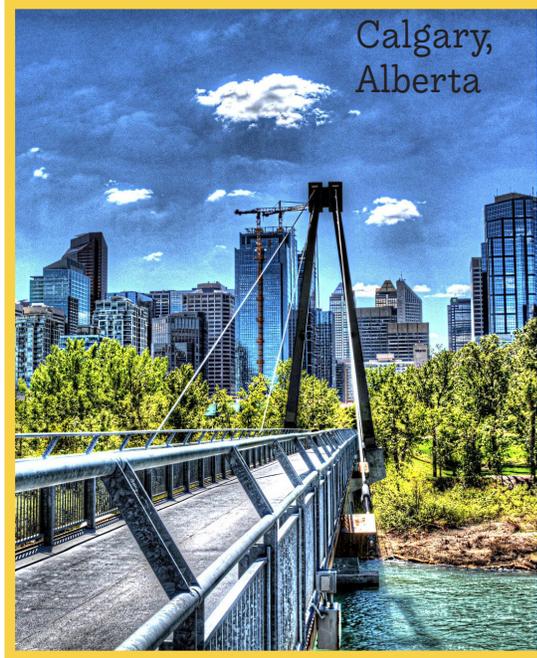
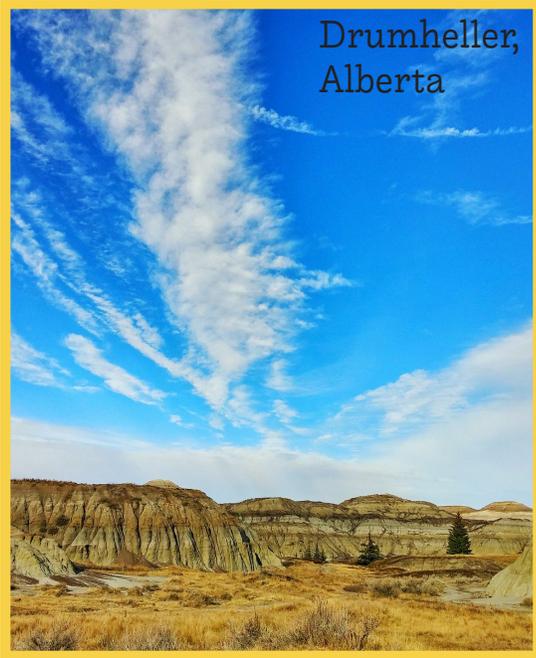
Try simplifying this text on your own. Keep the words simple and sentences short. Show items when possible. Ask questions to check for understanding.

What is "price matching"?

Sometimes stores will say that they "price match". This means that if exactly the same item is on sale at a competitor, the store will match the competitor's price. The consumer needs to show the advertisement to the vendor. This can usually be done through an app (like Flipp) or using a paper flyer.

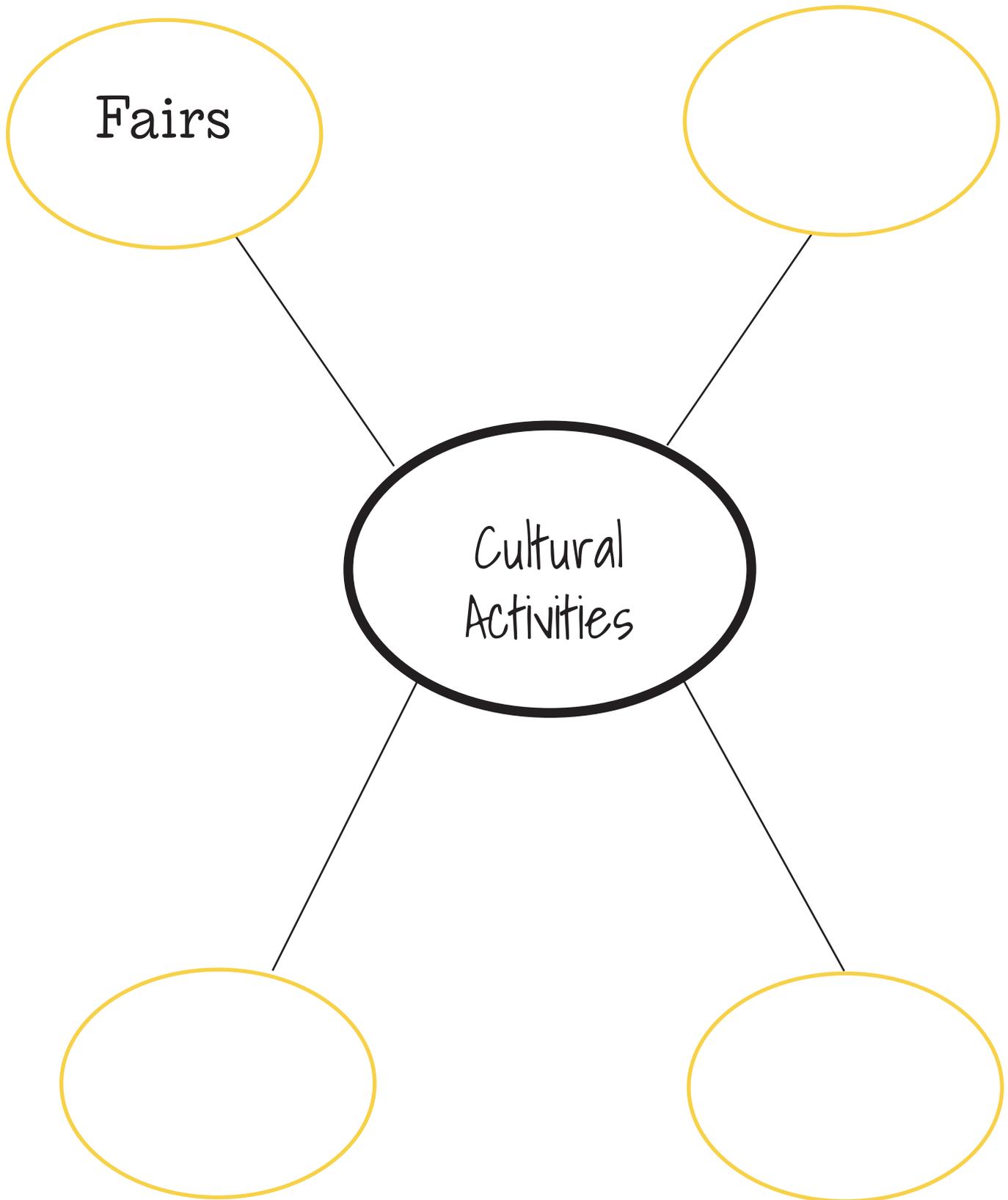


Alberta Postcards





Cultural Activities





Cultural Activities & Community Centres

Instructions: Read the text and answer the questions.

Cultural Activities

Alberta has many places where people can enjoy cultural activities. Cultural activities can be dance performances, concerts, theatres, art galleries and historical sites. In summer, you can also find rodeos and fairs in many places. There are also many special celebrations and festivals like the Calgary Stampede and Edmonton's Heritage Festival. You can read about these events in newspapers and hear about them on radio and television.

Community Centres

People go to community centres in their neighbourhoods to for many activities like sports or classes like yoga or drawing. Heritage groups and religious organizations also have social, learning and religious activities. Sometimes they also have fundraisers. These are events that raise money for things in the community.

DID YOU KNOW?

Many libraries, recreation centres, museums, transit systems and other public facilities have fee reduction programs. They charge less money for children, learners, seniors and, in some cases, people with low incomes. It is a good idea to ask at any public facility about fee reduction programs.

(Welcome to Alberta, 2014, p. 75)



**Is it a cultural activity or something available at a community centre?
Put an “A” next to cultural activities and “B” next to activities available at a community centre.**

- ___ Dance Performances
- ___ Swimming Lessons
- ___ Rodeos
- ___ Fairs
- ___ Learning activities

1. Which of the following statements are true?

- Alberta has festivals only during the summer months.
- Community Centres often have fundraisers for things in the community.
- Activities are often advertised in the newspaper, on TV and social media.

2. What is a fee reduction? Who qualifies?

3. Look up your local community centre. What kinds of activities does it offer? Do any of them interest you?



4. Below are a list of activities in Alberta. Rate them from 1-5.

(1 = I'd love to do it / 5 = No, thanks)

- ___ Go on a hike in the mountains
- ___ Visit a pumpkin patch *(go on a hay ride, see a corn maze...)*
- ___ Go to a rodeo
- ___ Go to an ice festival *(see ice sculptures, go on a horse drawn sleigh ride...)*
- ___ Go tubing down a river

EXTRA: Look back at the postcards. Which one was your #1 destination? Look up one festival in that location and write about it.





Bingo Vocabulary Words

Instructions: Here are a few words that could be used in your BINGO game. You'll see that a few are blank. You can fill these in with activities available in your area. Then choose eight to write on your **Bingo Card**. Cut these cards up and place them upside down and picked up randomly, one by one.



| | | | |
|-----------------------|-----------------------|-----------------------|------------------------|
| Go tubing | Go to a rodeo | Go to an ice festival | Go on a hike |
| Join swimming classes | Join yoga classes | Join aerobics classes | Join a basketball team |
| Join a soccer league | Visit a pumpkin patch | Go ice-skating | Go sledding |
| | | | |



Bingo Card (*Blank*)

Instructions: Choose words from your **Bingo Vocabulary Words** to write on your **Bingo Card**. Both tutor and learner should fill out this Bingo sheet. Pick up one vocabulary word. If tutor or learner has this word on their card, add a chip. The first person to have a diagonal, horizontal or vertical row wins.

| | | |
|--|-------------------|--|
| | | |
| | FREE SPACE | |
| | | |



Handouts - Level 2



Social Customs (Level 2)

In our lesson today, we studied social customs in Canada. Write down the things you have learned in each category.

Introductions: _____

Personal Distance: _____

Eye Contact: _____

Being on Time: _____

Taking Care of the Environment: _____



Library Pictures (Level 2)

Instructions: Write a short description for each picture.









Calgary Library (Level 2)

Pre-Video: What can you do at libraries? Check the ones that are true.

- Borrow books
- Get to know people
- Study
- Buy books
- Participate in programs
- Have dinner
- Any other idea? _____

During Video: Let's watch the video and find out which ones are true. As you watch, check your answers.

Post- Video: What did you like best about the library in Calgary? Would you like to visit the library? Why or why not?

EXTRA: Watch the video again. Take notes on what the architect said inspired him. Why was the library made lighter in the higher levels? Write a description of the library.



Twenty Questions (Level 2)

Instructions: The category for this game is “Shopping”. Possibly glue another sheet to it so it’s not see through. Go through all the words with learner to ensure they understand the meaning. Place the cards upside down. Pick up a card. Learner needs to ask questions to discover what the word is.

Example:

Learner: Is it big?

Tutor: Yes.

Learner: Does it sell food?

Tutor: Yes.

Learner: Is it a grocery store?

Tutor: Yes.

*Learner used 3 questions to discover the word. Encourage the learner to find out what the next word is in less than three questions.



| | | | | |
|--------------------|----------------|------------------|-------------|---------------------------|
| RECEIPT | CASHIER | REFUND | PLASTIC BAG | CONVE- NIENCE STORE |
| HOUSEHOLD ITEMS | CREDIT CARD | SELF CHECKOUT | DEBIT | WARRANTY |
| FLYER | COUPON | SHOPPING CART | AISLE | BULK |

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LEARNING ENGLISH WITH CHILDREN'S BOOKS

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Learning English with Children's Books

Learning Plan

Notes:

- This learning plan uses children's books written by Canadian authors and/or illustrators.
- Ensure that you have copies of the children's books needed. All of them are available at Edmonton Public Library as e-books. Check with your local library if you are able to get them.

Online Considerations:

- It's helpful to have an online platform that has the following features: whiteboard with annotating tools for learner and tutor, screen sharing and video/audio.
- The first session with your learner should focus on learning how to use the platform (not content).

This is Bokai. He is from Liberia. Bokai has lived in Canada for 10 years. Bokai has children. They bring books home from school. Bokai wants to read books with his children. He wants to improve his English and his reading comprehension skills.



Learning Plan:

- A learning plan includes an overview of what will be studied with your learner.
- This learning plan has eight 60-minute lesson plans. Four lessons are for level 1, the other four are for level 2.
- It is helpful to gather all the needed resources ahead of time.
- Additional resources are suggested for your future lessons.

Every Lesson:

- For every lesson you will need paper, a pen, an internet connection and an electronic device (laptop, tablet or smart phone).
- You also need to check all of the links used in the lesson.
- The main resources you will need are listed next to each week in the learning plan. The lesson plan includes the specific resources you will need.

Learning Plan

| | |
|----------------------|------------------------|
| Learner Name: | First Language: |
|----------------------|------------------------|

Learner Goal:

| Lesson | Goal | Resources I will use |
|--------|--|--|
| 1 | Both Level 1 & 2: Learner will build background knowledge about text. | <ul style="list-style-type: none"> Level 1: Children's Book: My Heart Fills with Happiness Level 2: Children's Book: Ping <p><i>Not all resources listed - check lesson plan for detailed information.</i></p> |
| 2 | <p>Level 1: Learner will recall the story and describe the term indigenous.</p> <p>Level 2: Learner will notice vocabulary explicitly by focusing on adjectives and adverbs in the story.</p> | <ul style="list-style-type: none"> Level 1: Children's Book: My Heart Fills with Happiness Level 2: Children's Book: Ping <p><i>Not all resources listed - check lesson plan for detailed information.</i></p> |
| 3 | <p>Level 1: Learner will build background knowledge in text and notice vocabulary explicitly.</p> <p>Level 2: Learner will build critical thinking skills by reading the story from a different perspective.</p> | <ul style="list-style-type: none"> Level 1: Children's Book: You Hold Me Up Level 2: Children's Book: Ping <p><i>Not all resources listed - check lesson plan for detailed information.</i></p> |

| | | |
|----------|--|---|
| 4 | <p>Level 1: Learner will identify subject and object pronouns & build background knowledge in text. Learner will compare and contrast books in Lessons 1-4</p> <p>Level 2: Learner will compose a written response to the story based on the author's point of view.</p> | <ul style="list-style-type: none"> • Level 1: Children's Book: You Hold Me Up • Level 2: Children's Book: Ping <p><i>Not all resources listed - check lesson plan for detailed information.</i></p> |
|----------|--|---|

Additional Resources

| | | |
|------------------------|---|--|
| Level 1 | <i>When We Are Kind by Monique Gray Smith</i> | Focus on acts of kindness & simple present. |
| Level 1 (Upper) | <i>Small in the City by Sydney Smith</i> | Focus on vocabulary in the city & simple present. Talk about places to go in the community. |
| Level 2 | <i>A Visitor for Bear by Bonny Becker</i> (Bonny Becker has a series with the bear and the mouse) | Focus on kitchen vocabulary & simple past. Talk about Canadian culture in terms of visiting each other. Audio recording available for some titles. |
| Level 2 | Books by Robert Munch (I Love You Forever; 50 Below Zero; Show and Tell) Books by Barbara Reid (Perfect Snow, The Party) | Choose a book that has a theme you believe your learner would benefit from. |

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will build background knowledge about text.

Estimated Time: 1 hour

Needed Resources:

- Device & internet connection
- Paper & pen
- Children's book: My Heart Fills with Happiness
- **Handouts:** Picture Preferences; What Makes You Happy?

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Try to come up with three things you have in common with your learner. Think of big categories like: Food, Hobbies, Sports, etc.

Ask:

- *What do you like to eat?* (Show **Picture Preferences**)
- *What do you like to do in your free time?* (Show **Picture Preferences**)
- *Do you like sports?* (Show **Picture Preferences**)

Record the things you have in common on a table :

| Learner Name | Tutor Name |
|---------------|---------------|
| Likes rice | Likes rice |
| Likes dancing | Likes dancing |

- Picture Preferences

Activity 1: (5- 7 minutes)

Do a “picture walk” through the book. This is a reading strategy where you look through the book while asking the learner questions like:

- *What is this?* (Point at a picture)
- *What does this word mean?* (Point at a word - preferably one that you saw as you were doing your ice-breaker)
- *Does he/she look happy?* (Point at character)
- *Do you like to sing?* (Point at person singing)

- My Heart Fills with Happiness (Book)

Activity 2: (10 - 12 minutes)

Say: *This book talks about things that make you happy.*

Ask: *What makes you happy?*

Write answers on a sheet of paper.

Say: *Let’s watch a video from Real English on “What makes you happy?”* (Play from beginning until 1:38)

Link: <https://www.youtube.com/watch?v=qjsdcUpABjA>

Watch the first time for general understanding. Next, give learner handout **What makes you happy?** Play the video again if necessary.

After learner has finished the first part, complete the second part of the handout. Pay special attention to “What” and “Who”. Explain that “What” refers to a “thing” and “Who” refers to a person.

Say: *When something makes you happy, you can say that “it fills your heart with happiness”. In your native language, does happiness fill your heart or something else?*

- What Makes You Happy?
- Device & internet connection

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| <p>Activity 3: (6-8 minutes)</p> <p>Say: <i>When something makes you happy, you can say that “it fills your heart with happiness”.</i></p> <p>Draw a heart with a smile in it. Ensure that your learner understands the expression. If necessary, take a cup and “fill it with water” so learner understands the verb “to fill”.</p> <p>Ask: <i>What fills your heart with happiness?</i></p> <p>Write learner answers in the heart drawing you made.</p> <p>Say: <i>In our book, we will hear a narrator talk about what filled their heart with happiness. A narrator is the person telling the story. In this story, we don’t know the narrator’s name.</i></p> | |
| <p>Activity 4: (10 - 15 minutes)</p> <p>Say: <i>Now we are going to read the book.</i></p> <p>Encourage learner to read the book silently first. Next, ask learner to make a list of difficult words.</p> <p>If possible, ask questions to help learner discover the meaning through the context. (Point to the picture or ask what they think it could be).</p> | <ul style="list-style-type: none"> • My Heart Fills with Happiness (Book) |
| <p>Activity 5/Closing: (10 - 15 minutes)</p> <p>Say: <i>Now, let’s see what we have in common with the narrator.</i></p> <p>Explain (again) that the “narrator” is the person telling the story.</p> <p>Make a table as you did in the beginning, except this time add the author to the list.</p> | |

Activity 5/Closing: (Continued)

Example:

Our heart fills with happiness when:

| Learner Name | Tutor Name | Narrator |
|--------------|------------|----------|
| | | |
| | | |
| | | |

Assessment/Success Criteria:

Did your learner gain a better understanding of the book - both in the meaning of the literal words and in general comprehension?

YES / NO

Notes for next time:

Encourage learner to practice reading the book at home if possible.

Tutor Tip: It is recommended that a learner understand 95-98% of the words in a reading activity before attempting to read it. In this lesson, you will see that extensive practice was done with the vocabulary in the story before the actual story was read.

Lesson Plan 2

Learner Name:

Date:

Objective(s): Learner will recall the story and describe the term indigenous.

Estimated Time: 1 hour

Needed Resources:

- Children's Book: My Heart Fills with Happiness
- Die (or dice)
- Paper & pen
- Internet connection & device
- **Handouts:** World Map; Indigenous Communities in Canada

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Write: What fills your heart with happiness?

Tell learner you will throw a die. The number that comes up will be the amount of things you will need to list.

Write sentence starter: My heart fills with happiness when I _____.

Model the activity first, then ask learner to throw the die and list the things that fill their heart with happiness using sentence starter.

- Die/dice

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| <p>Activity 1: (3-4 minutes)</p> <p>Say: <i>Last class we talked about a book. The author (point at author book) mentioned a few things that can fill a person’s heart with happiness. What do you remember?</i></p> <p>This reading strategy is called “Recall”. Recall is helpful for both learner and instructor to see what was understood.</p> <p>Write down learner’s answers.</p> | <ul style="list-style-type: none"> • My Heart Fills with Happiness (Book) |
| <p>Activity 2: (25-30 minutes)</p> <p>Say: <i>Let’s read the book again. I want you to read the book to-day. We will stop at each page to talk and write about it.</i></p> <p>Tell learner to read the first page. Stop. Say: <i>Here the baby sees the mom’s face. That fills her heart with love. Whose face do you feel happy when you see?</i></p> <p>Write: <i>My heart fills with happiness when I see the face of <u>my mom.</u></i></p> <p>Tell learner to copy the phrase and fill it in with their answer.</p> <p>Tell learner to read the next page. Stop.</p> <p>Say: Here the narrator says that they are happy when they smell bannock. Bannock is a type of native American fried bread. What smell makes you happy?</p> <p>Write: <i>My heart fills with happiness when I smell <u>cookies.</u></i></p> <p>Tell learner to copy the phrase and fill it in with their answer.</p> <p>Tell learner to read the next page (Page 10). Stop. Ask: What activity makes you happy?</p> <p>Write: <i>My heart fills with happiness when <u>I read a good book.</u></i></p> <p>Tell learner to copy the phrase and fill it in with their answer.</p> | <ul style="list-style-type: none"> • My Heart Fills with Happiness (Book) |

Activity 2: (Continued)

Tell learner to read the next page (Page 12). Stop. Ask: What does this mean “to feel the sun dancing on my cheeks”?

Ask: *Where are your cheeks? What is “dancing”? How can the sun “dance on your cheeks”?*

Explain that this is an expression. Ask learners if they like to be in the warmth of the sun.

Tell learner to read the next page (pg. 14). Stop. Ask: *What does “barefoot” mean? Is the boy barefoot? Do you like walking barefoot on the grass?*

Write: My heart fills with happiness when I walk barefoot on the beach.

Tell learner to copy the phrase and fill it in with their answer.

Tell learner to read next page (pg.16). Ask: *Do you like to dance?*

Tell learner to read next page (pg. 17). Ask: *What does “hold” mean? Do you like to “hold hands”? If so, who do you like to hold hands with?*

Write: My heart fills with happiness when I hold my children’s hands.

Tell learner to copy the phrase and fill it in with their answer.

Tell learner to read next page (pg. 19). Ask: *Do you like to listen to stories? What stories do you like?*

Write: My heart fills with happiness when I listen to music.

Tell learner to read next page (pg. 22). Ask: *Do you play an instrument?*

Tell learner to read the last page (pg. 24). *Encourage learner to go back and read sentences to answer the last question.*

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| <p>Activity 3: (10 - 15 minutes)</p> <p>Say: <i>This book was written by Monique Gray Smith. She is Canadian. She is of Cree, Lakota and Scottish descent. A person of Scottish descent is from Scotland. (Show country on World Map). Where is a person that is of Cree and Lakota descent from?</i></p> <p><i>The Cree and Lakota people were in Canada first. They are called “Indigenous Peoples”. Monique Gray Smith is from the Indigenous Peoples. In Canada, we have three groups of indigenous peoples: First Nations, Inuit and Métis. Lakota and Cree are two cultural groups from the First Nations (Native American,- First Nations or Aboriginal?, 2016). There are many more. Each group has it’s own culture (Celebrating Indigenous Peoples in Canada, 2018). See Indigenous Communities in Canada.</i></p> | <ul style="list-style-type: none"> • World Map • Indigenous Communities in Canada |
| <p>Activity 4/Closing: (5 - 10 minutes)</p> <p>If you have time, watch the 2:24 minute clip below:</p> <p>The word indigenous explained - CBC Kids News: Link: https://www.youtube.com/watch?v=CISeEFTsgDA</p> <p>You may need to stop the clip at various parts to check for understanding.</p> <p>Thank the learner for coming. Decide the details of your next meeting.</p> | <ul style="list-style-type: none"> • Internet connection & device |
| <p>Assessment/Success Criteria:</p> <p>Did the learner gain a better understanding of the book through the use of reading strategies? Did the learner gain some knowledge about the indigenous peoples in Canada?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Next class, you will be working with another book from Monique Gray Smith.</p> | |

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will build background knowledge in text and notice vocabulary explicitly.

Estimated Time: 1 hour

Needed Resources:

- Children’s Book: You Hold Me Up
- Dictionary
- Internet connection & device
- **Handouts:** Learner Dictionary, To Hold Up & Indigenous Communities in Canada

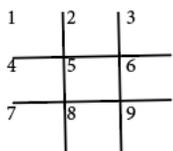
Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Ask learner if they know how to play tic tac toe. Show learner how to play if learner isn’t familiar with the game.

Tell learner that you will play a game of tic tac toe with information from last class. They can only draw and X or an O if they answer correctly. See full explanation in Games section of hand-book.



1. Bannock is a type of bread. (T)
2. Canada has four groups of indigenous peoples (F)
3. Indigenous people all speak the same language. (F)
4. The indigenous people were the first people in Canada. (T)
5. Indigenous people live all over Canada. (T)
6. Hockey was inspired by the indigenous people. (T)
7. Indigenous people are dynamic and creative. (T)
8. Some indigenous people live on reserves. (T)
9. FREE

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| <p>Activity 1: (3-4 minutes)</p> <p>Say: <i>Our book today is called “You Hold Me Up”. Let’s understand that title. (See To Hold Up)</i></p> <p>Say: <i>When you “hold someone up”, you do something that is good for them.</i></p> | <ul style="list-style-type: none"> • To Hold Up |
| <p>Activity 2: (3-4 minutes)</p> <p>Say: <i>Let’s talk about some good things we can do to “hold each other up”. What is a good thing we can do for our children?</i></p> <p><i>Write learner answers down on a piece of paper.</i></p> | <ul style="list-style-type: none"> • Paper & pen |
| <p>Activity 3: (15 - 20 minutes)</p> <p>Say: <i>Let’s make our own dictionary. (See Learner Dictionary)</i></p> <p><i>After learner has completed the “dictionary”, encourage the learner to use each word in a sentence. Give learner sentence starter:</i></p> <p><i>Use this sentence starter for: share, play, learn, laugh</i> <i>I play with _____</i></p> <p><i>Use this sentence starter for: listen</i> <i>I listen to _____</i></p> <p><i>Use this sentence starter for: respect, comfort</i> <i>I respect _____</i></p> | <ul style="list-style-type: none"> • Learner Dictionary |
| <p>Activity 4: (3 - 5 minutes)</p> <p>Say: <i>Now, let’s look at our book.</i></p> <p>Open to page 9. Show learner English words. Ask what they think is written below the English words. Tell your learner it is written in Cree. Cree is a language spoken by the indigenous peoples. (Show Indigenous Communities in Canada handout if necessary)</p> <p>Ask: <i>How do you know that this isn’t English? How is it different?</i></p> | <ul style="list-style-type: none"> • Indigenous Communities in Canada (if necessary) |

Activity 5 / Closing: (15 - 20 minutes)

Say: *Let's read our book in English (not in Cree!).*

Ask learner to try reading the book silently first.

Next, ask learner if they are confident to read it out loud. Take note of any pronunciation strengths and weaknesses. After the learner has finished reading it, tell learner which words were well pronounced. Next, tell them which words still need a little bit of work. Ask them to repeat the words they struggled with.

Finally, ask the learner to read the book again. If you have extra time, go back to "Activity 2". Compare their ideas to the ones in the book. If they have any additional ones, get them to "add" pages to the book with their ideas following the same sentence structure that the author uses.

Thank the learner for coming. Decide the details of your next meeting.

- You Hold Me Up (Book)

Assessment/Success Criteria:

Did the learner gain a better understanding of "You Hold Me Up"?

YES / NO

Notes for next time:

Next class we will continue to work with this book. Encourage your learner to review their dictionary handout for next class.

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will identify subject and object pronouns & build background knowledge in the text. Learner will compare and contrast books in Lessons 1-4

Estimated Time: 1 hour

Needed Resources:

- Internet connection & device
- Pen & paper
- Children's book: You Hold Me Up & My Heart Fills with Happiness
- Dictionary
- **Handouts:** Would You Rather...?; Memory Game; Venn Diagram

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Play a game of "Would You Rather". This game will review vocabulary from the previous three lessons. Learner should say what their preference is. See **Would You Rather**.

- Would You Rather...?

Activity 1: (5-7 minutes)

Look at page 27 - **You** hold **me** up. Ask learner what me means.

Write:

I hold you

You hold me

Ask learner why "**I**" was used in the first sentence and "**me**" in the second.

Tell learner that "**I**" and "**me**" are referring to the same person, but one is before the verb and the other is after the verb.

- Paper & pen

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| <p>Activity 1: (Continued) Write: I respect you. You respect me.</p> <p>Ask learner to circle the verb (respect). See if learner can tell you why “I” and “me” is used in each sentence. Point out that “you” doesn’t change.</p> <p>Write: She respects Bob. Bob respects her.</p> <p>Ask learner to circle the verb “respect”. Ask learner what has changed here. (We are using her/she). Repeat the example, now substituting her/she for he/him. Do the same with they/them and we/us.</p> | |
| <p>Activity 2: (3-5 minutes)</p> <p>Tell learner you will look at the book again. They should read it and stop every time they see: I/you/me/we</p> | <ul style="list-style-type: none"> • You Hold Me Up (Book) |
| <p>Activity 3: (7-10 minutes)</p> <p>Play a memory game with the subject (I, she, he, we, they, you, it) and object pronouns (me, her, him, us, them, you, it). See Memory Game. As a bonus, you could ask learner to try saying a sentence using the card they flip.</p> | <ul style="list-style-type: none"> • Memory Game |
| <p>Activity 4: (3 - 5 minutes)</p> <p>Say: <i>Now, let’s go back to our book. We are going to listen to Monique Gray Smith tell the story.</i></p> <p>You Hold Me Up (Available on Monique Gray Smiths’ Youtube channel) Link: https://www.youtube.com/watch?v=jMCKX53WwPc</p> | <ul style="list-style-type: none"> • Internet connection & device |

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| <p>Activity 5: (15 - 20 minutes)</p> <p>Say: <i>Now, let's go back and talk about the pictures and ideas in the book.</i></p> <p>Go through the book with your learner. Stop at each page. Ask your learner what they see. See if they can name the things on each page. Ask them for examples of what stories they like to listen to, of what they can learn with their children. Focus on asking both questions that require no critical thinking (for example: What color is this?) and questions that require critical thinking (for example: What do you think they are making? When does a child need to be comforted?)</p> | <ul style="list-style-type: none"> • You Hold Me Up (Book) |
| <p>Activity 6/Closing: (10 - 15 minutes)</p> <p>Say: <i>Now we have read two books by Monique Gray Smith. What do the two books have in common? How are they different? See Venn Diagram.</i></p> <p>Thank the learner for coming. Decide the details of your next meeting.</p> | <ul style="list-style-type: none"> • Venn Diagram • Both books |
| <p>Assessment/Success Criteria:</p> <p>Did the learner use reading strategies to gain a better understanding of the book?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Consider the level of your learner. Try to find a book that is at a place your learner would understand. Look through the book and consider what strategies could be used to teach the book. Remember to review most of the vocabulary before the book is read.</p> | |

Tutor Tip: When teaching vocabulary, it's helpful to focus on meaning, pronunciation, grammar (how it's used), connotation (positive/negative), appropriateness and meaning. You'll see in lesson 3 learners made a "dictionary" with helpful clues. Creating a "personal" dictionary can be useful for learners.



Level

2

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will build background knowledge about text.

Estimated Time: 1 hour

Needed Resources:

- Children’s Book: Ping by Ani Castillo
- Internet connection & device
- **Handouts:** Conversation Starters; Metaphors

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Welcome learner. Use **Conversation Starters**. Cut up questions, pick one up and discuss it briefly. Continue for about 5 minutes.

- Conversation Starters

Activity 1: (5-7 minutes)

Ask learner if they have heard of the game “Ping Pong”. Show a short 2 minute clip of “Ping Pong”

Ellen - Memorable Moment: An Amazing Ping Pong Player

Link: <https://www.youtube.com/watch?v=iXaA7PVRhIY>

Ask learner if they would like to play against that little girl :-)

Explain that the name of our book is called “Ping”, but it is not actually about the game “ping pong”.

- Internet connection & device

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| <p>Activity 2: (7- 9 minutes)</p> <p>Explain that in English, we often use metaphors. A metaphor is when we compare something without using the word “like” or “as”. Let’s look at a list of examples. See Metaphors.</p> <p>Review the metaphor sheet. Ask learner to share metaphors in their native language. Many times animals have different meanings in different languages. The same is true for colors. Share a few metaphors in English: He is a night owl. She is a peacock. I’m feeling blue.</p> | <ul style="list-style-type: none"> • Metaphors |
| <p>Activity 3: (4- 5 minutes)</p> <p><i>Say: The author of this book is Ani Castillo. She wrote this book to encourage people to be brave.</i></p> <p><i>In this book, the author is comparing the game of ping pong to life. Read the book from the beginning up to page 20 (where you ping a smile).</i></p> <p><i>Ask: What usually happens when you smile at someone?</i></p> <p>Look at the emotions described on page 20.</p> <p><i>Ask: When do people feel scared? When do people feel angry?</i></p> <p>Next, ask if they have ever seen the verb “to ping” a smile. Explain that the author is making this word up. She is giving the word “ping” a new meaning in the book. We need to discover this meaning.</p> | <ul style="list-style-type: none"> • Ping (Book) |
| <p>Activity 4: (3-5 minutes)</p> <p><i>Say: Let’s think about our “Ping Pong” game. We can ping on one side, but can we do the “pong” on the other side? No, that depends on the other person.</i></p> <p>Read pages 21 and 22. Ask learner to describe the pictures.</p> | <ul style="list-style-type: none"> • Ping (Book) |

Activity 5: (25 - 30 minutes)

Turn to pages 23 and 24. Ask learner to only look at the pictures and describe them to you.

Next, read the words. Stop if the learner has any vocabulary questions.

Ask learner what it means to “burst out”. Show video of geyser bursting out: (Show only the first minute)

Old Faithful Geyser - Yellowstone National Park

Link: <https://www.youtube.com/watch?v=4mZY7uxb7Gc>

Explain that the water is “bursting out”.

Read pages 25 & 26.

Ask: *When do emotions “burst out”? (at a wedding, a funeral, funny movie, etc.)*

Say: *Remember, we need to find out what “ping” means.*

Ask learner what they think “to ping” might mean. Making predictions is a great reading strategy to practice as you are reading the book. Read pages 27 & 28.

Turn to pages 29 & 30. Read them. Ask if they understood what the author is saying.

Go back to the beginning of the book. Read it again. Stop at page 8.

Ask: *Do you think to “ping a smile” is to show love? Why or why not? Continue until pages 23 & 24.*

Ask: *How do you think you could show love with your voice? With your fingers? With a poem? (Etc).*

Encourage learner to give personal examples. Continue until page 28.

- Electronic device & internet
- Ping (Book)

Activity 6/Closing: (5 minutes)

Ask: *How can you “ping” today? How can you show love to someone today?*

If learner is struggling to find an idea, look at the book. Maybe smile. Maybe write a note. Tell learner that next class you would like to hear about a “ping” that they did.

- Ping (Book)

Assessment/Success Criteria:

Did the learner understand what “to ping” means in the book?

YES / NO

Notes for next time:

Remember to ask your learner about their “Ping” and tell them about yours.

Lesson Plan 2

Learner Name:

Date:

Objective(s): Learner will notice vocabulary explicitly by focusing on adjectives and adverbs in the story.

Estimated Time: 1 hour

Needed Resources:

- Children’s Book: Ping by Ani Castillo
- Internet connection & device
- Paper & pen
- Dictionary (English/English if possible)
- **Handouts:** Learner Dictionary; Turning Adjectives into Adverbs

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Welcome learner. Tell learner you will write three sentences about yourself. Two are true, one is false. Encourage learner to guess which one is false. Tell learner to do the same. See full explanation in Games section of this handbook.

- Paper and Pen

Activity 1: (20 - 25 minutes)

Ask learner if were able to do any “Pings”. Allow learner to share.

Tell learner that today you will be working on learning some new vocabulary words you will need to understand the book.

See **Learner Dictionary**. Learners will make their “own” dictionary with the help of an English/English dictionary. If possible, stay away from dictionaries that translate the word. First try to read the definition in an English-English dictionary.

- Internet connection & device
- Learner Dictionary
- Dictionary

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| <p>Activity 1: (continued)</p> <p>Start by asking learner to read all the words. Assist with pronunciation as necessary. Ask learner what words they are familiar with. When possible, “break” the word down. For example, they might not know “thankful”, but they might be familiar with “thank”.</p> | |
| <p>Activity 2: (8 - 10 minutes)</p> <p>Say: <i>Sometimes you can use the same word in different forms. For example:</i></p> <p><i>He is a wise man.</i> <i>He spoke wisely.</i></p> <p><i>In the first sentence, “wise” is describing the man. In the second sentence it is describing how he spoke. It’s describing an action.</i></p> <p><i>Let’s watch a video to understand this better:</i></p> <p>Adjectives and Adverbs Parts of Speech English lessons Link: https://www.youtube.com/watch?v=ByVw0wlkA3k</p> <p>Ask learner if they understood. If not, play the video again and stop it regularly to check for understanding. If possible, email learner the link so they can watch it again at home.</p> | <ul style="list-style-type: none"> • Device & internet connection |
| <p>Activity 3: (10-15 minutes)</p> <p>Say: <i>Let’s practice.</i> Give learners Turning Adjectives into Adverbs.</p> | <ul style="list-style-type: none"> • Turning Adjectives into Adverbs |
| <p>Activity 4/Closing: (5-7 minutes)</p> <p>Say: <i>Let’s read two more pages in our book.</i> Read pages 31 & 32. Remind learner that “to ping” means “to love” and “to live” in this book. Ask learner how they can live life in this way. Ask them to give you an example next class.</p> <p>Thank the learner for coming. Decide the details of your next meeting.</p> | <ul style="list-style-type: none"> • Ping (Book) |

Assessment/Success Criteria:

Did the learner gain a better understanding of adjectives and adverbs?

YES / NO

Notes for next time:

Encourage learner to review adjectives and adverbs for next class.

Tutor Tip: In this lesson, we introduced a grammar point. First, we encouraged the learner to notice the different forms (wise/wisely). After the learner noticed, we explained the difference. The full explanation came in the form of a video. Videos are extremely helpful tools when teaching grammar. After the explanation the learners did some focused practice activities. In the next class, they will try to use what they learned in a communicative activity.

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will build critical thinking skills by reading the story from a different perspective.

Estimated Time: 1 hour

Needed Resources:

- Children’s Book: Ping by Ani Castillo
- Internet connection & device
- **Handout:** What Does It Remind You of?; Interview with Ani Castillo

Activities

Needed Resources

Ice Breaker: (7- 9 minutes)

Welcome learner. Use handout **What Does it Remind You of?** to review vocabulary from last week.

- What Does it Remind You of?

Activity 1: (20 - 25 minutes)

Ask learner if was able to do any “Pings”. See if they can describe their “ping” using an adverb. For example: I smiled **courageously**.

Explain that today you will read the whole book. Allow learner to read the book out loud all the way to page 32. Stop and ask if learner has questions.

Ask: *What do you think the “pong” is? Let’s look at the pictures from pages 32 - 38. What do you see on each page? Let’s go back and read what they say.*

Ask: *What does an “open heart” mean? Is it a metaphor?*

- Ping (Book)

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| <p>Activity 1: (continued)</p> <p>Say: <i>On page 38 we see “THE PONG”. Why do you think it’s written in capital letters?</i></p> <p>Say: <i>Could a “pong” be an opportunity? Let’s read the next few pages and find out.</i> Read up to page 42. Check for understanding.</p> <p>Read pages 43 and 44. Ask the learner what the difference between the two pictures is. Look at the plant sizes for a short pause and a long pause.</p> <p>Finish reading the book. Ask learner what their next “Ping” will be.</p> | <ul style="list-style-type: none"> • Ping (Book) |
| <p>Activity 2: (15 - 20 minutes)</p> <p>Say: <i>This book was written by an immigrant. Her big idea in the book was to encourage people to be brave. What was her “ping”? (Look at page 27). Do you think she was scared to “ping” to everyone by writing a book?</i></p> <p><i>Let’s read a little bit of what she says in an interview. See Interview with Ani Castillo.</i></p> <p>In the handout you will see what Ani says and then “Stop and Discuss”. Take time to discuss these questions with your learner. Don’t pressure the learner to share personal stories, but be open to hear the stories.</p> | <ul style="list-style-type: none"> • Interview with Ani Castillo |
| <p>Activity 3/Closing: (7 - 10 minutes)</p> <p>Go back and read the story again. Now read it from the perspective of Ani Castillo, an immigrant who “pinged”.</p> <p>Stop at page 15. Who do you think could “they” be? Stop at page 19/20. Can you relate to smiling at people? What were the reactions? Read through the book and stop to think about it from Ani’s perspective.</p> <p>Thank the learner for coming. Decide the details of your next meeting.</p> | <ul style="list-style-type: none"> • Ping (Book) |

Assessment/Success Criteria:

Was the learner able to read the book from a different perspective after reading about the author?

YES / NO

Notes for next time:

Encourage the learner to pay attention to metaphors while they read or watch TV. Ask them to share one metaphor they heard in their life with you next class.

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will compose a written response to the story based on the author's point of view.

Estimated Time: 1 hour

Needed Resources:

- Children's Book: Ping by Ani Castillo
- Internet connection & device
- **Handouts:** Sentence Gamble; Ani Castillo Comic; Diary Entry Jigsaw; 60 Seconds to Write

Activities

Needed Resources

Ice Breaker: (7- 9 minutes)

Welcome learner. Explain that you will start the lesson with a "sentence gamble" to review words and concepts studied in the last three lessons. See **Sentence Auction**.

- Sentence Auction

Activity 1: (5- 7 minutes)

Let's look at a comic that Ani Castillo drew. See Ani Castillo comic.

Look through the emotiocons and ask learner to say what it looks like that person is feeling.

- Ani Castillo Comic

| | |
|--|---|
| <p>Activity 2: (7 -10 minutes)</p> <p>In the interview with Ani Castillo, she shares a story of a “Ping” her daughter gave and the “Pong” her daughter received. That story was adapted into a diary entry. Try putting it in order. See Diary Entry Jigsaw</p> | <ul style="list-style-type: none"> • Diary Entry Jigsaw |
| <p>Activity 3: (7 -10 minutes)</p> <p>Tell learner you will be working on writing fluency in this next activity. Explain that you will give the learner 60 seconds to think about what one day in Ani’s life could have been like, based on the book and the emoticon pictures. Tell them they will be writing a “diary” type entry.</p> <p>Explain that they will have 60 seconds to think about the topic. Choose an emotion and link an event to it.</p> <p>After the 60 seconds to think, they will be given another 60 seconds to write. Explain that they should not worry about spelling, punctuation or sentence structure. They should only try to write. If they can’t think of something to write, they should keep the pen moving by writing “blah,blah, blah”. The goal is not to put the pen down for the full 60 seconds.</p> <p>After the 60 seconds of writing, they will be given time to edit and rewrite.</p> | <ul style="list-style-type: none"> • 60 Seconds to Write |
| <p>Activity 4/Closing: (15 - 20 minutes)</p> <p>Give learner time to self-edit what they have written.</p> <p>Next, ask learner to explain what they based their diary entry on. Finally, ask learner to read the diary entry to you. Compliment learner on areas of strength. Ask learner to share their process of self-editing. What type of mistakes did they fix?</p> <p>Ask: Is there anything in your writing that you still have doubts about?</p> <p>Thank the learner for coming. Decide the details of your next meeting.</p> | <ul style="list-style-type: none"> • Ping (Book) |

Assessment/Success Criteria:

Was the learner able to make a personal connection to the book?

YES / NO

Notes for next time:

For the next session, you'll need to pick a new book and think about how to work with your learner. Consider the level and interest of your learner. Look through the book and consider what reading strategies you could use. Remember to review most of the vocabulary before the book is read. If any grammatical aspect calls your attention, considering spending some time teaching it. If possible, pick a book that has content that will benefit your learner. For example, a book that has a birthday party in it is helpful because you could make a connection to how birthdays are celebrated in Canada. The two big ideas to keep in mind are: level your learner is at and content that will be useful to your learner.

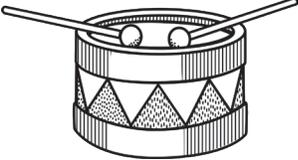


Handouts



Pictures of Preferences

Instructions: Cut these up. Show learner pictures as you talk about the categories.

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



What makes you happy?

A) Instructions: Watch the video. Put a check next to the things that you hear. You may hear some more than once.

| | |
|---|--|
|  <p>Being in the sun</p> |  <p>Going to the beach</p> |
|  <p>Going shopping</p> |  <p>Seeing my family</p> |

B) Instructions: Answer the questions below. Write down one or two things for each question.

| | |
|--------------------------------|--|
| What food makes you happy? | |
| What weather makes you happy? | |
| What activity makes you happy? | |
| Who makes you happy? | |



World Map





Indigenous Peoples in Canada

Indigenous Peoples in Canada

First Nations (Biggest Group)

634 First Nations
Communities

Cree & Lakota are a part of
the first nations communities

Monique Gray Smith is
from these communities

Métis

The Métis people live in
different parts of Canada.
They are descendants of
the First Nations people
and the Europeans.

Inuit (Smallest Group)

Many live in the territory
of Nunavik. They are the
indigenous peoples of the
Arctic.

Fun Facts

The
indigenous
peoples of Canada
speak many differ-
ent languages.

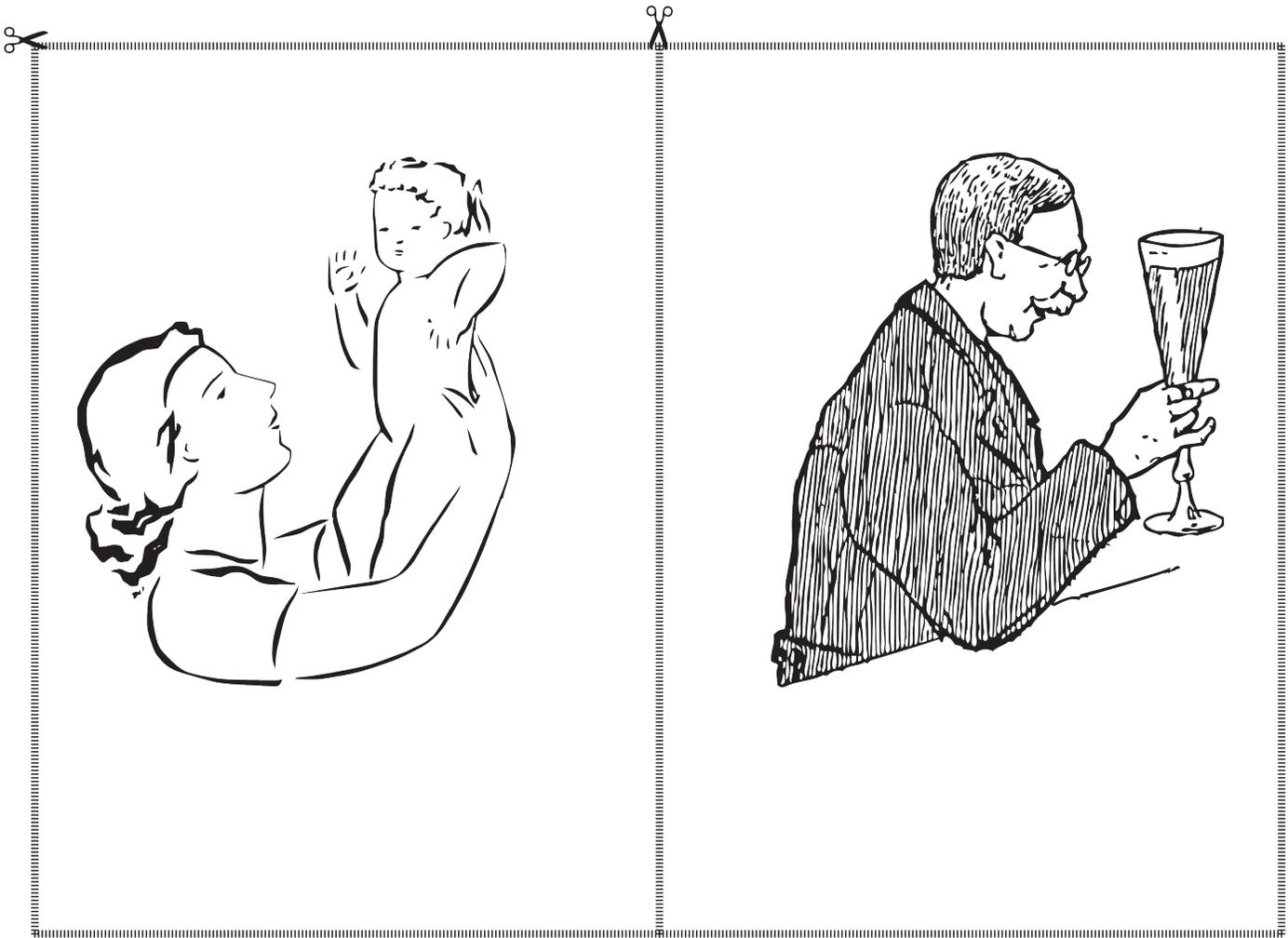
Bannock is a
traditional bread
among indigenous
peoples.

The
indigenous
peoples in Cana-
da inspired hockey
and lacrosse.



To Hold Up

Instructions: Show learner pictures. Explain that in picture one, the mother is holding up a baby. In picture two, the man is holding up a glass. That is the literal meaning of “to hold up”. Hold up can also mean to do something that is good for someone else.





Would you rather... ?

Instructions: Cut up cards. Turn one over at a time. Write down “I’d rather...”. Ensure that learner understands that “I’d rather” means that is my preference. Turn a card over and model “I’d rather listen than talk”. Let learner try the next one. If possible, as follow up questions like “Why?”.

| | |
|--|---|
| listen or talk? | sing or dance? |
| laugh or cry? | play or study? |
| walk barefoot on the beach or walk barefoot on the grass? | eat bread or cereal for breakfast? |
| listen to an instrument or play an instrument? | fish or hunt? |



Learner Dictionary

Instructions: You will be making a dictionary. In each of these cards, you can write the translation of the word, draw a picture and include any pronunciation tips. You can also write the word in a sentence.

| | |
|--------|---------|
| share | learn |
| play | laugh |
| sing | comfort |
| listen | respect |



Memory Game

(Object/Subject Pronouns)

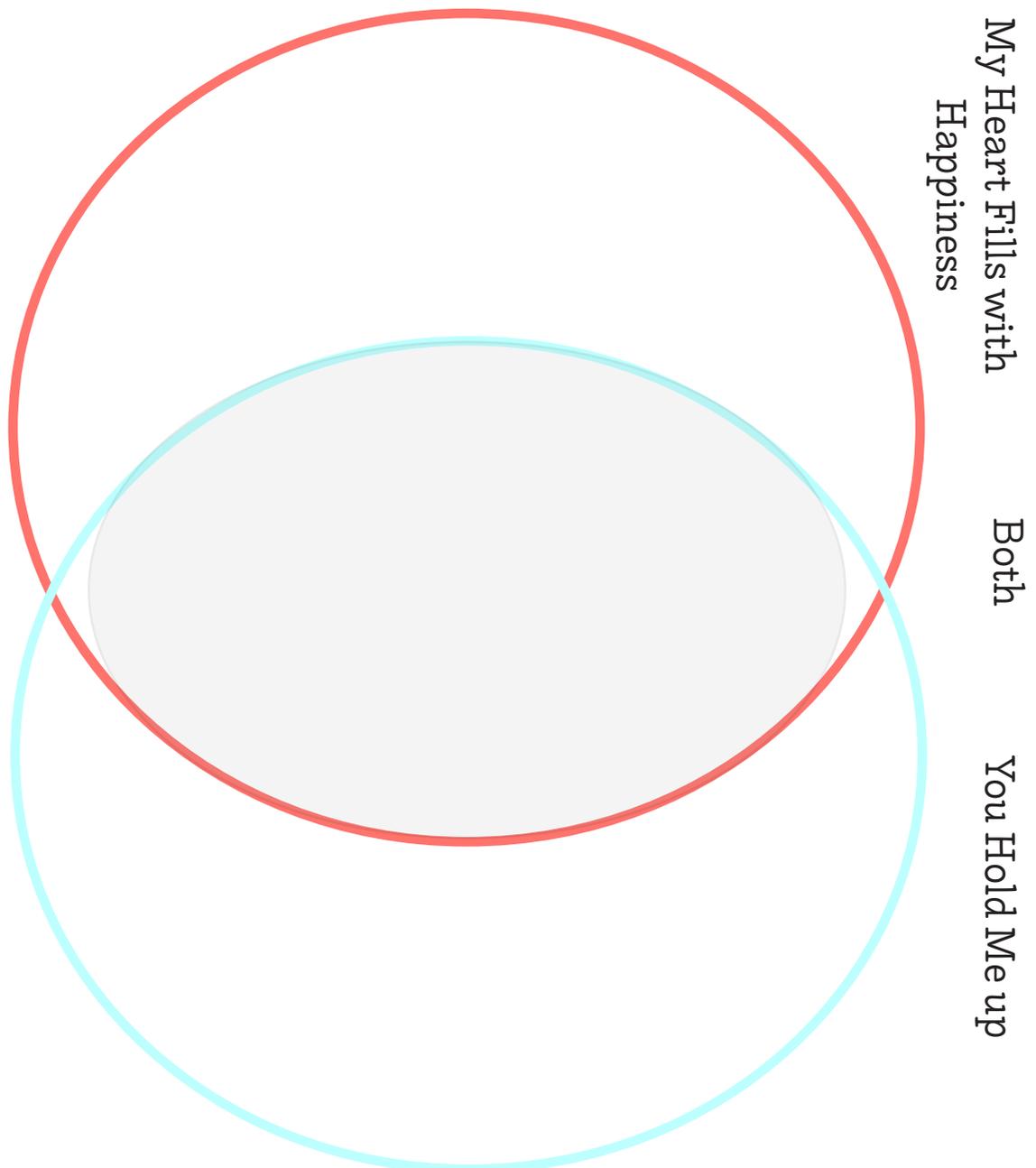
Instructions: Cut out the cards below. Make sure you can't see through the paper. Place them face up. Take turns with your learner turning two over. If they are a pair, you get a point. If they aren't, turn them around again.

| | |
|------|------|
| I | ME |
| HE | HIM |
| SHE | HER |
| IT | IT |
| YOU | YOU |
| THEY | THEM |
| WE | US |



Venn Diagram

Instructions: What is in one book that is not in the other? What is in both books? You'll find more similarities than differences :-)





Handouts - Level 2



Conversation Starters



What is your favourite season?

Tell me about your family.

Tell me about your best vacation.

Tell me about your favourite food.

Tell me about your favourite movie.

Tell me about a beautiful place in your home country.

What can you cook?

Describe a typical dish from your home country.

Tell me about the weather in your home country/city.

Do you like sports? If so, which ones? Do you play a sport?

What do you like to do in your free time?

What is your favourite place to go shopping? Why?



Metaphors

Instructions: Read the metaphors. What do they mean? Try substituting the metaphor for its original meaning. For example, if someone says that this computer is a dinosaur, they are saying that the computer is very old.

This
computer is a
dinosaur!



She
is an early bird!



You
are my
sunshine!





Learner Dictionary

Instructions: You will be making a dictionary. In each of these cards, you can write the definition of the word, draw a picture and include any pronunciation tips. You can also write the word in a sentence.

| | |
|----------|------------|
| free | generous |
| curious | passionate |
| tireless | brave |
| wise | scared |



| | |
|-------------|-------------|
| adventurous | hopeful |
| persistent | kind |
| mindful | challenge |
| thankful | think about |



Turning Adjectives into Adverbs

An adjective describes a noun

An adverb describes a verb

Many adjectives can become adverbs by adding -ly

Instructions: Change the adjective into an adverb by adding **-ly**.

1. He _____ (*wise*) asked for help.
2. They _____ (*tireless*) walked home.
3. The baby _____ (*curious*) smiled.
4. The woman _____ (*generous*) gave the bike away.
5. The children _____ (*free*) asked questions.
6. The cat _____ (*persistent*) tried to get in the window.
7. The teenagers _____ (*adventurous*) set off.
8. The doctor smiled _____ (*kind*).
9. They sang _____ (*joyful*).
10. She responded _____ (*mindful*).

Some adverbs are irregular. Pay attention to the adjective "GOOD". It turns into "WELL".



What does it remind you of?

Instructions: Take time to review the adjectives. Write the first thing that comes to your mind when you think of that word. Next, ask your tutor what that word reminds them of.

| Adjective | You | Your tutor |
|-------------|-----|------------|
| Free | | |
| Generous | | |
| Tiny | | |
| Relaxing | | |
| Expensive | | |
| Adventurous | | |
| Joyful | | |
| Boring | | |
| Scary | | |



Interview with Ani Castillo

Janet Manley (2019) wrote a review about the book “Ping”. In this review, Manley shares some of Ani Castillo’s feelings as an immigrant. Ani Castillo is originally from Mexico. She now lives in Toronto.

"I went from being 'the artist' who was an important part of her community, to being 'the immigrant' who was quiet and uncomfortable everywhere she went and didn't seem to have much to offer."

Stop and discuss: Do you think many immigrants feel this way?

"You feel like speaking, but you worry everyone will think you're stupid. You feel like reaching out, but you feel like people will reject you. You feel like loving people, but you worry that no one will love you back."

Stop and discuss: Do you think this is a worry a lot of immigrants have?

"Realizing that a lot of what happens in our interactions with other people depends completely on their own inner worlds and has nothing to do with ours, is very liberating."

Stop and discuss: What do you think she means by “depends on their inner worlds”?

"Even in those instances where my Pings aren't reciprocated, I can look back and recognize that I acted lovingly, or courageously, or just that I went and put my intention into the world!" says Castillo. "This can be a healing realization, to recognize that I was honest about my hopes and that I did the very best I could."

Stop and discuss: Have you ever had a situation where a ping wasn't reciprocated?



Sentence Auction

Instructions: Tell learner you will “give” them \$500 on the board. Next, you will read a sentence. They need to bet if that sentence is correct or incorrect and say how much money they are betting. If they get it right, they “get” that money. If they get it wrong, the tutor “gets” that money.

Example:

Tutor: (Reads sentence 1.)

Learner: *I bet \$200 that sentence is false.*

Tutor: *Good! You are right! Now you have \$700.*

Tutor: (Reads sentence 2.)

Learner: *I bet \$300 that sentence is false.*

Tutor: *I’m sorry! That sentence is actually true! Now I have \$300!*

On a sheet of paper:

| Learner | Tutor |
|-------------------------|--------|
| \$500 (START) +\$200 | +\$300 |

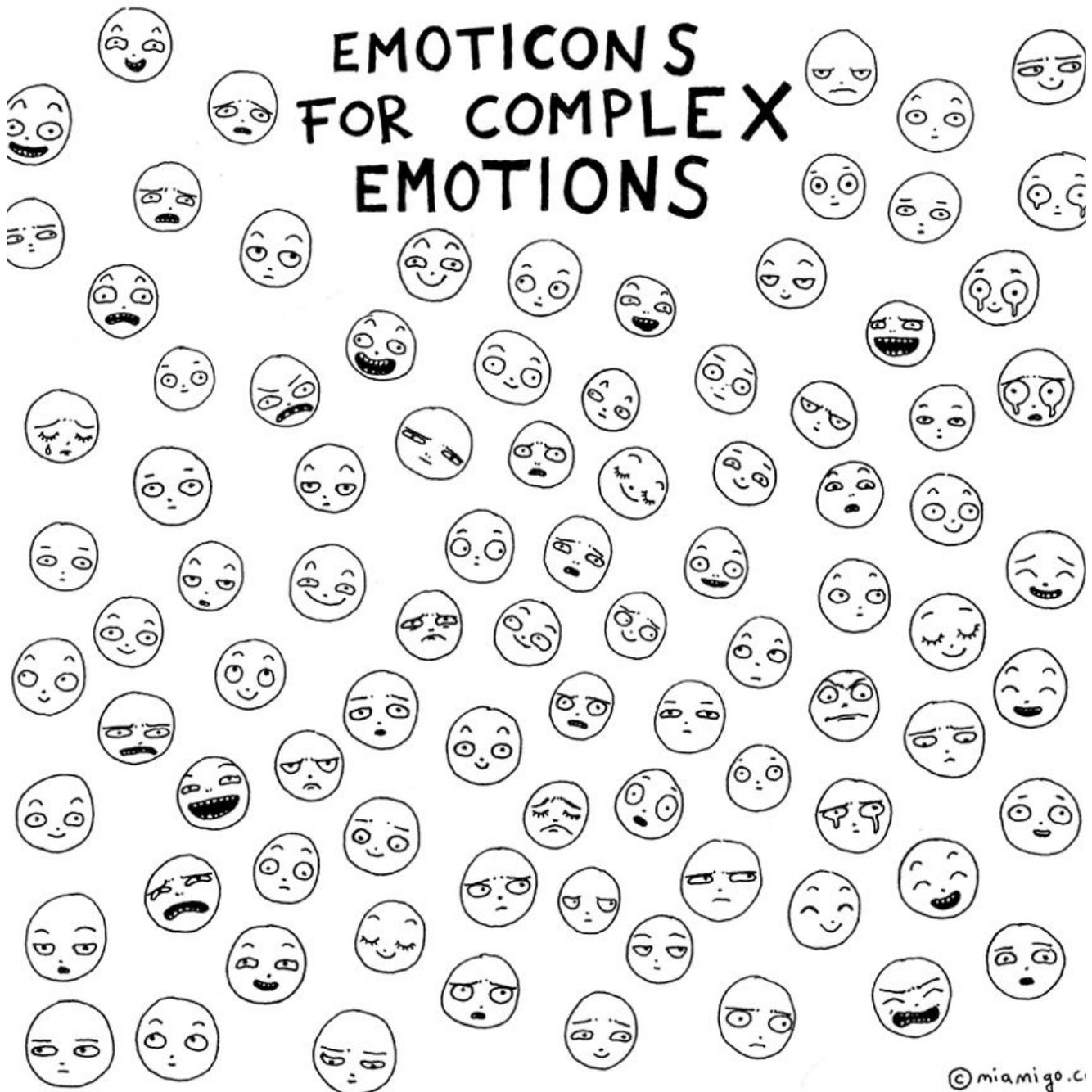
Sentences: (Only for tutor to see)

- 1) “To burst” can also mean “to explode”. (Correct)
- 2) “To be an early bird” means you sing like a bird. (Incorrect)
- 3) To have an “open heart” means to have open heart surgery. (Incorrect)
- 4) To “let go” means to release. (Correct)
- 5) An adjective often ends in -ly. (Incorrect)
- 6) To be brave means to be courageous. (Correct)



Ani Castillo Comic

Instructions: This cartoon was made by Ani Castillo. How would you describe the emotions pictured here?



© miamigo.c



Diary Entry Jigsaw

Instructions: Cut up the parts. Encourage your learner to put them in order as quickly as they can. More than one order may be possible. This is a true story Ani Castillo shared in her interview.

✂

Dear Diary,

Today my daughter tried to “ping”. She didn’t get the “pong” she expected.

I told her that when I was a child, I took my teacher an apple.

My daughter asked if she could take an apple to her teacher.

I said “yes”.

She took the apple to school and gave it to her teacher.

Her teacher said: “What should I do with this?”

My daughter was so disappointed. I was disappointed.

I asked my daughter if she “pinged” with love.

She said “yes”. I told her that was all that mattered.

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LOOKING FOR A JOB

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Looking For a Job

Learning Plan

Notes:

- This learning plan uses resources from the ALIS website. See the links in the reference section for the documents used.

Online Considerations:

- It's helpful to have an online platform that has the following features: whiteboard with annotating tools for learner and tutor, screen sharing and video/audio.
- The first session with your learner should focus on learning how to use the platform (not content).

A mother of 4 children came to Canada as a refugee one year ago. She needs a job so she can buy groceries and pay her rent after her government support runs out.



Learning Plan:

- A learning plan includes an overview of what will be studied with your learner.
- This learning plan has eight 60-minute lessons planned out. Depending on your learner, these lessons may take you a little longer.
- It is helpful to gather all the needed resources ahead of time.
- Additional resources are suggested for your future lessons.

Every Lesson:

- For most lessons you will need paper, a pen, an internet connection and an electronic device (laptop, tablet or smart phone).
- You also need to check all of the links used in the lesson.
- The main resources you will need are listed next to each week in the learning plan. The lesson plan includes the specific resources you will need.

Learning Plan

Learner Name:

First Language:

Learner Goal:

| Lesson | Goal | Resources I will use |
|--------|--|--|
| 1 | Learner will be able to identify things they like to do. | <ul style="list-style-type: none"> • Pen and paper • Handouts: Likes and Interests Icebreaker; Job Types Cards; Total Physical Response: Transcript; What Do You Like to Do? • ALIS: Make some Job Choices |
| 2 | Learner will be able to identify some jobs that interest them. | <ul style="list-style-type: none"> • Handout: Job Types Icebreaker • ALIS: Make Some Job Choices |

| | | |
|---|---|--|
| 3 | Learner will be able to ask questions about and research jobs they are interested in. | <ul style="list-style-type: none"> • Handouts: WH Questions Matching; OPTIONAL: LINC Works WH Questions Notes • ALIS: Make some Job Choices • ALIS Easy Reading Job Profiles • ALIS Occupational Profiles |
| 4 | Learner will be able to identify places they can look for job ads. | <ul style="list-style-type: none"> • Handouts: Classified Ad Icebreaker; Job Ad Vocabulary: Listening • ALIS: Find a Job • A local newspaper or online job board. |

Additional Resources

| | |
|--|--|
| Alberta Government: International Qualifications Assessment | <p>Use this resource with internationally educated learners who want to know if their qualifications are recognized in Canada</p> <p>Link: https://www.alberta.ca/iqas-overview.aspx</p> |
| ALIS Website: Various employment-themed resources | <p>This website is host to many workbooks and resources for helping newcomers learn job search techniques and strategies.</p> <p>Link: https://alis.alberta.ca/look-for-work/</p> |
| Norquest College: LINC Works | <p>Use this curriculum with low-intermediate level learners who are looking for a job. See topics: Job Search, Resume, Interviews, Job Applications.</p> <p>Link: https://www.norquest.ca/research-innovation/research/research-projects-at-norquest/linc-works.aspx</p> |

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will be able to identify things they like to do.

Estimated Time: 1 hour

Needed Resources:

- Pen and paper
- **Handouts:** Likes and Interests Icebreaker; Job Types Cards; Total Physical Response: Transcript; What Do You Like to Do?

Activities

Needed Resources

Ice Breaker: (5 minutes)

Show the learner **Likes and Interests Icebreaker**. Ask the learner what the picture on the handout means (it is a picture of the “like” symbol from Facebook).

Ask the learner some questions about the picture to start a conversation about likes and interests:

- *What are some foods that you like?*
- *Do you like winter in Canada? Why or why not?*
- *What sports or games do you like?*

Explain that today you will talk about things you like to do so the learner can choose a job they will like.

- Likes and Interests Icebreaker

| | |
|--|--|
| <p>Activity 1: (10-15 minutes)</p> <p>Teach the learner about different types of jobs by showing them the words and pictures on the Job Types Cards.</p> <p>Give special attention to teaching the learner how to pronounce each word.</p> | <ul style="list-style-type: none"> • Job Types Cards |
| <p>Activity 2: (5-10 minutes)</p> <p>Put away the Job Types Cards that have words on them. Keep the cards with pictures on the table. Explain to the learner that you will read them sentences about a person. They will need to listen to what they like to do. Then they will need to grab the picture that matches what each person likes to do.</p> <p>Read the sentences on Total Physical Response: Transcript for the learner. Monitor which cards they are picking up. If they pick up the wrong card, read the sentence again. If they pick up the correct card, read the next sentence.</p> | <ul style="list-style-type: none"> • Job Types Cards • Total Physical Response: Transcript |
| <p>Activity 3: (5-10 minutes)</p> <p>Say: <i>I like to help people. I like to help you with your English. What do you like to do?</i></p> <p>Use example phrases using <i>I like to _____</i> for the learner until they show that they understand. Ask the learners if they like to do the different activities depicted on the Job Type Cards.</p> <p>Continue talking about what the learner likes to do until the learner seems comfortable with the phrase <i>I like to _____</i>.</p> | <ul style="list-style-type: none"> • Job Type Cards |
| <p>Activity 4: (10 minutes)</p> <p>Give the learner What Do You Like to Do? Ask the learner to write 4 sentences about what they like to do. Give the learner feedback about the order of the words in their sentences as well as their spelling.</p> | <ul style="list-style-type: none"> • What Do You Like to Do? |

| | |
|---|---|
| <p>Activity 5/Closing: (5 minutes)</p> <p>Ask if the learner can think of any jobs that match the interests they wrote about. Ask the learner to think about this and write down three jobs that they think match what they are interested in.</p> <p>Thank the learner for coming. Decide the details of your next meeting.</p> | <ul style="list-style-type: none"> • What Do You Like to Do? |
| <p>Assessment/Success Criteria:</p> <p>Can the learner identify some things they like to do?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Ask the learner if they wrote down three jobs that match their interests.</p> | |

Tutor Tip: Total Physical Response (TPR) is a teaching method that involves learners responding physically to a prompt or set of instructions. Examples of this might be listening to a teacher say the names of vegetables or fruits, and the learners racing to grab the correct plastic or real fruit/vegetable from a selection on a table in front of them. We know that the more senses we involve in our learning, the more likely we are to remember what we learn, which is why TPR can be such a useful tool to use with language learners.

Lesson Plan 2

Learner Name:

Date:

Objective(s): Learner will be able to identify some jobs that interest them.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- Electronic device and internet connection
- **Handouts:** Job Types Cards; Job Type: Clean Things; Job Type: Drive or Move Things; Job Type: Help or Serve People; Job Type: Make or Fix Things; Job Type: Prepare Food; Job Type: Protect Things or People; Job Type: Sell Things to People; Job Type: Work With Living Things

Activities

Needed Resources

Ice Breaker: (5 minutes)

Play a game of “Would You Rather” (see the games section of this handbook for a more complete explanation). Put the **Job Type Cards** on the table. Choose two of the cards. Ask: *Would you rather _____ or _____?* (with reference to the chosen cards). When they give their answer, ask: *Why?* Remind the learner that they should use the word *because* to explain reasons.

Once the learner has explained their choice, explain that the learner should choose two job types and ask you the same questions. Play several more rounds of the game.

- Job Types Cards

| | |
|---|---|
| <p>Activity 1: (20 minutes)</p> <p>Play a game of “memory” as a review of the vocabulary from last session. Place 4 matching sets of the Job Types Cards in a grid on the table. Have the learner flip the cards two at a time until they flip two cards that match (picture to job type). Once they flip a set of matching cards, those cards can stay flipped. The activity will end when the learner successfully flips all of the cards. Repeat the activity until the learner has reviewed all of the vocabulary from the last session.</p> <p>Put all of the Job Type Cards onto the table. Have the learner choose the job type that they are most interested in.</p> <p>Once the learner chooses a job type, select the handout that best matches that job type.</p> | <ul style="list-style-type: none"> • Job Types Cards |
| <p>Activity 2: (20 minutes)</p> <p>Read the title and instructions of the selected Job Type Handout. Either use discussion with the learner, or a google search to find out what workers in each of the jobs do. Ask the learner to write one sentences about what workers in each job do.</p> <p>After the learner has written sentences for the four jobs on the handout, have the learner attempt to brainstorm one more job that someone with the selected interest could do. Have the learner write down what workers in that job do as well.</p> | <ul style="list-style-type: none"> • Selected Job Type Handout |
| <p>Activity 3: (15 minutes)</p> <p>Point to the first job on your learner’s Job Type Handout. Ask: <i>Can you do this job?</i> If the learner doesn’t understand what you mean, give them some examples of things you can do, using the model: <i>I can _____ . Can you _____ ?</i></p> <p>The first time the learner says no, say: <i>You can’t do _____ .</i> Continue giving examples until you think the learner has a good understanding of <i>can</i> and <i>can’t</i>.</p> | <ul style="list-style-type: none"> • Selected Job Type Handout |

Activity 3: (continued)

Talk about each job on the learner's selected **Job Type** handout. Ask if the learner can or can't do each job. Ask them why.

Once you have talked about each of the jobs on the handout, ask the learner which jobs they want to learn more about in the next session.

Activity 5/Closing:

Explain that in the next session, you will ask questions about the jobs your learner is interested in.

Thank the learner for coming and decide on the details of the next session.

Assessment/Success Criteria:

Was the learner able to identify some jobs that interest them?

YES / NO

Notes for next time:

At the beginning of the next session, ask if your learner thought of any other jobs that interest them.

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will be able to ask questions about and research jobs they are interested in.

Estimated Time: 1 hour

Needed Resources:

- Paper/pen
- **Handouts:** WH Questions Matching; Asking Questions About Jobs
- ALIS Easy Reading Job Profiles
- ALIS Occupational Profiles

Activities

Needed Resources

Ice Breaker: (5 minutes)

Explain that to start the session today, you will have a conversation on paper (see the games section of this handbook for a more complete explanation of this activity).

Put a blank piece of paper on the table. Write a question like *How was your week?* on the paper. Explain that the learner should write their answer, and then write another question to you. Keep the conversation going for a few turns.

Explain that in this lesson, you will learn more about asking questions using correct grammar.

- Paper/pen

Activity 1: (15 minutes)

Place the cards from **WH Question Matching** on the table, scattered in a random order.

- WH Questions Matching

| | |
|---|--|
| <p>Activity 1: (continued)</p> <p>Tell the learner that today, you will be researching questions they have about the job they are interested in. First, you will practice asking questions.</p> <p>Explain each question word by matching it with the type of information the question asks for. For example, you could say: <i>When we ask with the question word “who” the answer will always be a person.</i></p> <p>Once you have talked about all of the question words, check the learner’s understanding by scattering the WH Question Matching cards across the table. Ask the learner to match the question words together with the information they ask about.</p> <p>If the learner matches any of the papers incorrectly, take some time to review those question words.</p> | |
| <p>Activity 2: (10 minutes)</p> <p>Give the learner Asking Questions About Jobs. Read about the job that Maxine is interested in and the questions she has about that job.</p> <p>After they have read about Maxine’s questions, explain that the learner should write some questions they have about the job they are interested in. Help the learner form grammatically correct questions.</p> | <ul style="list-style-type: none"> • Asking Questions About Jobs |
| <p>Activity 3: (20 minutes)</p> <p>Use the internet (if available) to find the answers to the learner’s questions about the jobs they are interested in.</p> <p>First, see if there is an ALIS easy reading job profile for the job they are interested in. To find this, google: ALIS easy reading job profiles or use the link below: Link: https://alis.alberta.ca/inspire-and-motivate/easy-reading-job-profiles/</p> | <ul style="list-style-type: none"> • ALIS Easy Reading Job Profiles • ALIS Occupational Profiles |

Activity 3: (continued)

If there is no easy reading profile, search the regular ALIS occupational profiles to see if these can answer the learner's questions. To find these, google: ALIS job profiles or use this link to find the ALIS website: **Link:** <https://alis.alberta.ca/>

If they have other questions, complete a google search to find the answers to their questions. This may be a good opportunity to show the learner how to use a google search to find information.

Activity 4: (10 minutes)

Ask the learner if they are still interested in the jobs they chose after doing some research. If not, you may want to complete the activities for a different job group (in a future session).

If they are still interested in the jobs they chose, start a discussion with the following questions:

- *How do people find jobs in your home country?*
- *How do you think you can find a job in Canada?*
- *Who can you talk to find this type of job?*

Activity 5/Closing:

Explain that next time, you will learn about different ways to find a job in Canada. Thank the learner for coming. Decide on the details of your next session.

Assessment/Success Criteria:

Is the learner able to ask questions about and research jobs they are interested in?

YES / NO

Notes for next time:

At the beginning of your next session, ask if the learner thought of any other questions that they have about the jobs they are interested in.

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will be able to identify places they can look for job ads.

Estimated Time: 1 hour

Needed Resources:

- Paper/pen
- **Handouts:** Classified Ad Icebreaker; Job Ad Vocabulary; Reading Job Ads
- Local newspapers
- Device and internet connection

Activities

Needed Resources

Ice Breaker: (5 minutes)

Show the learner the classified ad from **Classified Ad Icebreaker**.

Ask:

- *Have you seen anything like this before?*
- *If so, where did you see it?*
- *What are some other places you could find out about job openings?*

- Classified Ad Icebreaker

Activity 1: (20 minutes)

Before reading job ads, the learner will need to learn some common vocabulary seen in job ads.

Put the **Job Ad Vocabulary** cards on the table. Go through each vocabulary word and explain the it's meaning by showing the picture or definition card.

- Job Ad Vocabulary

Activity 1: (continued)

Once the learner seems comfortable with the vocabulary, scatter the papers across the table. Have the learner attempt to match the vocabulary cards with the picture/definition card that matches it. If the learner matches any incorrectly, take time to explain those words again. Move on from this activity once learner shows that they are comfortable with most of the words.

Activity 2: (20 minutes)

Ask: *Where are some places you can find classified (or job) ads?*
It is a good idea for tutors to ask the learner to share what they already know before you teach them or give them information. This is called *eliciting*. Elicit the answers: *in newspapers and on the internet.*

Give the learner page 1 of **Reading Job Ads**. Give them 1-2 minutes to skim (quickly read) the job ad. Then ask them the following questions:

| | |
|---|--------------------------------|
| <i>What position is this ad for?</i> | <i>answer: dishwasher</i> |
| <i>What is the pay of this job?</i> | <i>answer: \$15.00/hour</i> |
| <i>Is the job full-time or part-time?</i> | <i>answer: part-time</i> |
| <i>How can you apply for the job?</i> | <i>answer: by email</i> |
| <i>Where is the job?</i> | <i>answer: good eats diner</i> |
| <i>How much experience is required?</i> | <i>answer: none</i> |
| <i>What are the job duties?</i> | <i>answer: none in the ad</i> |

Repeat the activity with the online job ad on page 2 of **Reading Job Ads**.

| | |
|---|--|
| <i>What position is this ad for?</i> | <i>answer: farm labourers</i> |
| <i>What is the pay of this job?</i> | <i>answer: \$16.50/hour</i> |
| <i>Is the job full-time or part-time?</i> | <i>answer: full time</i> |
| <i>How can you apply for the job?</i> | <i>answer: by email</i> |
| <i>Where is the job?</i> | <i>answer: Whole Grain Farms</i> |
| <i>How much experience is required?</i> | <i>answer: 2 years</i> |
| <i>What are the job duties?</i> | <i>answer: Drive farm equipment, fix broken equipment, general farm tasks, follow safety rules</i> |

- Reading Job Ads

Activity 3: (10 minutes)

Ask the learner what they will do to find a job.

Show the learners examples of local newspapers. Show them where the classified ads can be found in those newspapers.

Show the learner any local job boards/websites where the learners can find job postings.

Show the learner examples of some websites that they can use to search for jobs online. Some examples you could use are:

www.indeed.ca
www.jobbank.gc.ca

Make a list on a piece of blank paper of where the learner will look to find job ads in the future.

- Local Newspapers
- Paper/pen
- Device and internet connection

Activity 5/Closing:

Thank the learner for coming. Decide on the details of your next session.

Assessment/Success Criteria:

Does the learner know more about places they can look for job ads?

YES / NO

Notes for next time:

At the beginning of the next session, ask if the learner found any job ads that interest them.



Level

2

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will be able to identify things they like to do.

Estimated Time: 1 hour

Needed Resources:

- Pen and paper
- **Handouts:** Likes and Interests Icebreaker; Job Types Cards; Total Physical Response Cards
- ALIS: Make some Job Choices

Activities

Needed Resources

Ice Breaker: (5 minutes)

Show the learner **Likes and Interests Icebreaker**. Ask the learner what the picture on the handout means (it is a picture of the “like” symbol from Facebook).

Ask the learner some questions about the picture to start a conversation about likes and interests:

- *What are some foods that you like?*
- *Do you like winter in Canada? Why or why not?*
- *What sports or games do you like?*

Explain that today you will talk about things you like to do so the learner can choose a job they will like.

- Likes and Interests Icebreaker

| | |
|---|---|
| <p>Activity 1: (10-15 minutes)</p> <p>Put the picture and word cards from Job Types on the table, scattered randomly.</p> <p>Ask the learner to try to match the pictures with the words. If the learner has trouble with any of the words, help them understand and pronounce them.</p> | <ul style="list-style-type: none"> • Job Types Cards |
| <p>Activity 2: (5 minutes)</p> <p>Put page 5 of ALIS: Make some Job Choices on the table.</p> <p>Link: https://alis.alberta.ca/media/1645/workandyouworkbook1.pdf</p> <p>Use another paper to cover the bottom half of the page (everything after the “Choose the Things You Like to Do” heading).</p> <p>Read the title and first paragraph on the page.</p> <p>Discuss the questions in the first paragraph:</p> <ul style="list-style-type: none"> - <i>What do you like to do?</i> - <i>Do you like to fix things?</i> | <ul style="list-style-type: none"> • ALIS: Make Some Job Choices, page 5 • An extra piece of paper. |
| <p>Activity 3: (20 minutes)</p> <p>Give the learner a cut up set of the Total Physical Response Cards.</p> <p><i>Say: You will listen to me talk about some people. You will hear what they like to do. You should pick up the card that matches what they like to do when they talk about it. For example, if I say “She likes to clean things” I will grab this (grab the “likes to clean things” card) card.</i></p> <p>Read the paragraph that talks about what Maxine likes to do to the learner sentence-by-sentence. Watch to see which cards they grab. If they grab an incorrect card, read the sentence again.</p> | <ul style="list-style-type: none"> • Total Physical Response Cards |

| | |
|---|---|
| <p>Activity 3: (continued)</p> <p>Ask the learner if they heard what Maxine likes to do. Check that they picked up the likes to play things, likes to take care of people, likes to help people and likes to talk to people cards. Play the recording again if necessary.</p> <p>Repeat these steps with the paragraphs about what Leo likes to do and what Kim likes to do.</p> | |
| <p>Activity 4: (15 minutes)</p> <p>Read the title and instructions on page 7. Read through the list of statements and ask the learner to check off the boxes that they agree with.</p> <p>Help the learner with any difficult words or phrases. Explain that the phrase “for example” is used when we are trying to explain more information about something. We can tell people what we mean when we use examples.</p> <p>Ask: <i>What are some examples of things you can drive?</i></p> | <ul style="list-style-type: none"> • ALIS: Make Some Job Choices, page 7 |
| <p>Closing:</p> <p>Tell the learner that if they have time, they can complete page 8 of ALIS: Make some Job Choices.</p> <p>Tell the learner that next time, you will think about some jobs that they might like to do.</p> | <ul style="list-style-type: none"> • ALIS: Make Some Job Choices, page 8 |
| <p>Assessment/Success Criteria:</p> <p>Is the learner able to identify things they like to do?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>At the beginning of the next session, ask the learner if they thought of any other interests that they should add to their list.</p> | |

Lesson Plan 2

Learner Name:

Date:

Objective(s): Learner will be able to identify some jobs that interest them.

Estimated Time: 1 hour

Needed Resources:

- **Handout:** Job Types
- **ALIS:** Make some Job Choices (One job group is included in the handouts. For more options, see the Easy Reading: Make Some Job Choices workbook)

Activities

Needed Resources

Ice Breaker: (10 minutes)

Play a game of “memory” with the cards from **Job Types** as a review of the vocabulary from last session. Place all of the cards in a 4 x 6 grid on the table. Have the learner flip the cards two at a time until they flip two cards that match (picture to job type). Once they flip a set of matching cards, those cards can stay flipped. The activity will end when the learner successfully flips all of the cards.

- Job Types

Activity 1: (5 minutes)

Put page 11 of **ALIS: Make some Job Choices** on the table.

Read the title and instructions for the activity, and have the learner complete the checklist.

Look at which job group (see the headings on the table) got the most checkmarks. See the corresponding page number for which page to start next.

- **ALIS:** Make some Job Choices, page 11

| | |
|---|--|
| <p>Activity 2: (10 minutes)</p> <p>Read the title, headings and instructions on the first page of the job group your learner chose (Job Group: Clean Things is included in the handouts. For more options, see ALIS: Make Some Job Choices.</p> <p>Have the learner complete the checklists about things that they like to do and things that they can do.</p> <p>Use the next page to decide what to do next. If the learner made lots of check marks, proceed with this job group. If the learner did not make lots of check marks, choose another job group and start again.</p> | <ul style="list-style-type: none"> • ALIS: Make Some Job Choices, various pages |
| <p>Activity 3: (25 minutes)</p> <p>Proceed to the third page of the learner’s selected job group. Read about the jobs in that job group together. Address any words that the learners have trouble with (use google images, or translate).</p> <p>As your learner goes through the job list and decides if they are interested or uninterested in the different jobs, ask them “why” or “why not”. Explain that in English we use the word “because” to explain reasons. Example: <i>I am not interested in being a dishwasher because they have to stand all day.</i> Give the learner feedback as they explain why they are or are not interested in each job.</p> | <ul style="list-style-type: none"> • ALIS: Make some Job Choices, various pages |
| <p>Closing: (5 minutes)</p> <p>Explain that next time you and the learner will ask questions about the jobs they are interested in and do some research about those jobs.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Is the learner able to identify some jobs that interest them?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>In the next lesson, you will skip the next page of the job group and proceed to the page about asking questions.</p> | |

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will be able to ask questions about and research jobs they are interested in.

Estimated Time: 1 hour

Needed Resources:

- **Handouts:** WH Questions Matching; OPTIONAL: LINC Works WH Questions Notes
- ALIS: Make Some Job Choices
- ALIS Easy Reading Job Profiles
- ALIS Occupational Profiles

Activities

Needed Resources

Ice Breaker: (15 minutes)

Ask: *What words do you need to use to ask questions in English?
Is asking questions in English easy or difficult?*

Show the learner the different question words one by one. Ask if they can use the word to make a question. If not, show them the type of information the question word asks for and make an example question together.

Place the cards from **WH Question Matching** on the table scattered in a random order.

Tell the learner that today you will be researching questions they have about the job they are interested in. First, you will practice asking questions.

Have the learner match the question words to the type of information they are asking for.

- WH Questions Matching
- OPTIONAL: LINC Works WH Questions Notes

| | |
|---|---|
| <p>Ice Breaker: (continued)</p> <p>Explain any of the difficult question words. See WH Questions Notes from LINC Works for information about the form and use of WH questions if the learner needs extra support.</p> | |
| <p>Activity 1: (15 minutes)</p> <p>Look at the “make some notes about job group . . .” page in the job group section of ALIS: Make Some Job Choices that your learner chose.</p> <p>Read about Kim/Leo/Maxine and the notes that they made about the jobs they are interested in.</p> <p>Read the instructions for the exercise at the bottom of that page and that continues on the following page.</p> <p>Have the learner complete the activities with special focus on writing questions about the jobs they are interested in. Ask the learner to try to write at least three questions about the job. Allow them to use the WH Matching Cards from the icebreaker to help them write the questions.</p> | <ul style="list-style-type: none"> • ALIS: Make Some Job Choices, various pages • WH Matching Cards |
| <p>Activity 2: (20 minutes)</p> <p>Use the internet (if available) to find the answers to the learner’s questions about the jobs they are interested in.</p> <p>First, see if there is an ALIS easy reading job profile for the job they are interested in. Link: https://alis.alberta.ca/inspire-and-motivate/easy-reading-job-profiles/</p> <p>If there is no easy reading profile, search the regular ALIS occupational profiles to see if these can answer the learner’s questions. Link: https://alis.alberta.ca/occinfo/occupations-in-alberta/</p> <p>If they have other questions, complete a google search to find the answers to their questions.</p> <p>This may be a good opportunity to show the learner how to use a google search to find information</p> | <ul style="list-style-type: none"> • ALIS Easy Reading Job Profiles • ALIS Occupational Profiles |

Activity 3: (5 minutes)

Ask the learner if they are still interested in the jobs they chose after doing some research. If not, you may want to complete the activities for a different job group (in a future session).

If they are still interested in the jobs they chose, start a discussion with the following questions:

- *How do people find jobs in your home country?*
- *How do you think you can find a job in Canada?*
- *Who can you talk to find this type of job?*

Activity 4 / Closing:

Explain that next time you will learn about different ways to find a job in Canada.

Assessment/Success Criteria:

Is the learner able to ask questions about and research jobs they are interested in?

YES / NO

Notes for next time:

At the beginning of your next session, ask if the learner thought of any other questions that they have about the jobs they are interested in.

Tutor Tip: You may have noticed that most of the lessons in this scenario include resources from a website called ALIS. The materials on this website are designed to help job seekers in Alberta research possible jobs, make job choices and find good jobs for them. When possible, it is always best to use authentic materials (like the ALIS workbooks) with English language learners. This is because adults learn best when they can see the connection between what they are learning and what they need to do in their day-to-day lives, such as looking for a job.

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will be able to identify places they can look for job ads.

Estimated Time: 1 hour

Needed Resources:

- **Handouts:** Classified Ad Icebreaker; Job Ad Vocabulary: Listening; Job Ad Vocabulary: Transcript
- ALIS: Find a Job

Preparation: Find several job ads in local newspapers, job boards or job search websites. Bring them to the tutoring session.

Activities

Needed Resources

Ice Breaker: (5 minutes)

Show the learner the classified ad from **Classified Ad Icebreaker**.

Ask:

- *Have you seen anything like this before?*
- *If so, where did you see it?*
- *What are some other places you could find out about job openings?*

- Classified Ad Icebreaker

Activity 1: (15 minutes)

Before giving the learner any pages from the ALIS Find a Job workbook, they need to know some of the new words they will read.

- Job Ad Vocabulary: Listening
- Job Ad Vocabulary: Transcript

| | |
|--|---|
| <p>Activity 1: (continued)</p> <p>Give the learner Job Ad Vocabulary: Listening.</p> <p>Ask the learner to read each new word and the example sentence that goes with it. Ask them to write what they think the word means beside “my guess”.</p> <p>Read Job Ad Vocabulary: Transcript for each of the vocabulary words. Read it again if needed.</p> <p>Once the learner hears the definition, discuss the meaning of the word, and have the learner write down an accurate definition.</p> | |
| <p>Activity 2: (15 minutes)</p> <p>Together, read through the information on pages 29-30 of ALIS: Find a Jo, including the tips. Do not read the definitions of the words, as the learner heard them in the previous activity.</p> <p>Link: https://alis.alberta.ca/tools-and-resources/content/products/easy-reading-find-a-job/</p> <p>Ask: <i>What plans do you think Jeff made to find a job?</i></p> <p>Explain that the learner should use the word will to talk about future plans.</p> <p>E.g. Jeff will read the newspaper.</p> | <ul style="list-style-type: none"> • ALIS: Find a Job, pages 29-30 |
| <p>Activity 3: (25 minutes)</p> <p>Have the learner look at page 31. Ask them to skim (move their eyes across the page) the page for 1 minute.</p> <p>After the 1 minute, ask:</p> <ul style="list-style-type: none"> - <i>Did Jeff check newspapers? (Answer: Yes)</i> - <i>Did Jeff search company websites? (Answer: No)</i> - <i>Did Jeff look for help wanted signs? (Answer: Yes)</i> <p>Discuss Jeff’s job search plan. Ask:</p> <ul style="list-style-type: none"> - <i>Do you like Jeff’s plan?</i> - <i>Will you make the same plan or a different plan?</i> | <ul style="list-style-type: none"> • ALIS: Find a Job, pages 31-32 |

Activity 3: (continued)

Repeat the activity with Susan's plan on page 32. Ask these questions instead:

- *Did Susan visit the Alberta Supports Centre? (Answer: No)*
- *Did Susan go to a job fair? (Answer: No)*
- *Did Susan search online job banks? (Answer: No)*

- ALIS: Find a Job, pages 31-32

Activity 4/Closing:

Ask: *What will you do to look for jobs?*

Homework:

Ask the learner to check the steps that they will do to get a job on page 33 of the **ALIS: Find a Job** workbook.

Assessment/Success Criteria:

Does the learner know more about places they can look for job ads?

YES / NO

Notes for next time:

At the beginning of the next session, ask what the learner's plan is to find a job.



Handouts



Likes and Interests Icebreaker

Instructions: Use this handout to start a conversation about likes and dislikes with your learner.





Job Types Cards

Instructions: Match the words with the pictures that show their meaning.



clean



drive



move



**meet new
people**



**take care of
people**



make things



fix things



prepare food



**protect / keep
people safe**



talk to people



sell things



**work with
plants and
animals**



Total Physical Response Transcript

Instructions: Read the sentences for the learner. The learner will pick up the picture that matches what the person you are reading about likes to do.

Maxine likes to meet new people.

She likes to take care of people.

She likes to help people

She likes to talk to people.



Leo likes to drive.

He likes to make things.

He likes to fix things.

He likes to protect things.

He likes to keep people safe.



Kim likes to clean things.

She likes to prepare food.

She likes to work with plants and animals.





What Do You Like to Do?

Instructions: Write 4 sentences about what you like to do.

1. I like to _____.

2. I like to _____.

3. I like to _____.

4. I like to _____.

You thought about what you like to do.

Can you think of any jobs that match your interests?



Job Type: Clean Things

Instructions: Write 1 sentence about what people do in each job.

Dishwashers:

Dry cleaning workers:

Housekeeping attendants:

Janitors:

Now, try to think of 1 more cleaning job:

_____ :





Job Type: Drive or Move Things

Instructions: Write 1 sentence about what people do in each job.

Taxi Drivers:

Truck Drivers:

Equipment Operators:

Furniture Movers:

Now, try to think of 1 more driving or moving job:

_____:





Job Type: Help or Serve People

Instructions: Write 1 sentence about what people do in each job.

Servers:

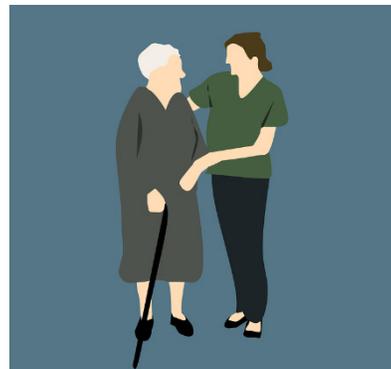
Child Care Workers:

Health Care Aides:

Nail Technicians:

Now, try to think of 1 more helping or serving job:

_____:





Job Type: Make or Fix Things

Instructions: Write 1 sentence about what people do in each job.

Construction Labourers:

Painters:

Auto Body Repairers:

Roofers:

Now, try to think of 1 more job for people who like to make or fix:

_____:





Job Type: Prepare Food

Instructions: Write 1 sentence about what people do in each job.

Cooks:

Bakers:

Meat Cutters:

Caterers:

Now, try to think of 1 more food preparation job:

_____ :





Job Type: Protect Things or People

Instructions: Write 1 sentence about what people do in each job.

Police Officers:

Security Guards:

Pest Control Operators:

Firefighters:

Now, try to think of 1 more job for people who like to protect:

_____ :





Job Type: Sell Things to People

Instructions: Write 1 sentence about what people do in each job.

Cashiers:

Florists:

Salespersons:

Shelf Stockers:

Now, try to think of 1 more sales job:

_____ :





Job Type: Work with Living Things

Instructions: Write 1 sentence about what people do in each job.

Pet Groomers:

Farm Workers:

Landscape Gardeners:

Market Gardeners:

Now, try to think of 1 more job for people who like living things:

_____ :





WH Question Matching

Instructions: Match the question word with the type of information that it is requesting.



| | |
|-----------------|--|
| Who | Person |
| What | Information |
| Where | Place |
| When | Time |
| How | Manner (the way you do something) |
| Why | Reason |
| How much | Amount (e.g. weight, price) |
| How many | Number |
| How long | Amount of Time |



Asking Questions About Jobs

Instructions: Read Maxine's questions about the job she is interested in. Write questions about the job you are interested in.



Maxine is interested in being a florist. She wants to know more information about this job. She writes a list of questions about the job:

Questions for my tutor:

- How much money do florists make?
- How can you become a florist?
- How long do you need to study to become a florist?

Now write some questions about the job you are interested in. Your tutor will help you find the answers:



Classified Ad Icebreaker

Instructions: Use this icebreaker to start a discussion with the learner about places to find out about local jobs.

*** NOW HIRING ***

Cleaner

Part-time (25 hours/week)

\$17.00/hour

Send resumes to:

goodcleaners@gmail.com



Job Ad Vocabulary

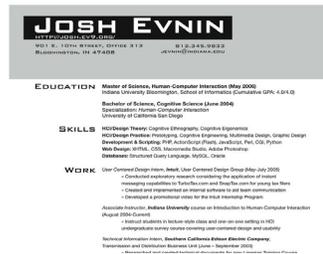
Instructions: Learn the job ad vocabulary. Match the words with the picture or definitions that matches it.



Job Ad / Classified Ad



Resume



Position

The name of the job

Example: cook

Pay

How much money you make at a job

Example: \$16.50/hour

Experience

Time spent working in a similar job

Example: 1 year cleaning experience



| | |
|------------------|---|
| Duties | <i>What you do at a job</i> Example: keep kitchen clean |
| Full-time | <i>30 + hours/week</i> |
| Part-time | <i>Less than 30 hours/week</i> |
| Apply | <i>Tell the employer that you want the job</i> |
| Required | <i>Something you need</i> Example: 1 year experience required |



Reading Job Ads

Instructions: Read the job ads. Answer the questions that your tutor asks you.

Rural Alberta News

Now Hiring

Good Eats Diner

Dishwashers needed

\$15.00/hour

Part-time

No experience required.

Email resumes to:

goodeatsdiner@email.com

Farm Labourers

Whole Grain Farms Inc.
Apply to: wholegrainfarms@email.ca

Pay: \$16.50/hour

Experience: 2 years

Hours: Full-time; seasonal

Job Duties:

- Drive farm equipment
- Fix broken equipment
- General farm tasks
- Follow safety rules



You can find many jobs by searching on the internet!



Handouts - Level 2



Total Physical Response Cards

Instructions: Pick up the card that matches what the person likes to do.



| | | |
|---------------------------|------------------------------|----------------------------|
| Likes to meet new people | Likes to take care of people | Likes to help people |
| Likes to talk to people | Likes to drive | Likes to make things |
| Likes to fix things | x | Likes to protect things |
| Likes to keep people safe | Likes to clean things | Likes to clean things |
| Likes to prepare food | Likes to work with plants | Likes to work with animals |



CLB 5 WH Questions

WH questions ask for information. The answer is not “yes” or “no”. The answer will have details in it.

| WH Question | Use |
|-------------|--------------------------|
| Who | person |
| What | object |
| Where | location |
| When | time |
| How | manner |
| Why | reason |
| How much | weight/price |
| How many | number |
| How long | duration/length of time |
| Which | make a choice; to choose |

USE

Use WH questions to ask questions about a person, object, location, time, manner, reason, etc. When asking about, for example, a job, job ads, or job interviews.

- Example:
- Where are you from?
 - What did you do before coming to Canada?
 - How do you apply for a job online?
 - What skills do you have?
 - Why do you want to work for this company?

FORM

| Tense | Question | Example |
|--------------------|--|--|
| Simple Present | WH + do/does + subject + Verb base? | Where does she work ? |
| Present Continuous | WH + am/is/are + subject + Verb-ing? | What are you doing ? |
| Simple Past | WH + did + subject + Verb base? | Why did you leave early yesterday? |
| Past Progressive | WH + was/were + subj + Verb-ing? | What were you doing last night? |
| Future | WH + will + subject + Verb base? WH + am/is/are + subject + going to + Verb base? | Where will you work ? When are you going to work this week? |
| Present Perfect | WH + have/has + subj + pp? | What have you learned since you started? |

WH: Who, What, Where, When, Why, How

Subj: subject

Verb base: the base form of the verb; the way you see a verb in a dictionary

Verb-ing: a verb that ends with -ing

Pp: past participle form of a verb; third form of a verb



Job Ad Vocabulary: Listening

Instructions: Read the words you might see in a job ad. Try to guess what they mean. Listen to an example. Write the correct meaning.

1. Advertise.

Example: Employers often **advertise** jobs to find the right employee quickly.

| |
|-------------------------|
| My guess: |
| Correct meaning: |

2. Bondable

Example: Job ads might ask if you are **bondable**.

| |
|-------------------------|
| My guess: |
| Correct meaning: |

3. Pardoned conviction

Example: if you have a criminal record, you may get a **pardoned conviction**.

| |
|-------------------------|
| My guess: |
| Correct meaning: |

4. Classified section

Example: I look for job ads in the **classified section**.

| |
|-------------------------|
| My guess: |
| Correct meaning: |

5. Job fair

Example: I go to **job fairs** to meet employers.

| |
|-------------------------|
| My guess: |
| Correct meaning: |





Job Ad Vocabulary: Transcript

Instructions: Read these paragraphs to the learner. The learner will listen to understand what the vocabulary words mean.

Advertise: When an employer advertises (or posts) jobs, they announce them to the public. This lets people know that they want to hire somebody. You can find job ads in many places. For example, in your local newspaper, on an employers website or on an online job search website.

Bondable: Employers want to know if they can trust their workers. IF you have no criminal record, then you can be insured, or bonded. Do you need to handle money in your job? If so, you may need to be bonded before an employer will hire you. For example, security guards who take money from one bank to another must be bonded.

Pardoned conviction: You have a conviction if a law court says you are guilty of a crime. You also have a criminal record. But if the court pardons you, you have a pardoned conviction. This means that your criminal record is gone.

Classified section: Newspapers have many parts, or sections. The classified section has advertisements for jobs and other things.

Job fair: When many employers need workers, they get together and have a job fair. The job fair is held in a large room where each employer has a table or booth. People who need work can talk to the employers who are at the job fair. You can give your resume to these employers.

Image Credits

Listed in order of appearance

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Government of Alberta. (2011). Easy reading work and you book 1: Make some job choices [Image of Maxine]. p.5. <https://alis.alberta.ca/media/1645/workandyouworkbook1.pdf>

Government of Alberta. (2011). Easy reading work and you book 1: Make some job choices [Image of Leo]. p.6. <https://alis.alberta.ca/media/1645/workandyouworkbook1.pdf>

Government of Alberta. (2011). Easy reading work and you book 1: Make some job choices [Image of Kim]. p.6. <https://alis.alberta.ca/media/1645/workandyouworkbook1.pdf>

Government of Alberta. (2011). Easy reading work and you book 1: Make some job choices [Image of Classified Ad]. p.35. <https://alis.alberta.ca/media/1645/workandyouworkbook1.pdf>

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[Job search] by geralt, Pixabay license, available at <https://pixabay.com/illustrations/hand-keep-shield-board-profession-603692/>

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BECOMING A BETTER WORKER

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| REFERENCES | 361 |

Becoming a Better Worker

Learning Plan

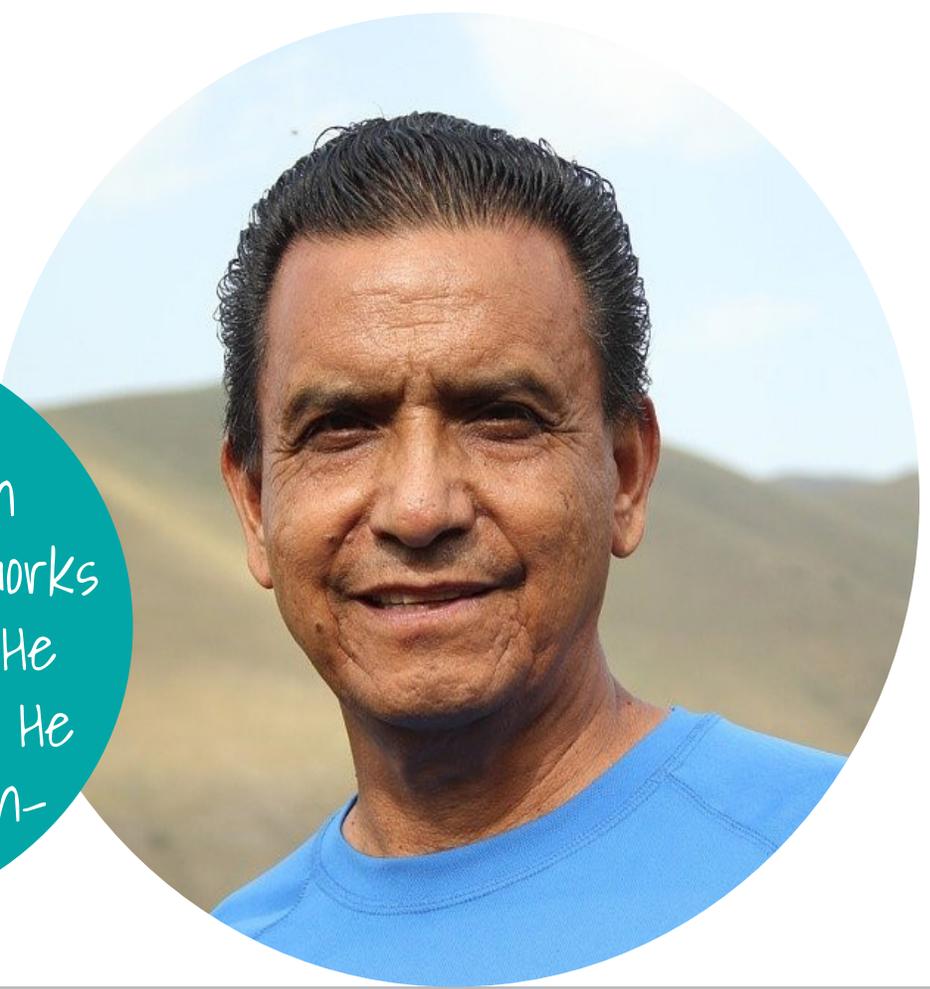
Notes:

- The level 2 lesson plans rely on the **ALIS: Keep Your Job Resource**, which can be found at <https://alis.alberta.ca/media/2135/keepyourjob.pdf>
- You will need to get some of the handouts from the link above.

Online Considerations:

- It's helpful to have an online platform that has the following features: whiteboard with annotating tools for learner and tutor, screensharing and video/audio.
- The first session with your learner should focus on learning how to use the platform (not content).

Jose is a temporary foreign worker in his 40s works at a poultry farm. He wants a better job. He wants to be a manager.



Learning Plan:

- This learning plan includes an overview of what will be studied with your learner.
- This learning plan has eight 60-minute lesson plans. Depending on your learner, these lessons may take you a little longer.
- It is helpful to gather all the needed resources ahead of time.
- Additional resources are suggested for your future lessons.

Every Lesson:

- For most lessons you will need paper, a pen, an internet connection and an electronic device (laptop, tablet or smart phone).
- You also need to check all of the links used in the lesson.
- The main resources you will need are listed next to each week in the learning plan. The lesson plan includes the specific resources you will need.

Learning Plan

Learner Name:

First Language:

Learner Goal:

| Lesson | Goal | Resources I will use |
|--------|---|---|
| 1 | Learner will understand appropriate body-language for the Canadian workplace. | <ul style="list-style-type: none"> • Handouts: Body Language Ice-breaker; Body language skills; The Story of Grace and Terry; Transcript: The Story of Grace and Terry; Grace Talks to Terry; Grace Talks to Terry; Body-language checklist; Body-language Skills Reflection • Paper/pen • Device and internet connection |
| 2 | Learner will understand how to speak appropriately in the Canadian workplace. | <ul style="list-style-type: none"> • Pen and paper • Device and internet connection • Handouts: Speaking Skills Handout; The Story of Abdul and Jim; Transcript: The Story of Abdul and Jim; The Manager Talks to Abdul; Speaking Skills Checklist; Speaking Skills Reflection |
| 3 | Learner will understand the importance of teamwork in the Canadian workplace. | <ul style="list-style-type: none"> • Pen and paper • Device and internet connection • Handouts: Teamwork Icebreaker; Teamwork skills; The Story of Rene and Anna; Transcript: The Story of Rene and Anna; Rene talks to Anna; Teamwork Skills Checklist; Teamwork Skills Reflection |

| | | |
|---|--|--|
| 4 | Learner will understand the importance of time management skills in Canadian workplaces. | <ul style="list-style-type: none"> • Pen and paper • Device and internet connection • Handouts: Time Management Ice Breaker; Time Management Skills; Nelson’s Story; Transcript: Nelson’s Story; Emma Talks to Nelson; Time Management Skills Checklist; Time Management Skills Reflection |
|---|--|--|

Additional Resources

| | |
|---|---|
| Alberta Workforce Essential Skills: Tools and Publications | <p>This website is host to many workbooks and resources for helping newcomers learn the language they need for the Canadian workplace.</p> <p>Link: https://awes.ca/what-we-offer/tools-publications/</p> |
| Bow Valley College: School of Global Access | <p>This website has several resources and coursebooks that focus on workplace language and Canadian workplace culture.</p> <p>Link: https://globalaccess.bowvalleycollege.ca/</p> |
| Centre for Canadian Language Benchmarks: Language for Work CLB and Essential Skills Lesson Plans for ESL Instructors | <p>Use these lesson plans with a variety of levels for teaching a variety of one-off lessons. If another resource doesn’t have the topic you want to teach, check to see if one of these lessons addresses it.</p> <p>Link: https://www.language.ca/resources/expertise/essential-skills/#1522072535350-d3634bd1-2344</p> |
| NorQuest College: LINC Works | <p>Use this curriculum with low-intermediate level learners. The curriculum has many work-related topics and can be used with learners who are looking for a job as well as learners who are already working.</p> <p>Link: https://www.norquest.ca/research-innovation/research/research-projects-at-norquest/linc-works.aspx</p> |

NorQuest College: Common Ground: Guide to English in the Workplace

Use this training manual with intermediate-advanced learners who are working and need to improve their workplace culture awareness and fine-tune their communication skills.

Link: <https://eslruralroutes.norquest.ca/resources/content/common-ground.aspx>

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will understand appropriate body-language for the Canadian workplace.

Estimated Time: 1 hour

Needed Resources:

- **Handouts:** Body Language Icebreaker; Body Language Skills; Transcript: The Story of Grace and Terry; Grace and Terry Matching Cards; Solutions for Terry; Grace Talks to Terry; Body Language Checklist; Body Language Skills Reflection

Activities

Needed Resources

Ice Breaker: (5 minutes)

Show the learner the picture on **Body Language Icebreaker**. Tell the learner to imagine that this person is working at Superstore (or a different local business).

Ask:

- *What is she thinking?*
- *Is she a good worker? How do you know?*
- *Will you ask her for help? Why/why not?*

Explain that body language (what our body face and body say) is different in every culture. Explain that you will learn about body language today.

- Body Language Icebreaker

| | |
|---|---|
| <p>Activity 1: (10 minutes)</p> <p>Put Body Language Skills on the table.</p> <p>Ask the learner to read the title.</p> <p>Read the sentences under the title.</p> <p>Together with the learner, brainstorm words that could fill in the blank spaces beside the pictures. Examples could include: happy, unhappy, angry.</p> <p>Read the sentences on the next page. Point out how what the worker is saying does not match the body language in picture 1, but does in picture 2.</p> <p>Ask: <i>What kind of body language is “good” in your home country? Is “good” body language in Canada different than your home country?</i></p> | <ul style="list-style-type: none"> • Body Language skills |
| <p>Activity 2: (15 minutes)</p> <p>Pre-listening: Say: <i>We are going to listen to someone tell us about her co-worker.</i></p> <p>Read Transcript: The Story of Grace and Terry for the learner. After you read it the first time, ask: <i>What was the recording about?</i></p> <p>During Listening: Give the learner Grace and Terry Matching Cards. Explain that the learner should match what Terry does with what Grace thinks.</p> <p>Read the transcript again (twice if necessary). Check that the learner matched the cards correctly.</p> <p>Post-listening: Give the learner the cards from Solutions for Terry. Explain that the learners should match the problems with Terry’s body language skills with the possible solution to the problem. After the learner successfully matches the cards, discuss any other possible solutions for Terry.</p> | <ul style="list-style-type: none"> • Transcript: The Story of Grace and Terry • Grace and Terry Matching Cards • Solutions for Terry |

| | |
|--|---|
| <p>Activity 2:(continued)</p> <p>Ask: <i>Why is Terry’s body language not good for work? What is good body language for work in your home country?</i></p> | |
| <p>Activity 3: (15 minutes)</p> <p>Ask the learner to read the information on the first page of Grace Talks to Terry.</p> <p>Together, read the conversation between Grace and Terry on the next page out loud.</p> <p>Discuss the question at the bottom of the second page. Ask: <i>Should Terry keep her job? Why or why not?</i></p> | <ul style="list-style-type: none"> • Grace Talks to Terry |
| <p>Activity 4: (10 minutes)</p> <p>Complete Body Language Checklist with the learner. Discuss any difficult words and answer any questions they might have about the body language they read about.</p> | <ul style="list-style-type: none"> • Body Language checklist |
| <p>Closing/Homework: (5 minutes)</p> <p>Ask learner to complete Body Language Skills Reflection. Decide when you will have your next meeting.</p> | <ul style="list-style-type: none"> • Body Language Skills Reflection |
| <p>Assessment/Success Criteria:</p> <p>Does the learner understand more about appropriate body language for the Canadian workplace?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>At the beginning of your next lesson, review the Body Language Skills Reflection. Talk about any common errors in the reflection.</p> | |

Lesson Plan 2

Learner Name:

Date:

Objective(s): Learner will understand how to speak appropriately in the Canadian workplace

Estimated Time: 1 hour

Needed Resources:

- Pen and paper
- **Handouts:** Speaking Skills; Transcript: The Story of Abdul and Jim; Abdul and Jim Matching Cards; Solutions for Jim; The Manager Talks to Abdul; Speaking Skills Checklist; Speaking Skills Reflection

Activities

Needed Resources

Ice Breaker: (2-3 minutes)

Write the word “joke” on a piece of paper. Help the learner understand what a joke is.

If appropriate, use the example joke: *What did the 0 say to the 8? Nice belt!*

Ask:

Do you like jokes?

Are there bad jokes?

Do you think bad jokes are ok for work?

Explain that today, you will talk about speaking skills at work.

- Pen and paper

| | |
|--|---|
| <p>Activity 1: (10 minutes)</p> <p>Read the title and sentences on Speaking Skills with the learner. Either have the learner read all of the information, or take turns reading.</p> <p>Ask: <i>What are some examples of poor speaking skills?</i></p> | <ul style="list-style-type: none"> • Speaking Skills |
| <p>Activity 2: (15 minutes)</p> <p>Pre-listening: Say: <i>We are going to listen to someone tell us about her co-worker.</i></p> <p>Read the Transcript: The Story of Abdul and Jim. After you read it the first time, ask: <i>What was the recording about?</i></p> <p>During listening: Give learner the Abdul and Jim Matching Cards.</p> <p>Explain that you will read the transcript again, and that while the learner is listening, they should match Jim’s speaking problems with the reason they are the problem. If the learner does not understand the word “reason”, explain that the reason is why what Jim does is a problem.</p> <p>Read the transcript again (twice if necessary). Check that the learner matched the cards correctly.</p> <p>Post-listening: Give the learner cut up cards from Solutions for Jim. Have the learner match the problems with Jim’s speaking skills with some possible solutions. Explain that one of the solutions cards doesn’t match with any problem. This is the “odd one out”. After the learner has matched the cards successfully, discuss any other possible solutions for Jim.</p> | <ul style="list-style-type: none"> • Transcript: The Story of Abdul and Jim • Abdul and Jim Matching Cards • Solutions for Jim |
| <p>Activity 3: (15 minutes)</p> <p>Give the learner The Manager Talks to Abdul. Ask the learner to read the title and first paragraph.</p> <p>Read through the dialogue together. Explain any difficult words.</p> | <ul style="list-style-type: none"> • The Manager Talks to Abdul |

| | |
|--|--|
| <p>Activity 3 Continued:<i>(15 minutes)</i></p> <p>Discuss the question at the bottom of the page. Ask: <i>Should Abdul keep his job? Why or why not?</i></p> | |
| <p>Activity 4: <i>(10 minutes)</i></p> <p>Complete Speaking Skills Checklist with the learner. Discuss any difficult words. Discuss any other speaking skills that are not covered in the checklist.</p> | <ul style="list-style-type: none"> • Speaking Skills Checklist |
| <p>Closing/Homework:</p> <p>Ask learner to complete Speaking Skills Reflection for homework.</p> | <ul style="list-style-type: none"> • Speaking Skills Reflection |
| <p>Assessment/Success Criteria:</p> <p>Is the learner beginning to understand how to speak appropriately in the Canadian workplace?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>At the beginning of your next lesson, review the Speaking Skills Reflection. Talk about any common errors in the reflection.</p> | |

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will understand the importance of teamwork in the Canadian workplace.

Estimated Time: 1 hour

Needed Resources:

- **Handouts:** Teamwork Icebreaker; Teamwork Skills; Transcript: The Story of Rene and Anna; Rene and Anna Matching Cards; Solutions for Anna; Rene Talks to Anna; Teamwork Skills Checklist; Teamwork Skills Reflection

Activities

Needed Resources

Ice Breaker: (2-3 minutes)

Show the learner the picture on **Teamwork Icebreaker**. Ask: *What is this?*

Explain that this is a hockey team. Explain the word “team” if necessary.

Ask: *Do you like to work with a team, or by yourself?*

Discuss the learners work preferences. Explain that you will learn about teamwork in Canada today.

- Teamwork Icebreaker

Activity 1: (10 minutes)

Give the learner **Teamwork Skills**.

- Teamwork Skills

| | |
|---|--|
| <p>Activity 1: (continued)</p> <p>Ask the learner to read the title.</p> <p>Read through the paragraph under the photo.</p> <p>Ask: <i>Is teamwork common in your home country?</i></p> | |
| <p>Activity 2: (15 minutes)</p> <p>Pre-listening: Say: <i>We are going to listen to someone tell us about her co-worker.</i></p> <p>Read the Transcript: The Story of Rene and Anna. After you read it the first time, ask: <i>What was the recording about?</i></p> <p>During listening: Give learner the Rene and Anna Matching Cards.</p> <p>Explain that you will read the transcript again, and that while the learner is listening, they should match Anna’s teamwork problems with the reason they are the problem. If the learner does not understand the word “reason”, explain that the reason is why what Anna does is a problem.</p> <p>Read the transcript again (twice if necessary). Check that the learner matched the cards correctly.</p> <p>Post-listening: Give the learner cut up cards from Solutions for Anna. Have the learner match the problems with Anna’s teamwork skills with some possible solutions. Explain that one of the solutions cards doesn’t match with any problem. This is the “odd one out”. After the learner has matched the cards successfully, discuss any other possible solutions for Anna.</p> | <ul style="list-style-type: none"> • Transcript: The Story of Rene and Anna • Rene and Anna Matching Cards • Solutions for Anna |

Tutor Tip: It is important to know that what is appropriate when making “small talk” is different in around the world. For example, in many countries it is rude to look directly at someone’s eyes.

| | |
|---|--|
| <p>Activity 3: (15 minutes)</p> <p>Give the learner Rene Talks to Anna.</p> <p>Ask the learner to read the title and first paragraph.</p> <p>Read the conversation with the learner. Help the learner with any words that they don't understand. It is very important for reading comprehension that the learners understand most of the words in a text.</p> <p>Discuss the question at the bottom of the page. Ask: <i>Do you think Anna should keep her job? Why or why not?</i></p> | <ul style="list-style-type: none"> • Rene Talks to Anna |
| <p>Activity 4: (10 minutes)</p> <p>Give the learner Teamwork Skills Checklist.</p> <p>Go through the checklist with the learner. Discuss any difficult words with the learner.</p> | <ul style="list-style-type: none"> • Teamwork Skills Checklist |
| <p>Activity 5/Closing:</p> <p>Ask learner to complete Teamwork Skills Reflection.</p> | <ul style="list-style-type: none"> • Teamwork Skills Reflection |
| <p>Assessment/Success Criteria:</p> <p>Does the learner understand more about the importance of teamwork in the Canadian workplace?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>At the beginning of your next lesson, review the Teamwork Skills Reflection. Talk about any common errors in the reflection.</p> | |

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will understand the importance of time management skills in Canadian workplaces.

Estimated Time: 1 hour

Needed Resources:

- **Handouts:** Time Management Ice Breaker; Time Management Skills; Nelson’s Story; Transcript: Nelson’s Story; Nelson Matching Cards; Solutions for Nelson; Emma Talks to Nelson; Time Management Skills Checklist; Time Management Skills Reflection

Activities

Needed Resources

Ice Breaker: (2-3 minutes)

Show learner **Time Management Ice Breaker**.

Say: *Many bosses in Canada say “time is money.” What do you think that means?*

Explain that you will talk about time management today.

- Time Management Ice Breaker

| | |
|---|--|
| <p>Activity 1: (10 minutes)</p> <p>Give the learner Time Management Skills.</p> <p>Read the sentences at the top of the page. Read the definitions of “late” and “on time”.</p> <p><i>Ask: What will happen if these things happen late? Talk about what it might mean to lose business.</i></p> | <ul style="list-style-type: none"> • Time Management Skills |
| <p>Activity 2: (15 minutes)</p> <p>Pre-listening: Read the Transcript: Nelson’s Story. Ask: <i>What is the story about?</i></p> <p>During listening: Give learner the Nelson Matching Cards.</p> <p>Explain that you will read the transcript again, and that while the learner is listening, they should match Nelson’s time management problems with the reason they are the problem. If the learner does not understand the word “reason”, explain that the reason is why what Nelson does is a problem.</p> <p>Read the transcript again (twice if necessary). Check that the learner matched the cards correctly.</p> <p>Post-listening: Give the learner cut up cards from Solutions for Nelson. Have the learner match the problems with Nelson’s time management skills with some possible solutions. Explain that one of the solutions cards doesn’t match with any problem. This is the “odd one out”. After the learner has matched the cards successfully, discuss any other possible solutions for Nelson.</p> | <ul style="list-style-type: none"> • Transcript: Nelson’s Story • Nelson Matching Cards • Solutions for Nelson. |
| <p>Activity 3: (15 minutes)</p> <p>Give the learner Emma Talks to Nelson.</p> <p>Ask the learner to read the sentences above and below the image.</p> <p>Read the conversation with the learner.</p> | <ul style="list-style-type: none"> • Emma Talks to Nelson |

| | |
|--|---|
| <p>Activity 3: (continued)</p> <p>Discuss any difficult words in the dialogue.</p> <p>Discuss the question at the bottom of the page. Ask: <i>Should Nelson keep his job? Why or why not?</i></p> | |
| <p>Activity 4: (10 minutes)</p> <p>Complete Time Management Skills Reflection with the learner. Discuss any difficult words and answer any questions they might have about the time management skills they read about.</p> | <ul style="list-style-type: none"> • Time Management Skills Reflection |
| <p>Activity 5/Closing:</p> <p>Ask the learner complete the reflection for homework.</p> | <ul style="list-style-type: none"> • Time Management Skills Reflection |
| <p>Assessment/Success Criteria:</p> <p>Does the learner understand the importance of time management skills in Canadian workplaces.</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>At the beginning of your next lesson, review the Time Management Skills Reflection. Talk about any common errors in the reflection.</p> | |



Level

2

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will understand appropriate body language for the Canadian workplace.

Estimated Time: 1 hour

Needed Resources:

- ALIS: Keep Your Job
- Pen and paper
- **Handouts:** Body Language Icebreaker; Body Language Skills; Transcript: The Story of Grace and Terry; Grace and Terry Matching Cards; Solutions for Terry; Grace Talks to Terry; Body Language Checklist; Body Language Skills Reflection
- A die

Activities

Needed Resources

Ice Breaker: (2-3 minutes)

Show the learner the picture on **Body Language Icebreaker**. Tell the learner to imagine that this person is working at Superstore (or a different local business).

Ask the learner a few questions about the picture to start a discussion about body language. Ask:

- *What is she thinking?*
- *Is she a good worker? How do you know?*
- *Will you ask her for help? Why/why not?*

Explain that body language (what our body face and body say) is different in every culture.

- Body Language Icebreaker

| | |
|--|--|
| <p>Activity 1: (10 minutes)</p> <p>Put page 8 of ALIS: Keep Your Job on the table. Link: https://alis.alberta.ca/media/2135/keepyourjob.pdf</p> <p>Use another paper to cover the blue box with The Story of Grace and Terry.</p> <p>Ask the learner to read the title.</p> <p>Read through the paragraphs under the title. You could have the learner read it all, or you could take turns reading sentences/ paragraphs.</p> <p>Ask the learner: <i>What kind of body language is “good” in your home country? Is “good” body language in Canada different than your home country</i></p> | <ul style="list-style-type: none"> • ALIS: Keep Your Job, page 8 • An extra piece of paper |
| <p>Activity 2: (15 minutes)</p> <p>Pre-listening: Say: <i>We are going to listen to someone tell us about her co-worker.</i></p> <p>Read The Story of Grace and Terry for the learner. After you read it the first time, ask: What was the recording about?</p> <p>During Listening: Give the learner Grace and Terry Matching Cards. Explain that the learner should match what Terry does, with what Grace thinks.</p> <p>Read the story again (twice if necessary). Check that the learner matched the cards correctly.</p> <p>Post-listening: Give the learner the cards from Solutions for Terry. Explain that the learners should match the problems with Terry’s body language skills with the possible solution to the problem. After the learner successfully matches the cards, discuss any other possible solutions for Terry.</p> <p>Ask the learner if they can think of any other solutions for Terry. Explain that the word <i>should</i> is often used to give advice in English. For example: <i>Terry should remember to smile at work.</i></p> | <ul style="list-style-type: none"> • ALIS: Keep Your Job, page 8 • Grace and Terry Matching Cards • Solutions for Terry |

| | |
|---|---|
| <p>Activity 3: (15 minutes)</p> <p>Ask the learner to read the information on the first page of Grace Talks to Terry.</p> <p>Together, read the conversation between Grace and Terry on the next page out loud.</p> <p>Discuss the question at the bottom of the second page. Ask: <i>Should Terry keep her job? Why or why not?</i></p> <p>Remind the learner that when we talk about reasons in English, we use the word <i>because</i>. For example: <i>Terry should keep her job because she might improve in the future.</i></p> <p>Listen to the learner’s pronunciation during your conversation. Give them feedback by modeling the correct pronunciation of difficult words and phrases.</p> | <ul style="list-style-type: none"> • Grace Talks to Terry |
| <p>Activity 4: (10 minutes)</p> <p>Complete Body Language Checklist with the learner. Discuss any difficult words and answer any questions they might have about the body language they read about.</p> | <ul style="list-style-type: none"> • Body Language Checklist |
| <p>Activity 5/Closing:</p> <p>Ask learner to complete Body Language Skills Reflection. Decide when you will have your next meeting.</p> | <ul style="list-style-type: none"> • Body Language Skills Reflection |
| <p>Assessment/Success Criteria:</p> <p>Does the learner understand more about appropriate body language for the Canadian workplace?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>At the beginning of your next lesson, review the Body Language Skills Reflection. Talk about any common errors in the reflection.</p> | |

Lesson Plan 2

Learner Name:

Date:

Objective(s): Learner will understand how to speak appropriately in the Canadian workplace

Estimated Time: 1 hour

Needed Resources:

- Pen and paper
- ALIS: Keep Your Job
- **Handouts:** Speaking Skills; Transcript: The Story of Abdul and Jim; Abdul and Jim Matching Cards; Solutions for Jim; The Manager Talks to Abdul; Speaking Skills Checklist; Speaking Skills Reflection

Activities

Needed Resources

Ice Breaker: (2-3 minutes)

Write the word “joke” on a piece of paper. Help the learner understand what a joke is.

If appropriate, use the example joke: *What did the 0 say to the 8? Nice belt!*

Ask:

- *Do you like jokes?*
- *Are there bad jokes?*
- *Do you think bad jokes are okay for work?*

Explain that today, you will talk about speaking skills at work.

- Pen and paper

| | |
|--|--|
| <p>Activity 1: (10 minutes)</p> <p>Put page 14 of ALIS: Keep Your Job on the table. Cover “The Story of Abdul and Jim” with a piece of paper so that the learner can’t see it.</p> <p>Read the title and paragraphs at the top of the page with the learner. Take turns reading sentences or paragraphs.</p> | <ul style="list-style-type: none"> • ALIS: Keep Your Job, page 14 |
| <p>Activity 2: (15 minutes)</p> <p>Pre-listening: Say: <i>We are going to listen to someone tell us about his co-worker.</i></p> <p>Read the The Story of Abdul and Jim. After you read it the first time, ask: What was the recording about?</p> <p>During listening: Give learner the Abdul and Jim Matching Cards.</p> <p>Explain that you will read the story again, and that while the learner is listening, they should match Jim’s speaking problems with the reason they are the problem. If the learner does not understand the word “reason”, explain that the reason is why what Jim does is a problem.</p> <p>Read the story again (twice if necessary). Check that the learner matched the cards correctly.</p> <p>Post-listening: Explain that the learner should roll the die. Explain the number on the die is the amount of solutions they should try to say for Jim’s problems. Discuss why each of those things might be a problem at work.</p> <p>Remind the learner that the word <i>should</i> is a word that we often use to give advice or solutions. Example: <i>Jim should tell customers where things are.</i></p> <p>Give the learner feedback on their use of the word <i>should</i> as you listen to them give solutions for Jim’s problems at work.</p> | <ul style="list-style-type: none"> • ALIS: Keep Your Job, page 14 • Abdul and Jim Matching Cards |

| | |
|---|--|
| <p>Activity 3: (15 minutes)</p> <p>Ask the learner to read the information on the first page of The Manager Talks to Abdul.</p> <p>Together, read the conversation between Abdul and his manager on the next page out loud.</p> <p>Discuss the question at the bottom of the second page. Ask: <i>Should Abdul keep his job? Why or why not?</i></p> <p>Remind the learner that they should use the word <i>because</i> to give reasons. Give them feedback on this during your discussion.</p> | <ul style="list-style-type: none"> • The Manager Talks to Abdul |
| <p>Activity 4: (10 minutes)</p> <p>Complete the Speaking Skills Checklist with the learner. Discuss any difficult words and answer any questions they might have about the body language they read about.</p> | <ul style="list-style-type: none"> • Speaking Skills Checklist |
| <p>Activity 5/Closing:</p> <p>Ask learner to complete Speaking Skills Reflection. Decide when you will have your next meeting.</p> | <ul style="list-style-type: none"> • Speaking Skills Reflection |
| <p>Assessment/Success Criteria:</p> <p>Does the learner understand more about how to speak appropriately in the Canadian workplace?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>At the beginning of your next lesson, review the Speaking Skills Reflection. Talk about any common errors in the reflection.</p> | |

Tutor Tip: When tutoring, it is important to know that what is appropriate when making “small talk” is different in around the world. For example, in many countries it is rude to look directly at someone’s eyes when talking to them.

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will understand the importance of teamwork in the Canadian workplace.

Estimated Time: 1 hour

Needed Resources:

- ALIS: Keep Your Job
- Pen and paper
- **Handouts:** Teamwork Icebreaker; Teamwork Skills; Transcript: The Story of Rene and Anna; Rene and Anna Matching Cards; Solutions for Anna; Rene Talks to Anna; Teamwork Skills Checklist; Teamwork Skills Reflection

Activities

Needed Resources

Ice Breaker: (2-3 minutes)

Show the learner the picture on **Teamwork Icebreaker**. Ask: *What is this.*

Explain that this is a hockey team. Explain the word team if necessary.

Ask: *Do you like to work with a team, or by yourself?*

Discuss the learner's work preferences.

- Teamwork Icebreaker

Activity 1: (10 minutes)

Put page 20 of **ALIS: Keep Your Job** on the table.

- ALIS: Keep Your Job, page 20

| | |
|---|--|
| <p>Activity 1: (continued)</p> <p>Use another paper to cover the blue box with The Story of Rene and Anna.</p> <p>Ask the learner to read the title.</p> <p>Read through the paragraphs under the title. You could have the learner read it all, or you could take turns reading sentences/ paragraphs.</p> <p>Ask: <i>Is teamwork common in your home country?</i></p> | <ul style="list-style-type: none"> • An extra piece of paper |
| <p>Activity 2: (15 minutes)</p> <p>Pre-listening: Slide the paper covering The story of Rene and Anna up to show the learner the pictures under the story.</p> <p>Say: <i>We are going to listen to someone tell us about her employee.</i></p> <p>Read The Story of Rene and Anna. After you read it the first time, ask: <i>What was the recording about?</i></p> <p>During listening: Give learner the Rene and Anna Matching Cards.</p> <p>Explain that you will read the transcript again, and that while the learner is listening, they should match Anna’s teamwork problems with the reason they are the problem. If the learner does not understand the word “reason”, explain that the reason is why what Anna does is a problem.</p> <p>Read the story again (twice if necessary). Check that the learner matched the cards correctly.</p> <p>Post-listening: Explain that like last time, the learner should roll the die. Explain the number on the die is the amount of solutions they should try to say for Anna’s problems. Discuss why each of those things might be a problem at work.</p> | <ul style="list-style-type: none"> • ALIS: Keep Your Job, page 20 • Rene and Anna Matching Cards |

| | |
|---|--|
| <p>Activity 2: (continued)</p> <p>Give the learner feedback on their use of the word <i>should</i> in their solutions.</p> | |
| <p>Activity 3: (15 minutes)</p> <p>Ask the learner to read the information on the first page of Rene Talks to Anna.</p> <p>Together, read the conversation between Rene and Anna on the next page out loud.</p> <p>Discuss the question at the bottom of the second page. Ask: <i>Should Anna keep her job? Why or why not?</i></p> | <ul style="list-style-type: none"> • Rene Talks to Anna |
| <p>Activity 4: (10 minutes)</p> <p>Complete Teamwork Skills Checklist with the learner. Discuss any difficult words and answer any questions they might have about the body language they read about.</p> | <ul style="list-style-type: none"> • Teamwork Skills Checklist |
| <p>Activity 5/Closing:</p> <p>Ask learner to complete Teamwork Skills Reflection. Decide when you will have your next meeting.</p> | <ul style="list-style-type: none"> • Teamwork Skills Reflection |
| <p>Assessment/Success Criteria:</p> <p>Does the learner understand more about the importance of teamwork in the Canadian workplace?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>At the beginning of your next lesson, review the Teamwork Skills Reflection. Talk about any common errors in the reflection.</p> | |

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will understand the importance of time management skills in Canadian workplaces.

Estimated Time: 1 hour

Needed Resources:

- Paper and pen
- ALIS: Keep Your Job
- **Handouts:** Time Management Ice Breaker; Time Management Skills; Nelson’s Story; Nelson Matching Cards; Emma Talks to Nelson; Time Management Skills Checklist; Time Management Skills Reflection

Activities

Needed Resources

Ice Breaker: (2-3 minutes)

Show learner **Time Management Ice Breaker**.

Say: *Many bosses in Canada say “time is money.” What do you think that means?*

Explain that you will talk about time management today.

Ask:

- *Have you ever been late?”*
- *Is it okay to be late for work in Canada?*
- *Is it okay to be late for work in your home country?*

- Time Management Ice Breaker
- Paper and pen

| | |
|--|---|
| <p>Activity 1: (10 minutes)</p> <p>Put page 25 of ALIS: Keep Your Job on the table. Cover The Story of Nelson and Emma with a piece of paper so that the learner can't see it.</p> <p>Read the title and paragraphs at the top of the page with the learner. Take turns reading sentences or paragraphs.</p> | <ul style="list-style-type: none"> • ALIS: Keep Your Job, page 25 |
| <p>Activity 2: (15 minutes)</p> <p>Pre-listening: Say: <i>We are going to listen to a story about a worker.</i></p> <p>Read Nelson's Story. Ask: <i>What is the story about?</i></p> <p>This is a good opportunity to help the learner notice words in the past tense. Ask: <i>Was Nelson talking about things happening now? Or did those things happen in the past?</i></p> <p>Show the learner the Nelson's story, and have them underline all of the words they see that are in the past tense.</p> <p>During listening: Give learner the Nelson Matching Cards.</p> <p>Explain that you will read the story again, and that while the learner is listening, they should match Nelson's time management problems with the reason they are the problem. If the learner does not understand the word "reason", explain that the reason is why what Nelson does is a problem.</p> <p>Read the story again (twice if necessary). Check that the learner matched the cards correctly.</p> <p>Post-listening: Explain that you will play a game of "Tic Tac Toe". Explain how the game works if the learner does not know how to play. Explain to the learner that every time it is their turn, they will need to give a piece of advice to Nelson about how to solve his problems using the word <i>should</i>. Explain that they will only get to write their "X" or "O" if they produce a correct phrase.</p> | <ul style="list-style-type: none"> • ALIS: Keep Your Job, page 25 • Nelson Matching Cards • Nelson Tic Tac Toe |

| | |
|---|---|
| <p>Activity 3: (15 minutes)</p> <p>Ask the learner to read the information on the first page of Emma Talks to Nelson</p> <p>Together read the conversation between Emma and Nelson on the next page out loud.</p> <p>Discuss the question at the bottom of the second page. Ask: <i>Should Nelson keep his job? Why or why not?</i></p> | <ul style="list-style-type: none"> • Rene Talks to Anna |
| <p>Activity 4: (10 minutes)</p> <p>Complete Time Management Skills Checklist with the learner. Discuss any difficult words and answer any questions they might have about the body language they read about.</p> | <ul style="list-style-type: none"> • Time Management Skills Checklist |
| <p>Activity 5/Closing:</p> <p>Ask learner to complete Time Management Skills Reflection. Decide when you will have your next meeting.</p> | <ul style="list-style-type: none"> • Time Management Skills Reflection |
| <p>Assessment/Success Criteria:</p> <p>Does the learner understand the importance of time management skills in Canadian workplaces.</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>At the beginning of your next lesson, review the Time Management Skills Reflection. Talk about any common errors in the reflection.</p> | |



Handouts



Body Language Icebreaker

Instructions: Use this page to start a discussion about body-language with your learner.

Ask: What is she thinking? Is she a good worker? How do you know? Will you ask her for help? Why/why not?





Body Language Skills

Instructions: Fill in the blank spaces. Then read the information on the next page.

We speak with our **words**.

We also speak with our **bodies**.

“I am _____”



“I am _____”



“I am _____”



Sometimes, people don't know that they are speaking with their body. What they **say** and what they **do** with their body are **different**.



This is hard for co-workers to understand. What you say with your words should **match** what you say with your body.





The Story of Grace and Terry: Transcript

Instructions: Use this in case you need a paper copy of what is said in AUDIO: The Story of Grace and Terry.

My name is Grace. I am a housekeeper. I have a new co-worker. Her name is Terry. I don't think Terry likes me. When I met Terry, I gave her my hand. She did not shake it. When I talk to Terry, she looks away. She yawns and looks at her watch. She is not listening to me. When we work together, Terry does not smile. She frowns. I don't like working with Terry.



Grace and Terry Matching Cards

Instructions: Have the learners match Terry's actions with what Grace thinks.



| | |
|---|--|
| Terry did not shake Grace's Hand. | Grace thinks Terry doesn't like her. |
| Terry looks away, yawns and looks at her watch. | Grace thinks Terry isn't listening to her. |
| Terry does not smile. She frowns. | Grace thinks, "I don't like working with Terry." |



Solutions for Terry

Instructions: Have the learners match the problems with Terry's body language to the possible solutions.



Terry did not shake Grace's hand.

Grace should show Terry how to give a firm handshake.

Terry looks away, yawns and looks at her watch.

Terry should get enough rest.

Terry does not smile. She frowns.

Terry should remember to be friendly.



Grace Talks to Terry

Instructions: Read about Grace's conversation with Terry. Read the dialogue on the next page. Discuss the question: *Should Terry keep her job? Why or why not?*

Grace does not like Terry's body language. She will talk to Terry about this problem.



Grace uses good body language:

- Grace **faces** Terry.
- Grace looks at Terry's eyes.
- Grace uses a **friendly** voice.
- Grace smiles at Terry.

Face: stand with the front of your body pointing at the other person.

Friendly: kind; nice.

This is what Grace and Terry say:

Grace: Terry, I don't think you are happy. You are always frowning.

Terry: I am happy! I am just worried about doing good work.

Grace: You do good work! Don't be worried. But I don't think you like working with me. You don't look at me or smile.

Terry: I do like working with you. You are a good teacher. In my home country, it is rude to look at someone's eyes if they are older.

Grace: Oh. In Canada, this can mean that you are not listening. Why do you yawn and look at your watch? Am I boring to work with?

Terry: No! I have two jobs. I don't want to be late for my other job. I'm very tired sometimes. I am sorry!

Grace: It's okay. Now I understand!

Discuss: Should Terry keep her job? Why or why not?



Body Language Checklist

Instructions: Complete the checklist. Check the boxes that describe you.

| |
|---|
| 1. I look at a person's eyes when I talk to them. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 2. I try to look friendly when people talk to me. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 3. I use a friendly voice when I talk to others. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 4. I keep my arms beside my body. I don't cross my arms. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 5. I shake hands with people when I meet them. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |



Smile! This will help you look friendly at work.



Speaking Skills

Instructions: Read the information about speaking skills.

We speak with our **words**.

We also speak with our **bodies**.

Workers with good speaking skills use words to:

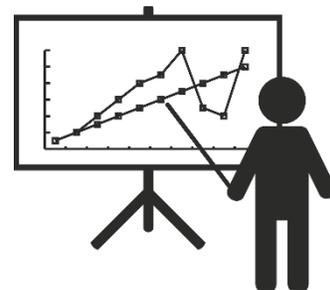
Be helpful



Ask questions



Get information

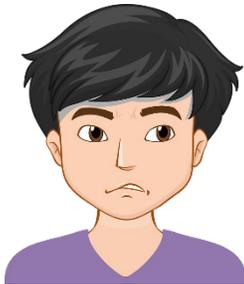


Workers with poor speaking skills:

Are seen as rude



Make people uncomfortable



Don't ask for information





The Story of Abdul and Jim: Transcript

Instructions: Use this in case you need a paper copy of what is said in AUDIO: The Story of Abdul and Jim.

My name is Abdul. I am a shelf stocker. I have a friend at work. His name is Jim. Jim tells funny jokes. He says them in a loud voice. Our co-workers don't like Jim's jokes. Sometimes, Jim tells customers to go to the wrong place when they are looking for something. It is very funny. Yesterday, Jim stacked too many boxes. I told Jim that they would fall down. He didn't listen. The boxes fell down, and Jim swore very loudly. Everyone heard him. Our manager wants to talk to us today.



Abdul and Jim Matching Cards

Instructions: Have the learners match Jim's actions with the reason that they are a problem.



| | |
|--|--|
| Jim tells jokes. He says them in a loud voice. | Some jokes make people feel uncomfortable. They are not good for work. |
| Jim tells customers to go to the wrong place. | Jim is lying to the customers. He is wasting their time. |
| Jim swore when the boxes fell down. | Swearing is not good at work. |



Solutions for Jim

Instructions: Match the problems with the possible solutions. Find which card is the “odd one out” (the one that doesn’t have a match).



| | |
|--|---|
| Jim tells jokes. He says them in a loud voice. | Jim should only tell jokes that are good for work. |
| Jim tells customers to go to the wrong place. | Jim should tell customers where products really are. |
| Jim swore when the boxes fell down. | Jim should not use swear words at work. |
| | Jim should say “please”, “thank you” and “excuse me.” |



The Manager Talks to Abdul

Instructions: Read about the manager's conversation with Abdul. Read the dialogue. Discuss the question: *Should Abdul keep his job? Why or why not?*

Grace does not like Terry's body language. She will talk to Terry about this problem.



This is what the manager and Abdul say:

Manager: Abdul, you are a good worker. Do you like working here?

Abdul: I do like working here! But my co-workers don't like me. They are not friendly.

Manager: Your co-workers did not like Jim's jokes. They thought they were rude. But you laughed at those jokes. Do you think that Jim's jokes were okay?

Abdul: No, I don't think so. They were not nice jokes. There were lots of swear words too.

Manager: Right. You are polite to the customers and your co-workers. I think you will find new friends here!

Abdul: Okay. I will try.

Discuss: Should Abdul keep his job? Why or why not?



Speaking Skills Checklist

Instructions: Complete the checklist. Check the boxes that describe you.

1. I say polite words like “please”, “thank you” and “excuse me.”

Yes Sometimes No

2. I don't tell rude stories or jokes.

Yes Sometimes No

3. I ask questions when I don't know what to do.

Yes Sometimes No

4. I think before I speak.

Yes Sometimes No

5. I talk slowly and loudly enough. People can understand me.

Yes Sometimes No





Teamwork Icebreaker

Instructions: Use this page to start a discussion about teamwork with your learner.

Ask: What is this? Do you like to work with a team, or by yourself?





Teamwork Skills

Instructions: Read the information about teamwork skills.



Many people play team sports. Players on a team need to play together. This is how they will score goals. It is the same at work. People must work together as a team to finish their tasks.

Employers want workers with good teamwork skills.



Task: One job you do at work.
For example, a janitor may have 4 tasks in a shift:

1. Empty the garbage.
2. Dust the furniture.
3. Vacuum the carpets.
4. Wash the floors.



Transcript: The Story of Rene and Anna

Instructions: Use this in case you need a paper copy of what is said in AUDIO: The Story of Rene and Anna.

My name is Rene. I have a daycare centre. I hired a new worker named Anna. I don't think Anna is good for my daycare centre. Her co-workers don't think she is friendly. She doesn't talk to them. She doesn't help them. She doesn't try to learn how we do things here. We sing a song when it is time for the children to put their toys away. Anna didn't learn the song, so a child didn't pick up their toys. She told the child's parent that their child is messy. The parent is upset.



Rene and Anna Matching Cards

Instructions: Listen to the story of Rene and Anna. Match Anna's teamwork problems with the reason they are a problem.



| | |
|---|--|
| Anna doesn't talk to her co-workers. | Talking to your co-workers makes going to work nice. |
| Anna doesn't help her co-workers. | In the future you will need help from your co-workers too. |
| Anna didn't learn the cleanup song. | The children know that they should clean up when they hear the song. |
| Anna told a parent that their child is messy. | Workers should talk to their supervisor about problems first. |



Solutions for Anna

Instructions: Match the problems with Anna's teamwork skills with some possible solutions.



| | |
|---|--|
| Anna doesn't talk to her co-workers. | Anna should make small talk with her co-workers. |
| Anna doesn't help her co-workers. | Anna should help co-workers when she is done her work. |
| Anna didn't learn the cleanup song. | Anna should learn about how they do things at her job. |
| Anna told a parent that their child is messy. | Anna should talk to Rene if there is a problem with a child. |
| | Anna should ask another worker to teach her about where the toys go. |



Rene Talks to Anna

Instructions: Read about Rene's conversation with Anna. Read the dialogue. Discuss the question: *Should Anna keep her job? Why or why not?*

Rene is worried. She thinks Anna does not understand how to work at her day-care centre. Rene wants her workers to work as a team. She wants parents and children to be happy.



Rene decides to talk to Anna. This is what they say:

Rene: Anna, I want to tell you how our children clean up their toys.

Anna: Yes, yes. I'm sorry. But the children here do not listen to me.

Rene: They will listen if you sing the cleanup song.

Anna: You have a song?

Rene: Yes. I think your co-workers tried to sing it for you.

Anna: Oh, yes. I didn't know. I guess I didn't listen. I am sorry. I will sing it in the future.

Rene: Good. You should work together with your co-workers. You can help each other. I want this to be a friendly, helpful place to work.

Anna: Yes, but I don't want to be friends with my co-workers.

Rene: Why not? They are nice people!

Anna: I don't like small talk. I don't want to tell them stories about my private life. Maybe they will talk about me.

Rene: You don't need to talk about your private life. You can talk about the weather, your favourite place to go shopping or other things!

Anna: Really? I can talk about those things?

Rene: Yes! This is how you can be friendly with your co-workers.

Discuss: Should Anna keep her job? Why or why not?



Teamwork Skills Checklist

Instructions: Complete the checklist. Check the boxes that describe you.

| |
|--|
| 1. I get along with my co-workers. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 2. I help my co-workers. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 3. I ask for help when I need it. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 4. I make small talk with my co-workers. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 5. If I disagree with my co-workers, I say it politely. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |





Time Management Icebreaker

Instructions: Use this page to start a discussion about time management with your learner.

Say: *Many bosses in Canada say “time is money.” What do you think that means?*





Time Management Skills

Instructions: Read the information about time management skills.

“Time is money.”

Business people want to open the doors of the business on time.

They want to help customers on time.

They need to send products on time.



On Time: You come to work when your shift starts.

Late: You come to work after your shift starts.

What will happen if these things happen late?

Employers don't want to lose **business**.





Transcript: Nelson's Story

Instructions: Use this in case you need a paper copy of what is said in AUDIO: Nelson's Story.

My name is Nelson. I am 20 years old. I work at a processing plant. After work, I like to meet my friends. I like to stay up late and play video games. I like my job, but now I have a problem. I think I will get fired. Last week I was really tired. I made a big mess at work. We couldn't work for an hour. Last night, I played video games until 2 a.m. This morning my alarm didn't work again. I slept too long. I was late for work.



Nelson's Matching Cards

Instructions: Listen to **Nelson's Story**. Match Nelson's time management problems with the reason they are a problem.



| | |
|---|--|
| Nelson stays up late and play video games. | Nelson is tired in the morning. |
| Nelson is tired. He makes mistakes at work. | Making mistakes at work can cost lots of money. |
| Nelson was late for work. | Workers should be on time so the work gets done. |



Solutions for Nelson

Instructions: Listen to **Nelson's Story**. Match Nelson's time management problems with some possible solutions.



| | |
|---|---|
| Nelson stays up late and play video games. | Nelson should go to bed at the same time every night. |
| Nelson is tired. He makes mistakes at work. | Nelson should get 7-9 hours of sleep. |
| Nelson was late for work. | Nelson should get a new alarm clock so he wakes up on time. |
| | Nelson shouldn't stay out late with his friends. |



Emma Talks to Nelson

Instructions: Read about Emma's conversation with Nelson. Read the dialogue. Discuss the question: *Should Nelson keep his job? Why or why not?*

Nelson has a sister. Her name is Emma. She is worried about Nelson. He is staying up too late. He is not doing well at work. He is always tired.



Emma decides to talk to Nelson. This is what they say:

Emma: What's wrong?

Nelson: I missed the bus.

Emma: Did you tell your manager?

Nelson: No. Why?

Emma: That way he can plan. That way the other workers don't have to wait.

Nelson: I don't know his phone number.

Emma: Do you have a business card? Or an employee handbook?

Nelson: I think it's in my bedroom.

Emma: Call him and tell him you will take the next bus to work!

Discuss: Should Nelson keep his job? Why or why not?





Time Management Skills Checklist

Instructions: Complete the checklist. Check the boxes that describe you.

| |
|---|
| 1. I come to work on time. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 2. I tell my employer if I will be late. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 3. I come back from breaks on time. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 4. I plan how I use my time. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |
| 5. I get enough sleep so I can do my job well. <input type="checkbox"/> Yes <input type="checkbox"/> Sometimes <input type="checkbox"/> No |



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Preparing for Citizenship

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Preparing for Citizenship

Learning Plan

Notes:

- Check all the links in the lessons.
- Download or order a copy of “Discover Canada Official Study Guide”.

Online Considerations:

- It’s helpful to have an online platform that has the following features: whiteboard with annotating tools for learner and tutor, screen sharing and video/audio.
- The first session with your learner should focus on learning how to use the platform (not content).

This is Xi. Xi is from China. He has lived in Canada for 6 years. Xi wants to be a Canadian citizen. He has a tutor. His tutor will help Xi study for the citizenship test.



Learning Plan:

- A learning plan includes an overview of what will be studied with your learner.
- This learning plan has four 60-minute lessons. Depending on your learner, these lessons may take you a little longer.
- It is helpful to gather all the needed resources ahead of time.
- Additional resources are suggested for your future lessons.

Every Lesson:

- For every lesson you will need paper and a pen. For most lessons you will also need an internet connection and an electronic device (laptop, tablet or smart phone).
- It is recommended that you check all the links used in the lesson prior to the lesson.
- The main resources you will need are listed next to each week in the learning plan. The lesson plan includes the specific resources you will need.

Learning Plan

Learner Name:

First Language:

Learner Goal:

| Lesson | Goal | Resources I will use |
|--------|---|---|
| 1 | Learner will understand eligibility for citizenship. | <ul style="list-style-type: none"> • “Physical Presence Calculator” PDF - See Activity 2 for link • Handouts: Citizenship Vocabulary; Citizenship Documents Handout |
| 2 | Learner will complete document checklist and start application. | <ul style="list-style-type: none"> • Print copy of application checklist using link provided in lesson plan in Activity 1. • Determine how you will complete the “application form” (either print a copy or have the learner bring in their laptop) |
| 3 | Learner will gain a general understanding of the citizenship test and do a practice test. | <ul style="list-style-type: none"> • Handouts: Map of Canada Handout, Canadian Citizenship Knowledge Video, Provinces and Capitals |

| | | |
|---|---|--|
| 4 | Learner will label the provinces and regions of Canada. | <ul style="list-style-type: none"> • Handouts: Map of Canada (2), Provinces and Capital Cities Provinces and Regions, Provinces and Regions • Coloured pencils • Discover Canada Study Guide |
|---|---|--|

Additional Resources

| | |
|---|---|
| Discover Canada Study Guide | <p>This is the official study guide produced by the Government of Canada.</p> <p>Link: https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/discover.pdf</p> |
| The Teachers' Corner | <p>The Teachers' Corner offers you games and resources to teach citizenship, immigration and multiculturalism subjects. Assign a game to learners as part of a lesson or use one of the teaching ideas to make learning more fun.</p> <p>Link: https://www.canada.ca/en/immigration-refugees-citizenship/services/canadians/celebrate-being-canadian/teachers-corner.html</p> |
| Citizenship Challenge | <p>In this website you will find ready-made lesson plans based on the "Discover Canada" study guide.</p> <p>Link: http://citizenshipchallenge.ca/</p> |
| Know Canada: A Plain language study guide for the Citizenship Exam | <p>In this PDF, you will find a version of the Discover Canada guide in simpler language.</p> <p>Link: https://www.ecala.org/wp-content/uploads/2018/11/KnowCanada_Final_webversion.pdf</p> |
| Citizenship Resource: A classroom resource for teaching citizenship topics to English language learner | <p>This resource may help you guide your lessons in how to teach certain aspects in the Discover Canada Study Guide. It has sample activities for different language levels and topics.</p> <p>Link: http://atwork.settlement.org/downloads/atwork/Citizenship%20Resource/Citizenship%20Resource.pdf</p> |

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will understand eligibility for citizenship.

Estimated Time: 1 hour

Needed Resources:

- Paper/ pen, device & internet
- “Physical Presence Calculator” PDF - See *Activity 2* for link
- Check all links in lesson plan
- **Handouts:** Citizenship Vocabulary; Citizenship Documents

Activities

Needed Resources

Ice Breaker: (3-5 minutes)

Say: Let’s look at some important terms that we will learn today.
(Use **Citizenship Vocabulary Handout**)

Ask: Based on what we talked about last time, you want to understand the eligibility process and look at the forms first, right?

- Citizenship Vocabulary Handout
- Paper/pen

Activity 1:(5-7 minutes)

Say: Before we start with any test content, let’s take the eligibility test on the Government of Canada website.

Link:<https://www.cic.gc.ca/english/citizenship/check-eligibility.asp>

If the link doesn’t work, you could go to: **canada.ca**, then click on **Immigration and citizenship**, then **Citizenship**, then **Apply**.

- Internet connection & device

| | |
|--|---|
| <p>Activity 1 (continued):</p> <p>Open website. Work with learner to answer the questions that come up. One of the questions will be whether the applicant can prove English proficiency through one of the exams listed. (It might be helpful if tutor looks up possible locations for completing the English proficiency test near you).</p> | <ul style="list-style-type: none"> • Internet connection • Electronic device |
| <p>Activity 2: (20 - 25 minutes)</p> <p>Say: <i>Now that we know you are eligible, let's have a look at the process.</i></p> <p>Note: The following link must be entered manually.</p> <p>Link: https://www.canada.ca/en/immigration-refugees-citizenship/services/application/application-forms-guides/guide-0002-application-canadian-citizenship-under-subsection-5-1-adults-18-years-older.html</p> <p>If the link doesn't work, you could go to: canada.ca, then click on Immigration and citizenship, then My immigration or citizenship application, then Find application forms and guides</p> <p>Ask the learner if there is any step they would like to look at. If they don't have a preference, look at Step 2.</p> <p>Under Step 2, you will find the online calculator and the link to the PDF form if you wish to print it.</p> <p>Physical Presence Calculator: *The digital version requires a password and login, so you may want to show the PDF version if they don't have this information or don't want to share it.</p> | <ul style="list-style-type: none"> • *Print PDF version of "Physical Presence Calculator" if you wish to start filling it out in lesson. |

Activity 3: (15-20 minutes)

After you have finished the Physical Presence Calculator, move on to **Step 3**.

Note: The following link must be entered manually.

Link: <https://www.canada.ca/en/immigration-refugees-citizenship/services/application/application-forms-guides/guide-0002-application-canadian-citizenship-under-subsection-5-1-adults-18-years-older.html>

If the link doesn't work, you can go to: **canada.ca**, then click on **Immigration and citizenship**, then **My immigration or citizenship application**, then **Find application forms and guides**. Scroll down to **Step 3**

Read through the document list with them. Ask them to bring the form and necessary documentation next time. Help your learner write a list. Make sure they understand the documents on the list. The **Citizenship Documents** handout includes images of some of the documents. Ask your learner to bring the documents with them next lesson if they wish to review them with you.

- Citizenship Documents
- Internet connection & device

Activity 4/Closing: (2-3 minutes)

Thank the learner for coming. Tell them you are looking forward to your next lesson together. (*Define place, date and time*)

Assessment/Success Criteria:

Were you able to help the learner understand a little bit more about the eligibility and process of application? **YES / NO**

Don't worry if you didn't get through all of the activities. You can pick up on that next lesson if needed!

Notes for next time:

If possible, take time to go through all the links for next lesson.

Lesson Plan 2

Learner Name:

Date:

Objective(s): Learner will complete document checklist and start application

Estimated Time: 1 hour

Needed Resources:

- Paper/ pen, & device & internet
- Print copy of application checklist using link provided in lesson plan in Activity 1.
- Determine how you will complete the “application form” (*either print a copy or have the learner bring in their laptop*)

Activities

Needed Resources

Ice Breaker: (4-6 minutes)

Say: Let’s watch a short video (1:29min) made by the Government of Canada to review some important points related to Canadian Citizenship.

Government of Canada: Forms & Basics

Link: <https://www.canada.ca/en/immigration-refugees-citizenship/news/video/forms-basics.html>

If the link doesn’t work, you can go to **canada.ca**, then click on **Immigration, Refugees and Citizenship Canada**, then on **Newsroom**, then **Videos**.

- Device & internet connection

| | |
|---|---|
| <p>Activity 1: (20 - 30 minutes)</p> <p>Say: <i>Before we start with the application guide, let's review the documents you brought in using the "Application Checklist":</i></p> <p>Application Checklist Link: https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/kits/citizen/cit0007e-2.pdf</p> <p>If the link doesn't work, you can go to: canada.ca, then click on Immigration and citizenship, then My immigration or citizenship application, then Find application forms and guides. Scroll down to Step 3. The Document Checklist is the last item under Step 3.</p> <p>If you didn't get a chance to print it, open it up online and read through it with your learner. Go through each of the documents and check the ones that your learner has brought in.</p> | <ul style="list-style-type: none"> • Internet connection & device • Print copy of "The Document Checklist" |
| <p>Activity 2: (20-30 minutes)</p> <p>Say: <i>Now that we know what you need, let's have a look at the application form.</i></p> <p>Note: The following link must be entered manually.</p> <p>Link: https://www.canada.ca/en/immigration-refugees-citizenship/services/application/application-forms-guides/guide-0002-application-canadian-citizenship-under-subsection-5-1-adults-18-years-older.html</p> <p>If the link doesn't work, you can go to canada.ca, then click on Immigration and citizenship, then Canadian citizenship, and finally Apply for Canadian citizenship. Scroll down to "<i>Get an Application package</i>". Click on adult (age 18 or older).</p> <p>As you look through the questions with your learner, encourage your learner to fill everything out. (<i>Do not do it for them</i>). Explain that it is their application and you are there to help them with English language questions.</p> | <ul style="list-style-type: none"> • Internet connection & device • *PDF version of Application form if using paper form. |

| | |
|--|--|
| <p>As they are filling it out, it might be useful to look at “Step 4” in the link below:</p> <p>Note: The following link must be entered manually.</p> <p>Link: https://www.canada.ca/en/immigration-refugees-citizenship/services/application/application-forms-guides/guide-0002-application-canadian-citizenship-under-subsection-5-1-adults-18-years-older.html</p> <p>If the link doesn’t work, you can go to: canada.ca, then click on Immigration and citizenship, then My immigration or citizenship application, then Find application forms and guides. Scroll down to Step 4.</p> <p>In Step 4 you will find detailed explanations for each of the questions on the application form.</p> | |
| <p>Activity 3/Closing: (2 - 3 minutes)</p> <p>Thank the learner for coming. Tell them you are looking forward to your next lesson together. (<i>Define place, date and time</i>).</p> | |
| <p>Assessment/Success Criteria:</p> <p>Where you able to help the learner review some of the necessary documents and start the application process?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Don’t worry if you didn’t get through all of the activities. The application form can take a long time to complete. You can either ask your learner to try filling it out alone and then reviewing it next lesson, or you can just continue where you stopped next lesson. It is probable that filling in the application form can take 120 minutes or more.</p> | |

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will gain a general understanding of the citizenship test and do a practice test.

Estimated Time: 1 hour

Needed Resources:

- Paper/ pen, & device & internet connection
- **Handouts:** Map of Canada; Immigration; Refugees and Citizenship Canada Video Handout; Provinces and Capitals Handout

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Give your learner the handout **Map of Canada**. Review the names of the provinces. (Don't write them on the handout)

Say: Let's play a game trying to find some of the provinces in Canada. When we go to this website, you will see a map of Canada. You need to move your cursor to where you think the province is. Don't worry about getting it wrong, you can try multiple times!

Link: <https://online.seterra.com/en/vgp/3006>

If the link doesn't work, you can go to **online.seterra.com** Next, click on **North America** then scroll down and click on **Canada:Provinces and Territories**.

Play the game 2- 3 times to see if they can increase their score/ decrease their time. You can see a "restart" button on the right hand side at the bottom.

*If you can't play the game online, another option would be to use the handout "Map of Canada". Point at the province and see if they can tell you the name of the province.

- Device & internet connection
- Map of Canada handout

| | |
|---|--|
| <p>Activity 1: (15 - 20 minutes)</p> <p><i>Say: Understanding and knowing the Canadian provinces is a small part of the test. Let's watch a 5-minute video to gain a better understanding of the structure of the test.</i></p> <p>Immigration, Refugees and Citizenship Canada Video: Link: https://www.youtube.com/watch?v=tiDZhE9FEJ0</p> <p>If the link doesn't work, you can go to youtube.com Then search for <i>Citizenship and Immigration Canada Channel</i>. Search for <i>What you need to know about the Citizenship test</i>.</p> <p>Review the video handout, Immigration, Refugees and Citizenship Canada, with your learner. Then watch the video again. (Answer key is included). Your learner may choose to watch it a third time to verify answers.</p> | <ul style="list-style-type: none"> • Internet connection & device • Immigration, Refugees and Citizenship Canada |
| <p>Activity 2: (20 - 25 minutes)</p> <p><i>Say: Before we get started studying the material for the test, let's have a look at a practice test. This will help me understand what we need to study over the next few weeks. Remember, this is just a practice test, the real test will have different questions.</i></p> <p>Free Canadian Citizenship Practice Test - Discover Canada Link: http://www.v-soul.com/onlinetest/</p> <p>If the link doesn't work, just google Free Online Canadian Citizenship Practice Test - Discover Canada. If this one isn't available, you should find lots of other options.</p> <p>Choose the option with 20 questions and the province the learner is taking the test in. Tell your learner that if they don't know an answer, they can just skip it. Help your learner with any language questions, but try not to give any hints about the answers.</p> <p>After your learner has completed the test, the "submit" button needs to be pressed. Take time to review the answers with your learner.</p> | <ul style="list-style-type: none"> • Internet connection & device |

Activity 3/Closing: (10 - 15 minutes)

Ask your learner to take the handout **Map of Canada**. Tell your learner that now they will be labeling the map. In order to do this they can use the handout **Provinces and Capitals**. Help your learner label each of the provinces. You can stop there. If your learner wants a challenge, they can add the capital cities.

Thank the learner for coming. Tell them you are looking forward to your next lesson together. (*Define place, date and time*)

- Map of Canada
- Provinces and Capitals

Assessment/Success Criteria:

Did your learner get a better understanding of the citizenship test?

YES / NO

Notes for next time:

Most of the lessons contain more than enough activities for 60 minutes. The goal is for the learner to understand the topic, not to “finish” the lesson plan. As a tutor, you are free to skip activities or to stop and linger longer on one activity if you feel that it’s helping your learner understand a concept.

Tutor Tip: In this lesson, you’ll notice that you played a game and watched a video during your lesson. When possible, it’s helpful to have a variety of teaching strategies as learners have different learning preferences - some like games (tactile), some like videos (visual/auditory), while others like writing or reading (visual/auditory). Take some time to think about your own learning preferences. How do you like to learn? With a lecture? A game? A video?

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will label the provinces and regions of Canada.

Estimated Time: 1 hour

Needed Resources:

- **Handouts:** Map of Canada (2 copies - 1 copy cut up by province); Provinces and Capital Cities; Provinces and Regions.
- Discover Canada Study Guide (needs to be downloaded as a PDF or ordered)
- Coloured pencils

Activities

Needed Resources

Ice Breaker: (8-10 minutes)

Say: Last lesson we finished off by learning some of the provinces and capital cities. Songs often help us remember information. Let's listen to a song that has the provinces and capitals.

Stompin' Tom Capitals Song

Link: <https://www.youtube.com/watch?v=bjgOQDUOGAg>

If the link doesn't open, google **Stompin' Tom Capitals Song**

*Say: Now that we've heard it once, let's listen to it again and follow along with our Provinces and Capital Cities handout. Highlight or put a check next to each province or capital city that you hear. See if you can find which one is not on our list. (Ottawa!). See **Provinces and Capital Cities**.*

Ask learners if they know what Ottawa is the capital of. Ask them to add "Ottawa" to our handout.

- Internet connection & device
- Provinces and Capital Cities

Activity 2: (8- 12 minutes)

(Before you start your lesson, print the **Map of Canada** handout and cut it out according to provinces. Put them all in a little bag.)

Say: *Sometimes we remember things better when we do something with them using our hands. I'm going to give you a bag of with the provinces. First I want you to put them in order. (Give the learner time to do this). Next, I want you to write the name of each province on the map. Would you like to try it alone or would you like to use the handout with the province names?* If they want the handout **Provinces and Capital Cities**, allow them to use it.

Tell them that all of this information is in the official **Discover Canada** study guide, but for the test, they should focus on knowing their province name and capital along with Canada's capital city. They should also know that Canada has 10 provinces and 3 territories. Each of these has their own capital city.

- Map of Canada - cut up by province
- Provinces and Capital Cities

Activity 3: (10-12 minutes)

Say: *Now that we have reviewed the provinces and territories, let's have a look at the different geographical areas and regions. The five different regions in Canada include:*

- *The Atlantic Provinces*
- *Central Canada*
- *The West Coast*
- *The Northern Territories*
- *The Prairies*

*Let's have a look at the **Provinces and Regions** handout to see where these are. Using colored pencils, color in the provinces according to the regions on the **Map of Canada** handout.*

Say: *Now let's add the names of the three oceans bordering Canada to our map.*

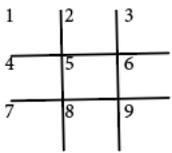
- *The Pacific Ocean (in the west)*
- *The Atlantic Ocean (in the east)*
- *The Arctic Ocean (to the north)*
- *Add the Canada-United States Border.*

Ask: Can you remember the capital city of Canada? Let's find it on the map!

- Coloured pencils
- Provinces and Regions Handout
- Map of Canada Handout

Activity 4: (10 minutes)

Say: We are going to play a game with some facts about Canada. Do you know how to play “X’s” and “O’s”? Let me show you how to play. (Do a quick demonstration). Now it’s going to get a little bit trickier. First you will choose a number from the grid. I will read the corresponding fact and you will need to say if it’s true or false. If you get it correct, you can draw an “X” or an “O”. You will also need to help me determine if a statement is true or false so I can draw my “X” or “O”. (Draw a grid on a piece of paper) Let’s start!



- 1) Canada is the second largest country on earth. (T)
- 2) Ottawa became the capital city in 1857. (T)
- 3) Ottawa is Canada’s largest metropolitan area. (F)
- 4) Canada has 9 provinces and three territories (F)
- 5) Calgary is Alberta’s capital. (F)
- 6) Canada’s population is about 34 million. (T)
- 7) Canada has five different regions. (T)
- 8) Alberta is one of Canada’s prairie provinces. (T)
- 9) Vancouver is the capital of Canada. (F)

*Based on pages 44 & 45 of Discover Canada Study Guide. If you have time, play the game twice.

See Games section in this handbook for a full description of the game.

- Paper and pen

Activity 5/Closing: (15 - 20 minutes)

Say: Now, let’s take some time to look through our **Discover Canada Official Study Guide**. This is what we will need to study for your test. (Take time to look through the chapters with your learner).

Ask: Would you like to start at the beginning of our guide or is there anything that really called your attention?

Determine where you will start next lesson.

Thank the learner for coming. Tell them you are looking forward to your next lesson together. Define place, date and time.

- Discover Canada Official Study Guide
Find the guide by going to google and typing “Discover Canada Official Study Guide”

Assessment/Success Criteria:

Is your learner leaving the lesson understanding a little bit more of Canada's geography?

YES/ NO

Notes for next time:

Next lesson you will be preparing your own lesson plan. Hopefully the lessons we have done so far have given you an idea of how a lesson could be structured.

Studies have shown that in order for our brain to really get something we need to see it 16 times in different contexts. You probably noticed that we used the "Map of Canada" handout many times. The goal was for the learner to see it multiple times, but do different activities with it. As you move along in planning your own lessons, remember to repeat and review information regularly.

There are lots of videos and songs for learners to use when studying for the Citizenship test. You can just google the topic you are going to teach and see what comes up. As you watch the video, you can write a few "True" or "False" statements for your learner to answer while watching the video. This will help your focus on the most important information.

Another activity that could be repeated on a regular basis includes the "Practice Tests". This will give your learner confidence and motivation to keep studying the material.

In your learner plan, you will see that there is a section with additional resources and ideas. That is a good place to go to find a few more resource suggestions.

Happy teaching!



Handouts



Citizenship Vocabulary

Instructions: Cut up the table below. Show them to your learner one by one. Ask your learner what they understand by these terms (focus on the meaning, not citizenship requirements). These terms will be seen during the lesson.

For example:

Teacher: *What do you understand by the word “eligible”?*

Learner: *It means I can do something.*

Teacher: *Correct! Can you try to use this word in a sentence?*

Learner: *I think I am eligible for Canadian citizenship.*

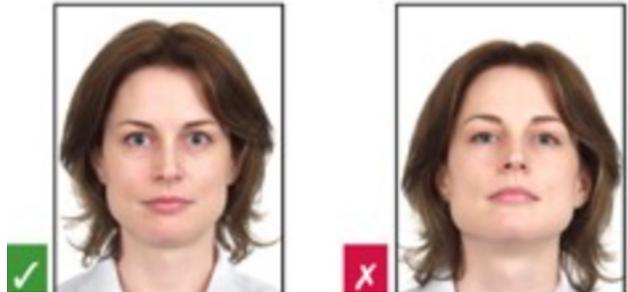


| | |
|---------------------------|---------------------------------------|
| Eligible | Physically in Canada Proof |
| Formal Application | Permanent Resident Status |
| Time in Canada | Language Requirement |
| Minors | Filing Income Taxes |



Citizenship Documents

Instructions: Show them the pictures below as sample documents if necessary.





Map of Canada





Canadian Citizenship Knowledge Test Video Handout

Read the statements below. Circle “T” for true and “F” for false.

- | | | |
|---|---|---|
| 1) The test requires you to memorize only facts about Canada. | T | F |
| 2) Before the test, you should study using the “Official Study Guide”. | T | F |
| 3) You will receive an invitation letter approximately 2 days before the test date. | T | F |
| 4) The invitation will include time and address and necessary documents. | T | F |
| 5) This activity will take about 4 hours. | T | F |
| 6) Accommodations for the test include wheelchair access, braille and large print. | T | F |
| 7) On the day of the test you should arrive 50 minutes early. | T | F |
| 8) You can do the test in pairs. | T | F |
| 9) You need 15 correct questions out of 20. | T | F |
| 10) Questions are multiple choice or true or false. | T | F |

Answer the questions below.

- 1) When do you receive the result of the test?
- 2) What happens if you don't pass the test the first time?
- 3) When you do pass the test, what happens next?



Canadian Citizenship Knowledge Test

ANSWER KEY

Read the statements below. Circle “T” for true and “F” for false.

- | | | |
|---|-------------------------|-------------------------|
| 1) The test requires you to memorize only facts about Canada. | T | <input type="radio"/> F |
| 2) Before the test, you should study using the “Official Study Guide”. | <input type="radio"/> T | F |
| 3) You will receive an invitation letter approximately 2 days before the test date. | T | <input type="radio"/> F |
| 4) The invitation will include time and address and necessary documents. | <input type="radio"/> T | F |
| 5) This activity will take about 4 hours. | T | <input type="radio"/> F |
| 6) Accommodations for the test include wheelchair access, braille and large print. | <input type="radio"/> T | F |
| 7) On the day of the test you should arrive 50 minutes early. | T | <input type="radio"/> F |
| 8) You can do the test in pairs. | T | <input type="radio"/> F |
| 9) You need 15 correct questions out of 20. | <input type="radio"/> T | F |
| 10) Questions are multiple choice or true or false. | <input type="radio"/> T | F |

Answer the questions below.

- 1) When do you receive the result of the test?

Immediately after the test.

- 2) What happens if you don't pass the test the first time?

You can try again in 4-8 weeks. You will receive another invitation. If you don't pass the second time, you will have an interview with a citizenship office.

- 3) When you do pass the test, what happens next?

You will receive an invitation to take the oath of citizenship at a citizenship ceremony. It includes all the information you need to know about the citizenship ceremony.



Provinces and Capital Cities

| Province/Territory | Capital City |
|---------------------------|---------------|
| British Columbia | Victoria |
| Alberta | Edmonton |
| Saskatchewan | Regina |
| Manitoba | Winnipeg |
| Ontario | Toronto |
| Quebec | Quebec City |
| Newfoundland and Labrador | St. John's |
| Prince Edward Island | Charlottetown |
| Nova Scotia | Halifax |
| New Brunswick | Fredericton |
| Yukon | Whitehorse |
| Northwest Territories | Yellowknife |
| Nunavut | Iqaluit |



Regions and Provinces

| Region | Province/Territory |
|--------------------|---------------------------|
| Atlantic Provinces | Newfoundland and Labrador |
| | Prince Edward Island |
| | Nova Scotia |
| | New Brunswick |
| Central Canada | Quebec |
| | Ontario |
| Prairie Provinces | Manitoba |
| | Saskatchewan |
| | Alberta |
| West Coast | British Columbia |
| North | Nunavut |
| | Yukon Territory |
| | Northwest Territories |

Color Scheme based on “Discover Canada Study Guide”, page 45.

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PREPARING FOR A DRIVER'S TEST

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Preparing for a Driver's Test

Learning Plan

Notes:

- Taking the practice tests will be an important part of preparing for the driver's test. Make sure that you test the practice tests on your device before the session to ensure they work.
- This scenario suggests the use of Internet Explorer over other browsers. This is because the practice tests are most compatible with this browser.

Online Considerations:

- It's helpful to have an online platform that has the following features: whiteboard with annotating tools for learner and tutor, screen sharing and video/audio.
- The first session with your learner should focus on learning how to use the platform (not content).

Mila is a 31 year old newcomer from Ukraine. She has lived in Canada for 1 year. Mila has a job. She takes a taxi to work. The taxi is expensive. Mila needs to get her driver's license in Canada.



Learning Plan:

- A learning plan includes an overview of what will be studied with your learner.
- This learning plan has four 60-minute lessons planned out. Depending on your learner, these lessons may take you a little longer.
- It is helpful to gather all the needed resources ahead of time.
- Additional resources are suggested for your future lessons.

Every Lesson:

- For most lessons you will need paper, pen, an internet connection and an electronic device (laptop, tablet or smart phone).
- You also need to check all of the links used in the lesson.
- The main resources you will need are listed next to each week in the learning plan. The lesson plan includes the specific resources you will need.

Learning Plan

Learner Name:

First Language:

Learner Goal:

| Lesson | Goal | Resources I will use |
|--------|--|---|
| 1 | The learner will get a good understanding of the types of driver's licenses and what they will need to do to get a driver's license. | <ul style="list-style-type: none"> • Clear Language Driver's Guide pp. 5, 6 • Pen/paper • A device and internet connection • Handouts: Two Truths and One Lie; The GDL Program: Transcript; The GDL Program • A highlighter |
| 2 | The learner will take practice tests to determine what they know about driving laws and how much they need to know. | <ul style="list-style-type: none"> • A device (preferably with Internet Explorer) and internet connection • Handout: Practice Test KWL |

| | | |
|---|---|---|
| 3 | The learner will be able to identify the names and meanings of the traffic control signals. | <ul style="list-style-type: none"> • A die • The Clear Language Driver's Guide pp. 23 & 24 • Handouts: Modals: Must, May, Can; Traffic Control Signals |
| 4 | The learner will identify the names and meanings of various traffic controls. | <ul style="list-style-type: none"> • Handouts: Traffic Control Signals (2 copies of the cards); Bingo Card (x2); Traffic Control Signals 2; 4x4 Bingo Card; 5x5 Bingo Card; Flash-card Template • Beans or game pieces |

Additional Resources

| | |
|---------------------------------|---|
| AMA Study Resources | <p>You can pay for the AMA study resources (driver's guide, flash cards) to prepare for the driver's test. See the AMA website for more information</p> <p>Link: https://ama.ab.ca/knowledge-base/articles/class-7-learners-practice-exam-alberta</p> |
| Driver's Test Study Apps | <p>Search Alberta Driver's Test on your app store for a selection of free test prep apps.</p> |
| Driver's Guide | <p>See this government of Alberta website to find the latest version of the regular form of the driver's guide. Only use this if your learner is able to and wishes to read the more complex version.</p> <p>Link: https://open.alberta.ca/publications/6198713</p> |

Lesson Plan 1

Learner Name:

Date:

Objective(s): The learner will get a good understanding of the types of driver's licenses and what they will need to do to get a driver's license.

Estimated Time: 1 hour

Needed Resources:

- Clear Language Driver's Guide pp. 5, 6, 10 & 11
- Pen/paper
- A device and internet connection
- **Handouts:** Two Truths and One Lie; The GDL Program: Transcript; The GDL Program; A highlighter

Activities

Needed Resources

Ice Breaker: (10 minutes)

Play a game of **Two Truths and One Lie** (see the games section of this handbook for a full explanation of this game).

Explain that you will put slips of paper with three sentences on the table. Say: *Two of the sentences that I will put on the table are true. One is the lie. You should decide which sentence is the lie.*

Go through the 4 sets of truths and lies. Have conversations about any of the lies that surprise the learner. You may need to use a google search to answer questions that your learners have.

Ask: Did you know any of these things before? What do you already know about getting a driver's license in Canada? What do you want to know? What do you need to know?

- Two Truths and One Lie
- A device and internet connection

Activity 1: (15 minutes)

Put the cards from **Types of Driver's Licenses** on the table. Tell the learner that you want to know how much they know about the different types of driver's licenses. Say: *Match the type of driver's license with what kind of vehicle it lets you drive.*

Once the learner has done their best to match the types of driver's licenses with the type of vehicle it lets you drive, put pages 5 & 6 from the **Clear Language Driver's Guide** on the table.

Link: http://en.copian.ca/library/learning/literacy_alberta/clear_lang_driver_guide/clear_lang_driver_guide.pdf

Pre-reading: Ask: *What is a license?* Allow the learner to do their best to define or explain the word before you read the text under that heading. This is an example of eliciting language from the learner (letting the learner tell you before you tell them).

During reading: Have the learner read all of the information under the headings **What is a license?** and **How many license types are there?** As they read, have them change the pairs they made when matching the cards in **Types of Driver's Licenses** to reflect the information given in the handbook.

Post reading: Ask: *What kind of driver's license do you need? Will you need to get one type before you get another type?*

- Clear Language Driver's Guide pp. 5 & 6
- Types of Driver's Licenses

Activity 2: (15 minutes)

Pre-listening: Ask: *How do you learn something new? When you start a new job, do you work alone right away? What does the word **training** mean?*

Discuss the questions above. Then, read through the information directly under the heading **What is the Graduated Driver Licensing (GDL) program?** about what the Graduated Driver's License system is.

During listening: Give learner the cards from **The GDL Program**. Explain that they will listen to you read the information about the stages of the GDL program, and sort the cards

- The GDL Program: Transcript
- The GDL Program

Activity 2: (continued)

by placing them under the Stage one, Stage two, or Stage three cards depending on what they hear.

Read **The GDL Program: Transcript**. If the learner needs you to read it again, do so. Once you have finished reading the transcript, check to make sure that the learner has sorted the card into the correct category.

Post-listening: Ask: *How do you feel about the Graduated Driver's Licensing program? Do you think the rules are good? How are driving rules and driver's licensing programs different in your home country?*

Discuss the questions above. Spend time answering questions that the learner has about the GDL program.

Activity 3: (20 minutes)

Pre-reading: Say: *Now that you know about the different types of driver's licenses and the GDL program, let's look at how you can apply for your driver's license.*

Ask: *What do you think you need to do to get your driver's license? Where do you think you can go? What do you think you'll need to bring?*

During reading: Explain that you will read about how to apply, where you can apply and what you will need to bring. Say: *When you see something that you need to do (instructions), highlight it. Then, copy the information onto the table in **What I Need to Do**.*

Read through the information on pages 10 & 11 (up until **What if I have a medical condition?**). Have the learner highlight the instructions that they will need to follow to get their driver's license and copy them onto **What I Need to Do**.

Post-reading: Once the learner has highlighted the important instructions for applying for their driver's license, do some research on the Alberta government website about what kinds of identification will be acceptable to use when they apply.

- The Clear Language Driver's Guide pp. 10 & 11
- A highlighter
- What I Need to Do
- A device and internet connection

Activity 4/Closing: (5 minutes)

Thank the learner for coming. Determine the details of the next session.

Assessment/Success Criteria:

Did the learner get a good understanding of the types of driver's licenses and what they will need to do to get a driver's license?

YES / NO

Notes for next time:

Tell your learner that in the next session, you will focus on practice tests. This will show the learner how much they already know, and how much they need to learn.

Tutor Tip: You may have noticed that in this lesson, a technique known as eliciting language is mentioned. When tutoring or teaching, it is good practice to ask the learner to tell you what they already know, or guess information before giving them information or language. This keeps the learner engaged and interested in the topic, and keeps you from teaching them things they already know. It will also give your learner more opportunities to practice their speaking. Do your best to elicit language and information before giving it whenever you can.

Lesson Plan 2

Learner Name:

Date:

Objective(s): The learner will take practice tests to determine what they know about driving laws and how much they need to know.

Estimated Time: 1 hour

Needed Resources:

- A device (preferably with Internet Explorer) and internet connection
- **Handout:** Practice Test KWL

Activities

Needed Resources

Ice Breaker: (10 minutes)

Play a game of fortunately/unfortunately (see the games section of this handbook for a full explanation of this icebreaker). Explain that you will both tell a story about driving. This could be a story about a time when you were driving or a time when you were a passenger. The fun part of this activity, is that every sentence will need to start with the word *fortunately* or *unfortunately*.

Read this example to give the learner an idea of how the game will go:

Unfortunately, when I got into my car to go to work this morning, my car didn't start. Fortunately, my brother lives close by, so he came to help me fix my car. Unfortunately, my car had a dead battery. Fortunately, there is a auto repair shop close by that had time to fix my car. Unfortunately, I was late for work because of the situation.

| | |
|---|---|
| <p>Activity 1: (10 minutes)</p> <p>Ask: <i>How much do you already know about driving laws in Canada? What do you want to know? What do you think you will learn by studying?</i></p> <p>Put Practice Test KWL on the table. Say: <i>Let's write down the things you already know about driving in Canada. Then, let's fill out some of the questions you have about driving laws in Canada. Ignore the last column of the table for now, we will fill that one out later.</i> Note: KWL Stands for: What I know, what I wonder, and what I learned.</p> <p>Help the learner fill out the things they know and the things they want to know about driving laws in Canada.</p> | <ul style="list-style-type: none"> • Practice Test KWL |
| <p>Activity 2: (20 minutes)</p> <p>Explain to the learner that they will do a series of practice tests to see how much they need to know and how much they need to study for their test.</p> <p>Have the learner complete the Class 7 Learner's License Practice Test 1 on the government of Alberta website. Link: http://www.transportation.alberta.ca/2460.htm</p> <p>If time allows, have the learner complete the Class 7 Learner's License Practice Test 2 on the government of Alberta website: Link: http://www.transportation.alberta.ca/2678.htm</p> | <ul style="list-style-type: none"> • A device and internet connection. |
| <p>Activity 3: (10 minutes)</p> <p>Say: <i>Now let's fill out the third column of the table we started before. What are some things that you learned from taking the practice tests. How much do you think you will need to prepare for the test? Do you know more or less than you thought you did about driving laws in Canada?</i></p> <p>Discuss the questions above before completing the final section of the Practice Test KWL chart.</p> <p>Discuss the questions at the bottom of the page. Ask the learner when they think they could realistically plan to take their test.</p> | <ul style="list-style-type: none"> • Practice Test KWL |

Activity 4: (10 minutes)

Look at the different languages that learners can complete their driver's test in on the government of Alberta website.

Link: <https://www.alberta.ca/drivers-knowledge-test.aspx>

Discuss whether the learner will take the test in their first language (if it is available) or in English.

Use any remaining time to research how to book a Class 7 test in your local area. Discuss possible test dates with the learner depending on how they did on the practice tests. Book a Class 7 knowledge test if you are able to do so online and the learner is ready to do so.

- A device and internet connection

Activity 4/Closing: (5 minutes)

Thank the learner for coming and discuss the details of the next session.

Assessment/Success Criteria:

Did the learner take practice tests, determine what they know about driving laws and decide how much they still need to know?

YES / NO

Notes for next time:

After this session, it will be time for the learner to prepare for their Class 7 knowledge test. Do your best to adapt the material in the **Clear Language Driver's Guide** into fun lessons that engage your learner. Use the next 2 lessons as a starting point, and then let what you learned about your learner's knowledge gaps to plan what needs to be covered in the following weeks.

Lesson Plan 3

Learner Name:

Date:

Objective(s): The learner will be able to identify the names and meanings of the traffic control signals.

Estimated Time: 1 hour

Needed Resources:

- A die
- The Clear Language Driver's Guide pp. 23 & 24
- **Handouts:** Modals: Must, May, Can; Traffic Control Signals

Activities

Needed Resources

Ice Breaker: (10 minutes)

Play a game of 60 seconds to review the information covered in the last session (see the games section of this handbook for a full explanation of this icebreaker). Explain that you will give the learner a topic, and that they will have to try to speak for 60 seconds about that topic without stopping. Tell them that you will time them to see how long they can actually speak about each topic.

Use the topics below:

- Types of driver's licenses
- The GDL program
- Applying for a driver's license
- How to book a test in your local area

After the learner talks about each topic, discuss the topic and review the information learned about it in the last session.

Activity 1: (15 minutes)

Ask: *What are some things you can do? For example, can you cook food? Can you play a sport? Have you heard the word must? Is this word the same as can? What about the word may? We are going to learn a little bit about these words, because they are important words for learning about traffic signs.*

Give the learner the page **Modals: Must, May, Can**. First, have the learner match the words to their correct definitions.

Answers:

Must: to be obligated to; you have no choice

May: to be allowed to; you have permission

Can: to be able to; you have permission

Cannot: to not be able to; you don't have permission

Explain any words that the learner finds challenging. Explain that can and may are sometimes used in the same way, but can is usually used to describe **ability** (but can describe permission as well), while may is usually used to describe **permission**.

Once the learner has a good grasp of the words, have them fill in the blanks in the sentences.

Answers:

1) You **must** have your Class 7 for 1 year before you can get your Class 5 GDL.

2) You **cannot** drive alone with your Class 7 Learner's License.

3) You **cannot** drive alone with your Class 5 GDL.

4) You **can/may** supervise a driver with a Class 7 Learner's License when you have you Full Class 5 License.

- Modals: Must, May, Can

Activity 2: (5-10 minutes)

Play a dice game to practice using the words from **Modals: Must, May, Can**. Explain that you will take turns picking a word (must, may, can or cannot) and rolling the die. You will have to make as many driving-related sentences using that word as the number on the die. Play several rounds of this game.

- A die
- Modals: Must, May, Can

| | |
|--|--|
| <p>Activity 3: (15 minutes)</p> <p>Pre-reading: Say: <i>How much do you know about traffic lights? What do the different colours mean? Do you have the same traffic lights in your home country?</i></p> <p>During reading: Give the learner the cards from Traffic Control Signals and pages 23 & 24 of the Clear Language Driver's Guide. Give them the cards in order, and lay them out on the table with the cards already matched. Explain that you will read the pages about traffic control signals in the Clear Language Driver's Guide, and fill in the blank spaces on the meaning cards with the correct word (must, may, can, or cannot) based on what you read about each of the signals.</p> | <ul style="list-style-type: none"> • The Clear Language Driver's Guide pp. 23 & 24 • Traffic Control Signals |
| <p>Activity 4: (10 minutes)</p> <p>Play a game to review the meanings of the control signals. Give the learner the picture cards. Have them lay the cards out in front of them. Take all of the meaning cards. Explain that you will read the information on a meaning card and that they should grab and show you the matching symbol card as quickly as they can. Play this game until you think that the learner has a good grasp of the meaning of the control signals. If there is extra time, you could repeat the activity by reading the name cards and having them show you the corresponding symbol.</p> | <ul style="list-style-type: none"> • Traffic Control Signals |
| <p>Activity 5/Closing:</p> <p>Thank the learner for coming and discuss the details of the next session.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Can the learner identify the names and meanings of the traffic control signals?</p> <p>YES / NO</p> | |

Lesson Plan 4

Learner Name:

Date:

Objective(s): The learner will identify the names and meanings of various traffic controls.

Estimated Time: 1 hour

Needed Resources:

- Bingo Card (x2)
- Beans or game pieces
- **Handouts:** Traffic Control Signals (2 copies of the cards); Traffic Control Signals 2; 4x4 Bingo Card; 5x5 Bingo Card; Flashcard Template

Activities

Needed Resources

Ice Breaker: (10 minutes)

Play a game of bingo (see the games section of this handbook for a full explanation of this icebreaker). Give yourself and the learner each a copy of **Bingo Card** (see games section) Explain that you should both choose 9 traffic signal symbols and place them in the boxes on the handout. Say that you will pick up a meaning card and read the definition. If the meaning matches one of the traffic controls you have on your grid, you can put a bean or game piece on that box. The first person to get a row of three will be the winner of the game.

Play this game several times to ensure that the learner remembers the names and meanings of each of the traffic control signals. In future sessions, play this game to review whichever signs or vocabulary you learned in the previous session.

- Bingo Card (x2)
- Beans or game pieces

| | |
|--|---|
| <p>Activity 1: (15 minutes)</p> <p>Similarly to the last session, give the learner the cards Traffic Control Signals 2. Lay out the cards on the table (already matched). Have the learner fill out the meaning of each traffic control signal as they read about them on pages 25 & 26 of the Clear Language Driver's Guide.</p> <p>Help the learner with any vocabulary that is difficult for them to understand.</p> | |
| <p>Activity 2: (10 minutes)</p> <p>After the learner has finished writing the meanings of the signs on Traffic Control Signals 2, play a game of your choosing from the games section of this handout to ensure that the learner has practice remembering the meanings of the signs. Possible games include bingo, memory and tic tac toe. To review more than 9 signs at a time, use the 4x4 Bingo Card or 5x5 Bingo Card included in the handouts section.</p> | <ul style="list-style-type: none"> • Traffic Control Signals 2 • 4x4 Bingo Card • 5x5 Bingo Card |
| <p>Activity 3: (25 minutes)</p> <p>Repeat the above activity with the next set of traffic controls. As you go through the Clear Language Driver's Guide, follow this method, integrating other language content into the lessons as desired (this will depend on how much time the learner has to prepare for their driver's test). See the Flashcard Template to make flashcards about other content by cutting pictures and symbols out from the driver's guide and writing their meanings in (or having learners do this) on the second column of cards.</p> | <ul style="list-style-type: none"> • Flashcard Template |
| <p>Activity 4/Closing:</p> <p>Thank the learner for coming and discuss the details of the next session.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Did the learner identify the names and meanings of various traffic controls?</p> <p>YES / NO</p> | |

Notes for next time:

Continue creating lessons by adapting the Clear Language Driver's Guide and making the content into games that the learner will enjoy playing and that will help them remember what they have learned.

Tutor Tip: You may have noticed that this scenario relies heavily on games for reviewing the content that learners need to remember to pass their driver's test. Gamification is a principle that suggests that making learning content into a fun game is a way of ensuring that learners remain engaged as they learn what may be dry or boring content. As you create your own lessons, spend time thinking about how the content you are covering can be turned into a game. This will help your learner remain interested and enjoy your tutoring sessions.



Handouts



Two Truths and One Lie

Instructions: Have the learner look at the groups of three sentences and try to spot which sentence is the lie.



Driver's licenses are issued by the government of Canada.

LIE

There are 7 classes of driver's licenses.

You need to get your class 7 before you can get your class 5 license.

A driver's license is also called an operator's license.

LIE

Your driver's license and registration are the same document.

You must be 14 years old or older to get a class 7 driver's license.

You must be 16 years old or older to get a class 5 driver's license.

You can drive a bus with a class 5 driver's license.

LIE

GDL stands for Graduated Driver Licensing program.

LIE

You must take your driver's knowledge test in English.

You must take three tests to get your Class 5 GDL license.

You must take another test to get your full Class 5 license.

(Adapted from the Clear Language Driver's Guide, Literacy Alberta, 2013)



Types of Driver's Licenses

Instructions: Have the learner try to match the type of license with the description of what driver's with that license can drive.



| | |
|----------------|--------------------------------------|
| Class 7 | Learner's |
| Class 6 | Motorcycles |
| Class 5 | Passenger vehicles |
| Class 4 | Professional |
| Class 3 | Three or more axles |
| Class 2 | Bus |
| Class 1 | Professional, with air brakes |

(Adapted from the Clear Language Driver's Guide, Literacy Alberta, 2013)



The GDL Program: Transcript

Instructions: Read the transcript to the learner. Have them sort the cards from The GDL Program into the correct category.

The GDL or Graduated Driver's Licensing program, has three stages: the Class 7 Learner's License, the Class 5 GDP Probationary License, and the Full Class 5 License. There are many differences between the stages. First we will compare stage one and stage two.

You must be 14 years old or older to get your Class 7 Learner's License, while you can only get your Class 5 GLD License when you are 16.

You must take tests to get both a Class 7 and a Class 5 GDL license. To get your Class 7, you must take an eye test and a knowledge test. To get your Class 5 GDL, you must pass the basic road test. In this test, a driving examiner will watch you drive and decide if you are a safe driver.

There are different rules for Class 7 and Class 5 GDL drivers. Class 7 drivers must drive with a supervisor beside them. You also can't drive between 12:00 a.m. and 5:00 a.m. You must have your Class 7 License for 1 year before you can get your Class 5 GDL. Class 5 GDL drivers can do both of those things. These drivers must not supervise other drivers and they must be probationary drivers for 2 years.

Both the first stage and second stage of the GDL program have a zero alcohol level condition. This means that you can't drink any alcohol before driving.

The third stage is quite different than the first two. You can become a Full Class 5 driver if you have been in the probationary stage for at least two years, if you have had no suspensions for the past 12 months, and pass the advanced road test. Once you are a Full Class 5 driver, you can supervise a learner driver. The zero alcohol level condition is also removed when you become a Full Class 5 driver.

(Adapted from the Clear Language Driver's Guide, Literacy Alberta, 2013)



The GDL Program

Instructions: Listen to the transcript that your tutor reads. Sort the cards under the stage one, stage two and stage three cards.



| Stage one | Stage two | Stage three |
|--|--|--|
| You must be 14 or older | You must be 16 or older | You must have no suspensions for 12 months to move to this stage |
| You must pass an eye test | You must pass the basic road test | You must pass the advanced road test |
| You must pass a knowledge test | You can't supervise another driver | You can supervise a learner drive |
| You must driver with a supervisor | You must be in this stage for at least two years to move to the next stage | No zero alcohol condition |
| You can't drive between 12:00 am - 5:00 am | Zero alcohol condition | |
| Zero alcohol condition | | |
| You must be in this stage for 1 year to move to the next stage | | |

(Adapted from the Clear Language Driver's Guide, Literacy Alberta, 2013)



What I Need to Do

Instructions: Copy the information from the Clear Language Driver's Guide and government of Alberta website about what you will need to do and bring to apply for your driver's license.

| Things I need to do or bring | |
|------------------------------|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |



Practice Test KWL

Instructions: Fill out the K (what I know) and W (what I wonder) boxes before doing some knowledge practice tests. Fill out the L (what I learned) section after.

| K What I know | W What I wonder | L What I learned |
|-------------------------|---------------------------|----------------------------|
| | | |

Now that you know the types of questions that will be on the test, how long do you think you need to prepare?
When will you plan to take your test?



Modals: Must, May, Can

Instructions: Draw lines to match the words with their definitions.

Must

to **not** be **able** to; you **don't** have **permission**

May

to be **allowed** to; you have permission

Can

to be **obligated** to; you have **no choice**

Cannot

to be **able** to; you have **permission**

Now, try to fill the blanks with the correct word:

1. You _____ have your Class 7 for 1 year before you can get your Class 5 GDL.
2. You _____ drive alone with your Class 7 Learner's License.
3. You _____ drive alone with your Class 5 GDL.
4. You _____ supervise a driver with a Class 7 Learner's License when you have you Full Class 5 License.



Traffic Control Signals

Instructions: Fill out the blank spaces on the meaning cards. Then play memory and review games with the cards to memorize the information.

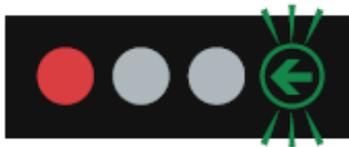


| Symbol | Name | Meaning |
|---|-----------------------------------|--|
|  | Vertical traffic control signal | X |
|  | Horizontal traffic control signal | X |
|  | Solid red light | You _____ come to a complete stop. You _____ wait until the light turns green. |
|  | Solid yellow light | If you are too close to the intersection to stop safely, you _____ safely drive through. |
|  | Solid green light | You _____ go through the intersection without stopping. |



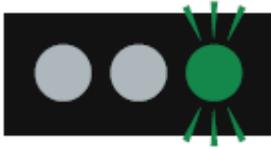
Green arrow
with green light

You _____ enter the intersection and go in the direction show without yielding. You _____ also go in other directions.



Green arrow
with red light

You _____ enter the intersection and go in the direction show without yielding. You _____ go in any other direction.



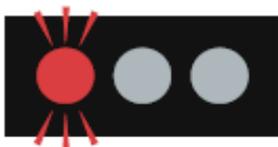
Flashing green
light

You _____ go through the intersection without stopping.



Flashing yellow
light

You _____ carefully go through the intersection after you yeild to pedestrians and other vehicles.



Flashing red
light

You _____ come to a complete stop. You _____ go through when it is safe.

(Adapted from the Clear Language Driver's Guide, Literacy Alberta, 2013)



Traffic Control Signals 2

Instructions: Fill out the blank spaces on the meaning cards. Then play memory and review games with the cards to memorize the information.



| Symbol | Name | Meaning |
|---|------|---------|
|  | X | |
|  | X | |
|  | X | |
|  | X | |



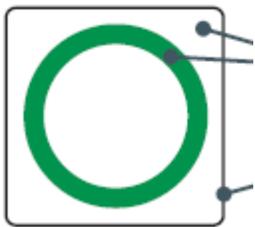
Solid red x



Green arrow
pointing down



x



x



x

(Adapted from the Clear Language Driver's Guide, Literacy Alberta, 2013)



4x4 Bingo Card

Instructions: Use this card to review vocabulary and traffic control signals.

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



5x5 Bingo Card

Instructions: Use this card to review vocabulary and traffic control signals.

| | | | | |
|--|--|------------|--|--|
| | | | | |
| | | | | |
| | | Free Space | | |
| | | | | |
| | | | | |



Flashcard Template

Instructions: Use this template to create flashcards for vocabulary and traffic control signals.



| Symbol | Name | Meaning |
|--------|------|---------|
| | | |
| | | |
| | | |
| | | |
| | | |

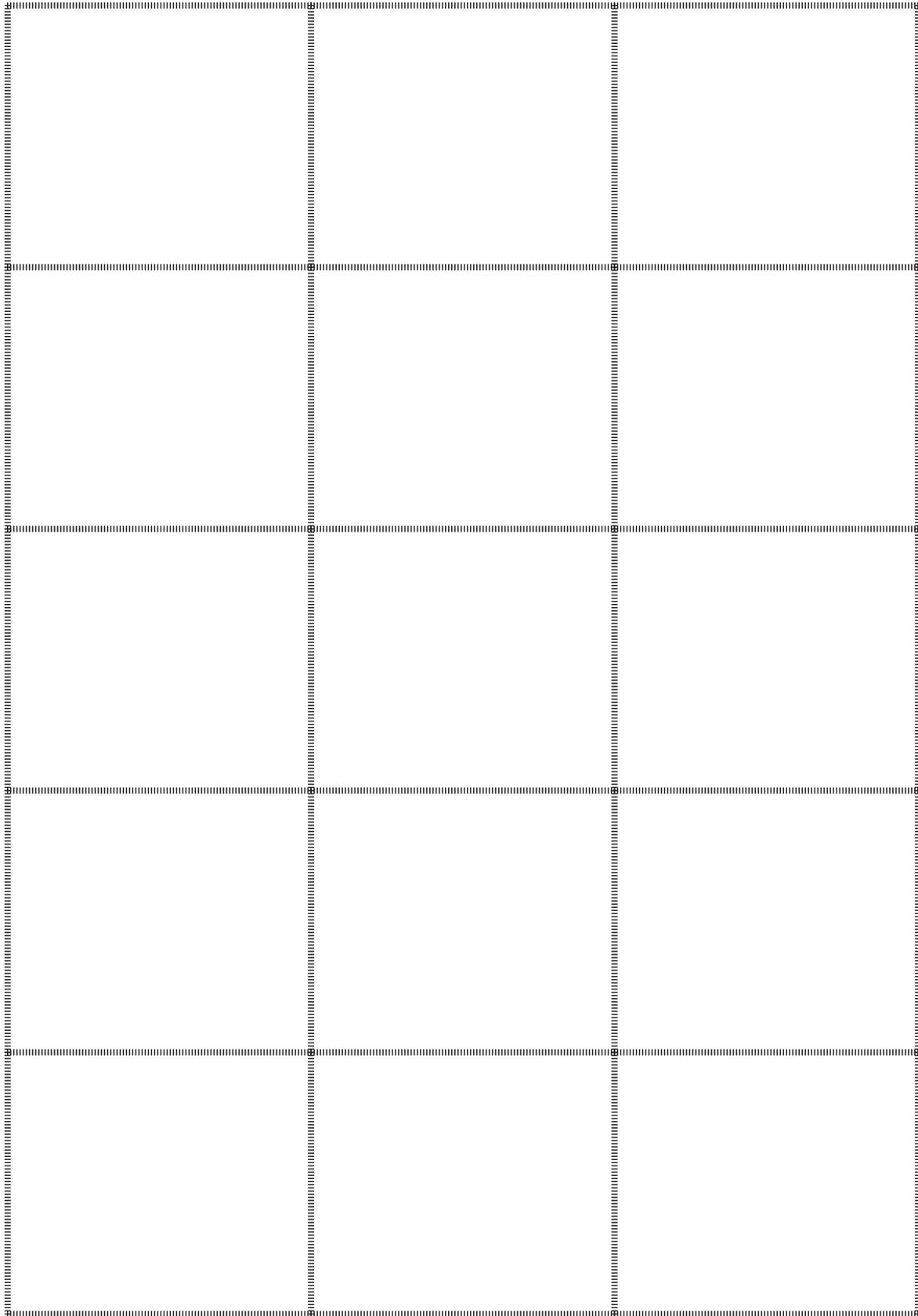


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- [Person writing] by Free-Photos, Pixabay licence, available at <https://pixabay.com/photos/writing-write-person-paperwork-828911/>
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- Literacy Alberta. (2013). Clear Language Driver's Guide: Cars and light trucks. [Image of flashing red light]. p. 24. http://en.copian.ca/library/learning/literacy_alberta/clear_lang_driver_guide/clear_lang_driver_guide.pdf

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Literacy Alberta. (2013). Clear Language Driver's Guide: Cars and light trucks. [Image of pedestrian walk signal]. p. 25. http://en.copian.ca/library/learning/literacy_alberta/clear_lang_driver_guide/clear_lang_driver_guide.pdf

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PREPARING FOR AN ENGLISH TEST

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| HANDOUTS | 445 |
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Preparing for an English Test

Learning Plan

Notes:

- As this module uses many internet links, make sure that you check that all links are functional prior to using them in a session.

Online Considerations:

- It's helpful to have an online platform that has the following features: whiteboard with annotating tools for learner and tutor, screen sharing and video/audio.
- The first session with your learner should focus on learning how to use the platform (not content).

Haruka is young woman from Japan. She is a permanent resident who has lived in Canada for 2 years. Haruka wants to go to school to become a nurse. She needs to take an English test before she can start a program.



Learning Plan:

- A learning plan includes an overview of what will be studied with your learner.
- This learning plan has four 60-minute lessons planned out. Depending on your learner, these lessons may take you a little longer.
- It is helpful to gather all the needed resources ahead of time.
- Additional resources are suggested for your future lessons.

Every Lesson:

- For most lessons you will need paper, a pen, an internet connection and an electronic device (laptop, tablet or smart phone).
- You also need to check all of the links used in the lesson.
- The main resources you will need are listed next to each week in the learning plan. The lesson plan includes the specific resources you will need.

Learning Plan

Learner Name:

First Language:

Learner Goal:

| Lesson | Goal | Resources I will use |
|--------|--|--|
| 1 | Learner will choose which English language test they want to take. | <ul style="list-style-type: none"> • Pen/paper • Handouts: Which English test should I take?; English Test Important Websites; English Tests in Canada: Transcript; English Tests in Canada: Cards; Comparing Tests Cards; Writing About my Test Choice |
| 2 | Learner will identify which level they will need to get on the test of their choice to reach their goal and some ways to get motivated to study. | <ul style="list-style-type: none"> • Pen/paper • An electronic device and internet connection • Handouts: Icebreaker: Test Taking Idioms; What Score Do I need?; Blog Post: Finding Motivation; Motivation Advice Role Play |

| | | |
|---|--|---|
| 3 | Learner will identify their learning style and some strategies they can use to study for their English test. | <ul style="list-style-type: none"> • Pen/paper • Handouts: Talking About the Future; Learning Styles: Cards; Learning Styles: Transcript; Ideas for Different Learning Styles |
| 4 | Learner will research some resources and materials they could use for their test preparation and make a test preparation plan. | <ul style="list-style-type: none"> • A die • A device and internet connection • Handouts: Talking About the Future; Finding Preparation Resources; My Test Preparation Plan |

Additional Resources

| | |
|----------------------------|---|
| Paragon Testing | <p>Use this website to find more information about the CAEL and CELPIP tests, as well as to find study materials for those tests.</p> <p>Link: https://www.paragontesting.ca/about-our-tests/</p> |
| The British Council | <p>Use this website to find more information about the IELTS test as well as to find study materials for the IELTS test.</p> <p>Link: https://www.britishcouncil.ca/exam/ielts</p> |

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will choose which English language test they want to take.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- **Handouts:** Which English test should I take?; English Test Important Websites; English Tests in Canada: Transcript; English Tests in Canada: Cards; Comparing Tests Cards; Writing About my Test Choice

Activities

Needed Resources

Ice Breaker: (10 minutes)

Play a game of “would you rather” (see the games section of this handbook for a full explanation).

Ask the following questions. Ask the learner to give the reason for their answers:

- 1) *Would you rather study 100 hours for 1 English test or take an English test without studying?*
- 2) *Would you rather take a writing test right now or a speaking test right now?*
- 3) *Would you rather take a test on a computer or take a test on paper?*
- 4) *Would you rather take an expensive test you can use for education and citizenship or take a cheaper test you can only use for citizenship?*

| | |
|---|--|
| <p>Ice Breaker: <i>(continued)</i></p> <p>5) <i>Would you rather listen to a Canadian person speak English or a British person speak English?</i></p> <p>Explain that some of those questions are silly, but that some of them can help them decide which English test they want to take.</p> | |
| <p>Activity 1: <i>(10 minutes)</i></p> <p>Pre-listening:</p> <p>Give the learner Which English Test Should I Take? Help the learner make notes about what they already know about the different English tests listed on the pages.</p> <p>After the learner has made notes, draw their attention to the questions at the bottom of page 2 of Which English test should I take? Have the learner write down which tests they know the most and least about.</p> | <ul style="list-style-type: none"> • Which English Test Should I Take? |
| <p>Activity 2: <i>(10 minutes)</i></p> <p>Preparation note: Before completing the following activity, research and add the current cost of each language test to the transcript and cards (see English Test Important Websites).</p> <p>During listening:</p> <p>Give learner the cut up cards from English Tests in Canada: Cards. Explain that the learners should listen to you read the information from English Tests in Canada: Transcript. Tell them that while they listen, they should try to match the test cards with the cards that say who accepts the tests, what types of tests they are, and how much it costs to take them. Note that there are 3 major tests and 2 less common tests included in this lesson. Based on your conversations with the learner in the needs assessment lesson, choose whether or not to include these tests in the lesson. After you read the transcript to the learner, take a look at how they matched the cards. If they matched some incorrectly, read parts of the transcript again to give them another chance to match them correctly.</p> | <ul style="list-style-type: none"> • English Test Important Websites • English Tests in Canada: Transcript • English Tests in Canada: Cards |

Activity 3: (15 minutes)

Post-listening:

Tell the learner that now that they know some information about each English test, they will practice comparing the tests to figure out which one is best for the learner.

*Say: In English, we use comparative adjectives to say how things are different from each other. When words are short, we add **-er** to the end of an adjective. When words are longer, we add the words **more** or **less** before the adjective. We also use the word **than**. Here are some examples:*

- *Mice are **smaller than** elephants.*
- *Sugar is **sweeter than** salt.*
- *Gold is **more expensive than** silver.*
- *Baseball is **less dangerous than** hockey.*

Give the learner **Comparing Tests Cards**. Have the learner choose two test cards at a time and make sentences (in either speaking or writing) comparing the two tests.

Give the learner feedback regarding whether or not they used the suffix **-er**, and the words **more**, **less** and **than** correctly.

Ask: Which English test do you think is best for you? Why?

Discuss the learner's answer to those questions and discuss the test that the learner feels would be the best fit for them.

- Comparing Test Cards
- Pen/paper

Activity 4: (10 minutes)

Give the learner **Writing About my Test Choice**. Explain that in this activity, the learner should write an email to their friend. Explain that the learner should write the email to a friend to tell them which test they decided to take. Explain that they should use at least 2 comparative adjectives in their email.

If you run out of time for this activity, you could send it home with the learner as a homework assignment, or finish it in the next session.

- Writing About my Test Choice

Activity 5/Closing: (5 minutes)

Thank the learner for coming and decide the details of the next session.

Assessment/Success Criteria:

Did the learner choose which English language test they want to take?

YES / NO

Notes for next time:

Give the learner some feedback on their writing.

Tutor Tip: You may have noticed that in this lesson, there are activities labeled pre-listening, during listening and post-listening. It is good practice to activate learners' interest by doing a pre-listening activity, which could be discussion-based or focus on pre-teaching vocabulary. You should then try to keep learners engaged while they listen by having them complete a separate activity. Finally, it is a great idea to have learners use the information they heard in a follow-up activity. Try using this sequence the next time you plan a listening or reading task!

Lesson Plan 2

Learner Name:

Date:

Objective(s): Learner will identify which level they will need to get on the test of their choice to reach their goal and some ways to get motivated to study.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- An electronic device and internet connection
- **Handouts:** Icebreaker: Test Taking Idioms; What Score Do I need?; Blog Post: Finding Motivation; Motivation Advice Role Play

Activities

Needed Resources

Ice Breaker: (15 minutes)

Give the learner cut out cards from **Icebreaker: Test Taking Idioms**. Ask the learner to try to guess which idiom goes with each picture or definition.

After the learner has attempted to match up the cards, go over each idiom, giving an example of how it can be used. Ask the learner a “have you ever” question about each idiom. Explain that the learner should answer with *yes I have _____* or *no, I have never _____*. Example questions are:

*Have you ever **aced a test**?*

*Have you ever **crammed for a test**?*

*Have you ever **flunked a test**?*

*Have you ever **drawn a blank**?*

*Have you ever **hit the books** the night before a test?*

*Have you ever **passed a test with flying colours**?*

*Have you ever taken a test that was a **piece of cake**?*

- Icebreaker: Test Taking Idioms

Activity 1: (10-15 minutes)

Explain that now, you will do some research to find out what score the learner will need to get on the English test they chose in order to reach their goals.

Ask the learner if they have any idea what level they might need in order to reach their goal. Ask the learner to guess if they don't know.

Give the learner **What Score Do I Need?** Ask: *On this table, what information do the grey labels show? What information do the pink labels show?*

Ask the learner to locate the test they want to take and the purpose they are taking it for using the pink and grey labels. Tell them that once they locate information about the scores they will need, they should underline or highlight the information.

If the learner is taking a test to get into college or university or for permanent residence, additional research will be needed to find out what scores the learner will need.

If the learner is taking the test for college or university, do a google search for the program the learner wants to do, and look at the admission requirements to find out what language level they will need.

If the learner is taking the test for permanent residence, see the website link on **English Test Websites**.

Once the learner has found out what scores they will need to pass their test, have them write down those scores at the bottom of their handout.

- What Score Do I Need?

Activity 2: (20 minutes)

Pre-reading: Ask: *What do you think you will need to do to get the test score you need? Do you think this will be easy or difficult? Are you **motivated** to study hard for the test?*

| | |
|--|---|
| <p>Activity 2: (continued)</p> <p>Explain that sometimes it is useful to read articles or websites with advice or “tips” for how to do something. Ask the learner if they have ever done this.</p> <p>During reading: Give the learner Blog Post: Finding Motivation. Ask the learner to read the blog post and underline all of the tips that the blog post gives for finding and keeping motivation to study.</p> | <ul style="list-style-type: none"> • Blog Post: Finding Motivation |
| <p>Activity 3: (10 minutes)</p> <p>Post-reading: Give the learner the role cards on Motivation Advice Role Play at a time (do as many as you have time for).</p> <p>Say: <i>One phrase that we often use to give advice in English is “you should _____”. We can make our advice more polite by adding softeners like “maybe you should _____” or “In my opinion you should _____”.</i></p> <p>Read the role play situations with the learner and have the learner practice giving advice using the advice phrases and softeners. Give the learner some feedback on their speaking skills.</p> | <ul style="list-style-type: none"> • Motivation Advice Role Play |
| <p>Activity 5/Closing: (5 minutes)</p> <p>Thank the learner for coming and plan the details of the next session.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Did the learner identify which level they will need to get on the test of their choice to reach their goal and some ways to get motivated to study?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Ask the learner if they thought of any ideas about how to get motivated to study for their English test.</p> | |

Lesson Plan 3

Learner Name:

Date:

Objective(s): Learner will identify their learning style and some strategies they can use to study for their English test.

Estimated Time: 1 hour

Needed Resources:

- Pen/paper
- **Handouts:** Talking About the Future; Learning Styles: Cards; Learning Styles: Transcript; Ideas for Different Learning Styles

Activities

Needed Resources

Ice Breaker: (10 minutes)

Draw a grid on a sheet of paper. Explain to the learner that you will play a game of Tic Tac Toe (see games section of this handbook for a full explanation of this activity).

Say: You will be “x” and I will be “o”. I will read a sentence. You should tell me if it is true or false. If you get the correct answer, you can draw an “x”, if you don’t, it will be my turn.

Use the following questions to review information from the last two lessons:

- 1) The TOEFL test can be used for Canadian citizenship applications. *(Incorrect)*
- 2) The CELPIP test is taken on a computer. *(Correct)*
- 3) The IELTS test is taken on a computer. *(Incorrect)*
- 4) The CEAL test is for people who want to get their nursing license. *(Incorrect)*

| | |
|--|---|
| <p>Ice Breaker: <i>(continued)</i></p> <p>5) The CELPIP test has two versions - academic and general. <i>(Incorrect)</i></p> <p>6) Intrinsic motivation happens when you enjoy the topic you are learning about. <i>(Correct)</i></p> <p>7) The idiom draw a blank means getting a very good mark on a test. <i>(Incorrect)</i></p> | |
| <p>Activity 1: <i>(10 minutes)</i></p> <p>Ask: <i>Have you thought about how you will study for your English test?</i></p> <p>Discuss the plans that the learner has made, or talk about some things that the learner could do to study.</p> <p>Say: <i>When you told me what your plans to study were, you were talking about the future. What are some words that we use in English to talk about the future?</i></p> <p>Give the learner Talking About the Future.</p> <p>Read about the three ways you can talk about the future. Read the example sentences. Give the learner some additional examples if they need extra support.</p> <p>Ask the learner to say three more sentences about what they will do to prepare for their English test.</p> | <ul style="list-style-type: none"> • Talking About the Future |
| <p>Activity 2: <i>(15 minutes)</i></p> <p>Pre-listening: Ask: <i>Do you think that all people study the same way? How do you like to study? Do your friends all study the same way that you do?</i></p> <p>During listening:</p> <p>Give the learner the cut up cards from Learning Styles Cards. Tell them that they will listen to instructions from you. Explain that they should hold up the card that describes how easy the instructions were to follow in their mind.</p> | <ul style="list-style-type: none"> • Learning Styles: Cards • Learning Styles: Transcript |

| | |
|---|---|
| <p>Activity 2: (continued)</p> <p>Read through the list of instructions on Learning Styles: Transcript. Keep track of the learner's answers (the numbers they hold up) in the spaces beside the instructions.</p> <p>Once they have indicated the level of difficulty for each instruction, add up the total points for each of the three senses.</p> <p>If the learner got the most points for the SEE instructions, they are probably a visual learner.</p> <p>If the learner got the most points for the HEAR instructions, they are probably an auditory learner.</p> <p>If the learner got the most points for the FEEL instructions, they are probably a kinesthetic learner.</p> | |
| <p>Activity 3: (10 minutes)</p> <p>Post-listening: Read through Ideas for Different Learning Styles with the learner. Talk about the ideas on the page and brainstorm additional ideas if you can.</p> | <ul style="list-style-type: none"> • Ideas for Different Learning Styles |
| <p>Activity 4: (10-15 minutes)</p> <p>Have the write about their study plans on the second page of Ideas for Different Learning Styles. Explain that they should try to use each way of talking about the future at least once in their writing.</p> <p>Give the learner feedback on their writing once they have finished the task.</p> | <ul style="list-style-type: none"> • Ideas for Different Learning Styles |
| <p>Activity 5/Closing: (5 minutes)</p> <p>Thank the learner for coming and plan the details of the next session.</p> | |

Assessment/Success Criteria:

Did the learner identify their learning style and some strategies they can use to study for their English test?

YES / NO

Notes for next time:

Ask if the learner thought of any other ways they could study for their English test.

Tutor Tip: Not all learners learn the same way! Because everyone is different, it makes sense that everyone prefers slightly different approaches to learning and studying. Your learners will have success with their test preparation and language learning in general if they become familiar with how they like to learn. When learners can make the learning process enjoyable, they may start to become intrinsically motivated to learn English and reach their goals.

Lesson Plan 4

Learner Name:

Date:

Objective(s): Learner will research some resources and materials they could use for their test preparation and make a test preparation plan.

Estimated Time: 1 hour

Needed Resources:

- A die
- **Handouts:** Talking About the Future; A device and internet connection; Finding Preparation Resources; My Test Preparation Plan

Activities

Needed Resources

Ice Breaker: (5-10 minutes)

Give the learner a die. Tell them that to review the future tense from last session, they will need to roll the die and come up with as many sentences about their future plans as the number they see on the die.

Have a copy of **Talking About the Future** on hand just in case the learner struggles with the task. Take turns with this activity for about 5-10 minutes.

- A die
- Talking About the Future

Activity 1: (20-25 minutes)

Explain that now that the learner has decided which test they want to take, and learned a little bit about how they might like to study, it is time to find some resources that will help them with their preparation.

Use Google searches to find information that the learner could

- A device and internet connection
- Finding Preparation Resources

| | |
|---|--|
| <p>Activity 1: (continued)</p> <p>write in the 4 sections of the table on Finding Preparation Resources. Use search criteria like:</p> <p><i>Free IELTS preparation materials.</i> <i>CELPIP preparation course in Brooks, Alberta.</i> <i>CAEL test study resources.</i></p> <p>Help the learner with their google searches and help them decide which might be best to use.</p> | |
| <p>Activity 2: (15 minutes)</p> <p>Give the learner My Test Preparation Plan. Explain that the learner should write their preparation plans in the spaces below using the future structures they learned in lesson 3.</p> <p>Discuss timelines for the test with the learner, and how you as their tutor will be involved in their study process.</p> | <ul style="list-style-type: none"> • My Test Preparation Plan |
| <p>Activity 3: (10 minutes)</p> <p>Preparation note: Before this activity (in your prep time), spend some time familiarizing yourself with the process for booking the learner’s test of choice.</p> <p>Spend the last 10 minutes of the session researching the closest place that the learner will be able to take their test and possible dates that the learner could take the test on. If the learner wishes to book their test at this time, help them do so.</p> | <ul style="list-style-type: none"> • A device and internet connection |
| <p>Activity 4/Closing:</p> <p>Thank the learner for coming and discuss the details of the next session.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Did the learner research some resources and materials they could use for their test preparation and make a test preparation plan?</p> <p>YES / NO</p> | |



Handouts



Which English Test Should I Take?

Instructions: Write down what you already know about each English language test.

CELP

IELTS

TOEFL

CAEL

CELBAN

Which test(s) do you know most about? _____

Which test(s) do you know the least about?



English Test Websites

Instructions: Use this page to find websites with important information about each English language test talked about in this lesson.

| Topic | Website |
|--|--|
| CELP | CELP website: www.celpip.ca |
| IELTS | IELTS Canada website: https://www.ieltscanada.ca/ |
| TOEFL | TOEFL website: https://www.ets.org/toefl |
| CAEL | CAEL website: https://www.cael.ca/ |
| CELBAN | CELBAN website: https://www.celbancentre.ca/ |
| Language Proof for Canadian Citizenship | Government of Canada Website: https://www.canada.ca/en/immigration-refugees-citizenship/services/canadian-citizenship/become-canadian-citizen/eligibility/language-proof.html |
| Language Proof for Permanent Residence | Government of Canada Website: https://www.cic.gc.ca/english/helpcentre/answer.asp?qnum=666&top=29 |



English Tests in Canada: Transcript

Instructions: Read this transcript to the learner while the learner tries to match the English Tests in Canada Cards together.

In Canada, there are many English language tests to choose from. The tests are different prices, can be used for different purposes and can be taken in different ways.

First, we will talk about the CELPIP test. CELPIP stands for Canadian English Language Proficiency Index Program. The CELPIP is a Canadian test that is accepted by many universities, colleges, and employers to proof of your English language skills. You can also use a CELPIP test as a part of your Canadian Citizenship application. There are two versions of this test - the CELPIP General Test , which assesses Listening, Speaking, Reading and Writing, as well as the CELPIP General LS Test, which only assesses Listening and Speaking. Both can be used for Canadian Citizenship. This test costs \$_____, and is taken on a computer.

Next, we will talk about the IELTS test. IELTS stands for International English Language Testing System. This test is popular all over the world. There are two versions of the IELTS - The IELTS General and the IELTS Academic. The IELTS Academic can be taken by those who want to study at a college or university in Canada. The IELTS General is meant for immigration applications and is accepted by Immigration, Refugees and Citizenship Canada for Canadian citizenship applications. The IELTS tests all four language skills - listening, speaking, reading and writing - and has a written component as well as an interview. It costs \$_____ to take the IELTS test.

Now, we will talk about the TOEFL. TOEFL stands for Test of English as a Foreign Language. This is a very popular test around the world, and is used by international students that want to study at an English-speaking college or university. The TOEFL has listening, speaking, reading and writing sections. There is only one version of the TOEFL and it can only be via the internet. It is not accepted by Immigration Refugees and Citizenship Canada for Canadian citizenship applications. In Alberta, it costs \$_____ to take the TOEFL.

See the next page for 2 other optional tests to include.

Now you know more about the most common English language tests in Canada. Which one will you take?

Next, we will learn about the CAEL test. CAEL stands for Canadian Academic English Language Test. This test is used by students who want to study in Canada, and the results are accepted by over 180 Canadian colleges and universities. The test has listening, speaking, reading and writing sections which are designed to test academic skills such as reading articles and listening to lectures. This test is delivered on a computer and costs \$_____ to take.

Finally, we will talk about the CELBAN test. CELBAN stands for Canadian English Language Benchmark Assessment for Nurses. This test is meant to be taken by internationally trained nurses who want to practice nursing in Canada. This test is recognized all across Canada by nursing licensing bodies. The test has listening, speaking, reading and writing components that are meant to test skills such as writing incident reports and reading patient charts. The test is completed on paper and costs \$_____ to take.

(Adapted from, IELTS, TOEFL, CELPIP & CAEL: Which English test should you take, The Immigrant Education Society, 2020 and The CELBAN Centre Website, 2020)



English Tests in Canada: Cards

Instructions: Have the learners match the cards together as they listen to the information about each test.



| | | | |
|---------------|--|--|-----------------|
| CELPIP | Accepted for Canadian Citizenship Applications | Has General and General - LS versions Taken on a computer | \$ _____ |
| IELTS | Accepted at colleges and universities and for Canadian citizenship applications | Has General and Academic versions Taken on paper | \$ _____ |
| TOEFL | Accepted by colleges and universities all around the world | Has one version Taken on the internet | \$ _____ |

Note: Only use these cards if you believe that your learner may benefit from learning about one of these two less-common tests.



| | | | |
|---------------|--|--|-----------------|
| CAEL | Accepted by colleges and universities in Canada | Has one version Taken on a computer | \$ _____ |
| CELBAN | Accepted by nurse licensing bodies | Has one version Taken on paper | \$ _____ |



Comparing Tests Cards

Instructions: Show two cards at a time to your learner. Have the learner make a sentence (speaking or writing) comparing the two tests.



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



Writing About my Test Choice

Instructions: Write an email to a friend to tell them which English test you will take. Use at least 2 comparatives in your email.

To:

Cc:

Subject:

Did you choose an English test to take? Which test did you choose?



Icebreaker: Test Taking Idioms

Instructions: Have your learner match the idiom to a picture or definition.



Ace a test



Cram

Study a lot in a short amount of time

Flunk a test



Draw a blank

You can't remember the correct answer

Hit the books



Pass with flying colours

Get a very good mark on a test

Piece of cake

Something you say when a test was very easy



What Score Do I Need?

Instructions: Use the table to find the score you will need to achieve on your English test to reach your goal.

| Test | Purpose | Minimum Required Score |
|--------------|--|---|
| CELP | Citizenship | Listening and Speaking: 4 |
| | Permanent Residence | All skills: 5+ (see individual visa programs for variance) |
| | College or University | See specific program requirements (usually 7-9) |
| IELTS | Academic: College or University | See specific program requirements (usually 6.7-7) |
| | General: Citizenship | Listening: 4.5 Speaking: 4.0 |
| | General: Permanent Residence | Listening, Writing and Speaking: 5.0+ Reading: 4.0+ (see individual visa programs for variance) |

| Test | Purpose | Minimum Required Score |
|---------------|-----------------------|--|
| TOEFL | College or University | See specific program requirements (usually 70-110) |
| CAEL | College or University | See specific program requirements (usually 70) |
| CELBAN | Nurse licensing | Listening: 10 Speaking: 8 Reading: 8 Writing: 7 |

What scores will you need?

Listening: _____ Speaking: _____

Reading: _____ Writing: _____



Blog Post: Finding Motivation

Instructions: Have your learner read the blog post and identify the advice and tips for finding motivation to study for their English test.



<http://www.bestadviceblog.com>

Finding Motivation to Study

If you are reading this article, it probably means that you are preparing to write a big test, or going back to school again as an adult. It can be very difficult to find the time and energy that you need to be successful on tests and exams and in school. You are probably already busy with jobs, children and other commitments and it can be difficult to stay committed to your goals when you have so many things to worry about. To study successfully, it is important for adult students to understand motivation, and how it can help us reach our goals.

What is motivation?

Motivation is the feeling inside of you that pushes you to do something. Some motivation comes from things outside of you, such as pressure from others, the culture you



live in, or the goal that we want to achieve. This type of motivation is called *extrinsic motivation*. Motivation can also come from inside of us. When we feel excited about learning something new because it is interesting and fun, it is called *intrinsic motivation*. Both extrinsic and intrinsic motivation can help you reach your goals, but scientific research tells us that intrinsic motivation produces better results.

So how can you find and keep

intrinsic motivation? Keep reading for some expert advice on getting motivated and staying motivated!

Set Small Goals

One of the best ways to stay motivated is to feel successful! One way you can do this is by setting small goals that help you get to your big goal - passing your English test. One example might be making the goal "I will study for 10 hours this week." If you reach your goal, reward yourself! If you feel successful because you reach your small goals, you will be more likely to stay motivated to reach your big goals.



(Adapted from Harmer, 2007, pp. 98-102)

Make Studying Fun

What sound more exciting to you, reading a textbook for hours and hours, or playing a game with friends? Of course the game sounds more fun! Think about how you can make studying more like a game. Look for websites like www.quizlet.com that help you learn information by playing memory games. It can also help to find friends with the same goals as you so you can study as a group. If you enjoy your study time, you are more likely to stay motivated to keep going.

Remember Your "Why"

After we have studied for many hours, it can be easy to forget why we are doing it and lose motivation. That is why it is important to remember why you decided to start. Keep a picture of your goal (e.g. a picture of someone doing the job you want, a picture of the school you want to go to) close to your study area so you can always remember why you should keep studying, even when it is difficult.

I hope that these tips help you stay motivated to reach your goals!



Motivation Advice Role Play

Instructions: Have your learner read the following role play scenarios and practice giving advice to a friend about motivation.

Scenario 1

Your friend is wants to go to university in Canada to become an accountant. They need a IELTS score of 7 to get into the program. They took a practice test last week, and got a 5. They are discouraged. What should they do?

Scenario 2

Your friend wants to apply for his Canadian citizenship. Their CELPIP test is in 2 weeks. They are very busy with their job and are tired when they get home. They don't want to study any more. What should they do?

Scenario 3

Your friend wants to get their nursing license in Canada. They need to get a high score on the CELBAN test. They know that it might take years of studying to get the scores they need. They don't know if they can do it. What should they do?



Talking About the Future

Instructions: Read about a few ways you can talk about the future. Tell your tutor about some of your future study plans.

There are 3 main ways to talk about your future plans:

→ will + **verb**

I → am planning to + **verb**

→ am going to + **verb**

Examples:

I **will** *study* for 10 hours this week.

I **am planning to** *write* my CELPIP test in 1 month.

I **am going to** *ask* my tutor to help me study.

What plans do you have to study for your English test?



Learning Styles: Transcript

Instructions: Read the instructions out loud to your learner. Keep track of how difficult they say the instructions are (using the number system on their cards) in the space beside the instructions.

Say: Follow each instruction in your mind and give yourself a mark.

0 = impossible 1 = difficult 2 = OK 3 = easy

- ___ SEE a kangaroo
- ___ SEE your front door
- ___ SEE your toothbrush
- ___ SEE a friend's face
- ___ SEE a plate of food
- ___ SEE a TV show
- ___ WATCH the TV show scene change

- ___ HEAR a song
- ___ HEAR rain
- ___ HEAR a fire alarm
- ___ HEAR a friend's voice
- ___ HEAR your own voice
- ___ HEAR bird singing
- ___ HEAR the birdsong change to a call of alarm

- ___ FEEL excited
- ___ FEEL yourself swimming
- ___ FEEL grass under your feet
- ___ FEEL a cat on your lap
- ___ FEEL hot
- ___ FEEL your fingers on a piano keyboard
- ___ FEEL your fingers playing a few notes

Add up your scores for each sense: ___SEE___HEAR___FEEL

(J. Revell and S. Norman as cited in Harmer, 2007)



Learning Styles: Cards

Instructions: Listen to the instructions from your tutor. Hold up a card to tell your tutor how easy or difficult the instructions are to do **in your mind**.



0 = impossible

1 = difficult

2 = OK

3 = easy



Ideas for Different Learning Styles

Instructions: Read the study tips for your learning style. Make some plans for how you will study for your English test.

Visual Learners

Make flashcards with different colours to help you remember important information and words and strategies.

Draw pictures, diagrams maps or other visuals to help you remember information, words and strategies.

Find videos to watch about the information, words and strategies you want to learn.

Auditory Learners

Listen to examples of other people speaking and try to imitate them.

Find a study partner or friend to talk to about the information, words and strategies you learn.

Repeat information, words and strategies you learned out loud multiple times.

Listen to videos of people talking about the information, words and strategies you want to learn.

Kinesthetic Learners

Copy important information many times.

When you study, move around the room. Also, get up and take breaks often.

Hold something in your hand or play with a fidget toy while you study.

Act out or physically practice what you are studying if you can.

How will you study? Write about what you will do to prepare for your English test.

A large rectangular box with a black border and a light gray background, containing 15 horizontal lines for writing.



Finding Study Resources

Instructions: Research preparation resources for the test you are planning to take. Also research test preparation classes in your local area (if they exist).

| | |
|------------------------------------|--|
| Free resources I will use to study | |
| Websites I will use to study | |
| Resources I will buy | |
| Classes I will take | |

My Test Preparation Plan

Instructions: Make a plan for how you will prepare for your English test. Decide when you will take your test, and what you need to do to prepare. Use the future tense to write about your plans.

When will you take your English test?

What steps will you take to prepare for your English test?

1. _____

2. _____

3. _____

4. _____

5. _____

How will your tutor help you prepare for your English test?

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Listed in order of appearance

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IMPROVING PRONUNCIATION

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Improving Pronunciation

Learning Plan

Notes:

- Most of the lessons focus on general pronunciation tips.
- In the first lesson, the sounds in the minimal pairs activity were chosen based on the learner's first language. It would be helpful if in your needs assessment you paid close attention to what sounds the learner is struggling with. This lesson could be easily adapted using other videos available on BBC Learn English.

Online Considerations:

- It's helpful to have an online platform that has the following features: whiteboard with annotating tools for learner and tutor, screen sharing and video/audio.
- The first session with your learner should focus on learning how to use the platform (not content).

This is Danilo. He is from the Philippines. He has lived in Canada for 5 years. He works at a coffee shop. Sometimes, customers don't understand Danilo. He wants to improve his pronunciation so he be more confident..



Learning Plan:

- A learning plan includes an overview of what will be studied with your learner.
- This learning plan has four 60-minute lessons. Depending on your learner, these lessons may be shorter/longer.
- It is helpful to gather all the needed resources ahead of time.
- Additional resources are suggested for your future lessons.

Every Lesson:

- For every lesson you will need paper and a pen. For most lessons you will also need an internet connection and an electronic device (laptop, tablet or smart phone).
- It is recommended that you check all the links used in the lesson prior to the lesson.
- The main resources you will need are listed next to each week in the learning plan. The lesson plan includes the specific resources you will need.

Learning Plan

Learner Name:

First Language:

Learner Goal:

| Lesson | Goal | Resources I will use |
|--------|---|---|
| 1 | Learner will identify different sounds in English with a focus on minimal pairs. Learner will use shadow reading as a technique to improve pronunciation. | <ul style="list-style-type: none"> • Internet connection & device • Smart phone with recording option • Small piece of paper (for /p/ and /b/ sounds) • Handouts: Conversation Starters; Pronunciation of /p/ and /b/; Pronunciation of /f/ and /v/; Shadow Reading Activity |
| 2 | Learner will examine word stress and the use of “schwa”. | <ul style="list-style-type: none"> • Internet connection & device • Handouts: Different language types; Word Stress |
| 3 | Learner will describe rhythm and stress in English at a sentence/paragraph level. | <ul style="list-style-type: none"> • Internet connection & device • Yellow highlighter • Handouts: Matching Word Stress; Content and Function Word Samples; Find the Content and Function Words; Sentence Stress |

| | | |
|---|---|--|
| 4 | Learner will be introduced to linking consonant vowel sounds and describe the benefit of learning pronunciation strategies. | <ul style="list-style-type: none"> • Internet connection & device • Copy of first recording and recording device to do final recording. • Handouts: The /f/ and /p/ Pyramid; Consonant Vowel Linking Examples; Consonant Vowel Linking |
|---|---|--|

Additional Resources

| | |
|---|--|
| Pronunciation (BBC Learning English) | <p>This resource is in British English, but it is still very useful and well made. You'll find over 50 episodes that focus on pronunciation. They re under two categories: Tim's Pronunciation Workshop and The Sounds of English.</p> <p>Link: https://www.bbc.co.uk/learningenglish/english/features/pronunciation/introduction</p> |
| Extra English Practice (EEP) | <p>This resource is excellent to practice pronunciation. The two instructors are fun and very good at teaching pronunciation tips and strategies. You'll find videos with worksheets. The YouTube links are on each worksheet.</p> <p>Link: https://ljconley.wixsite.com/extraenglishpractice/tworksheets</p> |

Lesson Plan 1

Learner Name:

Date:

Objective(s): Learner will identify different sounds in English with a focus on minimal pairs. Learner will use shadow reading as a technique to improve pronunciation.

Estimated Time: 1 hour

Needed Resources:

- Internet connection & device
- Smart phone with recording option
- Small piece of paper (for /p/ and /b/ sounds)
- **Handouts:** Conversation Starters; Pronunciation of /p/ and /b/; Pronunciation of /f/ and /v/; Shadow Reading Activity

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Welcome learner. Start with **Conversations Starters**.

Full explanation available in Games section.

- Conversation Starters

Activity 1: (5-7 minutes)

Say: We will start by watching an introductory video on “The Sounds of English”. You can also watch these videos at home to learn more about pronunciation.

Introduction to the Sounds of English

Link: <https://www.bbc.co.uk/learningenglish/english/features/pronunciation/introduction>

Ask: What called your attention in the video? Do you think you'd like to go on the website to learn more about pronunciation?

- Device & Internet Connection

Activity 2: (15 - 20 minutes)

Say: *We are going to look at two sounds /p/ and /b/. We will start with /p/ and then move on to /b/.*

*Let's watch a video and pay close attention to how this sound is formed in our mouths. In one part of the video you will need a little piece of paper to show how air moves when you make one of those sounds. See **Pronunciation /p/ and /b/.***

* Note to tutor: In the video you will see the phonetic transcription. Don't worry about this information. If your learner is curious, tell them that there is an international phonetic alphabet in which the symbols represent the sound (not necessarily the letter in the alphabet).

The Sounds of English: Voiceless Consonants -1

Link: <https://www.bbc.co.uk/learningenglish/english/features/pronunciation/vlessconst1>

After completing the first handout. Tell learner you will look at two more sounds /f/ and /v/. See **Pronunciation /f/ and /v/.**

The Sounds of English: Voiceless Consonants - 5

Link: <https://www.bbc.co.uk/learningenglish/english/features/pronunciation/vlessconst5>

Repeat the recordings as needed. Take time to look at how the sounds are produced in the mouth. Give learner time to repeat and think about how the sound is being produced.

Ask learner the following questions about each sound:

- **Tongue Position:**
 - Where is your tongue situated in your mouth?
 - Is it near your teeth?
 - Is it touching the roof of your mouth?
 - Is it touching the side of your teeth?
- **Air Flow:**
 - Do you feel air coming out?
 - Do you feel your vocal cords vibrating?
- **Lip Position:**
 - Are your lips closed or open?

- Small piece of paper
- Device & internet connection
- Pronunciation /p/ and /b/
- Pronunciation /f/ and /v/

Activity 3: (8- 10 minutes)

Say: *Now that we've looked at four sounds, we are going to focus on comparing two sounds. The /p/ and the /f/. I'm going to read a sentence, and I'd like you to write it down. Later we will compare your sentences and my sentences.*

A cup of coffee, please.

Offer her a piece of pineapple

The first place prize

The cup's half empty.

(ESL Gold, n.d., 2nd paragraph)

Compare your sentences and those of your learner. Next, get your learner to read the sentences in a different order to you. Explain that you will write the sound that you hear. If necessary, go back to the videos and watch how the sound is made (consider airflow, lip position, tongue position).

- Paper and pen

Activity 4/Closing: (10-15 minutes)

Say: *Today we will finish with an activity called "shadowing". It is a technique that can really improve your pronunciation in English. I will record you reading the text today and then will record you again in our fourth session. Let's see if we can hear a difference in your pronunciation.*

*First, I'd like you to read the text. See **Shadow Reading Activity***

Practice Shadow Reading

Link: <https://youtu.be/tXWnW-r90eA>

Encourage learner to practice shadow reading this text on a weekly basis, preferably 3-4 times a week. You will most likely notice a big improvement if they practice in the first and final recording if the learner practices regularly. Recording can be done using a smart phone.

Thank the learner for coming. Decide the details of your next meeting.

- Device and internet connection
- Shadow Reading Activity

Assessment/Success Criteria:

Did the learner gain a better understanding of minimal pairs and understand how shadow reading works?

YES / NO

Notes for next time:

If you notice that your learner is struggling with a few specific sounds, review those sounds in the next few lessons. Once a person can hear the difference, it is more likely that they will be able to produce the sound.

Tutor Tip: Shadow reading is a very effective technique to help the learner improve rhythm and stress in English. As they practice shadow reading, they will start “feeling” the rhythm of the English language. They will get better at this one text by practicing it enough, but ideally, they will be able to take some of that gained ability to feel the language into other speaking situations. If you google “shadow reading” online, you will find other practice activities. The one you used was created for this handbook.

Lesson Plan 2

Learner Name:

Date:

Objective(s): The learner will examine word stress and the use of “schwa” /ə/.

Estimated Time: 1 hour

Needed Resources:

- Internet connection & device
- Paper & pen
- Dictionary
- **Handouts:** Different language types; Word Stress

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Welcome learner. Start by playing “Two Truths and a Lie”. You need to write down three statements about yourself, two of them being true and one being false. Learner needs to guess which two are true and which one is false. Encourage learner to do the same.

Full explanation available in Games section.

- Paper & pen

Activity 1: (10-15 minutes)

Explain that some languages are syllable timed (like Chinese) while others are stress timed (like English). This makes a big difference in the rhythm of the language. Watch this short video to gain a better understanding. See **Different Language Types**.

Different Language Types by Mary Peacock

Link: <https://www.youtube.com/watch?v=sUMM5eCvi8w>

- Device & internet connection
- Different Language Types

Activity 2: (5-7 minutes)

Say: *Let's look at how we can see stress in a word.*

Tutor now says their name. Asks learner how many syllables and where the stress falls. Repeat with learner name.

Ask: Where is the stress? How many syllables are there?
Would it sound funny if it were said differently?

Write learner name and tutor name on a sheet of paper. Draw a big circle on the stressed syllable and a smaller circle on the unstressed syllables.

For example:

Pa - tri - cia

- Paper & pen

Activity 3: (10 -15 minutes)

Say: *Can word stress change the meaning of a word? I'm going to read a sentence to you. I want you to write it down.*

I like the dessert.

I like the desert.

Ask: *Did you hear the difference? Can you see how word stress can sometimes change the meaning of a sentence?*

According to BBC Teaching English - Word Stress, a stressed syllable has five features:

- *It is l-o-n-g-e-r (com p-u- ter).*
- *It is LOUDER - (comPUTer).*
- *It has a change in pitch from the syllables coming before and afterwards. The pitch of a stressed syllable is usually higher.*
- *It is said more clearly. The vowel sound is purer. Compare the first and last vowel sounds with the stressed sound.*
- *It uses larger facial movements. Look in the mirror when you say the word. Look at your jaw and lips in particular.*

- Word Stress

See **Word Stress**

Activity 4: (5 -7 minutes)

Say: Let's look at this word. Write "table". Elicit pronunciation. Now write "vegetable". Is the ending pronounced the same as "table"? No, it's not. The reason is that the stress isn't on "table", it's on "veg".

Let's look at how this happens with comfortable. Look it up in a dictionary and see where the stress is.

It's also on the first syllable. Now, how is the "a" pronounced in "comfortable"? Do you notice how it doesn't sound like an "a" at all?

So what does it sound like? It's a "schwa". The "schwa" is the most common vowel sound, but it doesn't have a representation in the alphabet! It sounds like "uh". It can be in the place of any vowel if it's unstressed. It's sometimes referred to as the "lazy vowel" since you really only drop your jaw and let air out.

Let's go back to vegetable. Can you hear the "vegt- uh- ble? That's the schwa!

Let's see it in a few words:

BANANA = buh-na-nuh

PRESIDENT = prez -uh-dent

OCCUR = uh- ccur

SUPPORT - suh-port

CELEBRATE = cel - uh- brate

Do you see how the "schwa" can happen in place of any vowel?

- Paper & pen
- Dictionary (on-line or paper)

Activity 5: (5 -7 minutes)

Say: Let's finish today's class by watching another BBC video that is going to teach you a little bit more about the "schwa".

English Pronunciation: Schwa

Link: <https://www.youtube.com/watch?v=KwDJnXt3ZVQ>

- Device & internet connection

Activity 6 / Closing:

Thank the learner for coming. Decide the details of your next meeting.

Assessment/Success Criteria:

Did the learner gain a better understanding of stress within a word and the “schwa”?

YES / NO

Notes for next time:

Encourage learner to keep practicing the shadow reading activity.

Tutor Tip: Pronunciation in a language can be divided into two big categories: segmentals and suprasegmentals. The segmentals focus on how the individual sounds can be described. The suprasegmentals focus on things like rhythm, intonation, and stress. If a learner is able to hear the rhythm of the language, they will have a better chance of being able to speak using the appropriate rhythm.

Lesson Plan 3

Learner Name:

Date:

Objective(s): The learner will describe rhythm and stress in English at a sentence/ paragraph level.

Estimated Time: 1 hour

Needed Resources:

- Internet connection & device
- Yellow highlighter
- **Handouts:** Matching Word Stress; Content and Function Word Samples; Find the Content and Function Words; Sentence Stress

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Welcome learner. Explain that today the focus will be on hearing the rhythm of the English language. Jazz chants can be very helpful to hear the musicality of a language.

Say: *Let's start with a jazz chant today.*

Jazz Chants - Hi! How are you?

Link: <https://www.youtube.com/watch?v=6U8-cdbfm14>

- Device & internet connection

Activity 1: (5 - 7 minutes)

Start with a matching activity where learner needs to match word stress to pattern. See **Matching Word Stress**.

- Matching Word Stress

| | |
|--|---|
| <p>Activity 2: (10 - 15 minutes)</p> <p>Say: <i>In English, stress varies within a word, but it also varies within a sentence. We can classify words into “content” words or “function” words. A content word is one that carries meaning. It’s a key word in the sentence. A function word is one that we need for the grammatical part of our sentence to make sense. See Content and Function Word Samples.</i></p> | <ul style="list-style-type: none"> • Content and Function Word Samples |
| <p>Activity 3: (10 - 15 minutes)</p> <p>Say: <i>Now, let’s use our sample sheet and find the content words in the reading about the Dinosaur Provincial Park. See Find the Content & Function Words.</i></p> | <ul style="list-style-type: none"> • Find the Content & Function Words |
| <p>Activity 4: (20 - 25 minutes)</p> <p>Say: <i>We are going to watch a video about content and function words. It will help us review some of the content we have seen so far. See Sentence Stress.</i></p> <p>Link: Sentence Stress: Content and Function Words https://www.youtube.com/watch?v=tZbcYTYkCNk</p> | <ul style="list-style-type: none"> • Device & internet connection • Sentence Stress |
| <p>Activity 5/Closing: (3-5 minutes)</p> <p>Thank the learner for coming. Decide the details of your next meeting.</p> | |
| <p>Assessment/Success Criteria:</p> <p>Did the learner gain a better understanding of stress and rhythm in English?</p> <p>YES / NO</p> | |
| <p>Notes for next time:</p> <p>Encourage learner to practice shadowing activity. Next class you will be doing the recording.</p> | |

Lesson Plan 4

Learner Name:

Date:

Objective(s): The learner will be introduced to linking consonant vowel sounds and describe the benefit of learning pronunciation strategies.

Estimated Time: 1 hour

Needed Resources:

- Internet connection & device
- Copy of first recording and recording device to do final recording.
- **Handouts:** The /f/ and /p/ Pyramid; Consonant Vowel Linking Examples; Consonant Vowel Linking

Activities

Needed Resources

Ice Breaker: (5-7 minutes)

Welcome learner. Explain that today you'll start with another jazz chant from Carolyn Graham.

Say: Let's start with a jazz chant today again. It's a little bit longer than the one we had last class.

Jazz Chants - How's Jack

Link: <https://www.youtube.com/watch?v=6iHfxfh6lyQ>

- Device & internet connection

Activity 1: (5 - 7 minutes)

*Say: In our first lesson we looked at a few sounds. Do you remember which ones? Let's go back and review two of the sounds /f/ and /p/. See **The /f/ and /p/ Pyramid**.*

Read one of the two options (fan or pan). Learner should circle. Later see if learner got them right.

- The /f/ and /p/ Pyramid

| | |
|--|--|
| <p>Activity 2: (7-9 minutes)</p> <p>Say: <i>In English we often link words. In this next video, we are going to see one example of when we link words. There are many more.</i></p> <p>Pronunciation: Consonant - vowel linking Link: https://www.youtube.com/watch?v=mV_CElroJs8</p> | <ul style="list-style-type: none"> • Device & Internet Connection |
| <p>Activity 3: (7-9 minutes)</p> <p>Say: <i>Remember, it is the vowel sound or consonant sound that is linked. So if a word ends in a silent “e”, the last audible sound was that of a consonant. Let’s look at a few examples to see if it makes more sense. See Consonant Vowel Linking Examples.</i></p> <p>Ask learner if they can hear the “link”. Read and repeat the sentences a few times. Tell learner that this is just one example of linking, there are other reasons to link sounds or even delete sounds depending on which two sounds are next to each other.</p> | <ul style="list-style-type: none"> • Consonant Vowel Linking Examples |
| <p>Activity 4: (10 - 15 minutes)</p> <p>Say: <i>Let’s go back to our Dinosaur Provincial Park Reading and connect the consonant and vowel sounds. Remember, it’s the sound that we are connecting, not necessarily the letters. See Consonant - Vowel Linking.</i></p> | <ul style="list-style-type: none"> • Consonant Vowel Linking |
| <p>Activity 5: (5 - 7 minutes)</p> <p>Say: <i>Now, it’s time to repeat our shadowing activity. I’d like you to read our text and I’ll record you. After your finished, we will listen to your first recording and this one.</i></p> <p>Record learner reading the Dinosaur Provincial Park.</p> | <ul style="list-style-type: none"> • Use copy of text you have at hand. |

Activity 6: (10 - 15 minutes)

Say: In our last four sessions, we talked about the following:

- 🔊 how sounds are formed (position of tongue, lips and airflow)
- 🔊 word stress
- 🔊 the “schwa” sound
- 🔊 rhythm
- 🔊 stress in content and function words
- 🔊 linking

Say: *As you listen to your first recording and now your final recording, I'd like you to take notes on how you have improved in the areas we discussed. I will do the same.*

Play the first recording. Play the last recording. If necessary, play the first recording again. Take notes of improvements you hear in your learners pronunciation. Share notes with each other.

Thank the learner for coming. Decide the details of your next meeting.

- Recording of first reading & recording of final reading.

Assessment/Success Criteria:

Did the learner gain a better understanding of linking? Was your learner able to think critically about areas in which they had improved in their pronunciation?

YES / NO

Notes for next time:

Throughout these lessons, as a tutor, you may have noticed other areas in pronunciation that your learner needs help with. The British Council website has many pronunciation videos and activities. The site called “Extra English Practice” also has more ready made videos with handouts for you to use.



Handouts



Conversation Starters



What is your favourite season?

Tell me about your family.

Tell me about your best vacation.

Tell me about your favourite food.

Tell me about your favourite movie.

Tell me about a beautiful place in your home country.

What can you cook?

Describe a typical dish from your home country.

Tell me about the weather in your home country/city.

Do you like sports? If so, which ones? Do you play a sport?

What do you like to do in your free time?

What is your favourite place to go shopping? Why?



Shadow Reading Practice

Instructions: First, read the text to the best of your ability. Your tutor will record you. Next, try reading it with the video. Practice reading with the video every day. In your fourth session, your tutor will record you again. You will hear your first recording and your final recording.

Link: <https://www.youtube.com/channel/UCBq-HICHnM-I3Zpu6iAY7rQ>

DINOSAUR PROVINCIAL PARK

Drive east on the Trans-Canada to Dinosaur Provincial Park in the Canadian Badlands, where you'll discover a unique otherworldly landscape of high stone cliffs, deep wind-swept grooves and towering hoodoos. The park is a protected UNESCO World Heritage Site and one of the richest bone beds in the world. Explore the lunar-like landscape on a guided fossil hunt, a bus tour or by hiking one of the rocky trails.

(Government of Alberta. (2015). *Alpine and jurassic discoveries*. <https://www.travelalberta.com/ca/plan-your-trip/itineraries/alpine-and-jurassic-discoveries/>)



Pronunciation /p/ and /b/

1) Highlight the sound /p/ in the words below:

pack

pan

copy

happen

hop

pop

2) Say the words below with a piece of paper. As you watch the video, circle the one where the paper moves. Watch the video again to check your answers.

| | |
|-------|-------|
| pack | back |
| punch | bunch |
| pump | bump |
| pull | bull |

3) Your tutor will read one of the words above and you need to write it below.

👂 _____

👂 _____

👂 _____

4) Now it's your turn. Make an "x" next to the words you will read. Don't let your tutor see. Your tutor should write down the words that they hear you say.



Pronunciation /f/ and /v/

1) Highlight the sound /p/ in the words below:

fat coffee rough fluff

2) You are going to look at the difference between /f/ and /v/. Fill in the blanks with what you hear in the video. She will say it numerous times.

| | |
|-------|-------|
| fan | |
| | leave |
| | of |
| rifle | |

3) Your tutor will read one of the words above and you need to write it below.

👂 _____

👂 _____

👂 _____

4) Now it's your turn. Make an "x" next to the words you will read. Don't let your tutor see. Your tutor should write down the words that they hear you say.



Different Language Types

Pre-video: Look at the picture. What do you think the difference is between a “syllable-timed language” and a “stress-timed” language?



(Avery & Ehrlich, 2008, p. 73)

During video: Listen to the video and check the sentences as you hear them.

- In most languages, the more syllables there are, the longer it takes to say something.
- The rhythm of a language changes depending on whether syllables are the same in length.
- In English, syllables vary in length.
- English is stress timed.
- In English, the amount of time it takes to say something does not depend on the number of syllables.
- If you learn the rhythm of the language you are trying to speak, you'll be a lot easier to understand.

Post- video: Look at the picture in the pre-video section. Does that picture make more sense now? Why or why not? Try to explain the picture to your tutor based on the information you have learned. If necessary, watch the video a second time.



Word Stress

Look at the words below. Look at the circles on the words. The bigger circle means that syllable is stressed. Can you see a pattern?

Where is the
STRESS?

| | |
|-----------------------------|---|
| <input type="radio"/> Speak | <input type="radio"/> <input type="radio"/> Speaker |
| <input type="radio"/> Teach | <input type="radio"/> <input type="radio"/> Teacher |
| <input type="radio"/> Lab | <input type="radio"/> <input type="radio"/> Labor |
| <input type="radio"/> Sing | <input type="radio"/> <input type="radio"/> Singer |
| <input type="radio"/> Drive | <input type="radio"/> <input type="radio"/> Driver |

If the word ends in -er, the stress is the same as in the root word stress.

How can you find out what the stressed syllable is in a dictionary? Look for the ' sign in the word. It's right before the stressed syllable. Look up a few of the words on our list to see if you can find it.



Word Stress Matching

Instructions: Put the word under the correct category.

✂

| | |
|---|---|
|   |   |
| PA-RENT | EM - BRACE |
| STU-DENT | SUS-PEND |
| MEM-BER | NE-GLECT |
| QUI-ET | BE-COME |
| NE-VER | A-VOID |

They are in the correct categories now. Notice how the verbs have the stress on the second syllable. This is not always true, but can often be the case.



Content Words & Function Words Samples

Content Words:

People, places, things & ideas: Ahmed, Drumheller, dinosaurs

Verbs without auxiliaries: discover, drive, explore

Words that describe nouns: unique, otherworldly, deep, high

Words that describe verbs: quickly, slowly, elegantly

Words that negate: don't, never, can't, not

Question words: What, Where? How much?

Words that replace nouns: I, he, she, it, they

Words that give detail to nouns: a, an, the, some, any, my, your

Connecting words: or, and, but, however, so

Words that tell relation to other words: in, on, under, next to,

Form of words to be or to have or modals: are, was, has, can, could, should

Function Words:



Find the Content & Function Words

Instructions: Highlight the content words yellow.

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Find the Content & Function Words Answer Key

DINOSAUR PROVINCIAL PARK

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Sentence Stress

Sentence Stress

To be used with video: <https://youtu.be/tZbcYTYkCNk>

What is sentence stress?

English is a stress-timed language. This means some syllables have more stress than other syllables.

Stressed syllables are **longer**, **louder** and at a **higher pitch**.

In general, content words are stressed, and function words are unstressed.

| Content Words (carry meaning) | Function Words (grammar) |
|---|------------------------------------|
| nouns | verbs (be, have, auxiliary) |
| verbs (main) | pronouns |
| adjectives | prepositions |
| adverbs | conjunctions |
| question words | modal verbs |
| negatives | determiners |

I. Underline the content words in each sentence. Read the underlined words only. Notice that you can understand the meaning perfectly.

1. You should call the doctor because my leg is broken.



2. Send me some money because I've lost my wallet.





Cats chase mice.

The **cats chase** the **mice**.

The **cats** are **chasing** the **mice**.

The **cats** have been **chasing** the **mice**.



Birds fly south.

The **birds fly** to the **south**.

The **birds** are **flying** to the **south**.

The **birds** will be **flying** to the **south**.



III. Match the sentences with the appropriate stress pattern.

1 . ● ● ●

3 ● ● ● ●

2 ● ● ● ●

4 . ● ● ●

The bus is late. 4

Misha made it. _____

English is hard. _____

It's not a game. _____

Books are useful. _____

I don't see it. _____

He saw her there. _____

Larissa laughs. _____

IV. Mark sentence stress with circles. ● ●

● ● ● ● ●
I drove to the beach.

I like to have pizza.

I saw my family.

I love hamburgers and fries.

I was at my cottage.

I always eat salad.



Consonant - Vowel Linking Samples

In English, we find very few rules that ALWAYS happen, but the one we are going to look at today ALWAYS happens.

If a word ends in a consonant sound and the next word starts with a vowel sound, it will be linked.

* Pay attention that it's the consonant SOUND and vowel SOUND. In English we have a lot of silent letters, so try to forget a bit about the spelling and focus on the SOUND that you hear.

| | |
|-------------------------------------|---------------------------------------|
| In and out | "i na nout" (the /d/ is dropped) |
| Such a nice evening | "Su cha ni cevening" |
| Is Alvin over there? | "I zalvi nover there?" |
| I'm already there | "I malready there" |
| My goal is to travel around America | "My goa lis to trave laroun dAmerica" |

(Tools for Clear Speech. (n.d.). *Consonant to Vowel Linking*. <https://fcs.baruch.cuny.edu/consonant-to-vowel-linking/>)



Consonant - Vowel Linking

Instructions: Find all the examples of where one word ends with a consonant **sound** and the next word starts with a vowel **sound**. Link them.

DINOSAUR PROVINCIAL PARK

Drive east on the Trans-Canada to Dinosaur Provincial Park in the Canadian Badlands, where you'll discover a unique otherworldly landscape of high stone cliffs, deep wind-swept grooves and towering hoodoos. The park is a protected UNESCO World Heritage Site and one of the richest bone beds in the world. Explore the lunar-like landscape on a guided fossil hunt, a bus tour or by hiking one of the rocky trails.

(Government of Alberta. (2015). *Alpine and jurassic discoveries*. <https://www.travelalberta.com/ca/plan-your-trip/itineraries/alpine-and-jurassic-discoveries/>)



Consonant - Vowel Linking Answer Key

Instructions: Find all the examples of where one word ends with a consonant sound and the next word starts with a vowel sound. Link them.

DINOSAUR PROVINCIAL PARK

Drive east on the Trans-Canada to Dinosaur Provincial Park in the Canadian Badlands, where you'll discover a unique otherworldly landscape of high stone cliffs, deep wind-swept grooves and towering hoodoos. The park is a protected UNESCO World Heritage Site and one of the richest bone beds in the world. Explore the lunar-like landscape on a guided fossil hunt, a bus tour or by hiking one of the rocky trails.

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GAMES

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GAMES

While games may not be the first thing you think of when you imagine a tutoring lesson, they certainly can make learning more fun! Games are never the lesson itself, they are a part of the lesson and point towards an educational goal.

When learners are relaxed and having fun, it is easier for them to learn. With adult learners, the game should always have a clear connection to the topic being studied. It is important to explain to your learner that the game will help them review and repeat the content being studied.

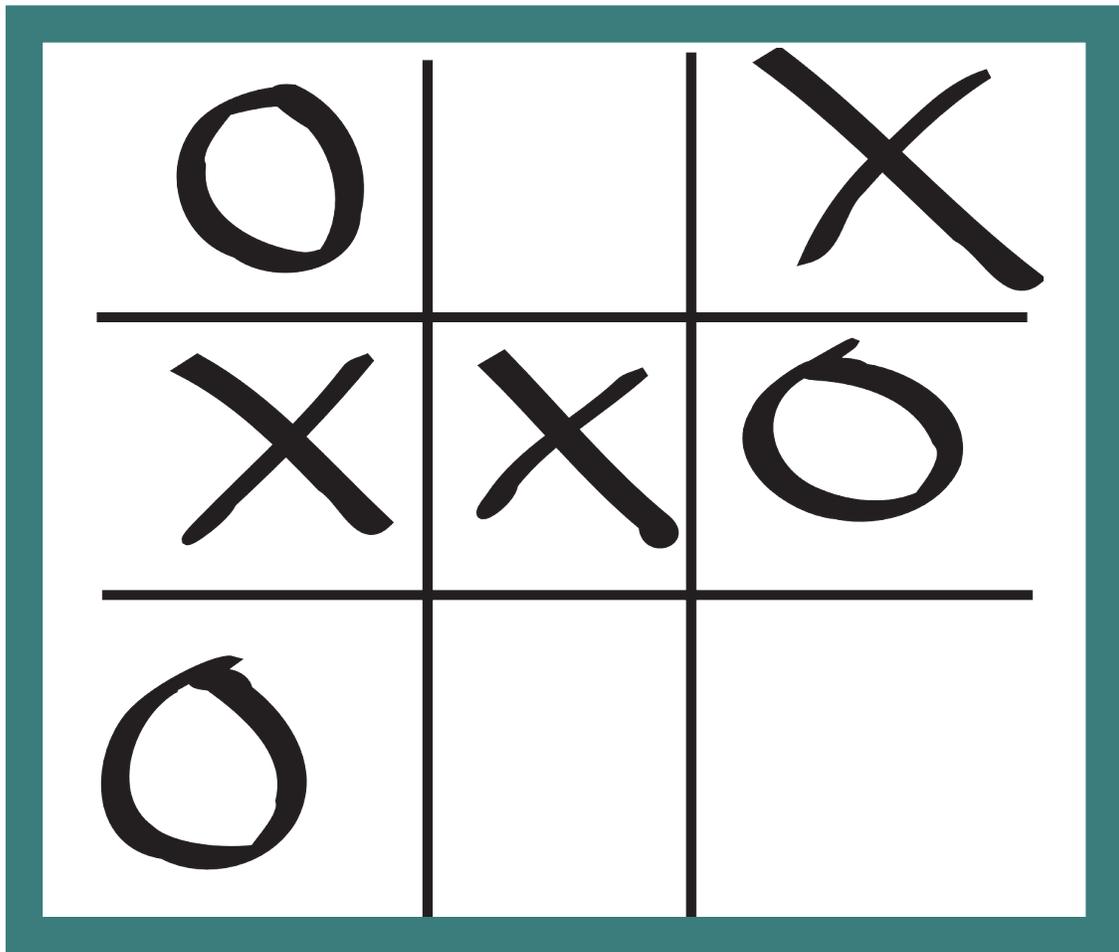
It can be very useful to play the same game a few times with different content. That way, the learner can focus on the content and not on the rules of the game.

The games in this unit are divided into “adaptable games”, “icebreakers” and “grammar games”. You will find an overview of all the games and a detailed description along with accompanying handouts/examples at the end.

In a tutoring situation, there are no other “ESL” players for your learner to play “against”, so you can join in the fun and be the second player. You can also use a timer so your learner can “race” against their own time. Be sure to check with your learner if they enjoy the use of a timer or a friendly competition. If they don’t, you can still play the game, but ignore points or timers.

A lot of the games in this section can be adapted to be used if tutoring online. They have a little computer icon next to them in the overview. The game description portion has the full explanation as to how it could be played in lesson or online.

Games often give the learner the opportunity to practice a structure numerous times in way that isn’t tedious. They also help “liven up” the session. Just remember to adapt the games so that they focus on the topic your learner is studying.



Ice-breakers

These activities are great for those first five minutes of the lesson.

Adaptable Games

These games can be played with many different topics and structures. They are low prep and easy to include any time in the lesson.

Grammar Games

These fun games can be played when a specific grammatical structure is being worked on.

Overview - Adaptable Games

| Game | Goal | Quick Tips |
|--|---|---|
| Tic Tac Toe with a Twist    | To review grammatical structures, content, vocabulary, etc. | <ul style="list-style-type: none">• Write the sentences to be reviewed. Include correct and incorrect ones.• Play <i>Tic Tac Toe</i> with learner. Learner can only add an “X” or an “O” if they are able to identify if the sentence is right or wrong. |
| Sentence Bid/Auction    | To review grammatical structures, content, vocabulary, etc. | <ul style="list-style-type: none">• Write the sentences to be reviewed. Include correct and incorrect ones.• “Give” learner \$500 on a sheet of paper.• Learner needs to bet if that sentence is correct or incorrect.• If their guess is right, they “win” the amount they bet. If it’s wrong, the tutor “wins” that money, and learner loses it. |
| Odd One Out    | To review vocabulary, grammatical structures, content, etc. | <ul style="list-style-type: none">• Write a list of 4 words belonging to one category with one “odd” word.• Learner needs to find the odd word.• Include a few sets if possible. |

| Game | Goal | Quick Tips |
|---|---|--|
| <p>Playing with Dice</p>  | <p>To review vocabulary</p> | <ul style="list-style-type: none"> • Select a category. • Roll one die (or two dice). • Learner should say as many words as the number that came up on the die. • Set a timer if you want to make it more competitive. |
| <p>Memory Game</p>  | <p>To review definitions and words, verbs, etc.</p> | <ul style="list-style-type: none"> • Cut up small squares. • Write a vocabulary word on one card, a definition on another. • Place them face down and mix them up. • Take turns picking two up and try finding the pairs. |
| <p>Bingo</p>  | <p>To review definitions and words, verbs, etc.</p> | <ul style="list-style-type: none"> • Photocopy or draw a bingo card. • Make a list of 18 vocabulary words on slips of paper. These are your bingo words. • Tell learner to choose 12 of those words and write them on the bingo card. Tutor does the same. • Pull out the words and see who gets three in a row first. |
| <p>60 Seconds</p>  | <p>To practice fluency in writing or speaking</p> | <ul style="list-style-type: none"> • Give learner a topic. • Give them 60 seconds to think about it. • Then give them 60 seconds to either write or talk about it nonstop - without worrying about accuracy. |

Overview - Ice Breakers

| Game /Activity | Goal | Quick Tips |
|--|--|--|
| Two Truths and One Lie  | Get to know each other | <ul style="list-style-type: none">• Write three sentences - two true and one false.• Take turns reading the sentences and guessing which one is false. |
| Paper Conversation  | Get to know each other, practice writing | <ul style="list-style-type: none">• Tell your learner that instead of talking about their week, you will have a conversation on paper.• Start by writing “How was your week?”• Learner should respond by writing their answer and asking another question to keep the conversation going on paper (Thornbury, 2005). |
| Would You Rather?  | Get to know each other | <ul style="list-style-type: none">• Write out a few opposites (sun/ rain; hockey/ soccer; etc.).• Ask learner what they would rather have/play/do.• Share your own response as well. |

| Game /Activity | Goal | Quick Tips |
|--|---|---|
| <p>Conversation Starters</p>  | <p>Get to know each other</p> | <ul style="list-style-type: none"> • Choose a few conversation starters on handout Conversation Starters. • Allow learner to share, and share your answers as well. |
| <p>Three Things in Common</p>  | <p>Get to know each other</p> | <ul style="list-style-type: none"> • With learner, try to come up with three things you have in common. • Think of big categories like: food, sports, weather preferences, hobbies, travel destinations (etc.). |
| <p>Fortunately/ Unfortunately</p> | <p>Speaking, practice telling a story</p> | <ul style="list-style-type: none"> • Tell learner a story using alternating sentences with “Fortunately” and then “Unfortunately”. • Encourage learner to do the same. Stories can be true or made up. • A “category” could be given to facilitate (fishing, camping, shopping, etc.). |

Overview - Grammar Games

| Game/Activity | Goal | Quick Tips |
|--|--|--|
| <p>Spot the Difference</p> <p>  </p> | <p>Asking questions (present continuous and/or simple present)</p> | <ul style="list-style-type: none">• See Spot the Difference hand-out.• Give one picture to your learner, keep one for yourself.• Tutor and learner should ask each other questions to discover the differences between the two pictures. |
| <p>Twenty Questions</p> <p>  </p> | <p>Asking questions (to be and/or simple present)</p> | <ul style="list-style-type: none">• Prepare a list with vocabulary items being studied.• Learner should ask questions using the simple present to try to find out what the word is.• Put a check for each question asked. The goal is to find out what it is before reaching 20 questions. |
| <p>Jigsaw Dialogue / Story</p> <p>   </p> | <p>Word order, dialogue order</p> | <ul style="list-style-type: none">• This can be adapted to various grammar topics.• Cut up a sentence if working on sentence structure. Cup up a dialogue if working on dialogues.• Place strips in a bag and ask learner to put them in order. |

| Game /Activity | Goal | Quick Tips |
|---|------------------------------|--|
| Action Photos  | Future tenses | <ul style="list-style-type: none"> • Find an action picture (in a magazine or online). • Ask learner to write what they think will happen next in the picture. • See handout Action Photos. |
| What Does It Remind You of?  | Adjectives | <ul style="list-style-type: none"> • See handout What Does It Remind You of? • Ask learner to write the first thing that adjective reminds them of. • Next, tutor should write what it reminds them of. • Trade the paper back and forth until all the adjectives have been completed (Woodward, p. 191, 1997). |
| Have You Ever?  | Present perfect, simple past | <ul style="list-style-type: none"> • See handout Have You Ever? • Cut out cards and ask each other questions. • Talk about learner answers. |
| Asking Questions  | Get to know each other | <ul style="list-style-type: none"> • Print and cut up handout Asking Questions. • Turn a card over, try to ask a question that will get your learner to give the answer on the card. • Have your learner do the same (Woodward, 1997). |

Adaptable Games

Tic Tac Toe with a Twist

- Preparation:** Write nine sentences based on topic being studied - some should be correct and others incorrect. (See **Tic Tac Toe with a Twist**)
- Materials:** Pen and paper
- Time:** 5 minutes
- Procedure:**
1. Ask learner if they know how to play ***Xs and Os*** or ***Tic Tac Toe***. If learner doesn't know how to play, teach the game.
 2. Draw a grid with numbers. Each of these numbers should have a corresponding sentence. The sentences should be a mix of correct and incorrect statements. Only show learner grid.
 3. Start the game. Learner should pick a number. Read the corresponding sentence. Learner should say if it's right or wrong. If their answer is correct, they can make an X or an O. If their answer is wrong, tutor can draw an "X" or an "O".
- Online :** Use the "whiteboard" in the platform to play. Allow learner to use their "pen" to write on the whiteboard.
- Example:** Growing in Your Job, Lesson 4

....

Sentence Bid/Auction

- Preparation:** Write six to ten sentences based on topic being studied. Write a mix of correct and incorrect sentences. (See **Sentence Auction**)
- Materials:** Pen and paper
- Time:** 5- 10 minutes
- Procedure:**
1. Tell learner you will "give" them \$500 on a sheet of paper. Write down learner name and the amount.
 2. Explain that you will write down a sentence and they need to "bet" using the money on the paper. They need to say "I bet \$100 it's correct" or "I bet \$50 it's incorrect".
 3. If they get it correct, they can add that money. If they get it incorrectly, the money is "given" to the tutor on the paper.

Online: Use the “whiteboard” in the platform to write sentences and record points

Example: Learning English with Children’s Books, Lesson 4 (Level 2)

....

Odd One Out

Preparation: Write sets of four vocabulary words being studied with one “odd” word in each set. (See **Odd One Out**)

Materials: Pen and paper

Time: 5-8 minutes

Procedure:

1. Show learner a set of five words. Explain that one word doesn’t “match” the set.
2. Do the first set for your learner.
3. Ask learner to find the “odd” word out in the remaining sets.
4. If they get it right, they get the “point”, if they get it wrong, the instructor gets the point.

Online: Write the words on the whiteboard. Allow learner to use “pen” to circle the odd one out.

Example: Growing in Your Job, Lessons 2 & 3

....

Playing with Dice

Preparation: Determine categories to be played with. For example: simple past verbs, sentences in the present, vocabulary related to topic, etc.

Materials: Pen, paper & dice

Time: 5-8 minutes

- Procedure:
1. Share the category(ies) with learner. Ensure that they understand the category(ies).
 2. Tell learner to throw the die (or dice).
 3. The number learner rolls determines the amount of sentences/ vocabulary words that need to be written.
 4. If learner enjoys being put under a little bit of pressure, set a timer to see if your learner can do them within a set amount of time. *(Possibly start with one minute and then add or take away time depending on how well your learner is doing)*

Online: Use real dice on your end - roll it and show the number on the camera. If learner has dice at their house, let them roll and show you.

Example: Growing in your Job, Lessons 2 & 3

....

Memory Game

Preparation: Prepare cards according to topic being studied. (See **Memory Cards**)

Materials: Pen, paper, scissor & prepared cards

Time: 5-8 minutes

- Procedure:
1. Ask learner if they know how to play *Memory*. If not, game should be explained.
 2. Show learner two pairs. Explain that the goal is to find the pair. Play a demo game with four cards faced down. Turn two over, ask the learner if that is a pair. Continue with the other two.
 3. Once learner understood that the goal is to find the pair, tutor and learner can play against each other trying to find the pairs.
 4. In order to make it a little bit more difficult, whenever someone turns a card over, learner could be asked to say what the pair for that card would be.
 5. Play the game at least twice.

Future tip: Tutor can also make the cards with the learner by printing a blank set of memory cards (See **Memory Cards Blank**). First make a list of words, then write their matching pair. Save the cards to play when you have those extra few minutes.

Online Tutor can place cards on the table, then turn the camera around so learner can tell tutor which card to turn over. OR play it using the whiteboard. Tutor can draw a grid on the “whiteboard” with numbers in each grid. Each number corresponds to a word.

| | | |
|----|----|----|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |
| 10 | 11 | 12 |

ANSWER KEY

| | | |
|---------|--------|-----------|
| 1 DROVE | 2 CAME | 3 BUY |
| 4 SWIM | 5 SAW | 6 DRIVE |
| 7 COME | 8 EAT | 9 SWAM |
| 10 ATE | 11 SEE | 12 BOUGHT |

1. Learner asks for two numbers (1 & 5 for example). Tutor writes “drove” next to number one and “saw” next to number five. They are not a pair, so tutor erases the words (but leaves the grid).
2. Learner tries again, asking for two other numbers - for example, 2 & 9 Tutor writes “came” next to number two and “swam” next to number nine. They aren’t a pair so tutor erases the words, but leaves the grid. Learner tries again.
3. The goal is for the learner to find all the pairs.

To add some additional practice, tutor could ask learner to say the “matching” pair after writing one of the numbers on the board. For example, if learner asks for number 1, tutor writes “drove” and asks learner: What is the present of “drove?”. This would give the learner some additional practice.

Example Finding a Job, Lesson 2

....

Bingo

Preparation Photocopy two **Bingo Cards** & **Bingo Vocabulary Words**

Materials Pen, Bingo cards, Bingo words, scissors and beans (or other small item such as Bingo chips)

Time: 5-10 minutes

- Procedure:
1. Ask learner if they know how to play *Bingo*. If not, game should be explained.
 2. Either fill out the **Bingo Vocabulary Words** beforehand, or fill it out with learner. Show learner **Bingo Vocabulary Words**. Ask learner to choose from the list to fill in their blank **Bingo Card** (*Tutor should also fill out a blank grid*).
 3. After both the tutor and learner have filled out a **Bingo Card**, the **Bingo Vocabulary Words** should be cut up.
 4. Tutor picks up a card and reads it out. If learner or tutor have this card on their grid, they can place a bean on it.
 5. First person to have a line either vertically, horizontally or diagonally wins.

Online: Encourage learner to make a Bingo card at home. Make one for yourself. Have paper slips with words to call. See who gets a “row” first - you or your learner.

Example: Living in Canada, Lesson 4 (Level 2)

....

60 Seconds

Preparation: Think of a topic being studied (See **60 seconds**)

Time: 2-3 minutes

Procedure: This can be a writing or speaking activity.

Writing:

1. Give the learner a topic that is being studied (for example: *History of Canada* if preparing for citizenship test)
2. Give learner 60 seconds to think about the topic.
3. Tell learner to write as much as they can remember about the topic, without worrying about spelling, punctuation or sentence structure. They should try not to put the pen down. If they run out of things to write, they can write *blah,blah* until a new idea comes.
4. Set the timer to 60 seconds and encourage learner to write.
5. After the 60 seconds, tutor can give learner a chance to self-edit and review work. Often learners will be surprised by how much they can write.

Speaking:

1. Give the learner a topic that is being studied.
2. Give them 60 seconds to think about topic and jot down any notes.
3. Set the timer to 60 seconds again and encourage learner to try to speak without stopping for 60 seconds (not worrying about accuracy, just focusing on fluency).

Online Encourage learner to use the “text” feature to type on the whiteboard or to write in the chat box.

Example: Learning English with Children’s Books, Lesson 4 (Level 2)

Online: Use the “chat box” to have your conversation.

Example: Finding a Job, Lesson 2

....

Would You Rather... ?

Preparation : Make a list of things to compare (See **Would You Rather...?**.)

Materials Pen and paper

Time: 5 minutes

Procedure:

1. Read a sentence strip to learner. For example: Would you rather drink *coffee* or *tea* for breakfast? Tell learner your preference using the structure *I'd rather drink...* Write your response on a piece of paper.
2. Make sure that your learner understands the structure *Would you rather?* Explain that they should choose which one they prefer. If your learner has a lower level of English, consider using pictures or using objects. Remember to tell the learner which verb to use (drink, eat, travel...)
3. If possible, ask your learner to explain *Why?* Share your answers as necessary.

Online Make a PPT presentation with images of “Would you rather”. Share your screen and let learner choose OR just do the activity orally. Google “John Burningham - Would you rather” for a fun activity.

Example: Learning English with Children’s Books, Lesson 4 (Level 1)

Tutor Tip: The 60 second activity is based on a UK show called “Just a minute”. Harmer (2012) suggests that incorporating these “fun” games provide the learner with an amusing way to increase fluency.

Conversation Starters

| | |
|-------------|---|
| Preparation | None |
| Materials | List of conversation starters (See Conversation Starters) |
| Time | 5 minutes |
| Procedure | <ol style="list-style-type: none">1. Choose two - three conversation starters.2. Questions/topics should be chosen according to learner level.3. For some of the questions, it might be necessary to <i>pre-teach</i> some of the vocabulary the learner will need to answer the questions. |
| Online: | Read the conversation starter or write it on the whiteboard or in the chatbox. |
| Example: | Learning English with Children's Books, Lesson 1 (Level 2) |

....

Three Things in Common

| | |
|-------------|---|
| Preparation | None. |
| Materials | Pen and paper |
| Time: | 5 minutes |
| Procedure | <ol style="list-style-type: none">1. Write a few big categories on a piece of paper:<ol style="list-style-type: none">a) foodb) familyc) sports2. Ask learner: <i>What is your favorite food?</i> Write down your learner's favorite food. Tell your learner your favorite food. If it's the same, you have found one thing in common. If it's different, keep asking questions. (Other category ideas could include: physical appearance, hobbies, fears, movies, etc.) |
| Online: | Use the whiteboard or write categories in chat box. |
| Example: | Getting to Know your Learner, Lesson 1 |

Fortunately/Unfortunately

| | |
|-------------|--|
| Preparation | None |
| Materials | None |
| Time | 7-10 minutes |
| Procedure | <ol style="list-style-type: none">1. Ask learner if they understand the words “Fortunately” and “Unfortunately”. If they don’t, explain.2. Tell learner you will tell them about an event that happened.3. Start by saying “<i>Unfortunately I didn’t have any milk for my coffee this morning. Fortunately, I have a supermarket close to my house. Unfortunately it was raining. Fortunately, I have an umbrella.</i>”4. Either decide on a time limit or a number of sentences to include. Possibly give learner a category like: Shopping, camping, studying for a test, traveling, etc.5. Tell your learner to think about a situation and do the same - alternating between “Fortunately” and “Unfortunately”. The goal is to come up with a funny (not necessarily true!) story (Bolden, n.d.). |
| Online: | Follow the same procedure. |
| Example: | Preparing for a Driver’s Test, Lesson 2 |

Tutor Tip: Many of the games in this section were inspired by Woodward’s free book called “Fun with Grammar”. You can find the link in the references.

Grammar Games/Activities

Spot the Difference

- Preparation : Photocopy handout **Spot the Difference**
- Materials Pen and paper
- Time: 5- 8 minutes
- Procedure: 1. Give *Part A* to your learner and keep *Part B* only in your sight.
2. Explain that you will need to find the differences between the two parts. Model a question for your learner: *Is the woman running?*
3. Ask each other questions until you have found all eight differences.
- Answer Key:** Man's shirt, women's glasses, birds, sail, dog, pail, chair.
- * *"Spot the Difference" handouts can also be found with a focus on prepositions.*
- Online: Send learner handout via email. Follow procedure.

....

Twenty Questions

- Preparation Make a vocabulary word list based on one or more categories. (See **Twenty Questions**)
- Materials Pen and paper
- Time 8-12 minutes
- Procedure 1. Tell your learner that you have picked a word from a category (for example: kitchen).
2. Explain that your learner should try to ask questions in order to discover which kitchen item it is. For every question, you will make a mark. The goal is for the learner to find out what kitchen item it is before reaching 20 questions.
- Online: Follow same procedure.

Example: Living in Canada, Lesson 3 (Level 2)

....

Jigsaw Dialogue / Story

Preparation Write out a dialogue or sentence, cut it up and place it in an envelope. (See **Jigsaw Dialogue/Story**)

Materials: Paper, pen and scissors

Time 8-10 minutes

Procedure:

1. Place cut up sentences/dialogues in an envelope. Color coding helps keep sentences separate.
2. Give learner envelope and explain that they need to piece it together.
3. If you have multiple sentences of equal level, and your learner enjoys “racing against the clock”, you can set a timer to see if they can beat their own time.

Online Prepare a PPT presentation with the sentences mixed up. Encourage learner to use writing tool to number them in the correct order.

Example: Learning English with Children’s Books, Lesson 4 (Level 2)

....

Action Photos

Preparation Find an action picture that includes vocabulary the learner is familiar with. (See **Action Photo**)

Materials Action photo

Time: 5 - 7 minutes

Grammar Games/Activities

- Procedure: 1. Look at the picture and tell learner to make predictions as to what will happen next.
2. As a follow up, learner could write the sentences as well.

Online: Follow same procedure.

....

What Does It Remind You of?

Preparation Photocopy of **What Does it Remind You of?** (or make your own)

Materials Paper and pen

Time: 8-10 minutes

- Procedure 1. Review the words (adjectives) with learner. If learner doesn't know any of the words, look them up or explain the words.
2. Learner writes what place, thing or person that adjective reminds them of. Allow learner to do all of them and then discuss OR you can do one at a time and share what association was made. (Woodward, 1997, p. 191)

Example Learning English with Children's Books, Lesson 3 (Level 2)

....

Have You Ever ..?

Preparation Photocopy of **Have You Ever?**

Time: 8-10 minutes

- Procedure: Cut out the handout. Place cards face down. Pick one up at a time and discuss the answer.

Asking Questions

| | |
|-------------|---|
| Preparation | Short answers on slips of paper (See Asking Questions) |
| Materials | Pen, paper and scissors |
| Time | 7-10 minutes |
| Procedure | <ol style="list-style-type: none">1. Cut out the cards on handout.2. Place them in a pile.3. Pick one up and try to ask learner a question that will make learner say what is on your card. Show learner your card.4. Encourage learner to do the same. Assist as necessary.5. If you want to make it competitive, the person who asks the question that prompts the answer immediately gets a point. |
| Online: | This one would be a little bit trickier to do online. You could send the learner the PDF with the short answers and ask them to print it and cut it up. They could then put it in a pile at their home, pick one up, try to ask the question and then show it to you via video. |



Handouts



Tic Tac Toe (*Sample*)

Instructions: Draw the grid on a sheet of paper. Keep the sentences hidden. Tell the learner to pick a number on the grid. Read the corresponding sentence. If the learner gets it right, they can draw an “X” or an “O”. If they get it wrong, the tutor can draw the “X” or the “O”.

| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 | 9 |

Sample Sentences (*Only for tutor to see*)

1. I am went to the beach. (*Incorrect*)
2. I was at the park. (*Correct*)
3. She were there. (*Incorrect*)
4. They went to the party. (*Correct*)
5. We were at the zoo. (*Correct*)
6. It were big! (*Incorrect*)
7. She boughts the cake. (*Incorrect*)
8. They leaved the game. (*Incorrect*)
9. I was at work. (*Correct*)



Sentence Bid/Auction (*Sample*)

Instructions: Tell learner you will “give” them \$500 on the board. Next, you will read a sentence. They will bet if that sentence is correct or incorrect and say how much money they are betting. If they get it right, they “get” that money. If they get it wrong, the tutor “gets” that money.

You can test the learner in content or grammatical structures.

Content-related example:

Tutor: In Alberta, you can take the road test the first time when you are 21 years old.

Learner: *I bet \$200 that the sentence is false.*

Tutor: *Good! You are right! Now you have \$700.*

Tutor: In Alberta, you can take the road test with your own car.

Learner: *I bet \$300 that the sentence is false.*

Tutor: *I'm sorry! That sentence is actually true! Now I have \$300!*

On a sheet of paper:

| Learner | Tutor |
|---------------|--------|
| \$500 (START) | |
| +\$200 | +\$300 |



Odd One Out (*Sample*)

Instructions: Find the odd one out. If the learner finds the correct word, they get the point. If they choose the wrong word, tutor gets the point.



| | | | | |
|--------|--------|------------|---------|-----------------|
| PLAY | HOLD | SHARE | LEARN | APPLE |
| LAUGH | CHAIR | LISTEN | RESPECT | SING |
| CANADA | HIM | WE | ME | YOU |
| MOTHER | FATHER | FAMILY | SON | DAUGHTER |
| BIRD | ROSE | MOON | PLASTIC | STARS |
| PICNIC | APPLE | SANDWICHES | NUMBER | WATERMEL- ON |



Memory Game (*Sample*)

Instructions: Cut out cards. Ensure that you can't see through them (*possibly paste another sheet on the back*).



| | |
|-------|--------|
| SEE | SAW |
| GO | WENT |
| EAT | ATE |
| DRINK | DRANK |
| BUY | BOUGHT |
| LEAVE | LEFT |
| SIT | SAT |



Memory Game (*Blank*)



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



Bingo Vocabulary Words

(Sample)

Instructions: Write all the words to be used in your Bingo game here. Then choose eight to write on your **Bingo Card**. Cut these cards up and place them upside down and picked up randomly, one by one.

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



Bingo Vocabulary Card

(Sample)

Instructions: Choose words from your **Bingo Vocabulary Words** to write on your **Bingo Card**. Both tutor and learner should fill out this Bingo card. Pick up one vocabulary word. If tutor or learner has this word on their card, add a chip. The first person to have a diagonal, horizontal or vertical row wins.

| | | |
|--|-------------------|--|
| | | |
| | FREE SPACE | |
| | | |



Would You Rather?

(Level 2)



**DRINK MILK OR WATER
AT DINNER?**

**WRITE WITH A PEN
OR A PENCIL?**

**EAT FISH
OR CHICKEN?**

**READ A BOOK ONLINE
OR ON PAPER?**

**WALK OR BIKE
AT A PARK?**

BE HEALTHY OR WEALTHY?

**GET MC DONALD'S OR
TIM HORTON'S COFFEE?**

**WATCH A MOVIE
OR A SERIES?**

**TRAVEL BY BUS
OR TRAIN?**

**TRAVEL BY BOAT
OR PLANE?**

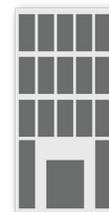
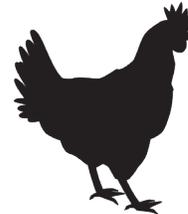
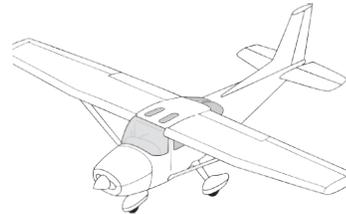
**VISIT THE MOUNTAINS
OR THE BEACH?**

**WORK AT HOME
OR IN AN OFFICE?**



Would You Rather?

(Level 1)





Conversation Starters



What is your favourite season?

Tell me about your family.

Tell me about your best vacation.

Tell me about your favourite food.

Tell me about your favourite movie.

Tell me about a beautiful place in your home country.

What can you cook?

Describe a typical dish from your home country.

Tell me about the weather in your home country/city.

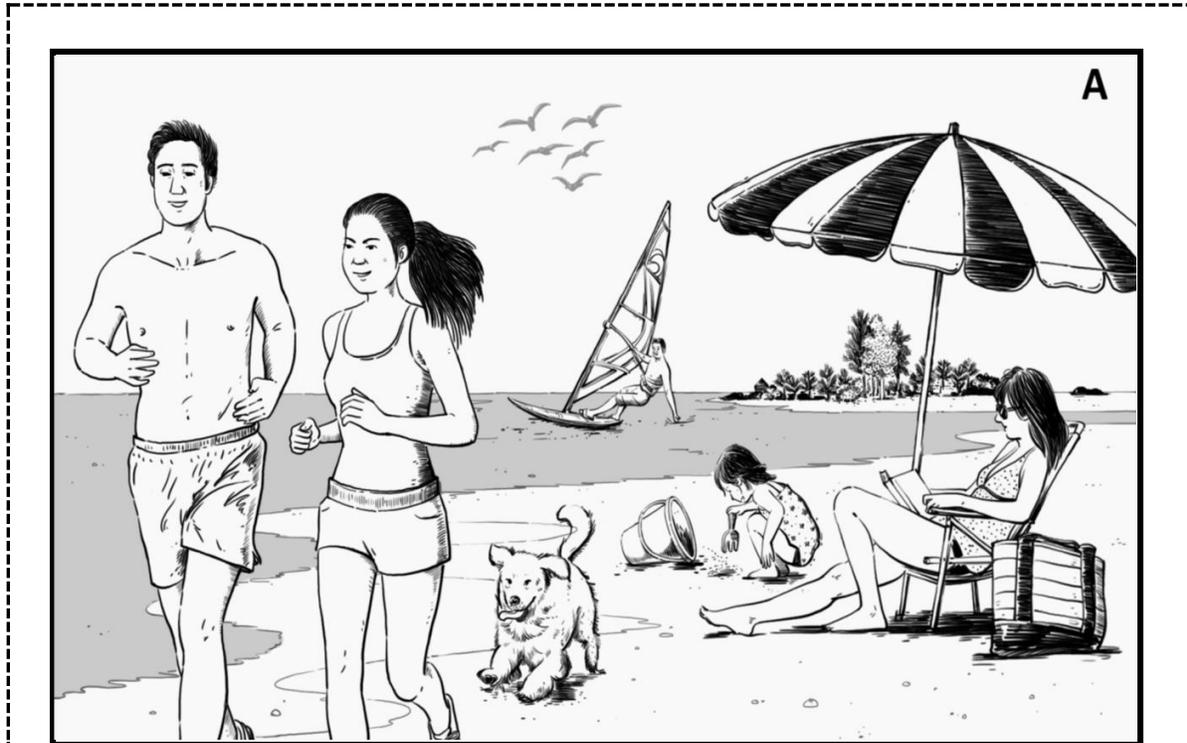
Do you like sports? If so, which ones? Do you play a sport?

What do you like to do in your free time?

What is your favourite place to go shopping? Why?



Spot the Difference



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Twenty Questions

Instructions: Choose a category being studied. Prepare a list of words connected to this category. Write the words on strips of paper. Possibly glue another sheet to it so it's not see through. Pick up a card. Learner needs to ask questions to discover what the word is.

Example:

Learner: Is it big?

Tutor: Yes.

Learner: Is it in the kitchen?

Tutor: Yes.

Learner: Is it cold?

Tutor: Yes.

Learner: Is it the fridge?

Tutor: Yes.

*Learner used 4 questions to discover the word. Encourage the learner to find out what the next word is in less than five questions.



| | | | | |
|-----------|------------|-------|----------|--------------|
| FRIDGE | CUP | SPOON | CUPBOARD | BOWL |
| DRAWER | TEAKETTLE | CHAIR | TABLE | COFFEE MAKER |
| MICROWAVE | FORK | KNIFE | STOVE | OVEN |
| PLACE MAT | DISHWASHER | MIXER | BLENDER | PAN |



Jigsaw Sentences

(Simple Present)

Instructions: Cut up the sentences below. They are written in different colors so that it's easy to separate them. Ask your learner to try to put the words in order to make a sentence.

| | | | | |
|------|--------|----------|--------|--------|
| I | run | on | the | beach. |
| She | bakes | cookies. | | |
| They | play | in | the | snow. |
| He | rides | his | bike. | |
| We | play | soccer. | | |
| He | dances | and | sings. | |
| She | gives | me | a | hug. |

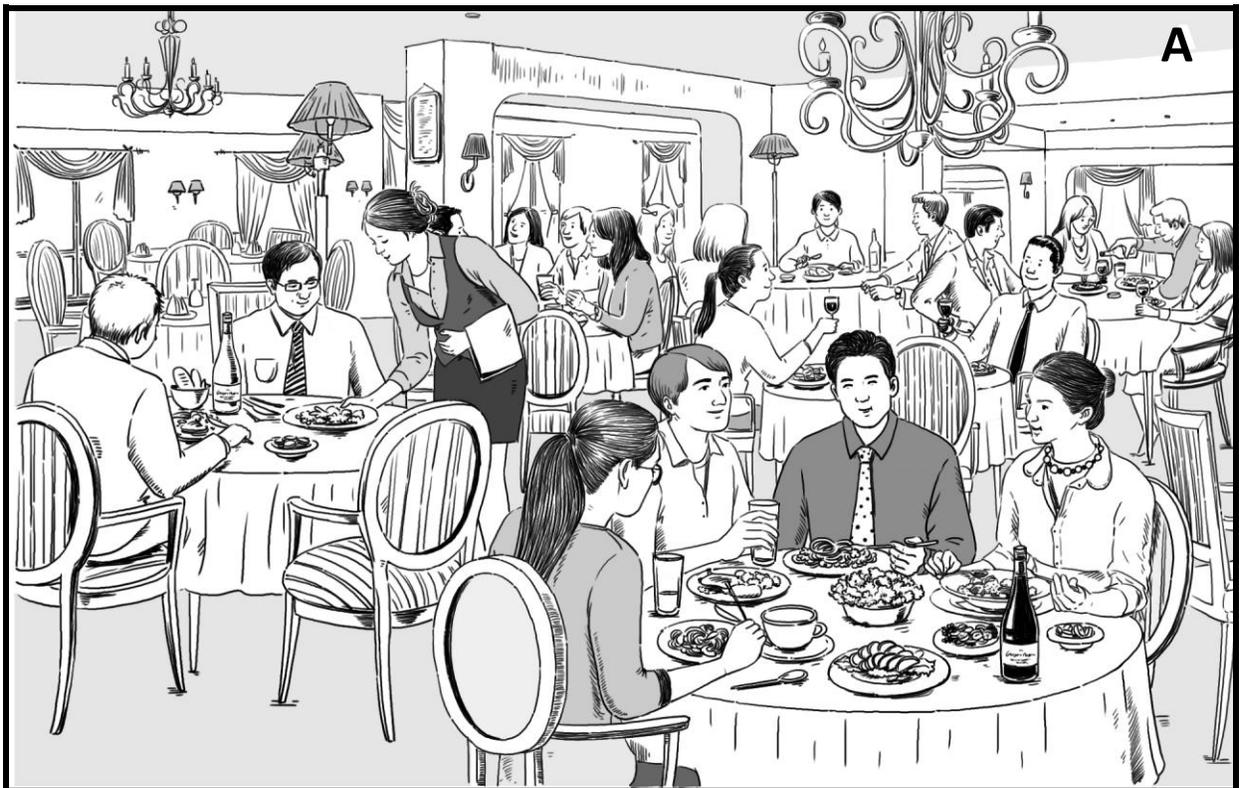


Dramatic Photos

(Simple Future)

Instructions: Look at the photo below. What will happen next? Point at the different people and guess what they will do next.

Example: The couple *will toast*.





What Does It Remind You of?

(Level 2)

Instructions: Read the words below. If you don't know what a word means, take the time to look it up. Write down a **place**, **thing** or **person** that adjective reminds you of. Next, have a discussion of what it reminds you of.

Example: Beautiful = Mountains

| Adjective | You | Your tutor |
|-------------|-----|------------|
| Beautiful | | |
| Generous | | |
| Wise | | |
| Brave | | |
| Persistent | | |
| Adventurous | | |
| Joyful | | |
| Kind | | |
| Scary | | |



What Does It Remind You of?

(Blank)

Instructions: Read the words below. If you don't know what a word means, take the time to look it up. Write down a **place**, **thing** or **person** that adjective reminds you of. Next, have a discussion of what it reminds you of.

Example: Beautiful = Mountains

| Adjective | You | Your tutor |
|-----------|-----|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



Have You Ever...?

(Level 2)



**Have you ever climbed
a mountain?**

**Have you ever met
someone famous?**

**Have you ever slept
in class?**

**Have you ever gotten
on the wrong bus or train?**

**Have you ever gotten
a traffic ticket?**

**Have you ever been
on TV?**

**Have you ever found a scary ani-
mal/insect in your home?**

**Have you ever been
ice-skating?**

**Have you ever gotten
stitches?**

**Have you ever
donated blood?**

**Have you ever
ridden a horse?**

**Have you ever
had a pet?**



Asking Questions

Instructions: Read through the short answers. Use only the verb tenses you know your learner is familiar with. Cut up the sheet and take turns asking each other questions that will prompt the answer on the card.

For example:

Tutor: (Picks up card that says *Yes, I am*)

Tutor: Are you sitting?

Learner: Yes, I am

Tutor gets the “point” for asking the question and getting the expected answer.

Learner: (Picks up card that says *Yes, he can*)

Learner: Can Justin Trudeau speak English?

Tutor: Yes, he can

Learner gets the “point” for asking the question and getting the expected answer.



| | | |
|------------------|-----------------|-----------------|
| Yes, I can. | No, I can't. | Yes, she can. |
| No, she can't. | Yes, it can. | No, they can't. |
| Yes, I do. | No, I don't. | No, he doesn't. |
| Yes, he does. | No, they don't. | Yes, we do. |
| Yes, I am. | No, I'm not. | Yes, you are. |
| No, you aren't. | Yes, she is. | No, she isn't. |
| Yes, I did. | No, I didn't. | Yes, they did. |
| No, they didn't. | Yes, we did. | No, it didn't. |
| Yes, I will. | No, I won't. | Yes, she will. |
| No, he won't. | Yes, it will. | No, they won't. |

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APPENDIX

| | |
|---------------------------|-----|
| LEARNING PLAN TEMPLATE | 553 |
| LESSON PLAN TEMPLATE | 556 |

Learning Plan

Learner Name:

First Language:

Learner Goal:

| Lesson | Goal | Resources I will use |
|---------------|-------------|-----------------------------|
| 1 | | |
| 2 | | |
| 3 | | |

| | | |
|---|--|--|
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

| | | |
|-------|--|--|
| 8 | | |
| 9 | | |
| 10 | | |
| Notes | | |

Lesson Plan

Learner Name:

Date:

Objective(s):

Estimated Time:

Needed Resources:

Activities

Needed Resources

Ice Breaker:

Activity 1:

Activity 2:

Activity 3:

Closing: .

Assessment/Success Criteria:

Notes for next time: