

Rural Routes

Multi-Level Handbook

ACKNOWLEDGMENTS AND THANKS

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MULTI-LEVEL HANDBOOK

WELCOME

As an English language instructor teaching a multi-level class, would you like some help planning differentiated lessons that engage all of your learners? If so, this book was designed for you! You will find a brief introduction with an overview of the theory of teaching multi-level classes and ready-to-use lesson plans and materials.

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WHAT IS A MULTI-LEVEL CLASS?

English as a Second Language classes have learners of diverse cultures and backgrounds, socioeconomic status, family responsibilities, educational backgrounds, and reasons for seeking language training. They are often at different stages of adjustment to life in Canada, and often have different life and learning goals.

In terms of language level, it is rare to find learners who exhibit the same proficiency level in all four language skills, and even rarer to find a class of learners who do. In other words, the nature of an ESL class is diversity. To some degree, every class is a multi-level class.

For the purposes of this handbook, a multi-level class will be defined as one that is significantly diverse in one or more of more of the following ways (Bell, 1988, pp. 2-8):

1) Language proficiency levels.

The standard framework for measuring language proficiency in Canada is the Canadian Language Benchmarks. "The Canadian Language Benchmarks (CLB) standard is a descriptive scale of language ability in English as a Second Language (ESL) written as 12 benchmarks or reference points along a continuum from basic to advanced. The CLB standard reflects the progression of the knowledge and skills that underlie basic, intermediate and advanced ability among adult ESL learners" (CCLB, 2012, p. V).

Language instructors using this handbook would benefit from having a working knowledge of the CLB, as this framework is used to describe varying levels of ability throughout the book. All of the lesson plans included are written at CLB levels 1, 3 and 5.

2) Previous education levels.

Not all learners in a language classroom will have the same educational background. ESL Literacy learners are defined as "learn-

ers who have little or no literacy skills in any language, usually because of limited or interrupted formal education. They may:

- be speakers of languages with no written code;
- have little or no education in their home countries (no more than one to two years); or
- have gone to school for up to eight years, with many interruptions (CCLB, 2017, p.10).

Learners with different education levels have diverse learning needs. Some learners may need to be taught foundational skills that they didn't learn earlier in life or from previous education. Other learners may have rich educational backgrounds, and require more challenging tasks as well as opportunities to work independently. Instructors must consider how they might differentiate instruction for both categories of learners.

3) Cultural expectations regarding class roles and activities.

The expectations of behaviour for both teachers and learners vary

across cultures. Western learning contexts assume that “[learners] should take charge of their own learning [and] that the teacher is a helper and guide rather than the source of knowledge and authority” (Harmer, 2007, p.76). However, many other cultures of learning promote the exact opposite attitude and approach to teaching and learning.

Because of these differences, learners may display varying levels of hesitancy to participate in class discussions, guess the answer to a question when they are unsure, or take full ownership of their learning in the way that western teachers are accustomed to and expect.



4) Motivation.

English language classrooms often exhibit diversity in terms of learners' motivation for being in the class or for wanting to learn English. For example, some learners may wish to learn how to answer job interview questions in English, while others may want to be able to understand the news, or make English-speaking friends.

Along with varying types of motivation, learners may also come to the classroom with varying degrees of motivation. "Some students in a class may be strongly motivated to learn English and are prepared to work hard at the task . . . [whereas] other students may have very little need for English, working in a trade where all everyday interaction takes place in their native language" (Bell, 1988).

All of these types of diversity can make teaching multi-level classes challenging. This handbook is meant to be a starting point for instructors who wish to meet the needs of their diverse group of learners while adhering to best practices and sound methodology.

Here are the different content pieces that can be found in this resource:

- Background and theory on multi-level teaching.
- Strategies for differentiation.
- Strategies for grouping.
- Strategies for assessment.
- Tips, tricks and activities that work well in multi-level classes.
- Example lesson plans on a variety of settlement topics.
- Lesson plan and assessment templates.

We hope that this resource helps you on your journey to becoming a confident and prepared multi-level instructor.

CHALLENGES AND BENEFITS OF MULTI-LEVEL CLASSES

Multi-level classes present a variety of challenges to instructors, along with some unexpected benefits. Here is a summary of both:

Challenges

- It is challenging to develop learning tasks that meet the needs of all levels of learners and do not disrupt the flow of the class.
- It is challenging to ensure learner engagement and motivation. Also, dealing with learner frustration, both of the higher and the lower proficiency learners, can be a challenge.
- Managing the extra amount of preparation time necessary can be a challenge.
- Managing the classroom and answering learner questions can be a challenge when moving between many groups doing different tasks.

Benefits

- Because of the diverse class, instructors cannot be locked into a specific curriculum. This gives the teacher more flexibility and freedom.
- Diversity and differences are not just challenging. They are also interesting.
- Learners can take on mentoring roles. This can be very valuable for both low-level and high-level learners.

"Multilevel classes can be unusually relaxed, friendly places" (Bell, 1988, p.16).

FOSTERING INCLUSION IN MULTI-LEVEL CLASSES

An inclusive, tolerant, collaborative class atmosphere is essential for student and instructor success in a multi-level classroom. The ATESL Best Practices lists this as its first best practice in instruction:

“Instruction fosters a supportive community of learners in which learners feel comfortable, take risks with language, and engage in purposeful learning” (ATESL, 2009, p. 67).

To create this type of classroom atmosphere, it must be possible for each person in the class to learn and contribute, regardless of level. Every individual must be accepted and welcomed for a multi-level class to be successful at a whole-group level.

Ideas for fostering inclusion:

- At the beginning of a term or session, the instructor and learners should discuss classroom expectations, such as rules, goals and expected behaviours. These can be noted on a flip-chart paper and posted in the room. All learners should be able to provide input on these guidelines.
- Care should be taken to give learners at all levels opportunities to contribute. The instructor must model the behaviours that they wish to see the students adopt, such as patience, a sincere interest in each person in the class, and respectful interactions.
- The instructor should recognize their learners' expertise and prior knowledge, giving them opportunities to share that knowledge with the class as the “expert”. This will give lower-level learners a unique opportunity to demonstrate their strengths.

GROUPING LEARNERS IN MULTI-LEVEL CLASSES

There are several ways that instructors might consider grouping learners for classroom tasks. Each has advantages and disadvantages:

Homogenous groups

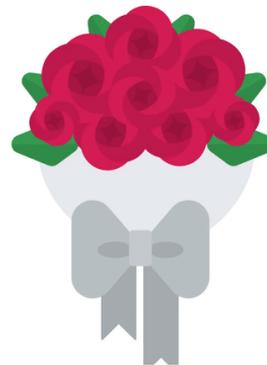
In homogenous groups, learners are placed in groups with others of similar proficiency levels. Groups might have different tasks, or their tasks might be similar, but have different expectations or outcomes.

Advantages:

- Lower proficiency levels are not intimidated by higher proficiency learners.
- Lower proficiency learners have opportunities to take on leadership roles.
- Higher proficiency learners are not frustrated by lower proficiency learners.

Disadvantages:

- “Labeling” of one group as lower than another.
- Higher teacher workload when designing multiple tasks.



Heterogenous groups

In heterogenous groups, learners with a range of levels work together to accomplish a task.

Advantages:

- Lower proficiency learners are exposed to richer language.
- Higher proficiency learners can take on leadership roles.

Disadvantages:

- Lower proficiency learners may not contribute.
- Higher proficiency learners may become frustrated.



Depending on the tasks, range of levels and tutor availability, you may sometimes choose to have learners work in heterogenous groups, and other times in homogenous groups.

Whole-group activities

While differentiation is crucial for success in the multi-level classroom, maintaining a positive and engaging group dynamic is also key. Multi-level classrooms are particularly challenging for learners, as they often need to wait extra amounts of time for questions to be answered and to benefit from the instructor's attention. In this particularly challenging environment, it is very important that the learners derive clear benefits from the diversity of the classroom, as this can help learners maintain their commitment to the class.

In *The Practice of English Language Teaching*, Jeremy Harmer (2007, p.130) suggests beginning each class with an engaging whole-group task that all learners are able to participate in, and then differentiate once all of the learners have been drawn into the activity. From there, the instructor may weave from group work back to whole-class activities as needed.

In this handbook, you will see this practice modeled. Each lesson begins with a whole-class icebreaker activity. Even though these activities will be very easy for some learners, their value should not be underestimated. Even the highest-level learners should have an opportunity to get to know and work with their lower-level classmates.



Independent online activities

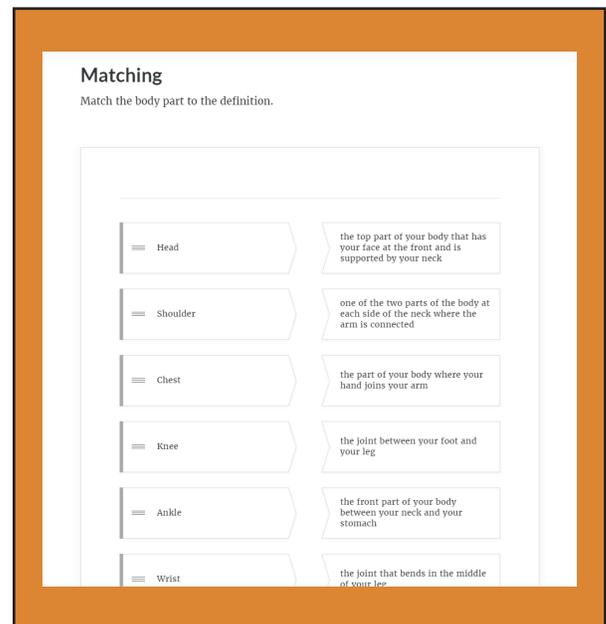
Use online activities for higher-level learners

This handbook is accompanied by a set of online activities. These activities can be used by learners who finish classroom activities early, and provide an opportunity for learners to practice their digital skills.

The activities can be assigned for homework, but they are also a very useful tool for differentiation during class time. Higher-level learners can use the online materials as a “go-to” whenever they finish something early, and to give them an extra challenge activity when needed. Lower-level learners are also encouraged to try the activities for extra practice, and to build their digital skills.

These materials are very easy to assign and use. All learners need to do is click a link, and they will be directed to the online lesson. All of the activities are self-grading, so they do not require any additional preparation or marking time.

We recommend that the instructor reviews the online resource before assigning the activities. The amount of content varies per lesson.



DIFFERENTIATION

The term “differentiation” refers to the practice of planning and teaching while taking into account the diversity of learners in a class. Differentiated instruction should provide all learners with the opportunity to improve their language skills and work at their own levels.

The lessons in this handbook are all differentiated using one or more of the following four strategies:

- Task Complexity
- Scaffolding
- Communicative Stress
- Language Complexity

You will find icons indicating which strategy was used.



Vary language complexity

Instructors can adapt the complexity of the language learners encounter so that lower proficiency learners read and listen to texts that are easier and learners at higher levels read and listen to texts that are more difficult.

One way to do this is to identify a text that you want your learners to read, and prepare an easier-to-read version by simplifying some of the sentences, substituting simpler vocabulary, and deleting sections that aren't necessary. The higher-proficiency learners can read the unadapted text, and the lower-proficiency learners can read the adapted text.



The same process can be applied to the creation of listening materials. Higher-proficiency learners can listen to an original recording, while lower-proficiency learners might listen to the instructor read a transcript that has been simplified as needed.

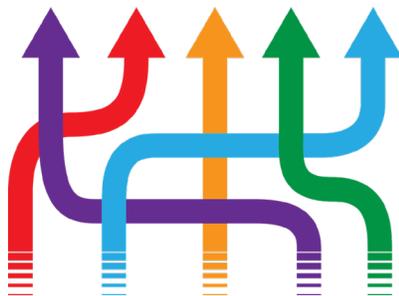
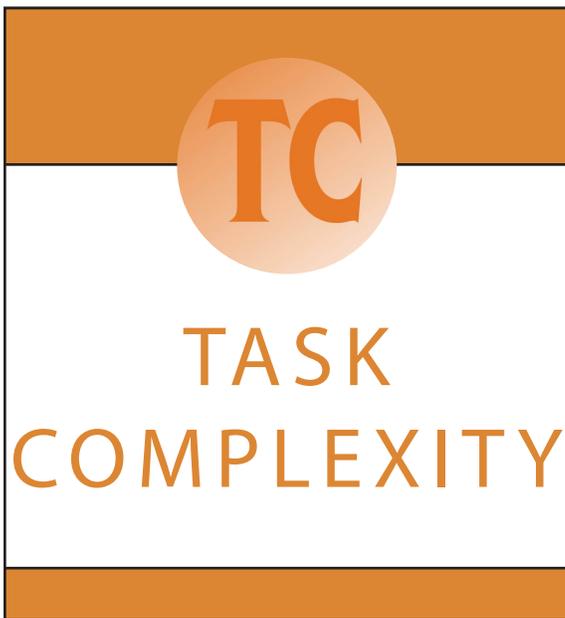
If instructors do not wish to or cannot create their own materials, there are also resources that have simplified versions of the original material that can be used in multi-level settings.



Vary the amount of scaffolding

The term “scaffolding” refers to the amount of support that instructors provide learners to enable them to make sense of a text or to complete a task. This scaffolding can be adjusted in order to provide lower-proficiency learners with more support and require independence from higher-proficiency learners.

An example of varying scaffolding could be the instructor working directly with the lowest-proficiency group of learners to complete a group writing task about a class field trip, while an intermediate-level group of learners does a guided writing task on the same topic with sentence stems provided, and the highest-proficiency group does the same activity as an open-ended writing task with no prompts or support.



Vary task complexity

Instructors can customize the complexity of tasks that learners are asked to complete in class to ensure that learners are all working at an appropriate level and are challenged and supported adequately.

An example of varying task complexity could be each lower-level learner reading one advertisement for an apartment to rent. Each learner would then report on the ad that they read, and the group would decide together which apartment is the best option. While the lower-level group does this activity, the higher-level students could each read two apartment ads and then come together to compare and contrast the apartments and give their opinion on which one is the best option.

Another, simpler example could be lower-level learners filling out a job application form that asks for 10 pieces of information, while the higher-level group must fill out an application form that asks for 20 pieces of information.



Vary communicative stress

Instructors can adjust the communicative stress of the task in order to make the task more complex for higher-proficiency learners, and simpler for lower-proficiency learners. Communicative stress can refer to time limits, rate of speech, the number of participants in an interaction, the formality of the audience, the length of the text, or the length of the required response.

An example of varying the communicative stress of a task could be higher-proficiency learners completing a reading or writing task with a shorter time limit than the lower-proficiency learners. Another example could be higher-proficiency learners giving a presentation to a whole class, while lower-proficiency learners present information to one supportive listener.

By differentiating instruction in one of the ways mentioned above, instructors can insure an inclusive learning experience for each person in their classroom.

TIPS, TRICKS, AND IDEAS FOR MULTI-LEVEL CLASSES

There are a multitude of tricks and activities that lend themselves well to multi-level classes. Listed below are some of the most popular:

1) Jigsaw activities

Jigsaw activities are activities in which learners are placed in heterogeneous groups, and each learner is given a different piece of information that will enable the whole group to complete a task. For example, the lowest-level learner in the group may be given a list of job interview questions to ask, while the intermediate-level learner is asked to respond to half of the questions using sentence stems to guide their answers, and the highest-level learner is expected to answer all of the questions with no guidance or support.

Jigsaw activities can also be done by giving each learner a listening or reading text at a different level, and then creating heterogeneous groups for learners to come together to complete a task or solve a problem using the content they just listened to or read.

2) Problem-solving activities

Problem-solving activities can involve all learners by placing higher-level learners in demanding roles, while having lower-level or intermediate-level learners still contribute to solving a problem.

An example of a problem-solving activity could revolve around some sort of community debate (e.g. whether or not to close the tourism centre in the community). In this activity, higher-proficiency learners could take on more demanding roles (e.g. town police officer or mayor) and be required to do research before participating in the debate, while the lower-proficiency learners could take on less demanding roles (e.g. concerned citizen) and not be asked to do any research prior to the debate. Learners would then perform the debate

in their various roles and come to a consensus or vote on the outcome of the debate.

3) Open-ended tasks

One method that works particularly well for speaking and writing activities in multi-level classes is assigning open-ended tasks. For example, if learners are asked to write an email to a friend to describe their new hometown, and given 15 minutes to do so, learners can be expected to generate varying amounts of language and be benchmarked based on how much they are able to produce.

4) Materials that prompt learners to contribute at their level

Pictures, video clips, comic strips and scenarios are often used in English language classrooms as prompts to draw out language or springboard into another activity. Using pictures or other media that can be understood and accessed by all levels of learners can promote engagement at the whole-class level and in level-specific

groups. For example, the instructor could “use a sequence of pictures to tell a story with no text: in same-ability groups, learners work together to construct a story from scrambled pictures and then write down as many words as they can to tell the story or describe what they see in each picture. Lower level learners will use simple words while higher level learners will write sentences for a story” (CLB, 2012, 102).

5) Self-access materials

Instructors can curate and organize materials (books, newspapers, listening tasks, etc.) according to level and encourage learners to access those materials when they have completed a task, or for extra practice. This will allow all learners to challenge themselves and promote autonomous learning (CCLB, 2012, 103).

6) A note about low-level learners

Without a formal assessment, it can be difficult to know if a low-level learner is at a CLB 1-2 level, or has not yet reached the CLB 1 level. If, when you look through the lesson materials in this handbook for the first time, you do not believe your lowest level learners to be capable of accomplishing the CLB 1 tasks, please reference the resource *Hands On!* below that contains materials and activities that might be a better fit for these learners:

<http://en.copian.ca/library/learning/handson/handson.pdf>

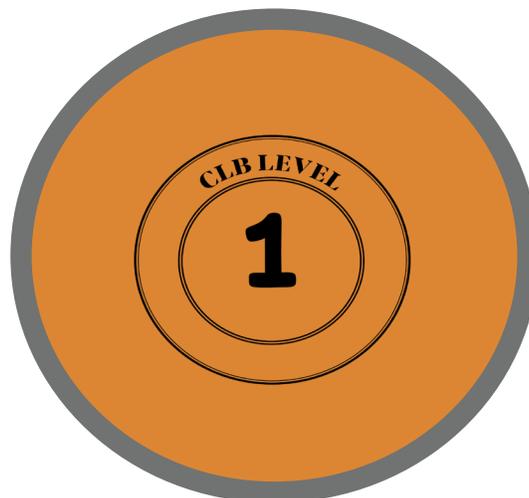
One way that the activities in this handbook can be adapted using

this resource, would be for instructors to cut out the letter tiles on pages 1.3 - 1.6 of *Hands On!*, and have the learners use them to spell out the vocabulary words in the modules, rather than giving the learners the word and definition cards to match.

Once learners have spelled the words with the tiles, they can be asked to copy the words onto a sheet of blank paper.

Some of the other topics in this resource that integrate well with the material in this handbook include

- Personal information and forms
- Money
- Telling time
- Parts of the body
- Common health problems



ASSESSMENT

Assessment is not synonymous with testing as many believe. Rather, The Centre for the Canadian Language Benchmarks defines assessment as “the process of collecting information about student learning” (CCLB, 2014, p. 3). This means that assessment is any mechanism that allows instructors to determine what progress learners have made in order to inform feedback and further instruction.

Assessment is particularly challenging in multi-level classes, as learning outcomes differ at each level. This makes the setting of clear outcomes during the lesson planning phase critical, as the outcome statements created can also be used as assessment criteria.

In this handbook, the learning outcomes stated at the beginning of the lesson plan are always included (with very little modification) in the assessment checklist included after each lesson plan. Instructors are encouraged to use a similar checklist in all multi-level lessons in order to remind them of what criteria they should observe at each level.

It is important to acknowledge that expectations of assessment rigour be must modified to some extent in order to reflect the complexity of classroom situations and instructor preparation time. It may not be realistic for instructors to create separate assessment tasks for learners at each level, as some instructors teach classes of 3 or more levels. Rather, instructors should select a method of differentiated assessment that is both realistic and gives them enough information to plan thoughtful lessons that benefit learners of all levels.

One useful question that can be used to guide instructors in selecting a method of assessment is, “how will I know that my learner can _____.” As long as the lesson plan includes activities that require learners to demonstrate their learning, accurate assessment can take place.

Image References

- Page 7 Vyond (2021). *Classroom* [Digital Image]. NorQuest College
- Page 11 Vyond (2021). *Roses* [Digital Image]. NorQuest College
- Page 12 Vyond (2021). *Mixed bouquet* [Digital Image]. NorQuest College
- Page 13 Vyond (2021). *Hands* [Digital Image]. NorQuest College
- Page 14 (2021). *Rise matching* [Screenshot].
- Page 16 Peters, P. (2021). *Language complexity* [Digital Image]. NorQuest College
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- Page 18 [\[directions\]](#) by [Jose R. Cabello](#), [Pixabay License](#)
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Finding a Job

Course Outline

Module Topic: *Finding a Job*

Learner Levels:

Lesson	Objective	Resources I will use
<p>1</p>	<p>Learners will be able to . . .</p> <p>CLB 1 identify key vocabulary related to jobs.</p> <p>CLB 3 identify key vocabulary related to jobs; write sentences about jobs.</p> <p>CLB 5 use and comprehend key vocabulary related to jobs; write sentences and paragraphs about jobs.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Work Vocabulary Flashcards; Online dictionary access or paper dictionary; Job Pictures</p> <p>CLB 1 Work Vocabulary A; Write the Job; My Dream Job A</p> <p>CLB 3 Work Vocabulary B; My Dream Job B</p> <p>CLB 5 Work Vocabulary C; My Dream Job C</p>
<p>2</p>	<p>Learners will be able to . . .</p> <p>CLB 1 identify the skills needed for certain jobs.</p> <p>CLB 3 list the skills needed for certain jobs.</p> <p>CLB 5 describe skills needed for certain jobs.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Job Pictures; Types of Skills; Transferable Skills</p> <p>CLB 1 Reading About Skills A</p> <p>CLB 3 Transferable Skills Pairwork; Transferable Skills Writing A; Reading About Skills B</p> <p>CLB 5 Transferable Skills Pairwork; Transferable Skills Writing B; Reading About Skills C</p>

<p style="text-align: center;">3</p>	<p>Learners will be able to . . .</p> <p>CLB 1 identify important information in a job ad.</p> <p>CLB 3 identify key details, information and abbreviations in a job ad.</p> <p>CLB 5 identify and interpret important information and abbreviations in a job ad.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Memory Game; Duty Flashcards; Reading Strategy; Ad Vocabulary Reading</p> <p>CLB 1 Ad Vocabulary; Ad Vocabulary Reading; Job Ad A</p> <p>CLB 3 Ad Abbreviations A; Job Ad B</p> <p>CLB 5 Ad Abbreviations B; Job Ad C</p>
<p style="text-align: center;">4</p>	<p>Learners will be able to . . .</p> <p>CLB 1 fill out a form with personal information.</p> <p>CLB 3 fill out a simplified job application form.</p> <p>CLB 5 fill out a job application form.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Application Form; Reading Strategy</p> <p>CLB 1 Personal Information Cut Up; Copy Personal Information; Application Form Questions A; Application Form A</p> <p>CLB 3 Application Form Cut Up; Application Form Questions B; Application Form B</p> <p>CLB 5 Application Form Cut Up; Application Form Questions C; Application Form C</p>

Additional Resources

<p>Rural Routes: Roots and Connections Curriculum</p>	<p>This multi-level curriculum has a unit about getting a job.</p> <p>Link: https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/Roots-Connections/NorQuest_Curriculum_Units-1-4.pdf</p>
<p>LINC Works</p>	<p>This is a multi-level (CLB 3 & 5) curriculum with modules on various employment and pre-employment topics.</p> <p>Link: https://www.norquest.ca/research-innovation/research/research-projects-at-norquest/linc-works.aspx</p>

Describing Common Work Vocabulary

Lesson Plan 1

<p>Estimated Time: 1 hour</p>	<p>Needed Resources: Work Vocabulary Flashcards; On-line dictionary access or paper dictionary; Job Pictures</p> <p>CLB 1: Work Vocabulary A; Write the Job; My Dream Job A</p> <p>CLB 3: Work Vocabulary B; My Dream Job B</p> <p>CLB 5: Work Vocabulary C; My Dream Job C</p>
<p>Objectives</p> <p>Learners will be able to . . .</p>	<p>CLB 1: identify key vocabulary related to jobs.</p> <p>CLB 3: identify key vocabulary related to jobs; write sentences about jobs.</p> <p>CLB 5: use and comprehend key vocabulary related to jobs; write sentences and paragraphs about jobs.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 15 minutes</p>	<p>Put learners into mixed-level groups. Assign a writer within each group. Explain that you will set a timer for 5 minutes, and that each group must brainstorm as many different job titles as they possibly can.</p> <p>Once the 5 minutes is finished, go through each group's list and write the generated vocabulary on the board. Groups will win points if they have words on their list that no other group thought of. The group with the most unique job titles will be the winner.</p>		

<p>Activity 1: 15 - 20 minutes</p> <p>LC TC</p>	<p>Say: In our lesson today we will start by learning some important words related to work.</p> <p>Use Work Vocabulary Flashcards to teach the new vocabulary. You can also use the online resource.</p>		
<p>Activity 2: 15 - 20 minutes</p>	<p>Learners should work on Work Vocabulary A. If learners cannot match the words cook, baker, and nurse, they should be encouraged to ask the CLB 3s to help them.</p>	<p>Learners should work on Work Vocabulary B. The jobs for them to find are on the second page. They will need to use a dictionary. Either have them use it online or have paper dictionaries available.</p>	<p>Learners should work on Work Vocabulary C.</p>
<p>Activity 3: 10-15 minutes</p> <p>TC</p>	<p>Draw a web with the word "jobs" in the middle on the board. Ask learners what types of jobs they know and add them to the web with the job vocabulary generated in the first activity. Show learners Job Pictures. Choose 10 jobs you find most relevant. Be sure to choose a few that learners already know. On the board write: What does this person do? She is a nurse. A nurse helps people feel better.</p>		

<p>Activity 4: 10-15 minutes</p>	<p>Give the CLB 1s the Job Pictures and the handout Write the Job. Ask learners to copy the name of each job beside the picture on the handout.</p> <p>Once they are finished, ask them questions about each job, such as "Do you know any nurses?"</p>	<p>Tell learners to choose three occupations to write about. Encourage them to write as much as they can about the three jobs. They can make connections to their own life as well (My mom is a nurse).</p>	<p>Tell learners to choose five occupations to write about. Encourage them to write as much as they can (minimum 1 paragraph) about the three jobs. They should connections to their own life as well (<i>My mom is a nurse</i> or <i>In my home country nurses are like doctors</i>).</p>
<p>Activity 5: 15 minutes</p>	<p>Write the phrase "Which job are you interested in?" on the board.</p> <p>Tell learners that being interested in something means that you like it, or think it might be good for you.</p> <p>Put learners into heterogenous pairs. Ask them to tell their partner which jobs they are interested in. Tell the CLB 3s and 5s that they should try to explain the reason they are interested in that job.</p>		
<p>Exit Activity 20 minutes</p>	<p>On the board write: Dream Job. Ensure that all learners understand that "dream job" means a "perfect job." Ask them for examples of what their dream job would be. Encourage higher level learners to explain why this would be a dream job.</p> <p>Give learners the handout My Dream Job A (CLB 1), B (CLB 3) or C (CLB 5). Explain that they should spend the rest of the class writing about their dream job.</p> <p>Also write prompt questions on the board in case learners can't decide what to write. Write questions like: <i>Why is that your dream job? What are the hours of the job? Does the job pay well? What are the duties of that job?</i></p>		

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ identify key vocabulary related to jobs.</p>	<p>Learner is able to . . .</p> <p>_____ identify key vocabulary related to jobs</p> <p>_____ write sentences about jobs.</p>	<p>Learner is able to . . .</p> <p>_____ use and comprehend key vocabulary related to jobs.</p> <p>_____ write sentences and paragraphs about jobs.</p>

Online Resource Tip: The online resource for this lesson has additional videos from ALIS Alberta. You will find short videos about different professions like accommodation manager, welder, bus driver, health care aide, and animal care attendant. If your CLB 5 learners finish early, this is great place for them to learn more about professions in Alberta.

Understanding Job Skills

Lesson Plan 2

<p>Estimated Time: 1 hour</p>	<p>Needed Resources: Job Pictures; Types of Skills; Transferable Skills</p> <p>CLB 1: Reading About Skills A</p> <p>CLB 3: Transferable Skills Pairwork; Transferable Skills Writing A; Reading About Skills B</p> <p>CLB 5: Transferable Skills Pairwork; Transferable Skills Writing B; Reading About Skills C</p>
<p>Objectives</p> <p>Learners will be able to . . .</p>	<p>CLB 1: identify the skills needed for certain jobs.</p> <p>CLB 3: list the skills needed for certain jobs.</p> <p>CLB 5: describe skills needed for certain jobs.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 15 minutes</p>	<p>Play Pictionary using Work Pictures. One learner picks up one card. They then need to draw or mime it for the others to guess what is written on the card. Whoever guesses it gets the point.</p>		

<p>Activity 1: 20 minutes</p>	<p>Say: Different jobs need different skills. Show Types of Skills. Here is a picture of someone cooking. For what job do you need to know how to cook? Here is a picture of a person working in a team. For what jobs do you need to have teamwork? Here is a picture of a person driving. For what job do you need that skill? Here is a picture of someone thinking of ideas. Do you think that this is a skill you need for many jobs? Let's look at some more pictures. Use Job Pictures. Ask learners what skills are needed for the job on the picture.</p>		
<p>Activity 2: 10-15 minutes</p> 	<p>Go through the skills on Transferable Skills slowly with CLB 1s, focusing on pronunciation.</p>	<p>Put learners into pairs. Have them read through Transferable Skills handout. Before they start, explain that transferable skills are skills you can use for many jobs. You can use the skills in different places, for example, work, school, or at home. The verbs describe the skill.</p>	
<p>Activity 3: 10 minutes</p>	<p>Review the skills with all learners. Focus on making sure that all of the learners know the pronunciation of each skill.</p>		
<p>Activity 4: 20 minutes</p>  	<p>Review any of the skills on Transferable Skills that learners still aren't confident with. With the remaining time, ask learners, "how can you use this skill at work?" Go through as many skills as you can with the remaining time.</p>	<p>Use Transferable Skills Pairwork handout.</p>	<p>Use Transferable Skills Pairwork handout. Encourage CLB 5 learner to elaborate more on responses.</p> <p>In the online resource, you'll find an activity where learners need to match the profession to the skills needed for extra practice.</p>

<p>Activity 5: 15 - 20 minutes</p> 	<p>Ask learners to identify 3 skills that they have. Have them share with the group using the sentence stem "I can _____."</p> <p>If there is remaining time, ask learners about one skill that they don't like to use. They can use the stem, "I don't like to _____."</p>	<p>Have learners use Trans-ferable Skills Writing A handout.</p>	<p>Have learners use Trans-ferable Skills Writing B handout.</p>
<p>Exit Activity 20 minutes</p> 	<p>Have learners use Reading About Skills C.</p> <p>Have the lower-level learners (CLB 1 & 3) check their answers by finding a higher-level learner and asking them to check.</p> <p>Go over the answers to the CLB 1 & 3 questions before dismissing the learners.</p> <p>Collect the CLB 5 writing task. Provide written feedback, and give the task back to them at the beginning of the next class.</p>	<p>Have learners use Reading About Skills B.</p>	<p>Have learners use Reading About Skills C.</p>

Online Resource Tip: The online resource for this lesson has a video for both Amira and Lee's scenarios. You'll find a comprehension activity right after it.

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ identify the skills needed for certain jobs.</p>	<p>Learner is able to . . .</p> <p>_____ list the skills needed for certain jobs.</p> <p>_____ identify information in a description of skills.</p>	<p>Learner is able to . . .</p> <p>_____ describe the skills needed for certain jobs.</p> <p>_____ identify detailed information in a description of skills.</p> <p>_____ describe their own transferable skills.</p>

Understanding a Job Ad

Lesson Plan 3

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Memory Game; Duty Flashcards; Reading Strategy; Ad Vocabulary Reading</p> <p>CLB 1: Ad Vocabulary; Ad Vocabulary Reading; Job Ad A</p> <p>CLB 3: Ad Abbreviations A; Job Ad B</p> <p>CLB 5: Ad Abbreviations B; Job Ad C</p>
<p>Objectives</p> <p>Learners will be able to . . .</p>	<p>CLB 1: identify important information in a job ad.</p> <p>CLB 3: identify key details, information and abbreviations in a job ad.</p> <p>CLB 5: identify and interpret important information and abbreviations in a job ad.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 10- 15 minutes</p>	<p>Put learners into heterogenous pairs. Play Memory Game. Cut up the cards, and give each pair a set. Have learners place them face down and have learners turn them over one at a time trying to find the pairs. You may find it useful to photocopy them on thicker paper or stick a piece of construction paper to the back so that learners can't see through. If you want to make it a little more difficult, you can ask higher level learners to turn the card, say the occupation and a skill that this occupation needs. For example: Nurse - A nurse needs to work well with people.</p>		

<p>Activity 1: 15-20 minutes</p>	<p>Say: Today we will talk about duties needed for certain jobs. Use Duty Flashcards. Show each flashcard. Ask learners to recall the name of the occupation. Share duties.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> • What are job duties? • Where can you read about job duties? • Where can you find job ads? • Are all job duties easy? Are they all difficult? <p>This is also available in the online resource.</p>		
<p>Activity 2: 20-25 minutes</p> 	<p>Before class, cut up words and definitions on Ad Vocabulary. Put learners into pairs, and have them try to match the words to the definitions. Once learners have finished that, have them work on the questions on Ad Vocabulary Reading.</p>	<p>Explain that abbreviations are short ways to write words. Tell learners that many job ads have abbreviations in them. Have the learners use Ad Abbreviations A.</p>	<p>Explain that abbreviations are short ways to write words. Tell learners that many job ads have abbreviations in them. Have the learners use Ad Abbreviations B.</p>
<p>Activity 3: 15 minutes</p>	<p>Put learners into heterogenous pairs. Write the job titles <i>production worker</i>, <i>childcare worker</i>, and <i>cook</i> on the board. If the learners are not sure what these jobs are, give a brief explanation or show learners google image results for each job.</p> <p>Have the pairs brainstorm at least 3 (5 for a challenge) job duties that each of the jobs might have and that learners might see on a more complete job ad.</p> <p>Once the pairs have brainstormed for 10 minutes, have each group report back on what they discussed and write the job duties they came up with on the board.</p>		

<p>Activity 4 15 - 20 minutes</p>	<p>Explain to the learners that you are going to teach them a strategy for finding information when they read and answer questions. Give learners Reading Strategy as a reference. Read through the 4-step strategy on the handout. Choose a question from Ad Vocabulary Reading to demonstrate each of the steps in a very basic way that all learners will understand. Then, choose an example question from Ad Abbreviations A or B to demonstrate what this could look like at a higher level.</p>		
<p>Exit Activity 20 - 25 minutes</p> 	<p>Learners will work on understanding and answering questions for Job Ad A.</p>	<p>Learners will work on understanding and answering questions for Job Ad B.</p>	<p>Learners will work on understanding and answering questions for Job Ad C.</p>
<p>Homework</p>	<p>Next class learners will be working on filling in application forms. It would be beneficial for learners to watch:</p> <p>How does the Canadian Job Bank work?(WebSafe) https://youtu.be/xErFRpV8gZg</p>		

Online Resource Tip: The online resource for this lesson has an activity where learners compare a real ad and a fake ad. They will learn more about this in the next lesson.

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ identify basic information in a job ad.</p>	<p>Learner is able to . . .</p> <p>_____ identify key details, information and abbreviations in a job ad.</p>	<p>Learner is able to . . .</p> <p>_____ identify and interpret important information and abbreviations in a job ad.</p>

Filling in a Job Application

Lesson Plan 4

<p>Estimated Time: 1 hour</p>	<p>Needed Resources: Application Form; Reading Strategy</p> <p>CLB 1: Personal Information Cut Up; Copy Personal Information; Application Form Questions A; Application Form A</p> <p>CLB 3: Application Form Cut Up; Application Form Questions B; Application Form B</p> <p>CLB 5: Application Form Cut Up; Application Form Questions C; Application Form C</p>
<p>Objectives</p> <p>Learners will be able to . . .</p>	<p>CLB 1: fill out a form with personal information.</p> <p>CLB 3: fill out a simplified job application form.</p> <p>CLB 5: fill out a job application form.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 15 minutes</p>	<p>Ask learners if they were able to check out the Canadian Job Bank. Open the website https://www.jobbank.gc.ca/home. Show learners how to do a quick search. Ask for their input as to what jobs you could look for. To get a job you either need to send in a resume or fill in an application form. Today we will be looking at application forms.</p> <p>The online resource has a video on how the Job Bank works. You can also find it here: How does the Canadian Job Bank work?(WebSafe) https://youtu.be/xErFRpV8gZg</p>		

<p>Activity 1 15 minutes</p>	<p>Review Application Form with learners. Go through each piece of the application form. Before explaining the different sections of each form, ask if any learners already know what the different parts of the form are asking for.</p>		
<p>Activity 2 15-20 minutes</p>  	<p>Give learners a set of cards from Personal Information Cut Up. Have the learners match the information with the correct section of the application form.</p> <p>If learners finish this task before CLB 3s and 5s finish theirs, have them complete Copy Personal Information.</p>	<p>Ask them to work with Application Form Cut Up. They should work in groups to paste sections in the right order (<i>without looking at the form</i>).</p>	
<p>Activity 3 5 minutes</p>	<p>Review Reading Strategy from lesson 3. Answer any questions learners have about the strategy.</p>		
<p>Activity 4 15 - 20 minutes</p>   	<p>Explain that you will read instructions from Application Form Questions A and that the learners should follow the instructions by pointing to the application form. Learners will need copies of Application Form A to complete this task.</p>	<p>Learners complete Application Form Questions. Learners will need to have a copy of Application Form B for reference.</p>	<p>Learners complete Application Form Questions C. Learners will need to have a copy of Application Form C for reference.</p>

Exit Activity
15- 20 minutes



Learners complete **Application Form A** with their own information.

Learners complete **Application Form B** with their own information.

Learners complete **Application Form C** with their own information.

Online Resource Tip: The online resource for this lesson has additional activities on the Canadian Job Bank and what information to include in a resume. The resource also has additional information on job scams, how to avoid them and what to do if you are scammed.

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ fill out a form with personal information.</p>	<p>Learner is able to . . .</p> <p>_____ fill out a simplified job application form.</p>	<p>Learner is able to . . .</p> <p>_____ fill out a job application form.</p>

Handouts

Work Vocabulary Flashcards



We will look at common words you will find when looking for a job. An **occupation** is a person's job.

Does anyone know what "hire" means?



An occupation can be **short-term** or **long-term**. **Short-term** means that the person knows the date that the job will end. **Long-term** usually means that it doesn't have a date to end. For example, a store might hire a salesperson short-term for the Christmas season.



An **employer** is the boss. This is the person who hires someone to work for them. An **employee** is the person that is hired.



A **full-time** job is when you work 30 hours or more per week for an employer. A **casual job** is when a person is called on different days for different hours. A casual job is usually short-term.

Do you think a forklift operator is usually a full-time job or a casual job?



A **career** is a job that someone has for a long time. Some careers need special training. For example, to be a health care aide you need to take a special course. To be a teacher you need to go to university. **Some jobs need special training, other jobs don't need special training.**



In a **full time job**, a person usually works 30 hours per week for one employer. In a **part-time job**, a person usually works less than 30 hours per week.

When you are looking for a job, it is important to understand the type of job that you want.

Work Vocabulary A



Match the word to the definition. The first one is done for you.

- a) Part-time job _____ 30 - 40 hours a week
- b) Full-time job _____ makes food
- c) Cook a 1 - 30 hours a week
- d) Baker _____ helps sick people
- e) Nurse _____ makes bread



Work Vocabulary B



Match the word to the definition. The first one is done for you.

- a) An occupation _____ it is 30 hours a week or more
- b) Casual job _____ it usually requires special training
- c) Full-time job a a job
- d) Career _____ it has an end date

Circle the jobs in the word search. How many jobs can you find?
There are 7 jobs. The first one is done for you.

b	a	k	e	r	a
c	n	c	b	e	r
h	u	a	t	e	v
e	r	k	o	o	c
f	s	y	j	c	r
r	e	m	r	a	t

Look up the jobs below in a dictionary. The website www.learnersdictionary.com is a good option. You can also use a paper dictionary. Copy the definition. The first one is done for you.

Farmer	a person who runs a farm.
Vet	
Cook	
Baker	
Nurse	
Actor	
Chef	

What is
the difference between
a cook and a chef?

Work Vocabulary B

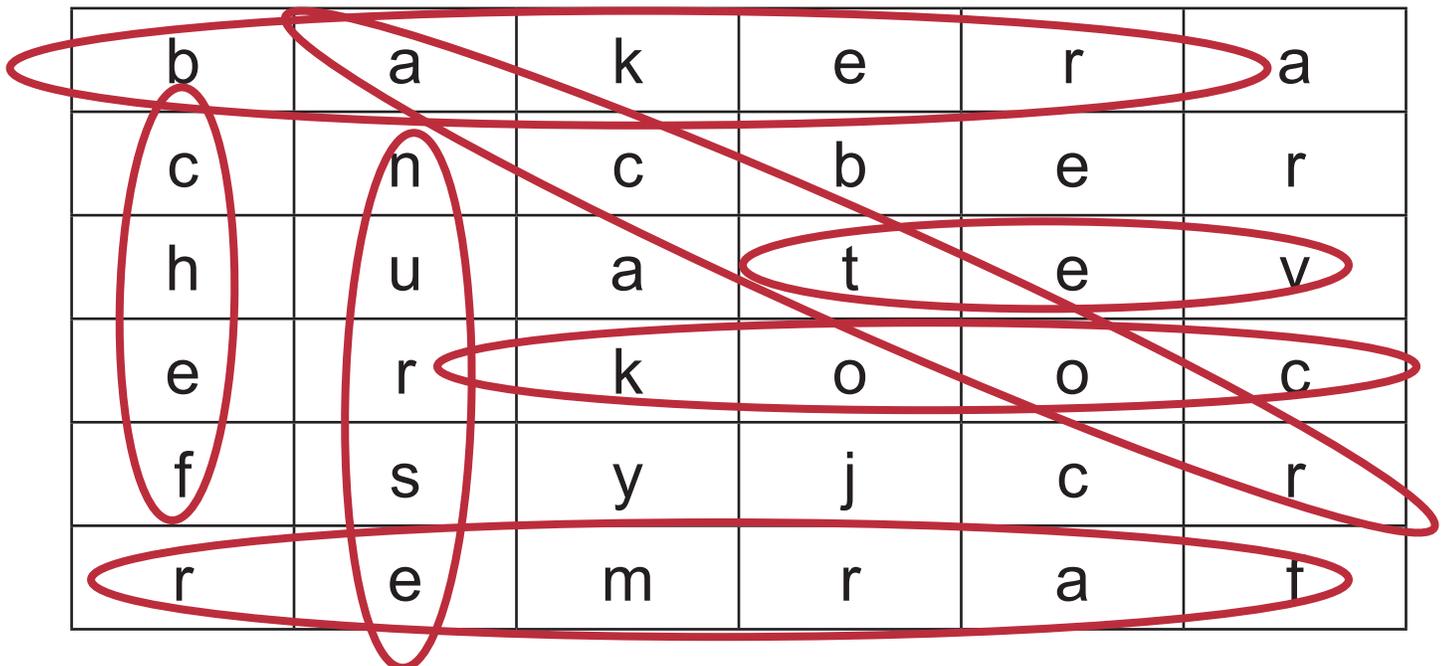
Answer Key



Match the word to the definition. The first one is done for you.

- | | |
|------------------|-----------------------------------------------|
| a) An occupation | <u>c</u> it is 30 hours a week or more |
| b) Casual job | <u>d</u> it usually requires special training |
| c) Full-time job | <u>a</u> a job |
| d) Career | <u>b</u> it has an end date |

Circle the jobs in the word search. How many jobs can you find? There are 7 jobs. The first one is done for you.



Work Vocabulary C



Write definitions in full sentences. The first one is done for you.

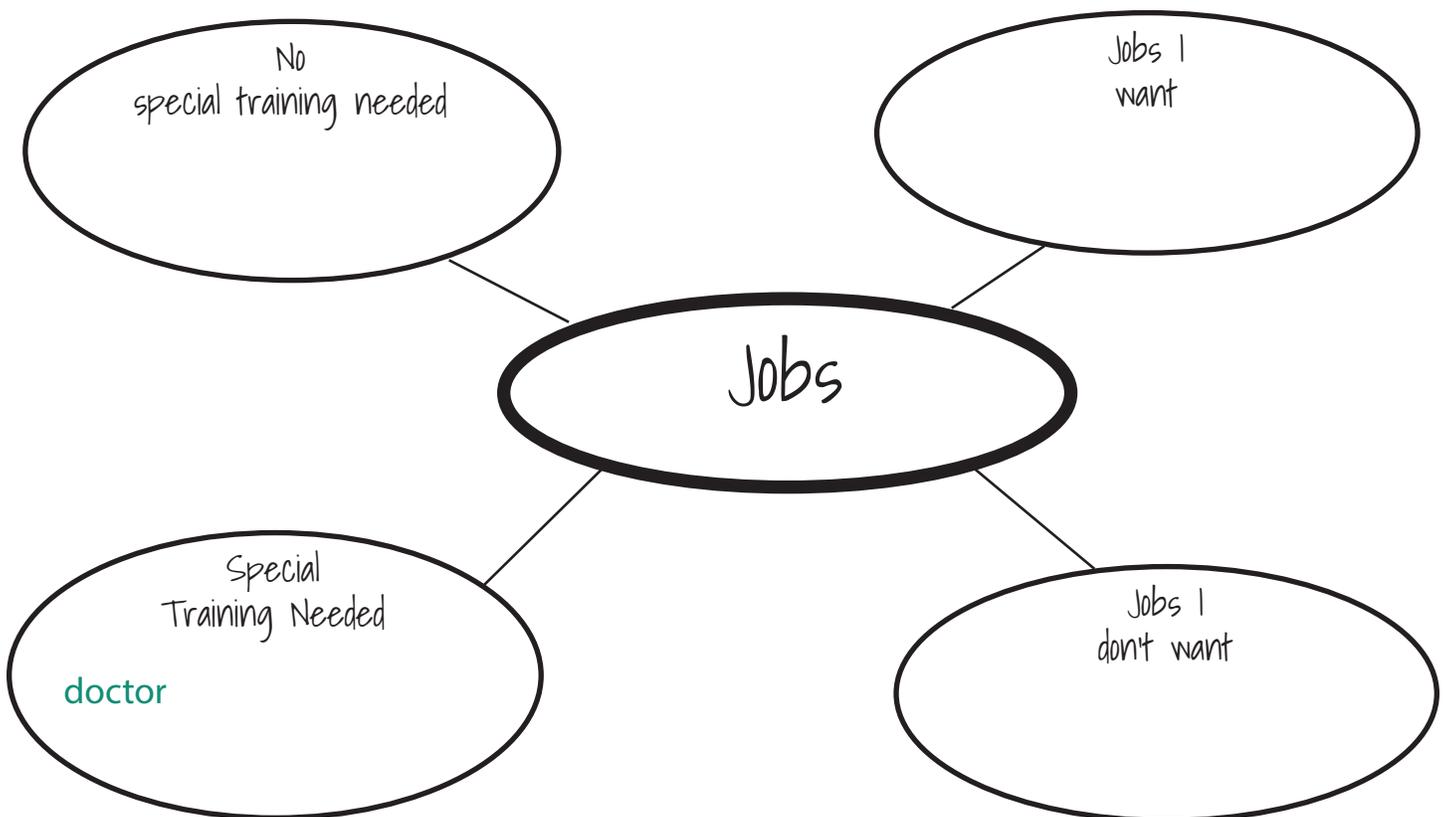
a) An occupation An occupation is the same thing as a job.

b) Casual job _____

c) Full-time job _____

d) Career _____

What jobs can you think of in the categories below? Fill in the web. The first one is done for you.



Choose one of the jobs on your list. Write a short paragraph about it. Try to use a few vocabulary words you wrote definitions for. Here is an example:



A doctor is usually a full-time job. It is a career because you need lots of special training. Doctors take care of people who are hurt or sick. I wouldn't want to become a doctor because I don't like hospitals very much. Doctors usually work in hospitals.

Now, try writing your own. Remember to underline the vocabulary words you use.



Job Pictures



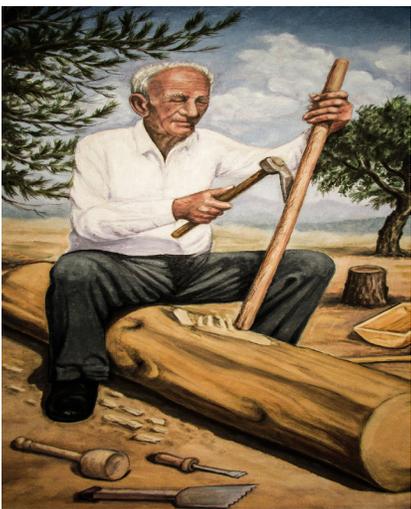
Artist



Baker



Barber/Hairstylist



Carpenter



Cook



Kitchen Helper



Cashier



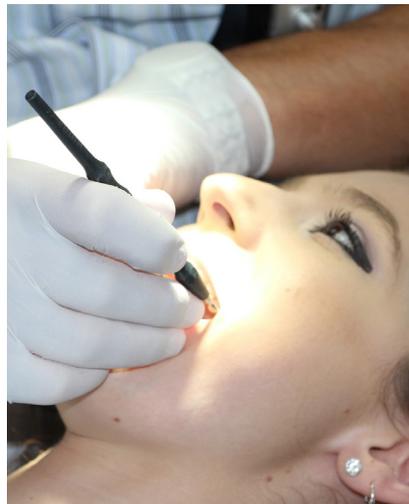
Chef



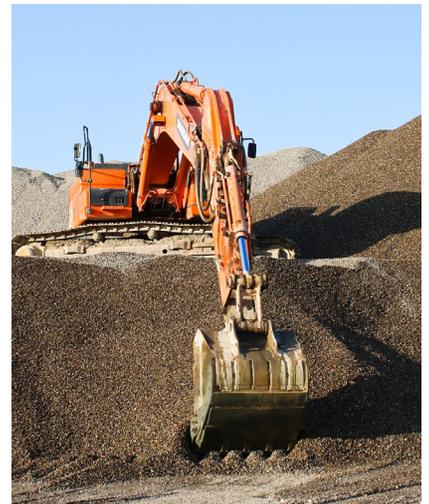
Childcare Worker



Construction Worker



Dental Assistant



Heavy Equipment Operator



Housekeeping
Attendant



Janitor



Labourer



Landscape
Gardener



Mechanic

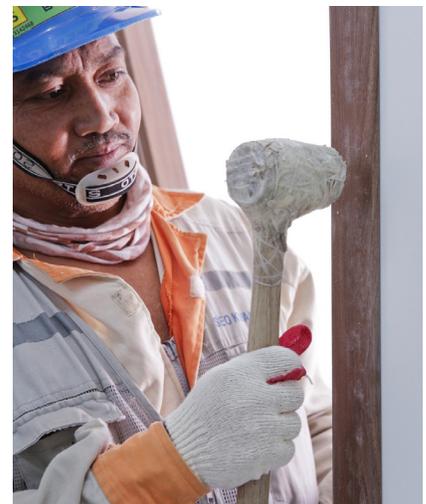


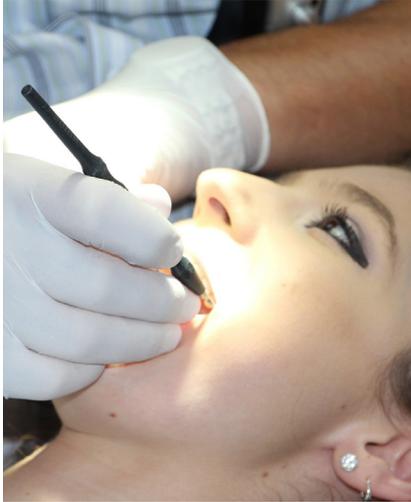
Nurse

Write the Job



Write the name of the job beside the picture.





My Dream Job A



Answer the questions about your dream job.

1. What is your dream job? _____.

2. Is it a full-time job? YES / NO

3. Do you need education for this job? YES / NO

4. Does this job have good pay? YES / NO

My Dream Job B



Write sentences about your dream job.

1. _____

2. _____

3. _____

4. _____

5. _____

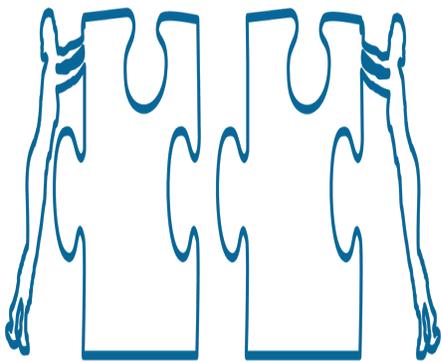
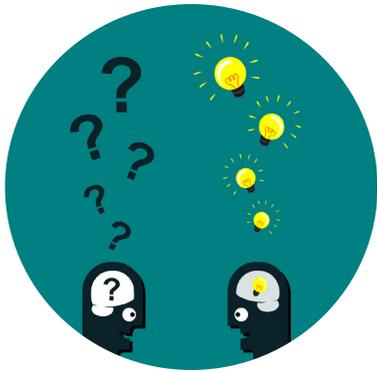
My Dream Job C



Write a paragraph about your dream job.

Types of Skills

What can these people do?



For what jobs would you need these skills?

Transferable Skills



work on a team	organize	multi-task (do 1,2, or 3 things at the same time)
create (Make new products or ideas)	be a leader	solve (fix) problems
manage time	be a good listener	try something new (take risks)
be punctual (come on time)	manage stress	look at details
work under pressure	meet goals	make decisions

Adapted from LINC Works.

Transferable Skills Pair Work



Read through the list of transferable skills below. Then work on the questions.

work on a team	organize	multi-task (do 1,2, or 3 things at the same time)
create (Make new products or ideas)	be a leader	solve (fix) problems
manage time	be a good listener	try something new (take risks)
be punctual (come on time)	manage stress	look at details
work under pressure	meet goals	make decisions



- Work with a partner
- Choose one of the skills
- Answer the three questions below:
 - How do I use this skills at home?
 - How do I use this skill at school?
 - How can I use this skill at work?
- Repeat until you have talked about all the skills.

Adapted from LINC Works.

Transferable Skills Writing A



Copy five skills that you have on the list below.

1. _____

2. _____

3. _____

4. _____

5. _____

Choose one skill. Write 3- 5 sentences about how you use this skill at home, at work and/or at school.

Skill: _____

Use: _____

Adapted from LINC Works.

Transferable Skills Writing B



Copy five skills that you have on the list below.

A rectangular box representing a clipboard. At the top center, there is a drawing of a silver paperclip. Inside the box, there are five horizontal lines, each preceded by a number from 1 to 5.

1. _____
2. _____
3. _____
4. _____
5. _____

Choose one skill. Write a note to a friend explaining why this skill is important at home, work and/or school. Write at least 6-8 sentences.

A large rectangular box with a thick black border, designed to look like a piece of paper with a curled bottom-right corner. It contains ten horizontal lines for writing.

Adapted from LINC Works.

After you have written your paragraph, check for the following:

- Reason for writing
- Point one
Details/Examples
- Point two
Details/Examples
- Closing and signature

- Spelling
- Punctuation
- Capitalization
- Verbs: tense and agreement
- Word order: SVOPT

- Transition words
- Complex sentences (*if, however, when, while, who, that, which*)



Reading About Skills A



My name is Lee. I like cooking.
I can multi-task.
I can manage time.
I can be punctual.

Write down Lee's skills:

a. _____

b. _____

c. _____



Adapted from LINC Works

My name is Amira. I enjoy cutting hair. I started cutting hair in 2008. I worked in a beauty salon for four years as a receptionist. I am very creative and am willing to take risks. This helps my clients' hairstyles look amazing. I am also a good listener and like to work with a team.

Write down Lee's skills:

a. _____

b. _____

c. _____

d. _____



Reading About Skills B



My name is Lee. I enjoy cooking.
I worked in a Japanese restaurant in my home country. I have five years of experience making food. I can multi-task. I also have good time management skills. I pay attention to details and I can work under pressure.

1) Where did Lee work? _____

2) How many years of experience making food does Lee have? _____

3) Write down Lee's skills:

a. _____

b. _____

c. _____

d. _____



Adapted from LINC Works

My name is Amira. I enjoy cutting hair. I started cutting hair in 2008. I worked in a beauty salon for four years as a receptionist. I am very creative and am willing to take risks. This helps my clients' hairstyles look amazing. I am also a good listener and like to work with a team.

1) What does Amira enjoy doing? _____

2) What year did Amira start cutting hair? _____

3) Write down Amira's skills:

a. _____

b. _____

c. _____

d. _____



Reading About Skills C

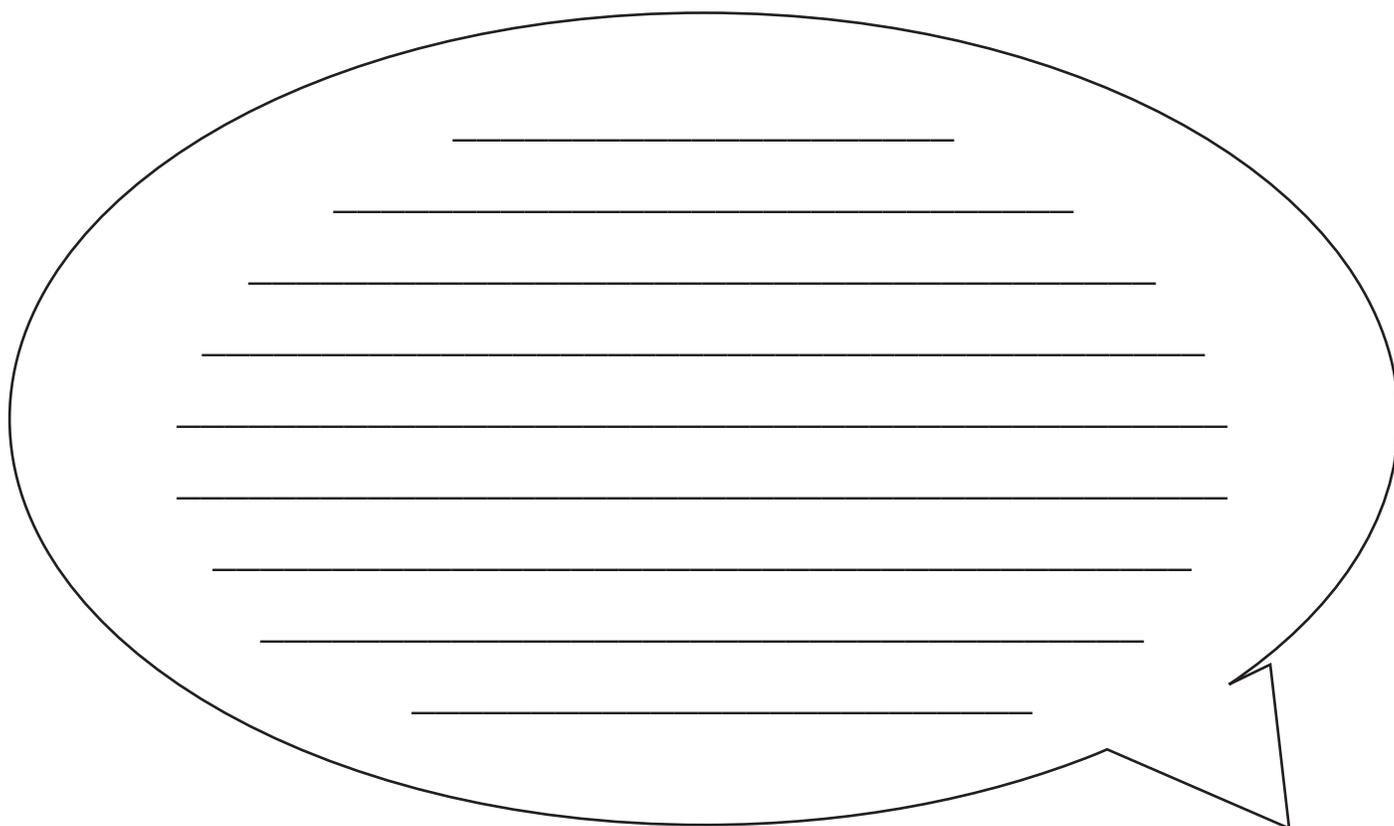


Read the two stories below. Then write your own.

My name is Lee. I enjoy cooking. I worked in a Japanese restaurant in my home country. I have five years of experience making food. I can multi-task. I also have good time management skills. I pay attention to details and I can work under pressure.

My name is Amira. I enjoy cutting hair. I started cutting hair in 2008. I worked in a beauty salon for four years as a receptionist. I am very creative and am willing to take risks. This helps my clients' hairstyles look amazing. I am also a good listener and like to work with a team.





Check for:

- Spelling
- Punctuation
- Capitalization
- Verbs: tense and agreement
- Word order: SVOPT

- Transition words
- Complex sentences (*if, however, when, while, who, that, which*)



Memory Game



Cashier



Chef



Labourer



Housekeeper



Hairstylist /
Barber



Kitchen Helper



Mechanic



Heavy
Equipment
Operator



Nurse



Artist



Childcare
Worker



Dental Assistant



Construction
Worker

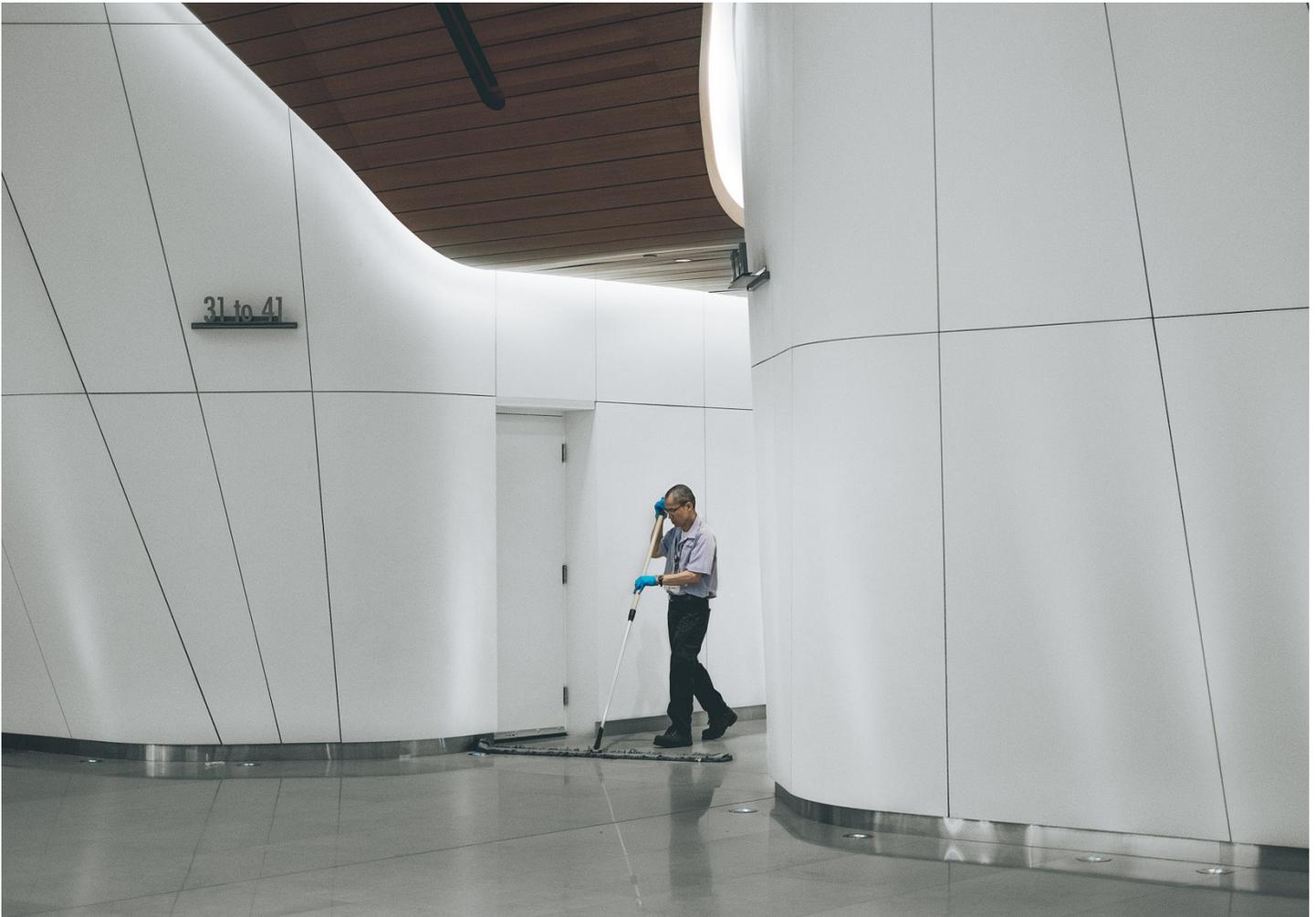


Cook



Baker

Duty Flashcards



Duties:

- Sweep and mop floors
- Empty garbage
- Dust furniture
- Clean surfaces
- Wax floors
- Shovel snow from sidewalks



Duties:

- Greet customers
- Use the cash register
- Calculate payments
- Check ID
- Stock shelves
- Clean up



Duties:

- Greet customers
- Present restaurant menus
- Take orders and deliver them to guests
- Provide recommendations
- Deal with complaints with a positive attitude
- Give bills and receive payments



Duties:

- Drive people from one place to another
- Ask for directions or get directions
- Turn on and off meter
- Take payments
- Make change and issue receipts
- Carry packages and luggage



Duties:

- Take patient temperature and blood pressure
- Ask patients questions about their personal information
- Write records
- Give medication
- Provide emotional support to patients



Duties:

- Provide customers with a guess of the cost
- Change engine oil
- Fix problems with any part of car
- Use different tools and equipment
- Attention to detail
- Physical work



Duties:

- Maintain files and databases
- Type efficiently
- Prepare reports and presentations
- Schedule appointments
- Manage staff schedule
- Work together with a team

Ad Vocabulary



Match the words and definitions.

Full-time	30 - 40 hours / week
Part-time	less than 30 hours / week
Day shift	between 8 am - 5 pm
Evening shift	from the afternoon to the evening
Pay	Money for working

Ad Vocabulary Reading



Read the ads and answer the questions.

Cook

Part-time

Day shift

Pay: \$15.50/hour

Is the job full-time or part-time?

When is the shift?

What is the pay?

Cleaner

Full-time

Evening shift

Pay: \$17.00/hour

What is the job?

When is the shift?

What is the pay?

Ad Abbreviations A



Employers put their job postings in many locations: newspapers, job websites, community newspapers, flyers, boards along the side of the road, etc.

These postings are called job ads. Ad is short for advertisement.

Job ads are often written in sentence format, but there are shortened words (abbreviations) in many job ads as well.

It is important to understand them. Read the abbreviations below.

Abbreviation	Meaning	Definition
No exp req	No experience required	You don't need experience
Exp pref	Experience preferred	They want you to have experience
F/T	Full-time work	8 hour day; about 5 days a week
P/T	Part-time work	3-8 hour day; about 1 to 4 days per week
AM/PM	Day or night work	When work happens
wknd	Weekend	Friday night/Saturday/Sunday
avail immed	Available immediately	The job starts soon
ASAP	As soon as possible	Don't wait

Job Ads:

Production Worker

Am/pm or wknd. No exp req, avail immed. P/T. Pay starting \$13 hour. Apply in person 12-3pm. 11423 84 Avenue NW

Receptionist

F/T, Mon-Fri, \$15/hour. 2 years exp pref. Need good communication skills. Send resume to john@tellus.com

Childcare Worker

Min\$14/h. Mon - Wed mornings. Must be good with children. Apply ASAP by phone 568-789-4560.

Answer the questions below. If it is false, write the correct information.

1. You can work day or night for the production worker job.

TRUE FALSE

Correct: _____

2. You can apply at 1:00pm for the production worker job.

TRUE FALSE

Correct: _____

3. The production worker job pays more than \$10/hour.

TRUE FALSE

Correct: _____

4. You need experience for the production worker job.

TRUE FALSE

Correct: _____

5. You need to speak well for the receptionist job.

TRUE FALSE

Correct: _____

6. Send your resume to john@yahoo.com for the receptionist job.

TRUE FALSE

Correct: _____

7. The receptionist job is on the weekend.

TRUE FALSE

Correct: _____



8. The childcare worker job is three days a week.

TRUE FALSE

Correct: _____

9. The childcare worker job is full time.

TRUE FALSE

Correct: _____

10. Which job would you prefer? Why?

Ad Abbreviations A Answer Key



1. You can work day or night for the production worker job.
TRUE
2. You can apply at 1:00 p.m. for the production worker job.
TRUE
3. The production worker job pays more than \$10/hr.
TRUE
4. You need experience for the production worker job.
FALSE. No experience required.
5. You need to speak well for the receptionist job.
TRUE
6. Send resumes to john@yahoo.com for the receptionist job.
FALSE. Send resume to john@tellus.com
7. The receptionist job is on the weekend.
FALSE. The receptionist job is Mon–Fri.
8. The childcare worker job is three days a week.
TRUE
9. The childcare worker job is full time.
FALSE. The childcare worker job is part time.

Ad Abbreviations B



Employers put their job postings in the newspaper, community flyers, and on various websites. These postings are called classified job ads. Ad is short for advertisement. There are many shortened words (abbreviations) in traditional job ads. It is important to understand them. These days, it is more common for ads to be written in sentences, but you will still see abbreviations.

Abbreviation	Meaning	Definition
No exp req	No experience required	You don't need experience
Exp pref	Experience preferred	They want you to have experience
F/T	Full-time work	8 hour day; about 5 days a week
P/T	Part-time work	3-8 hour day; about 1 to 4 days per week
AM/PM	Day or night work	When work happens
wknd	Weekend	Friday night/Saturday/Sunday
avail immed	Available immediately	The job starts soon
ASAP	As soon as possible	Don't wait
min	Minimum	The smallest number
pos	Position	Job title
perm	Permanent	a long time; forever
temp	temporary	a short time: a season

Job Ads:

Production Worker

Am/pm or wknd. No exp req, avail immed. P/T. Pay starting \$13 hour. Apply in person 12-3pm.
11423 84 Avenue NW

Receptionist

F/T, Mon-Fri, \$15/hour. 2 years exp pref. Need good communication skills. Send resume to john@tellus.com

Childcare Worker

Min\$14/h. Mon - Wed mornings. Must be good with children. Apply ASAP by phone 568-789-4560.

1. How many days a week is the childcare job?

2. Is the receptionist job on the weekend?

3. If you wanted a permanent position, which job should you apply for?

4. Which job requires no experience?

5. What job has the highest wage and what is it?

6. If you are confident when talking to people, which job could you apply for?

7. Which job might need you to work at night?

8. Can you apply at 1:00pm for the production worker job?

9. What email should you send your resume to for the receptionist job?

10. Would you apply for any of these jobs? If so, which one(s) and why? If no, why not?



Ad Abbreviations B

Answer Key



1. How many days a week is the childcare job?
3 (Mon-Wed mornings)
2. Is the receptionist job on the weekend?
No (Mon-Fri)
3. If you wanted a permanent position, which job should you apply for?
Childcare worker
4. Which job requires no experience?
Production worker
5. What job has the highest wage and what is it?
Receptionist \$15/hr.
6. If you are confident when talking to people, which job should you apply for?
Receptionist
7. Which job might need you to work at night?
Production worker
8. Can you apply at 1 p.m. for the production worker job?
Yes
9. What email should you send your resume to?
john@tellus.com
10. Would you apply for any of the jobs? Why or why not? Explain your answer.
Answers will vary.

Reading Strategy



Use this strategy to answer questions about a text:

1) Identify

Look at the words in the question. Identify the most important words.

2) Scan

Move your eyes quickly over the page. Look for the words you identified in the text. If you can't find them, look for similar words.

3) Locate

Find the word or phrase you are looking for.

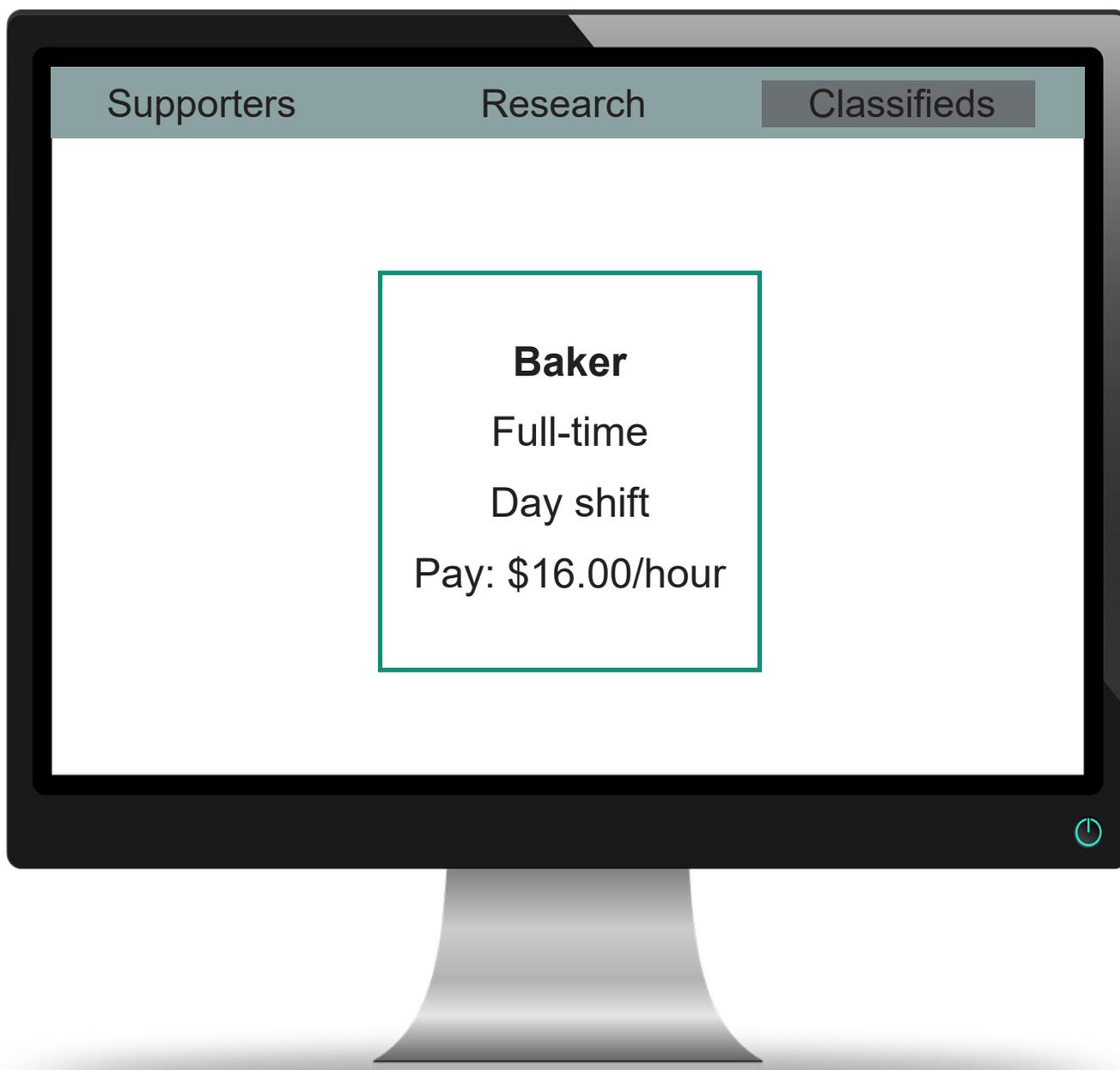
4) Decide

Check to make sure the word or phrase you located is the answer to the question.

Job Ad A



Read the ad:



Answer the questions:

1. What is the job?

2. What is the pay?

3. When is the shift?

4. Is the job full-time or part-time?

Job Ad A

Answer Key



1. What is the job?

Baker

2. What is the pay?

\$16.00/hour

3. When is the shift?

Day shift

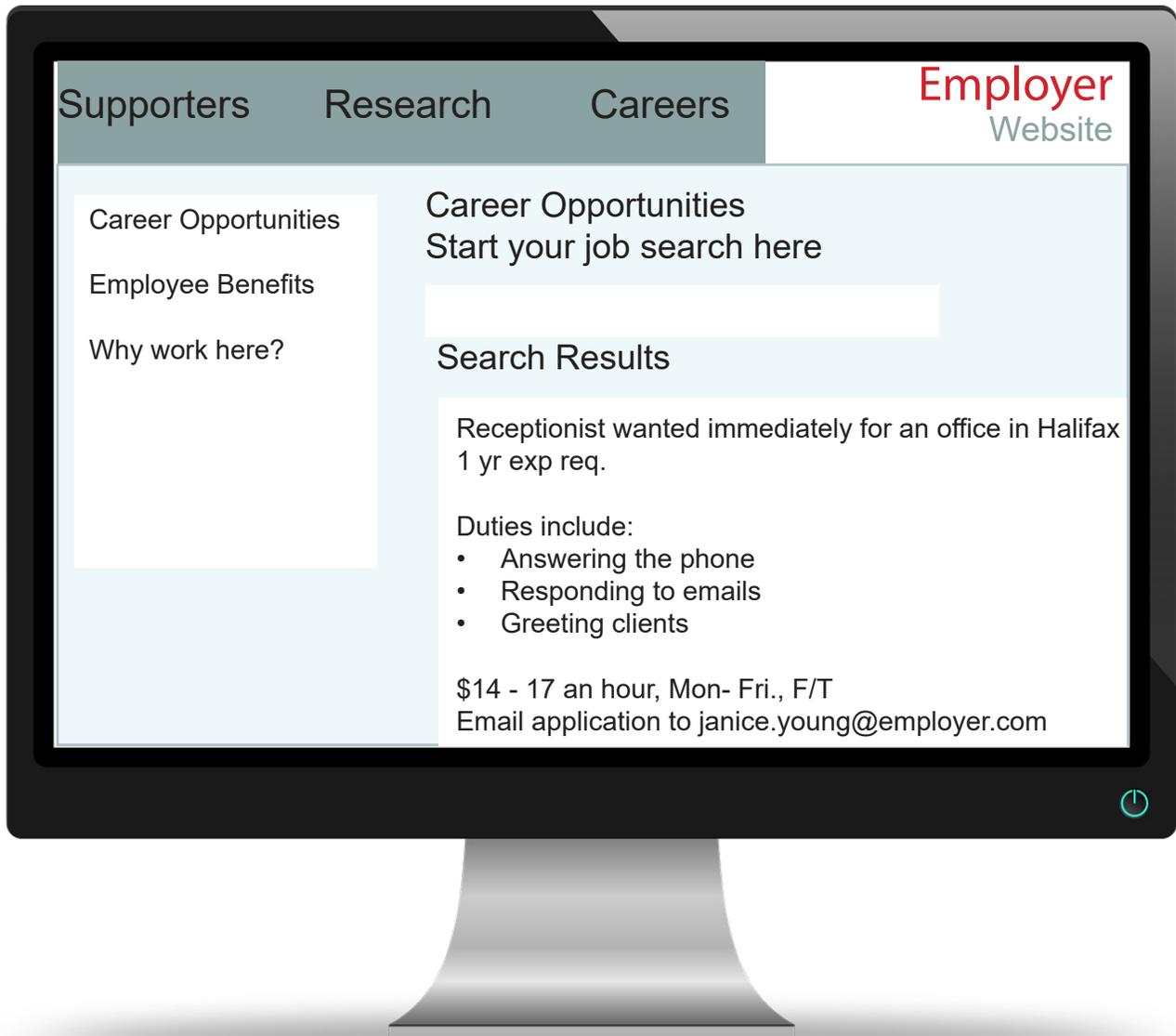
4. Is the job full-time or part-time?

Full-time

Job Ad B



Read the ad and answer the questions.



1. What is the purpose of this text?

- a. advertise a job
- b. ask for your application
- c. give you information

2. What is the position advertised? _____

3. Where is the job located? _____

4. What are two duties for this job?

5. How many days a week do you work at this job?

If the answer is false, write the correct information.

6. You can email your application. True False

Correct: _____

7. This is a part time job. True False

Correct: _____

8. You can get a college certificate. True False

Correct: _____

9. You need experience for this job. True False

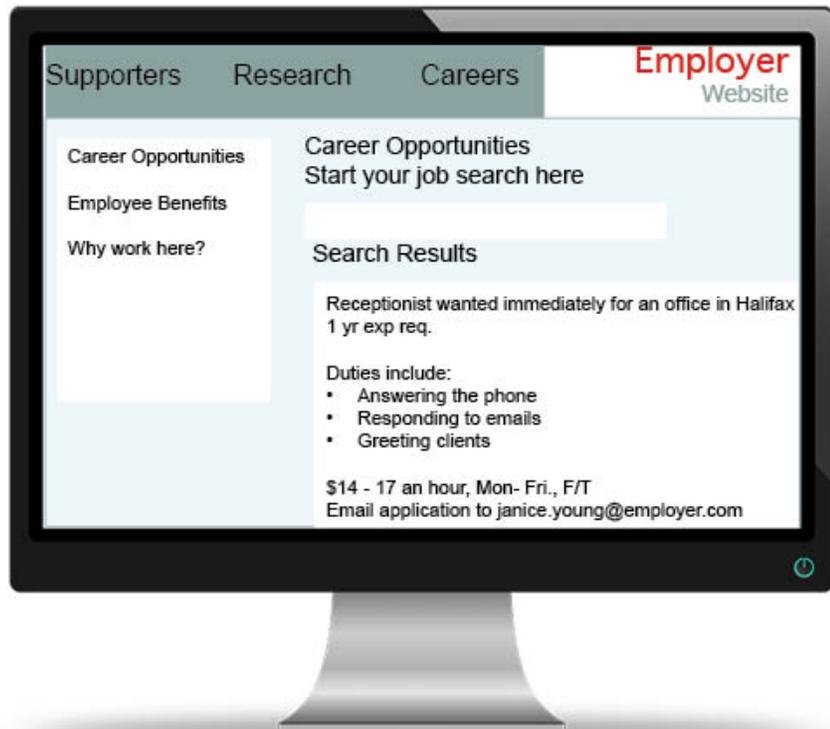
Correct: _____

10. You need to work on weekends. True False

Correct: _____

11. Would you apply for this job? YES NO

Why or why not?



Job Ad B

Answer Key



1. What is the purpose of this text?
a. advertise a job
2. What is the position advertised?
Receptionist
3. Where is the job located?
Halifax
4. What are two duties for this job?
Answering the phone
Responding to emails
Greeting clients
5. How many days a week do you work at this job?
Five days

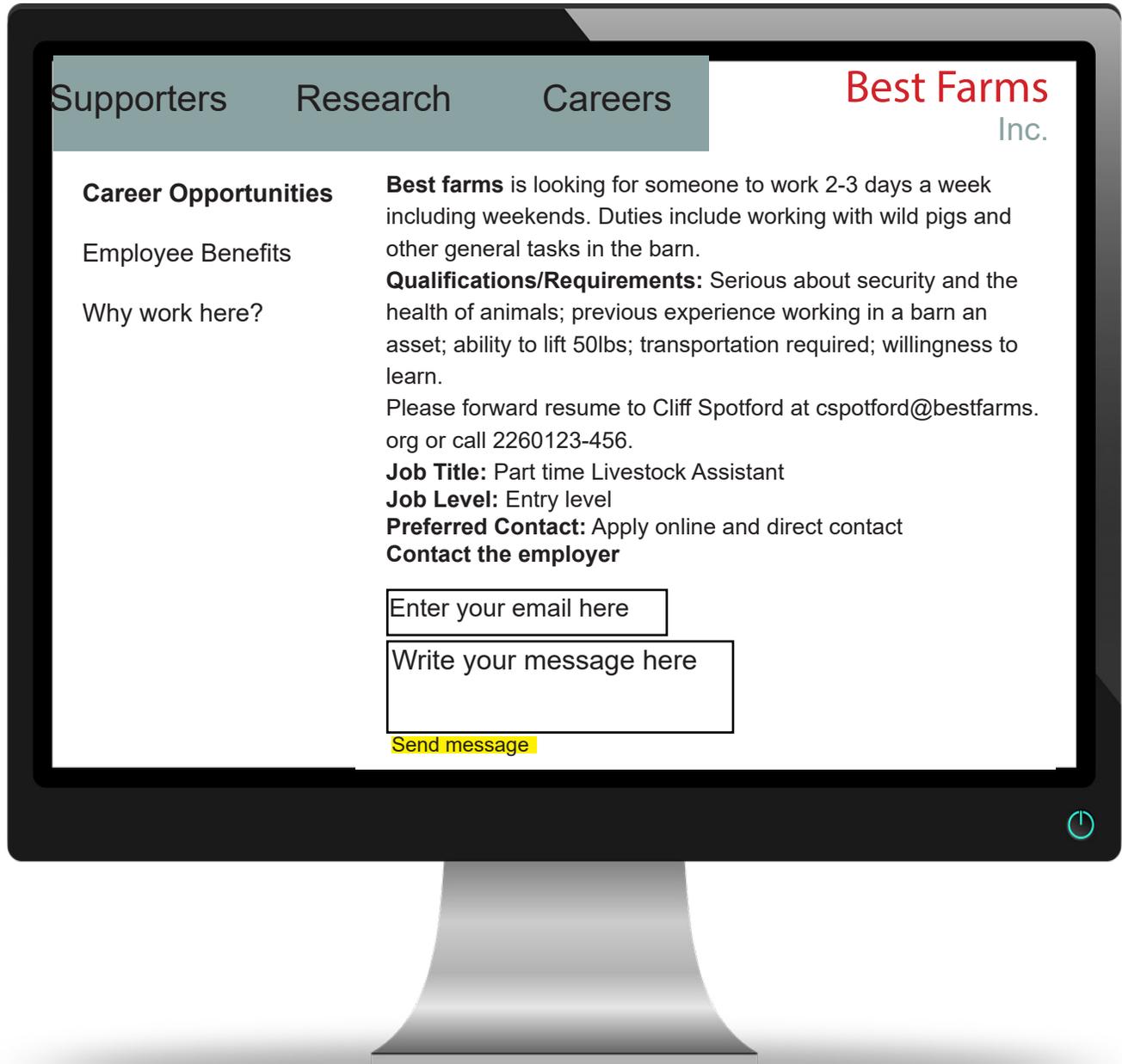
If the answer is false, write the correct information.

6. You can email your application. **True** False
7. This is a part time job. True **False**
Correct: It's a full-time job (Monday -Friday, 8:00 - 5:00)
8. You can get a college certificate. True **False**
Correct: The ad says nothing about a college certificate.
9. You need experience for this job. **True** False
10. You need to work on weekends. True **False**

Job Ad C



Read the ad and answer the questions.



1. The text is...

- a. a job posting for the government of Canada
- b. a job posting for a farm worker.
- c. a farm work experience program.
- d. a farm job training program.

2. The purpose of the text is...

- a. to give details of a job opportunity.
- b. to help you choose a good job.
- c. to advertise for the farm.

3. Where can you find out how to apply?

- a. at the top of the ad
- b. in the middle of the ad
- c. at the bottom of the ad

4. What parts of the ad are in bold?

- a. the company title in the ad
- b. the job title of the ad
- c. the section titles in the ad
- d. all of the above
- e. none of the above

5. What is the position title?

6. Is the job part-time or full-time?

7. How much does the job pay?

8. How do you apply?

9. What personal skills or qualities do you have that would be good for this job? Name and very briefly explain at least one skill/quality.

10. Do you have the qualifications to apply? YES NO What qualifications are needed?

11. What are the duties of the job?

12. What is more important in this job: willingness to learn or experience?
How do you know?

13. Would you apply for this job? Why or why not?

Job Ad C

Answer Key



1. The text is...
b. a job posting for a farm worker.
2. The purpose of the text is...
a. to give details of a job opportunity.
3. Where can you find out how to apply?
b. in the middle of the ad
4. What parts of the ad are in bold?
d. all of the above
5. What is the position title?
Livestock Assistant
6. Is the job part-time or full-time?
Part time
7. How much does the job pay?
It doesn't say.
8. How do you apply?
Online and direct contact
9. What personal skills or qualities do you have that would be good for this job? Name and very briefly explain at least one skill/quality.
Answers will vary
10. Do you have the qualifications to apply? YES NO What qualifications are needed?
Answers will vary

11. What are the duties of the job?

Working with wild pigs and other general tasks in the barn.

12. What is more important in this job: willingness to learn or experience?
How do you know?

Willingness to learn. Previous experience is considered an asset.

13. Would you apply for this job? Why or why not?

Answers will vary

Application Form



Read the form below:

Job Application Form		
Date:	Position applied for:	When can you start?
APPLICANT INFORMATION		
First Name	Last Name	
Address		
City		Postal Code
Phone	Email	
EDUCATION		
Highest level of education completed: ___ High School ___ College ___ University		

All forms ask for personal information

Some forms ask about your education

Job Application Form

Most forms ask about your employment history

EMPLOYMENT

Employer	Job Title	From	To

Some forms ask about other skills, qualifications and interests.

ADDITIONAL INFORMATION

Explain why you think you would be a good candidate for this position.

Application forms have a space for you to sign. Online forms might have a box for you to click.

I hereby certify that the information provided is true and complete.

Signature

Date:

Personal Information Cut Up



APPLICANT INFORMATION

First Name	Last Name
Address	
City	Postal Code
Phone	Email

Maria	Rodriguez
7802 55th St.	Innisfail, AB
T4G 0A7	403-887-0136
mrod@email.ca	

Copy Personal Information



Copy the personal information into the application form.

Name: Maria Rodriguez.

Postal Code: T4G 0A7.

Address: 7802 55th St.

Phone: 403-887-0136.

City: Innisfail, AB.

Email: mrod@email.ca

APPLICANT INFORMATION	
First Name	Last Name
Address	
City	Postal Code
Phone	Email

Application Form Cut up



Paste the sections in the right place:

Job Application Form

APPLICANT INFORMATION

EDUCATION

Job Application Form

EMPLOYMENT

ADDITIONAL INFORMATION

Cut up the sections below for learners to paste.

Date:	Position applied for:	When can you start?
 -----		
First Name	Last Name	
Address		
City		Postal Code
Phone	Email	
 -----		
Highest level of education completed: ___ High School ___ College ___ University		

Employer	Job Title	From	To



Explain why you think you would be a good candidate for this position.

I hereby certify that the information on this application form is true and complete.

Signature

Date:

Application Form Questions A



Read these questions to the students. Circle whether they follow the instruction or not.

1. Point to where you write your postal code.

Correct / Incorrect

2. Point to where you write your last name.

Correct / Incorrect

3. Point to where you write your phone number.

Correct / Incorrect

4. Point to where you should write your address.

Correct / Incorrect

5. Point to where you should write your first name.

Correct / Incorrect

6. Point to where you should write your email address.

Correct / Incorrect

7. Point to where you should write your city.

Correct / Incorrect

Application Form Questions B



1. What is the purpose of the form?

- a. to apply to school
- b. to apply for citizenship
- c. to rent an apartment
- d. to apply for a job

2. Where do you fill in personal information?

- a. at the top
- b. in the middle
- c. at the bottom

3. What do you write in the employment section?

4. You must fill out an application form for every job

TRUE

FALSE

Correct:

5. You must write your Social Insurance Number on the form.

TRUE

FALSE

Correct:

6. You must fill in ALL the boxes.

TRUE

FALSE

Correct:

7. Copy the sentence that ask for your qualifications

8. What word means “the person applying for te job”?

Application Form Questions C



Read the form below:

WalCart Application for Employment									
Date of application: _____ Date Available to Start _____									
How did you hear about this opportunity? _____									
If you were referred, please give the name of the employee that referred you: _____									
My Availability & Job Position (Please check all that apply)									
Position	Status	Hours of Availability							
<input type="checkbox"/> Shelf stocker <input type="checkbox"/> Floor person <input type="checkbox"/> Supervisor <input type="checkbox"/> Cashier <input type="checkbox"/> Cleaner	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Seasonal		Mon	Tues	Wed	Thurs	Fri	Sat	Sun
	Pay Expectations:	From							
		To							
MY PERSONAL INFORMATION									
First Name					Last Name				
Address									

WalCart Application for Employment

City	Postal Code
------	-------------

Phone	Email
-------	-------

Are you legally eligible to work in Canada? YES NO

EDUCATION

Highest level of education completed: _____
 What hobbies and/or activities are you involved in? _____

MY EMPLOYMENT HISTORY

Current/Most Recent Employer	Can we contact this company? <input type="checkbox"/> Yes <input type="checkbox"/> No
------------------------------	---------------------------------------------------------------------------------------------

Company: _____ Start Date: _____ End Date: _____
 Supervisor: _____ Phone Number: _____
 Position/Duties: _____
 Reason for Leaving: _____
 Starting Pay: _____ Ending Pay _____

Current/Most Recent Employer	Can we contact this company? <input type="checkbox"/> Yes <input type="checkbox"/> No
------------------------------	---------------------------------------------------------------------------------------------

WalCart Application for Employment

Company: _____ Start Date: _____ End Date: _____
 Supervisor: _____ Phone Number: _____
 Position/Duties: _____
 Reason for Leaving: _____
 Starting Pay: _____ Ending Pay _____

REFERENCES

List any references not given above. Please do not list relatives.

NAME	OCCUPATION	RELATIONSHIP	PHONE NUMBER

Please exclude any references to any organization which could indicate race, religion, mental status, age, color, gender, ancestry, political beliefs, physical disability, mental disability or handicap.

The undersigned acknowledges that the foregoing statements and information fully and truthfully set forth the true and accurate personal information of the applicant at the date hereof.

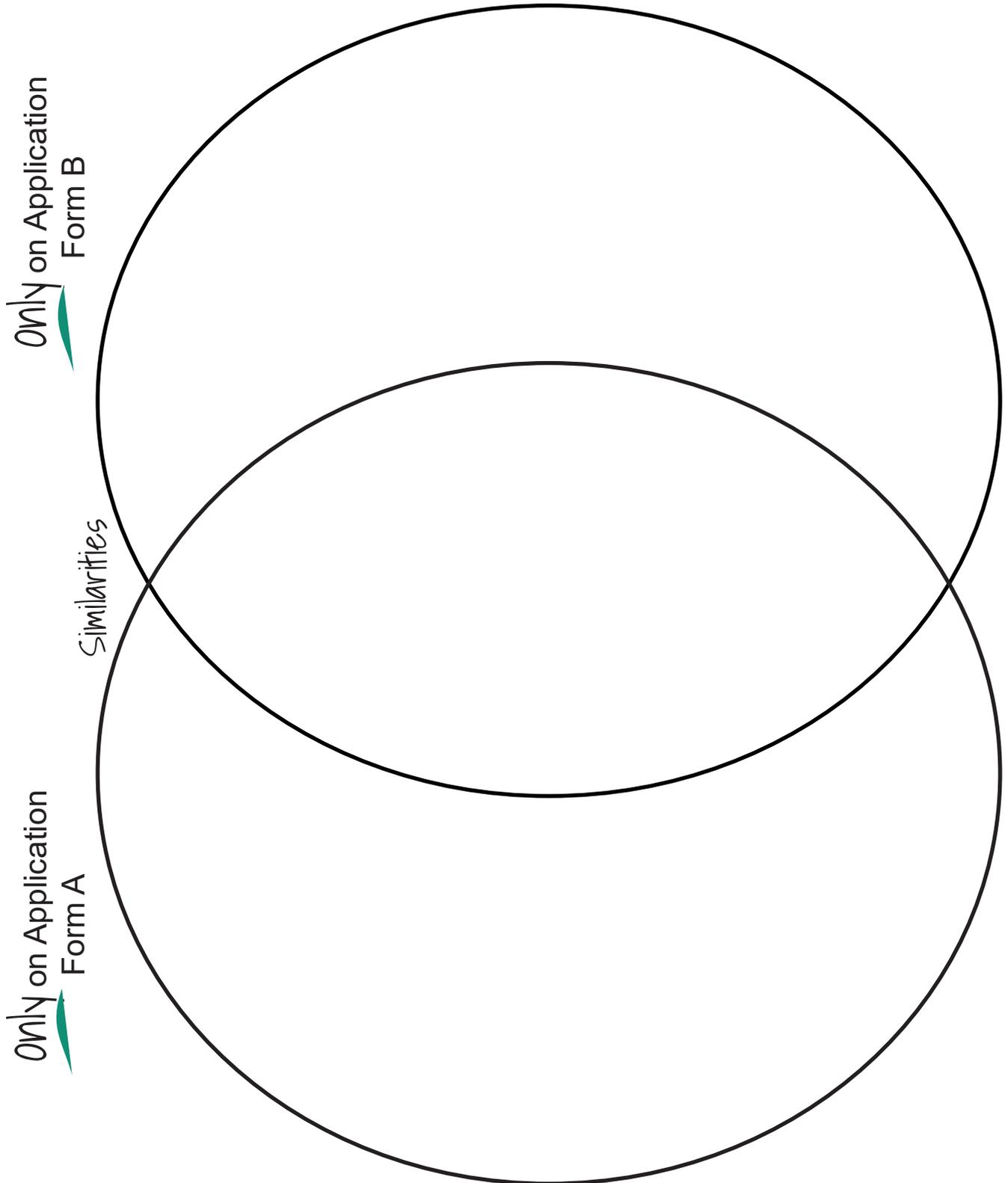
SIGNATURE:

DATE:

Application Form Questions C



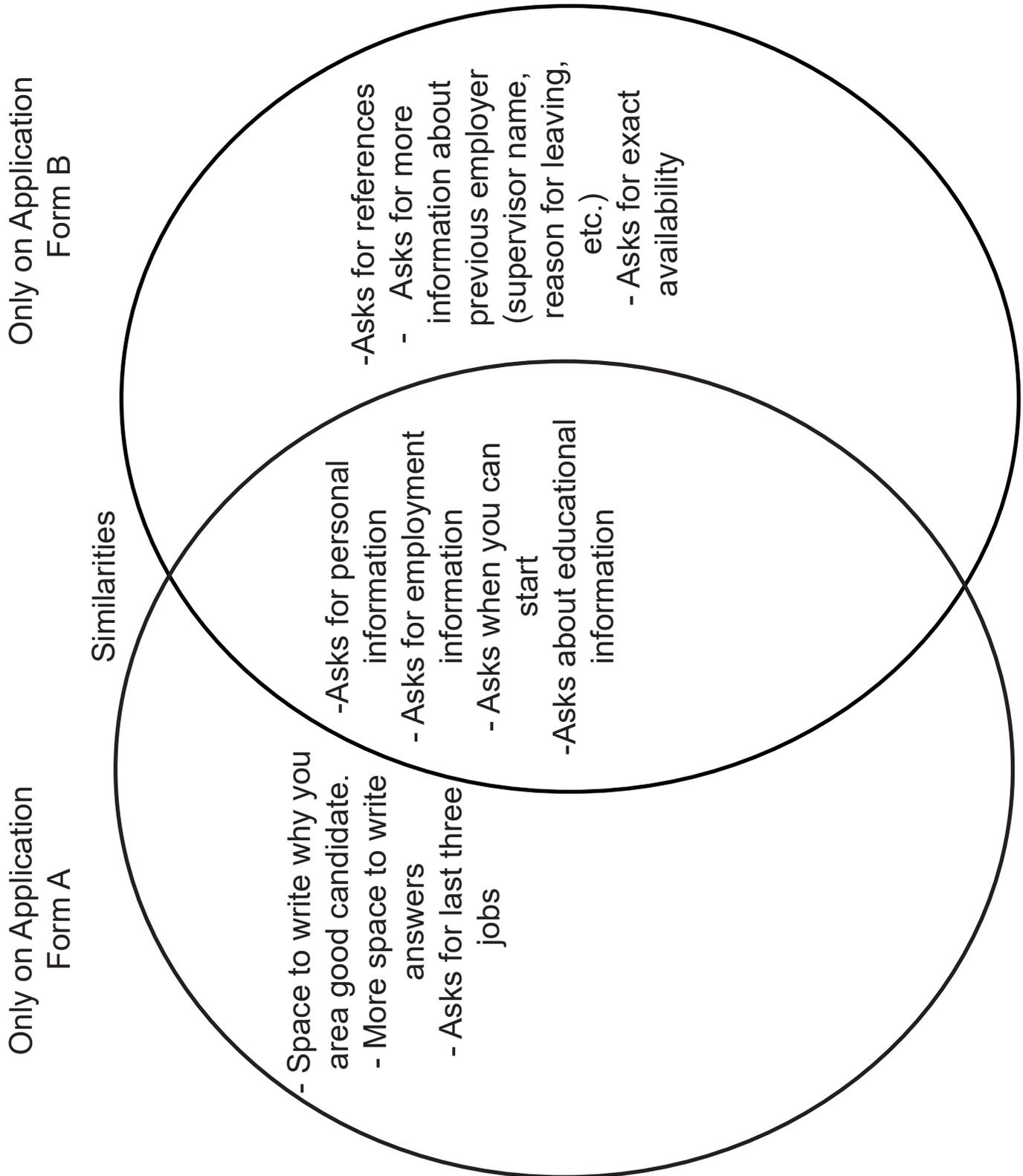
Complete the Venn Diagram below comparing Application Form A and B.



Application Form Questions C Answer Key



Complete the Venn Diagram below comparing Application Form A and B.



Application Form A



Fill in the application form with your information.

APPLICANT INFORMATION	
First Name	Last Name
Address	
City	Postal Code
Phone	Email

Application Form B



Fill in the application form with your information.

Job Application Form		
Date:	Position applied for:	When can you start?
APPLICANT INFORMATION		
First Name	Last Name	
Address		
City	Postal Code	
Phone	Email	
EDUCATION		
Highest level of education completed:		
___ High School	___ College	___ University

Job Application Form

EMPLOYMENT

Employer	Job Title	From	To

ADDITIONAL INFORMATION

Explain why you think you would be a good candidate for this position.

I hereby certify that the information on this application form is true and complete.

Signature

Date:

Application Form C



Fill in the application form with your information.

WalCart Application for Employment

Date of application: _____ Date Available to Start _____

How did you hear about this opportunity? _____

If you were referred, please give the name of the employee that referred you: _____

My Availability & Job Position (Please check all that apply)

Position	Status	Hours of Availability							
<input type="checkbox"/> Shelf stocker <input type="checkbox"/> Floor person <input type="checkbox"/> Supervisor <input type="checkbox"/> Cashier <input type="checkbox"/> Cleaner	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Seasonal		Mon	Tues	Wed	Thurs	Fri	Sat	Sun
	Pay Expectations:	From							
		To							

MY PERSONAL INFORMATION

First Name	Last Name
------------	-----------

Address

WalCart Application for Employment

City	Postal Code
------	-------------

Phone	Email
-------	-------

Are you legally eligible to work in Canada? YES NO

EDUCATION

Highest level of education completed: _____
 What hobbies and/or activities are you involved in? _____

MY EMPLOYMENT HISTORY

Current/Most Recent Employer	Can we contact this company? <input type="checkbox"/> Yes <input type="checkbox"/> No
------------------------------	---------------------------------------------------------------------------------------------

Company: _____ Start Date: _____ End Date: _____
 Supervisor: _____ Phone Number: _____
 Position/Duties: _____
 Reason for Leaving: _____
 Starting Pay: _____ Ending Pay _____

WalCart Application for Employment

Current/Most Recent Employer	Can we contact this company? <input type="checkbox"/> Yes <input type="checkbox"/> No
------------------------------	---------------------------------------------------------------------------------------------

Company: _____ Start Date: _____ End Date: _____

Supervisor: _____ Phone Number: _____

Position/Duties: _____

Reason for Leaving: _____

Starting Pay: _____ Ending Pay _____

REFERENCES

List any references not given above. Please do not list relatives.

NAME	OCCUPATION	RELATIONSHIP	PHONE NUMBER

Please exclude any references to any organization which could indicate race, religion, mental status, age, color, gender, ancestry, political beliefs, physical disability, mental disability or handicap.

The undersigned acknowledges that the foregoing statements and information fully and truthfully set forth the true and accurate personal information of the applicant at the date hereof.

SIGNATURE:	DATE:
------------	-------

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Shopping online

Course Outline

Module Topic: *Shopping online*

Learner Levels:

Lesson	Objective	Resources I will use
1	<p>Learners will be able to . . .</p> <p>CLB 1 recognize key vocabulary in the field of online shopping.</p> <p>CLB 3 describe and pronounce key vocabulary in the field of online shopping.</p> <p>CLB 5 use and pronounce key vocabulary in the field of on-line shopping.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Online Shopping handout; Vocabulary Matching 2; Word Stress</p> <p>CLB 1 Vocabulary Matching 1; Vocabulary Practice A; Vocabulary Practice D</p> <p>CLB 3 Vocabulary; Vocabulary Practice B; Vocabulary Practice E</p> <p>CLB 5 Vocabulary; Vocabulary Practice C; Vocabulary Practice F</p>
2	<p>Learners will be able to . . .</p> <p>CLB 1: compare online shopping options; identify differences in online shopping.</p> <p>CLB 3: compare online shopping options; identify differences in online shopping.</p> <p>CLB 5: compare online shopping options; to assess necessary precautions needed when buying from online sellers.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Online Shopping Venn Diagram</p> <p>CLB 1: Buying Online 1; Buying Online 2; Which is Better</p> <p>CLB 3: Online Shopping Video Handout A; Comparatives</p> <p>CLB 5: Online Shopping Video Handout B; Shopping Online - Research; Electronic device to do research (phone, computer or tablet)</p>

<p style="text-align: center;">3</p>	<p>Learners will be able to . . .</p> <p>CLB 1: identify key information about shopping online safely.</p> <p>CLB 3: describe the process of shopping online safely.</p> <p>CLB 5: compare and contrast different methods of shopping online.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection • Small tokens like beans if playing Bingo more than once <p>ALL LEVELS: Would you rather... ?; Spotting a Scam;</p> <p>CLB 1: Using Ratings</p> <p>CLB 3: Buying Safely from a Website; Bingo; Screenshot A - D.</p> <p>CLB 5: Buying Safely from a Website; What is an Online Reseller?; Bingo; Screenshot A - D.</p>
<p style="text-align: center;">4</p>	<p>Learners will be able to . . .</p> <p>CLB 1: identify indicators of a scam in a classified ad.</p> <p>CLB 3: describe the process of buying from an online classified ad; use comparatives to recommend a purchase.</p> <p>CLB 5: identify a scam in an online classified ad and explain this to a friend.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Online Classified Flashcards; Ad A; Ad B</p> <p>CLB 1: Oral Comprehension Questions; Classified Ad Comparison A</p> <p>CLB 3: Online Classified Ad Comprehension; Classified Ad Comparison B</p> <p>CLB 5: Online Classified Ad Comprehension; Classified Ad Comparison C</p>

Additional Resources

<p>ISS of BC Janis's ESL</p>	<p>This resource has a large section on shopping. It includes listening, reading and speaking activities. It has a small portion on online shopping.</p> <p>Link: https://janis-esl.issbc.org/esl-links/shopping-shopping/f</p>
<p>Canadian Centre for Cyber Security</p>	<p>This page includes up to date information and tips on how to shop online safely. It will need to be adapted for ESL learners.</p> <p>Link: https://cyber.gc.ca/en/guidance/how-shop-online-safely-itsap00071</p>

Online Shopping - Essential Vocabulary

Lesson Plan 1

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Online Shopping handout; Vocabulary Matching 2; Word Stress</p> <p>CLB 1 Vocabulary Matching 1; Vocabulary Practice A; Vocabulary Practice D</p> <p>CLB 3 Vocabulary; Vocabulary Practice B; Vocabulary Practice E</p> <p>CLB 5 Vocabulary; Vocabulary Practice C; Vocabulary Practice F</p> <p>These four lessons were adapted from WebSafe.</p>
<p>Objectives:</p> <p>Learners will be able to . . .</p>	<p>CLB 1 recognize key vocabulary in the field of online shopping.</p> <p>CLB 3 describe and pronounce key vocabulary in the field of online shopping.</p> <p>CLB 5 use and pronounce key vocabulary in the field of online shopping.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 15 minutes</p>	<p>Welcome learners. Tell learners you will talk about shopping online (write this on the board and show Online Shopping handout). Tell learners you will write three sentences about yourself. Two are true, one is false - all about shopping online. For example:</p> <ul style="list-style-type: none"> • I bought a car online. • I never buy clothes online. • I love grocery shopping online. 		

<p>Ice-breaker Continued</p>	<p>Have CLB 5s replicate this activity by writing three of their own sentences. Have CLB 3s write one true and one false statement. Have CLB 1s write one true statement. Have each student share their responses and guess which statements were false (if any).</p>		
<p>Activity 1: 10-15 minutes</p>	<p>Write Online Shopping on the board. Ask learners what vocabulary they can think of. Add the words that they say to the board.</p>		
<p>Activity 2: 10 minutes</p>	<p>Teach CLB 1s the words on Vocabulary Matching 1.</p>	<p>Give learners Vocabulary hand-out. Tell them not to worry about the words they don't understand. We will learn them all today.</p>	
<p>Activity 3: 5-7 minutes</p>	<p>Put learners into heterogenous groups. Have each group match the vocabulary with the definition using Vocabulary Matching 1.</p>		
<p>Activity 4: 10-15 minutes</p>	<p>Use handout Vocabulary Practice A. When learners have completed the activity, they can find a partner and ask them about their answers to the questions.</p>	<p>Use handout Vocabulary Practice B.</p>	<p>Use handout Vocabulary Practice C.</p>
<p>Activity 5: 10 minutes</p>	<p>Teach CLB 1s the words on Vocabulary Matching 2.</p>	<p>Use Vocabulary Matching 2. If anyone finishes early, they can keep practicing using the online resource.</p>	

<p>Activity 6: 10-15 minutes</p>	<p>Complete Vocabulary Practice D as a group. Learners will likely need extra support with the terms fine print, return policy, and padlock. Load google images ahead of time to support learners with these words.</p>	<p>Use handout Vocabulary Practice E.</p>	<p>Use handout Vocabulary Practice F. If learners finish early, the online resource has an additional text with all of the vocabulary words.</p>
<p>Activity 7: 10 minutes</p>	<p>Tell learners that word stress is very important. It helps you understand others and others understand you.</p> <p>Word stress can be shown in different ways. One way is to draw little circles on syllables that aren't stressed and big circles on syllables that are stressed.</p> <p>See Word Stress handout. Have learners repeat after you as you read the words and demonstrate the stress pattern.</p> <p>If you, as an instructor, would like to learn more about word stress, watch: The Teacher's Room: Teaching word stress (BBC Learning English) https://youtu.be/o0l00sZSBBE</p>		
<p>Exit Activity 10 minutes</p>	<p>Practice word stress with movement. Tell learners to stand up in the stressed syllable of a word. Read words on Word Stress handout.</p>		

Online Resource Tip: The online resource for this lesson has additional activities for learners to practice the vocabulary words .

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ answer basic questions about online shopping.</p> <p>_____ demonstrate recognition of 10 new words related to online shopping.</p> <p>Demonstrates understanding of:</p> <p>___ review ___ shipping ___ classified ads ___ word of mouth ___ item ___ risky ___ padlock ___ policy ___ contract ___ fine print</p>	<p>Learner is able to . . .</p> <p>_____ complete 4 sentences with relevant online shopping vocabulary words.</p> <p>_____ write 2-3 sentences using new words related to online shopping.</p> <p>Demonstrates understanding of:</p> <p>___ review ___ shipping ___ classified ads ___ word of mouth ___ item ___ risky ___ padlock ___ policy ___ contract ___ fine print</p>	<p>Learner is able to . . .</p> <p>_____ complete 6 sentences with relevant online shopping vocabulary words.</p> <p>_____ write 1 paragraph that demonstrates understanding of new vocabulary and concepts related to online shopping.</p> <p>Demonstrates understanding of:</p> <p>___ review ___ shipping ___ classified ads ___ word of mouth ___ item ___ risky ___ padlock ___ policy ___ contract ___ fine print</p>

Staying Safe Shopping Online

Lesson Plan 2

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Online Shopping Venn Diagram</p> <p>CLB 1: Buying Online 1; Buying Online 2; Which is Better</p> <p>CLB 3: Online Shopping Video Handout A; Comparatives</p> <p>CLB 5: Online Shopping Video Handout B; Shopping Online - Research; Electronic device to do research (phone, computer or tablet)</p>
<p>Objectives:</p> <p>Learners will be able to . . .</p>	<p>CLB 1: compare online shopping options; identify differences in online shopping.</p> <p>CLB 3: compare online shopping options; identify differences in online shopping.</p> <p>CLB 5: compare online shopping options; to assess necessary precautions needed when buying from online sellers.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 7-10 minutes</p>	<p>Play game where learners need to repeat what the other said. On the board, write: I went online and bought ... Ask learners for ideas. Ask the CLB 1 learner to say "I went online and bought _____" The next learner should repeat what the previous person said and add on to it. For example "I went to online and bought a t-shirt and a pair of pants." The next person should say "I went online and bought a t-shirt, a pair of pants and a burger." Keep going until the class runs out of ideas.</p>		

<p>Activity 1 7-10 minutes</p>	<p>Ask learners what are some good things and some bad things about shopping online. Make a list on the board or on a piece of paper.</p>		
<p>Activity 2 7-10 minutes</p>	<p>Give learners Buying Online 1. Ask them to read the sentences slowly. Tell them to circle words they don't know.</p>	<p>Give learners handout Online Shopping Video Handout A. Review all the questions on the handout.</p>	<p>Give learners handout Online Shopping Video Handout B. Review all the questions on the handout.</p>
<p>Activity 3 15 - 20 minutes</p>	<p>Check in with CLB 1s to make sure they understood the words and sentences in Buying Online 1. Ask them to copy the sentences into the table at the bottom of the page. They should copy the good things and the bad things about online shopping.</p>	<p>Watch video: Shopping Online https://youtu.be/0LR-zAd89rI</p> <p>Ask learners to complete handout as they watch.</p>	<p>Watch video: Shopping Online https://youtu.be/0LR-zAd89rI</p> <p>Ask learners to complete handout as they watch. Play the video again as needed.</p>

Activity 4
15 - 20 minutes

Put learners into heterogenous groups (each group should have a CLB 1). If there is only 1 CLB 1 student, do this as a whole-class activity.

Give the CLB 1s **Buying Online 2**. Have them ask the questions to the CLB 3s and 5s, who will answer the questions. Explain that if CLB 1s do not understand what their classmates say, they should use the phrase "can you repeat that please?"

Say: The video talked about two ways to buy things on-line - from a reseller or from an online store.

Ask CLB 3s and 5s to teach the CLB 1s about what is the same and what is different between these two ways of buying things. Draw a Venn diagram on the board. [Write answers on the board]. Give learners **Online Shopping Venn Diagram**.

<p>Activity 5 15 - 20 minutes</p>	<p>Write the word "better" on the board. Explain that better means that one thing is "more good" than another thing. Have a group (or 1-on-1 if there is only one CLB 1 student) discussion about the following questions:</p> <p>1) Which is better: online shopping or shopping in a store?</p> <p>2) Which is better: buying from an on-line reseller or buying from a person online?</p> <p>3) Which is better: paying with credit card or paying with cash?</p> <p>Once you have finished this discussion, have the learner complete handout Which is Better?</p>	<p>Learners should watch Comparative Adjectives: https://youtu.be/8cyVa2jt76s</p> <p>Learners should complete Comparative hand-out.</p>	<p>Give learners Shopping On-line - Research handout. You will need to set a date for the learner to present. They will work on this until the end of the class. Will likely need to complete as homework.</p>
<p>Activity 6 15 minutes</p>	<p>Ask: Which do you prefer? Buying from an online reseller or an online store? Explain your answer orally using 2-3 sentences.</p>		

Exit Activity
15 minutes

Explain that the learners should split themselves into 2 groups: learners who prefer buying from an online store and learners who prefer buying from a person online.

Explain that each group will have 5 minutes to come up with as many reasons as they can to support their opinion. Give learners the sentence stem:

_____ is better because _____.

Assign one of the higher level learners the job of writing down the sentences for the group.

After both groups have had a chance to brainstorm, explain that they should share their sentences with the other group to try to “persuade them” to join their side. Whichever group convinces the most classmates to join their side will be the winning group.

Online Resource Tip: The online resource for this lesson has additional activities that go with the video “Shopping Online.”

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ read sentences about shopping online and sort them into positives and negatives.</p> <p>_____ ask questions about buying from online classified ads.</p> <p>_____ use the words “better than” to describe a preference.</p>	<p>Learner is able to . . .</p> <p>_____ understand a short video on the differences between online stores and buying from people online.</p> <p>_____ use comparatives to articulate the difference between online stores and buying from a classified ad.</p>	<p>Learner is able to . . .</p> <p>_____ understand a short video on the differences between online stores and buying from people online.</p> <p>_____ research and present about precautions shoppers should take when buying online.</p>

Shopping Online From Websites

Lesson Plan 3

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Electronic device if showing learners types of online shopping. Small tokens like beans if playing Bingo more than once. Would you rather... ?; Spotting a Scam</p> <p>CLB 1: Using Ratings</p> <p>CLB 3: Buying Safely from a Website; Bingo; Screenshot A - D.</p> <p>CLB 5: Buying Safely from a Website; What is an Online Reseller?; Bingo; Screenshot A - D.</p>
<p>Objectives: Learners will be able to . . .</p>	<p>CLB 1: identify key information about shopping online safely.</p> <p>CLB 3: describe the process of shopping online safely.</p> <p>CLB 5: compare and contrast different methods of shopping online.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 10- 15 minutes</p>	<p>Explain the question "Would you rather . . ." to learners. Use a concrete example like "Would you rather drink tea or coffee?" Model the use of the sentence "I would rather . . ." as an answer to the question.</p> <p>Put learners in heterogenous pairs. Give learners Would you Rather... ? handout. If they finish early, they can use the same cards and talk about a family member. Would your mother rather ... ? Another option would be for them to choose one of the options and write a few sentences about their choice.</p>		

<p>Activity 1 7-10 minutes</p>	<p>Pre-Reading:</p> <p>Ask learners: What is a scam website? Explain that a scam is a situation where people are trying to steal money from you by telling you a lie. Ask: What are some things you can check to see if it is real or not? Use handout Spotting a Scam.</p>		
<p>Activity 2 20-25 minutes</p>	<p>Use handout Using Ratings. Have learners complete the reading by themselves for about 10 minutes. Ask them to draw a circle around words they don't know.</p> <p>When they are done, sit down with the learner have them read it out loud to you. Help with any unfamiliar words and pronunciation.</p> <p>Ask them to look at the picture at the bottom of page one. Ask "where are the ratings". Then ask "how many people rated the item?"</p> <p>If learner is ready, have them complete the questions on the second page.</p>	<p>Use handout Buying Safely from a Website.</p>	<p>Use handout- What is an Online Reseller?</p>

<p>Activity 3 30 minutes</p>	<p>Put learners into heterogenous groups. Give each group a large sheet of flip chart paper. If possible, have one learner from each level join each group. Explain that the learners will report what they learned from their reading to their group members. Assign one learner (the highest-level learner) to be the “chairperson” of the meeting. They will ask each learner to share what they learned, and help them if needed by asking questions. The CLB 1s can read their text to the group as their form of sharing. Assign another learner to be the “recorder”. They will be in charge of recording what each member shared in point form on the flip chart paper.</p> <p>After learners have had about 15 minutes to share, discuss, and take notes, have each group share what they recorded on their flip chart with the class. Discuss any differences between the groups, and ask learners what they learned about online shopping from this activity.</p>
<p>Activity 4 20 minutes</p>	<p>Open a website and show learners how to navigate to:</p> <ul style="list-style-type: none"> - a classified ad on Facebook Marketplace or Kijiji. (Screenshot D) - an online store like Amazon (Screenshot C) - an example of a reseller on a store like Walmart. (Screenshot A) - an example of how to filter resellers (Screenshot B) <p>For each website (except classifieds), point out the star ratings, reviews, and how they can read the reviews. Show them the price of shipping for example items. Look for any warnings to potential buyers.</p>
<p>Exit Activity 20 minutes</p>	<p>Play Bingo. Follow Bingo Instructions. Use modified bingo card for CLB 1s (and lower-level or literacy CLB 3s if needed), and the larger card for CLB 3s and 5s.</p>

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ identify star ratings, and the amount of reviewers of an item on an online store.</p> <p>_____ read several short sentences out loud to a group.</p>	<p>Learner is able to . . .</p> <p>_____ identify key information in a text about shopping online safely.</p> <p>_____ orally summarize a text for a small group.</p>	<p>Learner is able to . . .</p> <p>_____ identify key information in a text about shopping online safely.</p> <p>_____ ask questions to elicit information from classmates.</p> <p>_____ summarize (orally and in writing) learnings from a text and classmate reports.</p>

Online Resource Tip: The online resource for this lesson has additional activities on what you should do if you accidentally get scammed.

Shopping Online from Classified Ads

Lesson Plan 4

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Online Classified Flashcards; Ad A; Ad B</p> <p>CLB 1: Oral Comprehension Questions; Classified Ad Comparison A</p> <p>CLB 3: Online Classified Ad Comprehension; Classified Ad Comparison B</p> <p>CLB 5: Online Classified Ad Comprehension; Classified Ad Comparison C</p>
<p>Objectives:</p> <p>Learners will be able to . . .</p>	<p>CLB 1: identify indicators of a scam in a classified ad.</p> <p>CLB 3: describe the process of buying from an online classified ad; use comparatives to recommend a purchase.</p> <p>CLB 5: identify a scam in an online classified ad and explain this to a friend.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 10-15 minutes</p>	<p>Write the word "cheap" on the board. Ask the class if anyone can explain this word. Explain that this word is used to describe something that has a low price.</p> <p>Write this question on the board: Is cheaper always better? Also write "cheaper = better?" to simplify the concept for the CLB 1s.</p> <p>Put learners into heterogenous groups for 5 minutes to share their opinions. Afterward, have each group share what they think about the question.</p>		

<p>Ice-breaker Continued</p>	<p>Write the phrase “too good to be true” on the board. Ask if anyone understands this idiom. Explain that sometimes, if something looks very good, it is a lie. Tell learners that they will be learning more about this today.</p>	
<p>Activity 1 15 - 20 minutes</p>	<p>Use Online Classifieds Flashcards to give an overview of the topic.</p> <p>First, read through the flashcards as a group. Then debrief each flashcard by addressing unknown vocabulary and giving additional explanation as needed.</p>	<p>Learners can participate with flashcard explanation, but they can also use the online resource to move at their own pace. The information is the same.</p>
<p>Activity 2 15- 20 minutes</p>	<p>Read questions from Oral Comprehension Questions. If learners struggle to correctly answer, go back to the flashcards to review content.</p>	<p>Use Online Classified Ad Comprehension handout. Read statements and ask learners to tell you if they think it’s true or false. Give them the handout and have them answer questions.</p>
<p>Activity 3 15- 20 minutes</p>	<p>Use Ad A and Ad B. Ask questions listed.</p>	<p>Learners should continue to work on online resource or participate with CLB 1 and 3 learners.</p>

<p>Activity 4 15 minutes</p>	<p>Ask learners if they know what the different parts of an email are. Explain that all emails should have these parts:</p> <p>An email address (example: friend@email.com) A subject (example: Coffee on Friday) A greeting (example: Hi Jen,) A message A closing (example: See you,) Your name</p> <p>Draw an example email on the board using the example phrases given above.</p>		
<p>Activity 5 15- 20 minutes</p>	<p>Learners should use Classified Ad Comparison A to fill in the blank spaces about Ad A and Ad B.</p>	<p>Learners should write 5-7 comparative sentences about Ad A and Ad B in an email to a friend using Classified Ad Comparison B. For example: The computer in Ad A is cheaper than in Ad B.</p>	<p>Learners should look at Ad A and Ad B. They should use Classified Ad Comparison C write a short email (1 paragraph) to a friend explaining the key differences between the two ads.</p>

<p>Exit Activity 7-10 minutes</p>	<p>Ask the CLB 1 learners what they have learned about online shopping in this unit. Look for responses like:</p> <p>Remind learners of what they learned in each lesson and ask the following questions:</p> <ol style="list-style-type: none">1) What will you do before you buy something from an online store?2) What will you do when you buy something from a person online?3) How will you stay safe online?	<p>Watch the video below:</p> <p>WebSafe- Online Shopping https://youtu.be/F4kQN6NEYM0</p> <p>After the learners watch the video, have them discuss this question in pairs: What could she have done BEFORE buying the dress?</p> <p>(Online activity includes more questions)</p>
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Online Resource Tip: The online resource for has a video with a true story about a person in Alberta who was scammed. You will also find questions related to the video.

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ orally answer simple questions about online shopping.</p> <p>_____ fill in missing words in an email recommending a phone for a friend to buy.</p>	<p>Learner is able to . . .</p> <p>_____ answer true/false questions to demonstrate comprehension of a lesson.</p> <p>_____ write a 5-sentence email comparing two classified ads to recommend a phone for a friend to buy.</p>	<p>Learner is able to . . .</p> <p>_____ answer true/false questions to demonstrate comprehension of a lesson.</p> <p>_____ write a 1-paragraph email comparing two classified ads to recommend a phone for a friend to buy.</p>

Handouts

Online Shopping



What is happening in this picture?

Vocabulary



Circle the words you recognize. Underline the words that are new to you.

Word of
Mouth

Shipping

Item

Reviews

Padlock

Policy

Contract

Risky

Classified
Ads

Fine
Print

Vocabulary Matching 1



Match the word(s) to the definition.



word of mouth	When you hear about something from friends or people you know
item	One single thing
reviews	Information about an item that someone bought. They say if it was good or bad
classified ads	A small ad to buy or sell something
shipping	The money you pay a company to send you things you buy

Vocabulary Practice A



Answer the questions that use the new words.

1. What helps you choose what items to buy?

Word of Mouth

Reviews



2. Do you read classified ads to find items?

Yes

No



3. Do you buy more items to get free shipping?

Yes

No



Vocabulary Practice B



Choose the best word for each sentence from the word bank.

Word Bank:

Word of Mouth	Item
Reviews	Classified Ads
Shipping	

1. Reading _____ is the best way to learn if online items are a really a good buy.
2. If the _____ costs are high, the price of the _____ can really increase.
3. The company grew by _____ recommenda tions.
4. My dad still likes reading the _____ in the print newspaper. I prefer reading them online.

Choose two words. Write your own sentences.

Vocabulary Practice C



Choose the best word for each sentence from the word bank. You may use some words more than once.

Word Bank:

Word of Mouth	Item
Reviews	Classified Ads
Shipping	

1. Reading _____ is the best way to learn if online items are a really a good buy.
2. If the _____ costs are high, the price of the _____ can really increase.
3. The company grew by _____ recommenda tions.
4. My dad still likes reading the _____ in the print newspaper. I prefer reading them online.
5. When looking at _____, I always go into the person's profile. I check if the person has good _____.
6. If I buy something on Amazon, I always choose the free _____ option.

Write a paragraph using as many words from the word bank as you can.

After you have written your paragraph, check for the following:

- Reason for writing
- Point one
Details/Examples
- Point two
Details/Examples
- Closing and signature

- Spelling
- Punctuation
- Capitalization
- Verbs: tense and agreement
- Word order: SVOPT

- Transition words
- Complex sentences (*if, however, when, while, who, that, which*)

Vocabulary Matching 2



Match the word(s) to the definition.

 risky	Something bad could happen
fine print	Information in very small letters, at the bottom of a contract
policy	Official rules
contract	A legal agreement between two people or groups
padlock	A lock you need a key to open

Vocabulary Practice D



Answer the questions that use the new words.

1. Is shopping online is risky?

Yes

No

You are shopping online:

2. Do you read fine print?

Yes

No

3. Do you check the return policy?

Yes

No

4. Do you look for a padlock?

Yes

No



Vocabulary Practice E



Choose the best word for each sentence from the word bank.

Word Bank:

Policy	Fine Print
Padlock	Contract
Risky	

1. It can be _____ to buy things from a store you have never heard of.
2. I need to check the return _____, when I buy shoes online, in case they don't fit.
3. A _____ in the URL on the website tells you the site is protected.
4. In a _____ it's always important to read the _____.

Choose two words. Write your own sentences.

Vocabulary Practice F



Choose the best word for each sentence from the word bank. You may use some words more than once.

Word Bank:

Policy	Fine Print
Padlock	Contract
Risky	Word of Mouth

1. It can be _____ to buy things from a store you have never heard of.
2. I need to check the return _____, when I buy shoes online, in case they don't fit.
3. A _____ in the URL on the website tells you the site is protected.
4. In a _____ it's always important to read the _____.
5. My business grew by _____ only.
6. If the _____ is locked, a site is more trustworthy.
7. When I bought the computer, I didn't read the _____ in the contract. This caused me problems!

Word Stress



word of mouth	 word of mouth
item	 i - tem
reviews	 re - view
classified ads	 class - i - fied ad
shipping	 shipp - ing

risky



ris - ky

fine print



fine print

policy



po - li - cy

contract



con - tract

padlock



pad - lock

Online Shopping Vocabulary



Complete the table with the information you learned.

Word and Pronunciation Tips	Definition / Picture	Example
item /AI-tm/		

Word and Pronunciation Tips	Definition / Picture	Example

Buying Online 1



Read about online shopping. Write the missing good things and bad things in the table.

There are good things and bad things about shopping online.

You can shop at home.

You can read reviews.

You can send a gift to others.

Shipping can take a long time.

Items can be bad.

Items can be hard to return.

Good things	Bad things
You can shop at _____.	_____ can take a long time.
You can read _____.	_____ can be bad.
You can send a _____.	Items can be hard to _____.

Online Shopping Video Handout A



Watch the video **Online Shopping WebSafe** found here: <https://youtu.be/0LR-zAd89rI>. Answer the questions below.

1. What are some positive things about buying gifts online? Check all that apply.

- Buy things that are only available online
- Stand in line for a long time
- Read reviews
- Get a gift delivered

Mark the statements as true (T) or false (F). Correct false statements.

2. Buy from new stores that are only online. _____

Correct: _____

3. It's important to check the shipping and return policy of a store before buying. _____

Correct: _____

4. An online store and buying from a classified ad is the same thing. _____

Correct: _____

5. Shopping online has some negative aspects like it takes a long time to arrive, it's more expensive and it's hard to return. _____

Correct: _____

6. When you buy something from a person, the person usually ships it.

Correct: _____

7. What are two examples of places you can buy from a classified ad?

8. What is some advice that is given when buying from a classified ad?
Check all that apply.

- Meet in a public place
- Ask for a discount
- Inspect the item
- Pay cash

9. Have you ever bought anything from a classified ad online? Write about your experience in 3-4 sentences.



Online Shopping Video Handout A - Answer Key



Watch the video **Online Shopping WebSafe** found on here: <https://youtu.be/OLR-zAd89rI>. Answer the questions below.

1. What are some positive things about buying gifts online? Check all that apply.

- Buy things that are only available online**
- Stand in line for a long time
- Read reviews**
- Get a gift delivered**

Mark the statements as true (T) or false (F). Correct false statements.

2. Buy from new stores that are only online. F
Correct: It's a good idea to buy from stores you know and trust.
3. It's important to check the shipping and return policy of a store before buying. T
4. An online store and an online reseller is the same thing. F
Correct: You will learn more about the difference in the unit.
5. Shopping online has some negative aspects like it takes a long time to arrive, it's more expensive and it's hard to return. F
Correct: The video mentions that the quality may be inferior - not that it's more expensive.
6. When you buy something from a person, the person usually ships it. F
Correct: You meet up with the person selling it.
7. What are two examples of places you can buy from a classified ad?
Kijiji, Facebook Marketplace, Craigslist

8. What is some advice that is given when buying from a classified ad?
Check all that apply.

- Meet in a public place**
- Ask for a discount
- Inspect the item**
- Pay cash**



Online Shopping Video Handout B



Watch the video **Online Shopping WebSafe** found on here: <https://youtu.be/0LR-zAd89rI>. Answer the questions below.

1. What are some positive things about buying gifts online? Check all that apply.

- Buy things that are only available online
- Stand in line for a long time
- Read reviews
- Get a gift delivered

Mark the statements as true (T) or false (F). Correct false statements.

2. Buy from new stores that are only online. _____

Correct: _____

3. It's important to check the shipping and return policy of a store before buying. _____

Correct: _____

4. An online store and a classified ad are the same thing. _____

Correct: _____

5. Shopping online has some negative aspects like it takes a long time to arrive, it's more expensive and it's hard to return. _____

Correct: _____

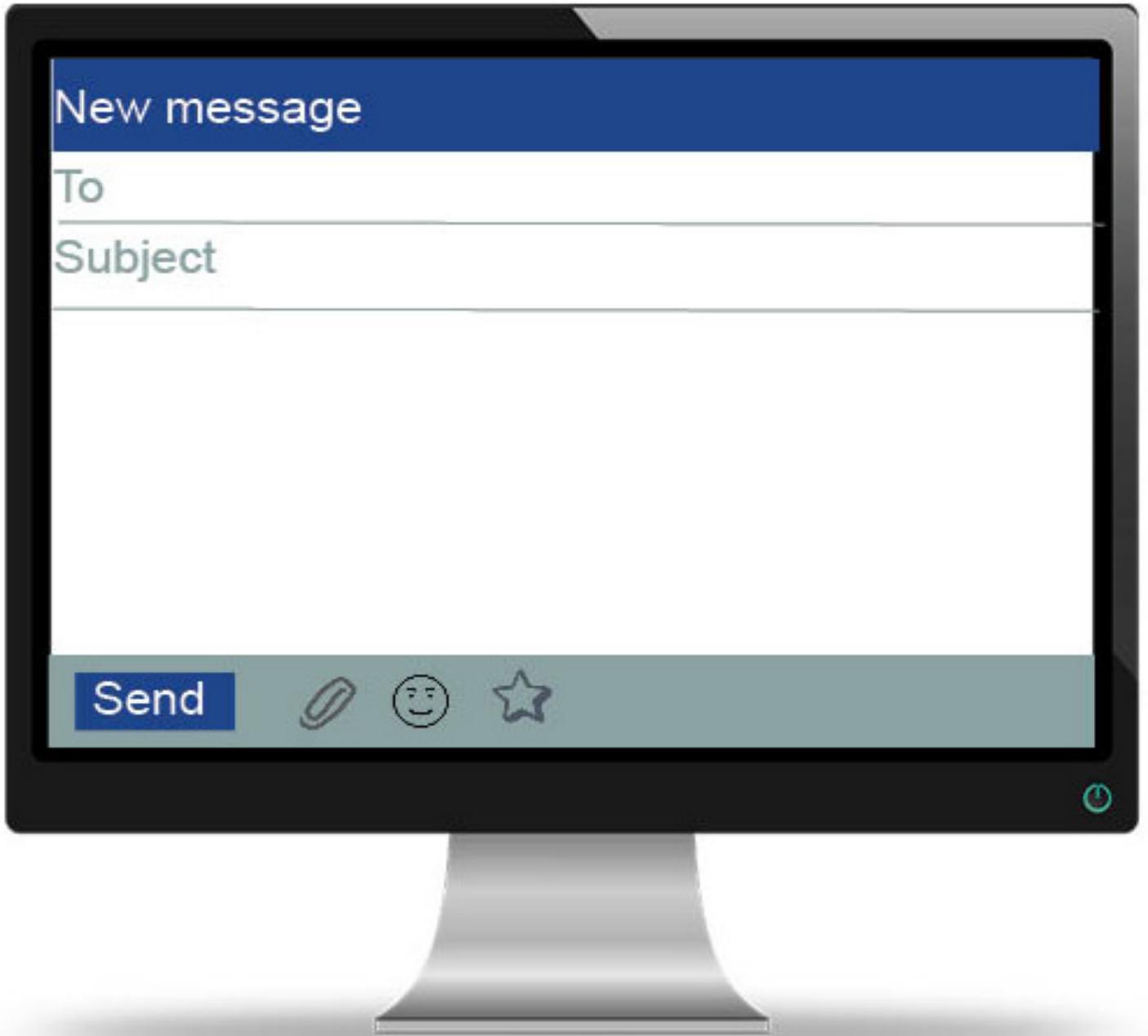
6. When you buy something from a person, the person usually ships it.

Correct: _____

7. What are two examples of places you can buy from a classified ad?

8. What is some advice that is given when buying from a classified ad?

9. You have a friend who is going to buy something online for the first time. On the next page, write an email to a friend explaining what you just learned.



Online Shopping Video Handout B- Answer Key



Watch the video **Online Shopping WebSafe** found here: <https://youtu.be/0LR-zAd89rI>. Answer the questions below.

1. What are some positive things about buying gifts online? Check all that apply.

- Buy things that are only available online**
- Stand in line for a long time
- Read reviews**
- Get a gift delivered**

Mark the statements as true (T) or false (F). Correct false statements.

2. Buy from new stores that are only online. F
Correct: It's a good idea to buy from stores you know and trust.
3. It's important to check the shipping and return policy of a store before buying. T
4. An online store and an online reseller is the same thing. F
Correct: You will learn more about the difference in the unit.
5. Shopping online has some negative aspects like it takes a long time to arrive, it's more expensive and it's hard to return. F
Correct: The video mentions that the quality may be inferior - not that it's more expensive.
6. When you buy something from a person, the person usually ships it. F
Correct: You meet up with the person selling it.
7. What are two examples of places you can buy from a classified ad? Kijiji, Facebook Marketplace, Craigslist

8. What is some advice that is given when buying from a classified ad?
- Meet in a public place**
 - Inspect the item**
 - Pay cash**
9. You have a friend who is going to buy something online for the first time. Write your friend an email explaining what you just learned.

Buying Online 2



Ask your classmates questions about buying from a person online.

1. Which websites have classified ads?

Kijiji, Facebook Marketplace, _____.

2. How can I buy from a person online safely?

_____ in a public place.

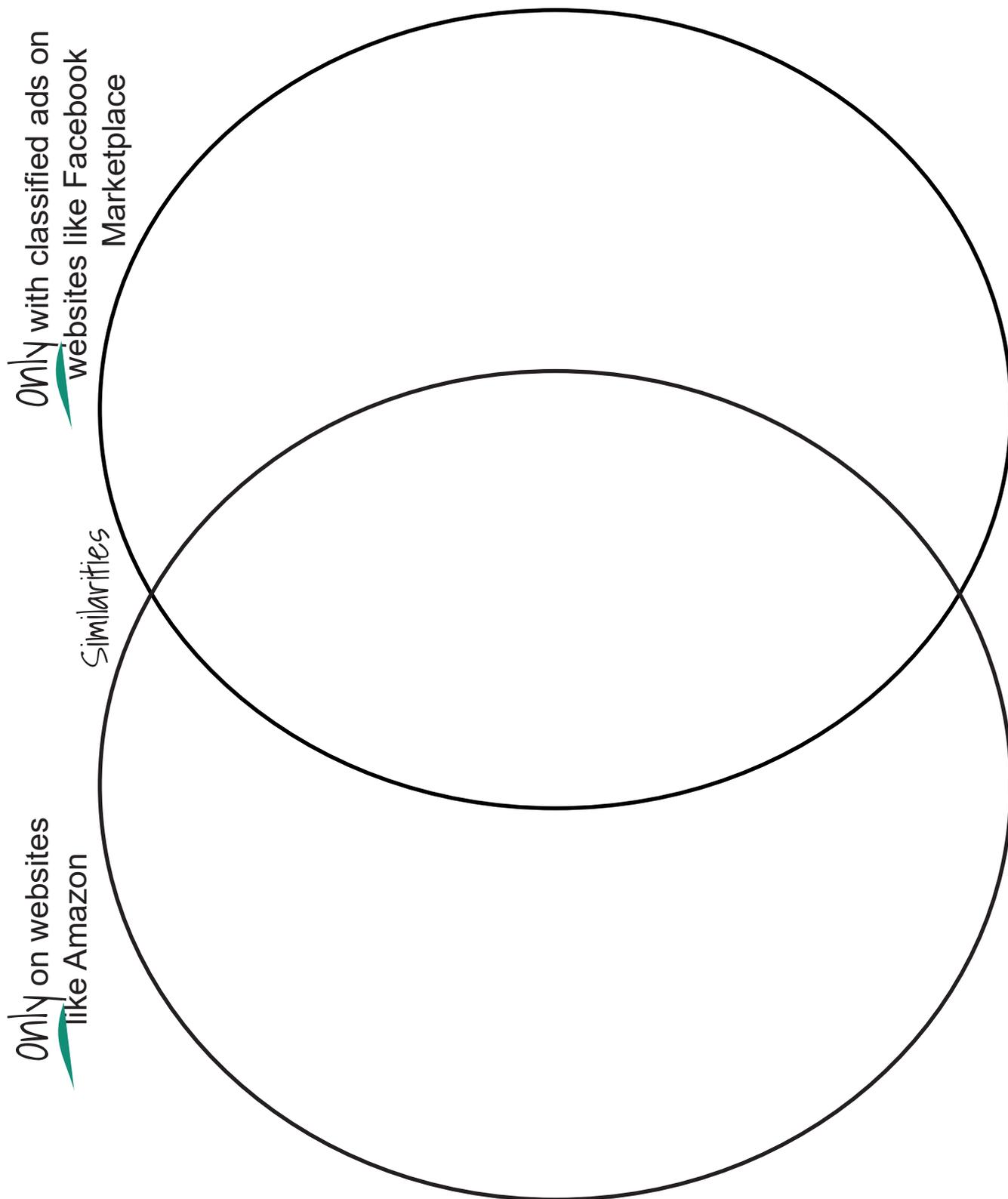
Inspect the _____.

Pay in _____.

Online Shopping Venn Diagram



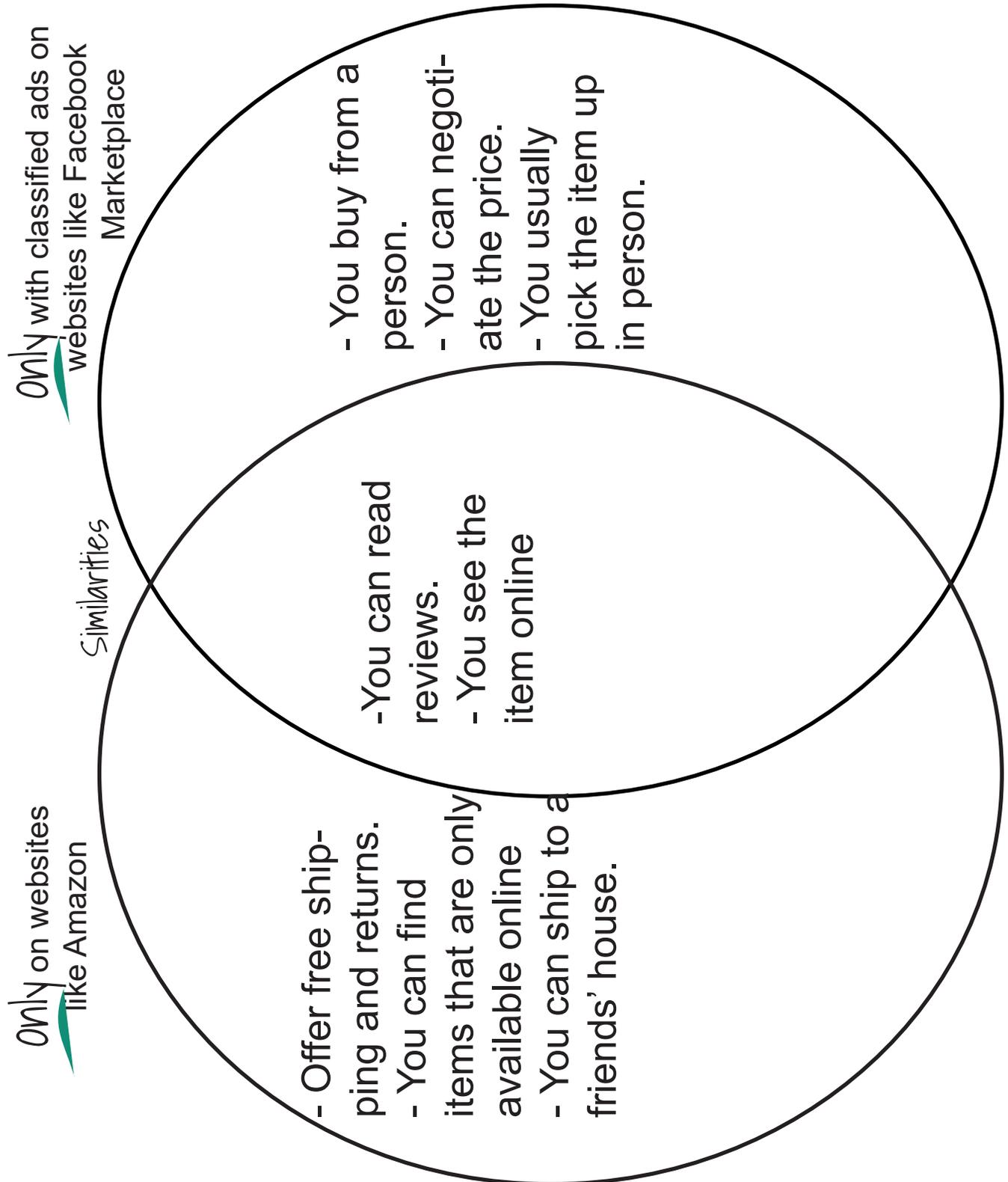
Complete the Venn Diagram below comparing online shopping.



Online Shopping Venn Diagram Answer Key



Complete the Venn Diagram below comparing online shopping.



Which is Better?



Circle the better choice. Then finish the sentence.

1. Which is better?

online shopping

shopping in a store

_____ is better than _____

2) Which is better?

buying from an online reseller

buying from a person

_____ is better than _____

3) Which is better?

paying with credit card

paying with cash

_____ is better than _____

Shopping Online Research



Shopping online can be handy, fun and convenient. Unfortunately, it can also be dangerous if you aren't careful.

You need to prepare a mini presentation on precautions that people should take when buying from a reseller on a website like Kijiji, Facebook Marketplace or Craigslist.

Your audience is your class. Your presentation should be between 3 and 5 minutes. You should have some sort of visual aid (a poster, PPT slides or write some of the information on the board.)

You should have at least three sources. One good source to start with is "Safety at Kijiji". If you google this, you will find a page that has many tips. Choose the tips that are new to you or that you think your classmates might not know.

Use the handout to take notes for your presentation. Remember NOT to copy things word for word from your source. Use **your own words** to write down the most important findings.

Checklist:

- ___ My notes are in my own words.
- ___ I used three trustworthy sources.
- ___ I have a visual aid.
- ___ I practiced my presentation. It is between 3 and 5 minutes.
- ___ I set a date to present with my tutor.

Source 1

Title:

Author:

Link:

Notes:

Comparative Adjectives

CLB LEVEL

3

Comparative adjectives show the difference between two things.

Add -er to adjectives with one syllable.

big - bigger smart-smarter thin - thinner

Add “ier” to adjectives that end in “y.”

funny - funnier silly- sillier happy - happier

Add “more” to adjectives that have three or more syllables.

expensive - more expensive

dangerous - more dangerous

Look at the examples below. Underline “than”.

Buying from a popular online store is safer than buying from a new online store.

Selling on Facebook Marketplace is easier than selling on Kijiji.

Choose the best option:

1. Kijiji was _____ Facebook Market Place.

- a. more cheap
- b. cheaper than
- c. cheaper

2. Buying online makes him _____ buying in person.

- a. happyer
- b. happier than
- c. more happy

3. It is _____ to buy from an unknown store than from a well-known store.

- a. riskier
- b. more risky
- c. riskyer

Use the word bank to write your own sentences about online shopping.

risky dangerous safe expensive

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Would you rather...?



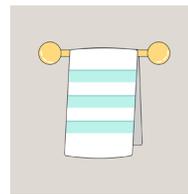
Use the dialogue below to talk about the situations.

- A) Would you rather **wait for a sale** or **buy now**?
- B) I'd rather **wait for a sale**.
- A) Why?
- A) Because **then I can save money**.

Wait for a sale or buy now?



Buy something to wear or something for the house?



Be very healthy or very wealthy?



Buy online or visit a store in person?



Buy from a classified ad online or an online store?



Go on vacation or go shopping?



Get a gift card or present?



Spotting a Scam



Look at the two images below. What is the difference? Which website would you trust? Why?

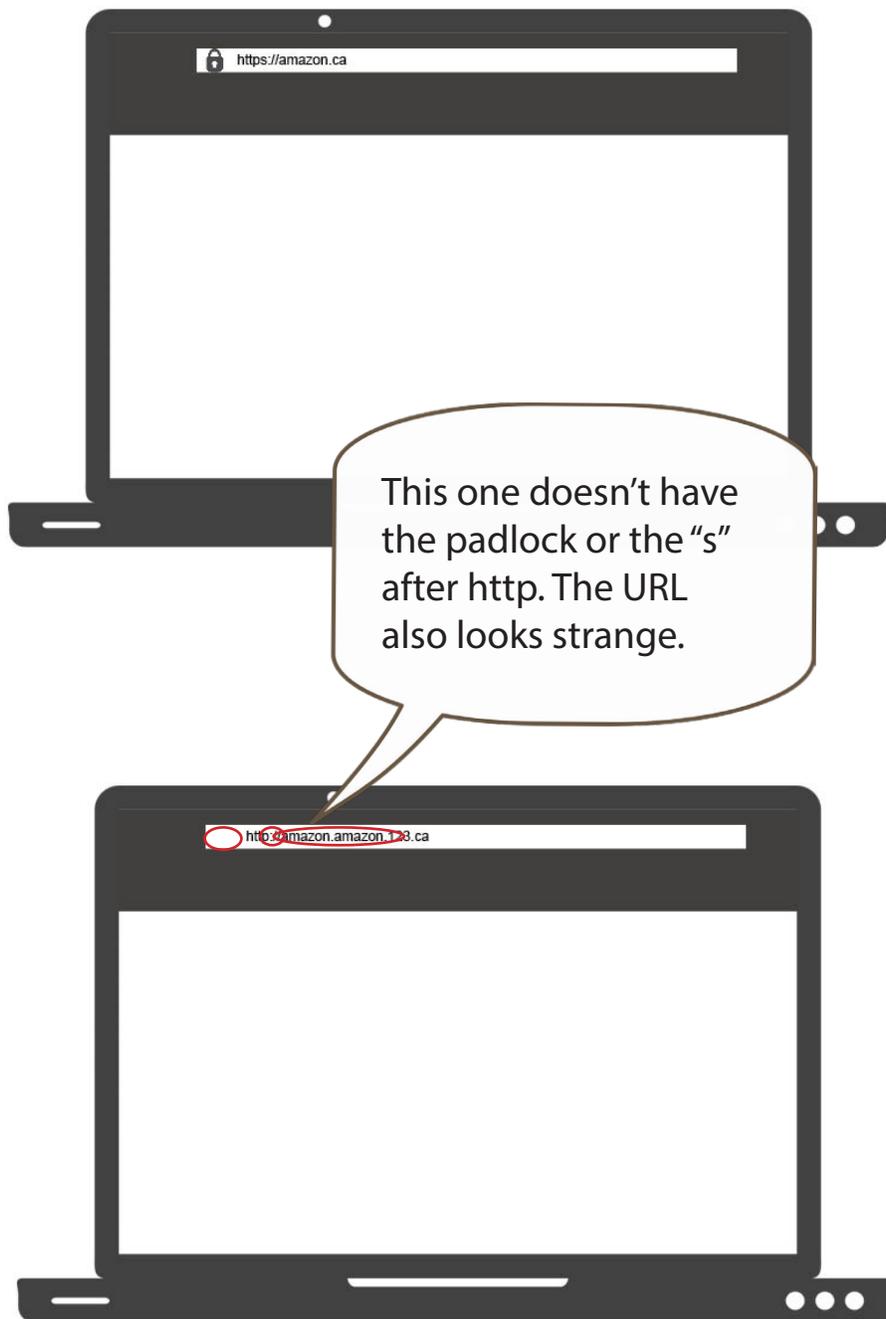


Spotting a Scam

Answer Key



Look at the two images below. What is the difference? Which website would you trust? Why?



Using Ratings



Read the text and answer the questions.

using Ratings

The stars in an online store are ratings. 5 stars means an item is very good. 1 star means an item is not good.



Look beside the stars. You can see how many people rated the item.





Tommy Bahama 2020 Backpack Cooler Chair with Storage Pouch an...

★★★★★ ∨ 133

\$68⁸⁹ \$99.99

\$24.00 shipping

1. What is the price of the item? _____
2. Circle the rating.
3. Is it a good rating or a bad rating? **Good** / **Bad**
3. How many people rated this item? _____

Buying Safely from a Website



Read the text and answer the questions.

Shopping Online

Buying from a website can be confusing. There are many scam websites that offer deals that are too good to be true. Buying safely from a website is different from buying safely in person, but it can still be a great option. Buying online can save you time and save money.

Shop with businesses you know and trust. The safest way to shop online is with businesses you already know. You can use word of mouth as a good way to decide if a website can be trusted. If friends or family have used a website in the past and had good experiences, it should be safe to use.

Check the shipping policy. Many businesses will give

you free shipping. Find out how much you need to spend in total to get free shipping.

Check the return policy. See if the website will give you free shipping if you have to return the item. Sometimes online stores will let you return items directly to their store. There are many choices for returns if you get something you don't like.

Use a credit card when you buy something online. Many credit cards will help you get your money back if you buy from a scam website by accident. If the business asks for payment by wire transfer, pre-paid debit cards, gift cards, or cash, don't buy from that website. This could be a scam.

(Websafe, 2020)



1. Match the following words with their definitions:

Scam _____

Business _____

Shipping _____

Return _____

- a. Sending things from one place to another.
- b. Something you bring back to the store.
- c. The activity of buying and selling.
- d. A plan to trick people.

1. Which of the following statement is true?

- Shipping is cheap if it's in Canada.
- Asking friends which websites they have used is a good idea.
- Buying online is safer than buying in person.
- Paying with gift cards is safe.

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

- It is a good idea to pay with a credit card online.
- Wire transfer is not a good way to pay.
- Buying from new businesses is a good idea.
- All websites let you return things for free.

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

Buying Safely from a Website - Answer Key



1. Match the following words with their definitions:

Scam	d	a. Sending things from one place to another.
Business	c	b. Something you bring back to the store.
Shipping	a	c. The activity of buying and selling.
Return	b	d. A plan to trick people.

1. Which of the following statement is true?

- Shipping is cheap if it's in Canada.
- Asking friends which websites they have used is a good idea.**
- Buying online is safer than buying in person.
- Paying with gift cards is safe.

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

- It is a good idea to pay with a credit card online.**
- Wire transfer is not a good way to pay.**
- Buying from new businesses is a good idea.
- All websites let you return things for free.

What is an online reseller?



Read the text and answer the questions.

Online Reseller

An online reseller is someone who uses a website like Amazon or Walmart to sell products. The online reseller usually has many different products for sale. Items from the main store and the online reseller will show up when you search for something to buy. Searching for a sofa on Amazon will show results from Amazon and from resellers.

How do you know you are buying from a reseller?

You can tell something is being sold from an online reseller on the product's web page. It will say "Ships from China and sold by ABC Company" on Amazon and

"Sold & Shipped by ABC Company" on Walmart. There are other ways it can be listed. These are two examples of how a company shows that the product is from an online reseller.

Buying from an online reseller can have different rules than the regular store. You may have to pay more for shipping. You may not be able to return the item. Make sure to read the information, sometimes called the fine print, whenever you buy from an online store.

DID YOU KNOW?

Some online resellers are scammers. Amazon uses reviews to see if people have good experiences with online resellers. Be careful when you see a price from a reseller that is too good to be true.

[Websafe, 2020]

1. Match the following words with their definitions:

Online reseller	_____	a. Important information printed in small letters.
Webpage	_____	b. A page of information on the internet.
Fine print	_____	c. A company that resells things on popular websites.
Reviews	_____	d. An opinion about something.

1. Which of the following statement is true?

- Online resellers are always scams.
- It is important to read the fine print when buying from an online reseller.
- A web page does not say when it's sold from a reseller.
- You can only find online resellers on Walmart and Amazon.

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

- It is common to see online resellers.
- Return policies are sometimes different with online resellers.
- Reading reviews can help you make a good decision.
- Online resellers always have higher prices.

EXTRA: How are online resellers different from people who sell things on classified ads like Facebook Marketplace?

What is an online reseller? Answer Key



1. Match the following words with their definitions:

Online reseller	c	a. Important information printed in small letters.
Webpage	b	b. A page of information on the internet.
Fine print	a	c. A company that resells things on popular websites.
Reviews	d	d. An opinion about something.

1. Which of the following statement is true?

- Online resellers are always scams.
- It is important to read the fine print when buying from an online reseller.**
- A web page does not say when it's sold from a reseller.
- You can only find online resellers on Walmart and Amazon.

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

- It is common to see online resellers.**
- Return policies are sometimes different with online resellers.**
- Reading reviews can help you make a good decision.**
- Online resellers always have higher prices.

EXTRA: How are online resellers different from people who sell things on classified ads like Facebook Marketplace?

- Online Resellers on Amazon are usually companies.
- A classified ad on Facebook Marketplace is usually a person (*It can sometimes be a company. Check what the person is selling to get a better idea*).

Screenshot A



Walmart logo: Save money. Live better.

Search bar: What are you looking for?

Navigation: Departments, Rollbacks, Patio, BBQ, Clothing, Electronics, Deals, Toys, Furniture, Health, Shop grocery, Store finder, Flyers, Sign In My account, Watch video

Breadcrumbs: Walmart.ca > Toys > Dolls & Dollhouses > Fashion Dolls > Barbie Look Collector Barbie Doll - Park Pretty

Grilling Favourites

Fire up the grill with something for everyone.

Barbie Look Collector Barbie Doll - Park Pretty

Barbie

★★★★★ (3)

\$383.90

This item is sold online only

- Curbside pickup eligible*
- Free standard shipping
- Arrives between Tue Jun 22 - Fri Jun 25
- More pickup & shipping options

Sold & shipped by [Urban Inspirations, Inc.](#) | [Return policy](#)

Quantity: 1

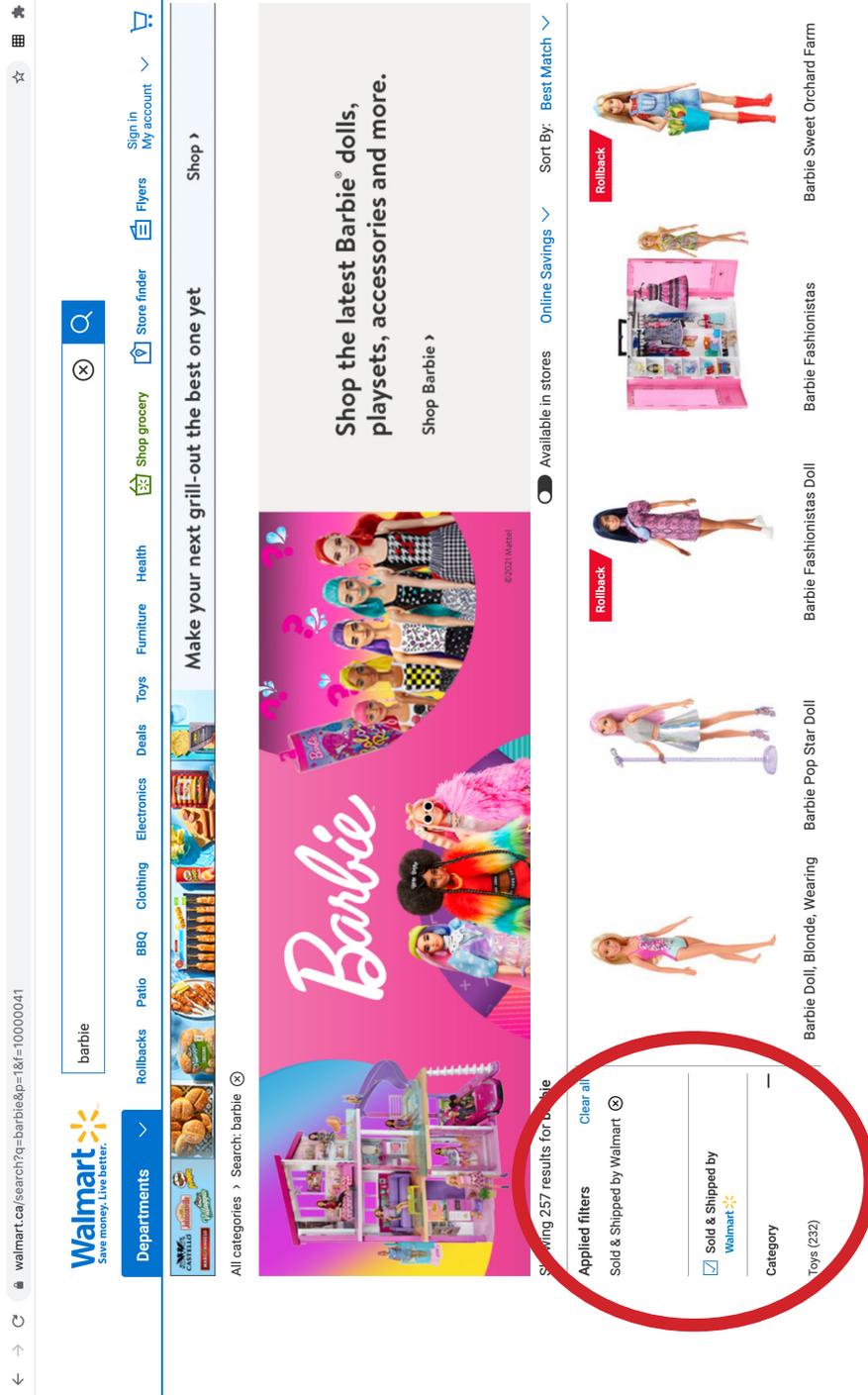
Almost sold out!

[Add to cart](#) [Find in-store](#)

⋮ Description

Walmart (n.d). Barbie ad. Retrieved June 7, 2021, from <https://www.walmart.ca/en/ip/Barbie-Look-Collector-Barbie-Doll-Park-Pretty/PRD78LGDY55WKFC>

Screenshot B



Walmart (n.d). Barbie ad. Retrieved June 7, 2021, from <https://www.walmart.ca/search?q=barbie&p=1&f=10000041>

Screenshot D



Marketplace

Q What are you looking for?

- Browse All
- Notifications
- Inbox
- Cart
- Your Account
- [+ Create New Listing](#)

Today's Picks

\$2

Lupin plants mix colours. Perennials for your garden. Pick u...

Strathcona County, AB

\$1

Moving sale

Edmonton, AB

\$75

Delivery and assembly

Edmonton, AB

\$200

Ikea Hemnes Dresser

Edmonton, AB

\$15

Le Chateau Sandals

Edmonton, AB

\$350

Swinging benches daybeds

Edmonton, AB

\$625,000

Lake front on Wizard Lake

Edmonton, AB

\$595,000

UNIQUE CHARACTER PROPERTY WITH 4 APARTMENTS

Edmonton, AB

Edmonton

Filters

Edmonton, Alberta - Within 60 kilometers

Categories

- Vehicles
- Property Rentals
- Apparel
- Classifieds
- Electronics

Facebook Marketplace (n.d).Marketplace ads. Retrieved June 7, 2021, from https://www.facebook.com/marketplace/?ref=app_tab

Bingo Instructions



Give Bingo cards to learners.

Write these words on the board for learners to copy. Ask them to copy some of the words below on their cards in a RANDOM order. Walk around the room to ensure they are copying them in random order.

webpage	scam	online reseller
classified ad	fine print	review
return	shipping	business
risky	word of mouth	padlock
contract	item	policy
URL	dangerous	safe

Read the words in random order. Put a small mark next to each word after you have read it to keep track.

When learners hear a word they have on their list, they should either mark it off with a pencil (if you are only planning on playing once) or put a token on it (if you are planning on playing more than once).

The first learner to have four in a row vertically, horizontally or diagonally wins the game by saying “Bingo.”

Modified Bingo Card



BINGO

Bingo Card



BINGO

Online Classified Ads Flashcards



Marketplace

Q What are you looking for?

Browse All

Notifications

Inbox

Cart

Your Account

+ Create New Listing

Filters

Edmonton, Alberta · Within 60 kilometers

Categories

Vehicles

Property Rentals

Apparel

Classifieds

Electronics

Today's Picks

Edmonton



\$2
Lupin plants mix colourS.
Perennials foryour garden. Pick u...
Strathcona County, AB



\$1
Moving sale
Edmonton, AB



\$1
Moving sale
Edmonton, AB



\$75
Delivery and assembly
Edmonton, AB



\$200
Ikea Hemnes Dresser
Edmonton, AB



\$595,000
UNIQUE CHARACTER PROPERTY
WITH 4 APARTMENTS
Edmonton, AB



\$15
Le Chateau Sandals
Edmonton, AB



\$625,000
Lake front on Wizard Lake
Edmonton, AB



\$350
Swinging benches daybeds
Edmonton, AB



\$1,800
3 Beds 3 Baths House
Edmonton, AB

Facebook Marketplace (n.d).Marketplace ads. Retrieved June 7, 2021, from https://www.facebook.com/marketplace/?ref=app_tab

An online classified ad is one way that people sell things online. The most common sites are Kijiji, Facebook Marketplace, and Craigslist. Many classified ads are posted by people rather than businesses. Some businesses do use classified ads.



When you buy something from a classified ad, you usually meet up with someone in person. Most of the purchases use cash or e-transfer. If you are buying, you contact the seller, set up a time and place to meet, pay them cash, and get your item.



If you are selling, you list what you want to sell, communicate with a buyer, set up a time and place to meet, give your item to the other person, and get paid in cash. Some people also use e-transfers or PayPal for in-person deals.



People sell many different things with online classified ads, but there are other reasons people use sites like Kijiji, Facebook Marketplace, and Craigslist. Some people advertise their businesses. Some people will offer jobs. Some people will try and make friends.



Buyer beware is a famous saying in English that means it is the buyer's job to know what they are buying. It is important to take your time and look closely at what you are buying. If it looks bad, say "No, thank you" and walk away.

Oral Comprehension Questions



Read the questions out loud to learners to check their comprehension of the flashcards.

1. Which websites have classified ads?

Kijiji, Facebook Marketplace, Craigslist

2. Where will you go to buy an item from a classified ad?

You will meet the seller. You decide on a place together.

3. How will you pay for an item you bought from a classified ad?

Cash or e-transfer

4. What should you do before you buy the item?

Look at the item.

5. What will you do if the item looks bad?

Say “no, thank you” and walk away.

6. What are some different ways people use classified ads?

To advertise businesses, offer jobs, and make friends.

Online Classified Ads Comprehension



Answer the questions below. If it is false, write the correct information.

1. On online classified is a way to sell things online. **TRUE** **FALSE**

Correct: _____

2. Amazon and Walmart are examples of classified ads. **TRUE** **FALSE**

Correct: _____

3. Businesses never post classified ads. **TRUE** **FALSE**

Correct: _____

4. You should pay for the item before you buy it. **TRUE** **FALSE**

Correct: _____

5. You only find items for sale in classified ads. **TRUE** **FALSE**

Correct: _____

6. After you have seen the item, paying with an e-transfer is a good idea.

TRUE **FALSE**

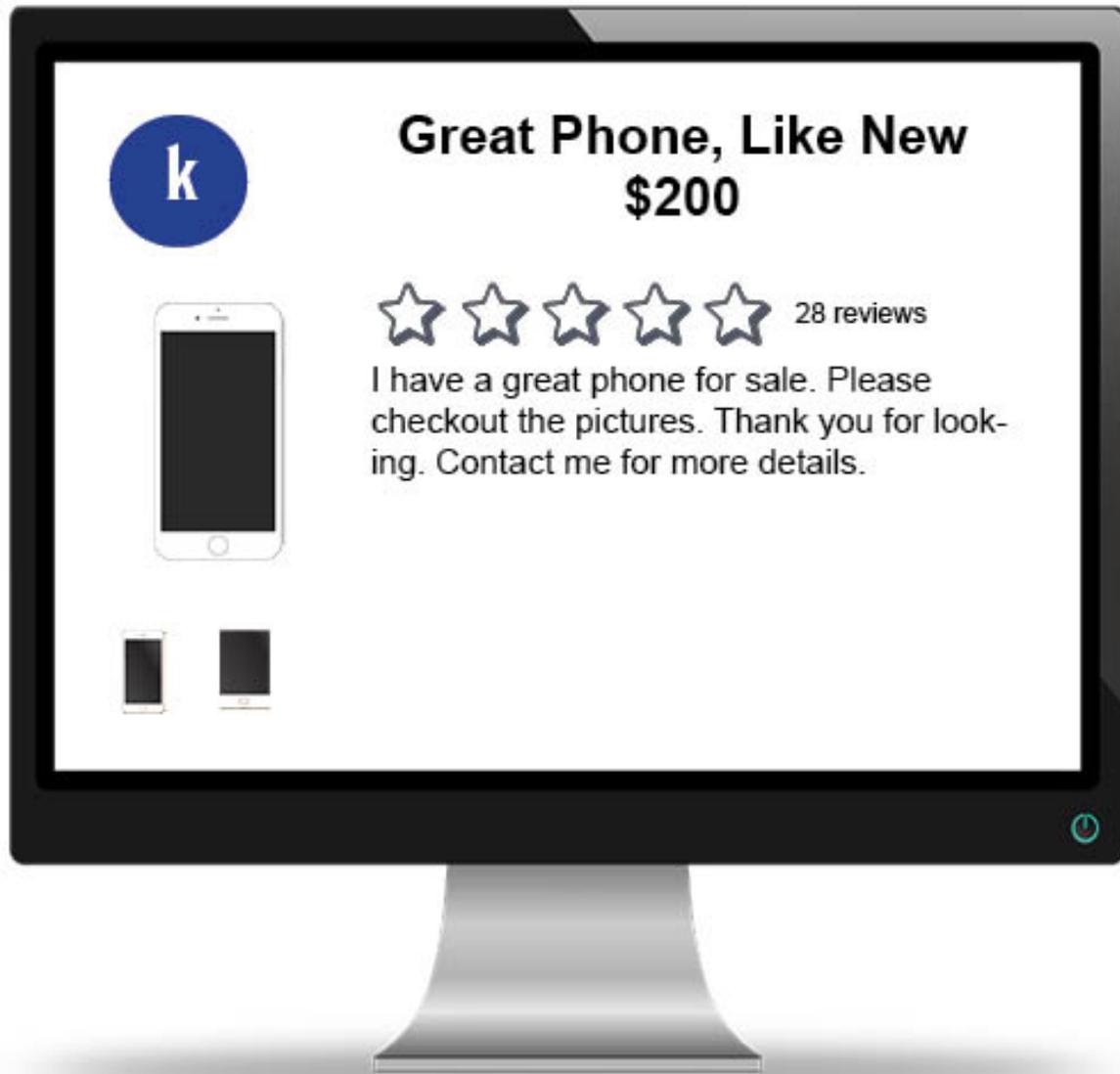
Correct: _____

7. When buying from a classified ad you: contact the seller, set up a time and place to meet inspect the item, pay for the item.

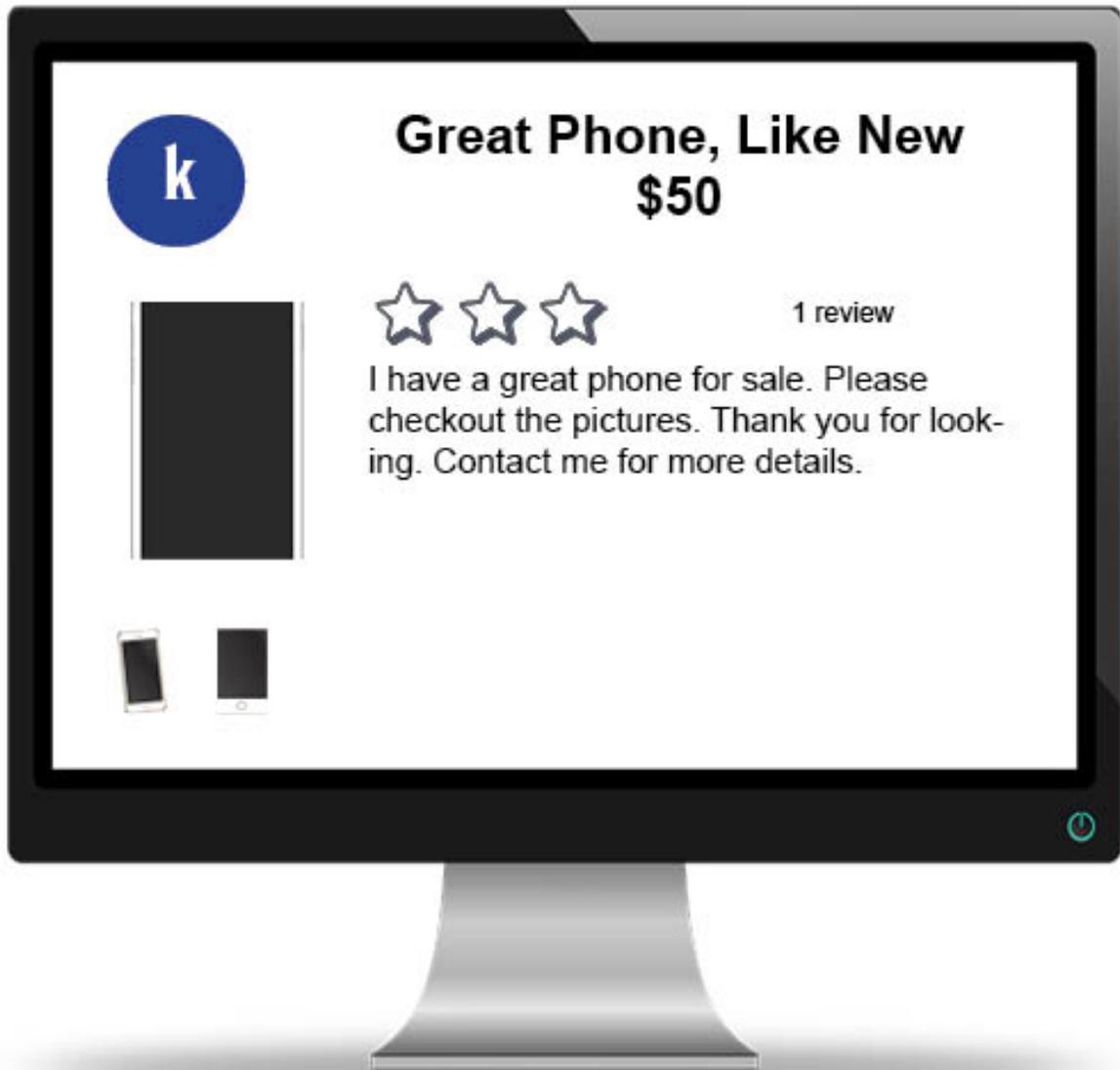
TRUE **FALSE**

Correct: _____

Ad A



- 1) Does the seller have good reviews (a good rating)?
How do you know?
- 2) Are the pictures clear?
- 3) Does the seller have a good description?
- 4) Is the price fair or too good to be true?



- 1) Does the seller have good reviews (a good rating)?
How do you know?
- 2) Are the pictures clear?
- 3) Does the seller have a good description?
- 4) Is the price fair or too good to be true?

Classified Ad Comparison A



Fill in the blank spaces. Tell your friend which classified ad is better.

To: friend@email.com
Cc:
Subject: Comparing phones
Hi _____,
You should buy the phone from Ad _____.
The seller has a _____ rating.
The price is _____.
See you soon,

Write your
name at the
bottom of an
email.

Image References

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NorQuest College and Government of Alberta. (2021). Websafe [Online course]. NorQuest College. <https://www.norquest.ca/research-innovation/research/research-projects-at-norquest/websafe.aspx>

online Safety

Course Outline

Module Topic: *Online Safety*

Learner Levels:

Lesson	Objective	Resources I will use
1	<p>Learners will be able to . . .</p> <p>CLB 1: identify vocabulary in the area of online safety and scams.</p> <p>CLB 3: use vocabulary in the area of online safety and scams; use should/had better to give advice.</p> <p>CLB 5: use vocabulary in the area of online safety and scams; use different forms to give advice (modals, conditionals and verbs).</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS:</p> <ul style="list-style-type: none"> • Ice Breaker handout; What should I do? <p>CLB 1: Vocabulary Matching 2; Vocabulary Practice A & D; Vocabulary Writing</p> <p>CLB 3: Vocabulary; Vocabulary Practice B & E; Matching 1 & 3; Give Advice; Advice A</p> <p>CLB 5: Vocabulary; Vocabulary Practice C & F; Matching 1 & 3; Give Advice; Advice B</p>
2	<p>Learners will be able to . . .</p> <p>CLB 1: identify common text features of email scams.</p> <p>CLB 3: identify an online scam.</p> <p>CLB 5: identify and describe online scams.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS:</p> <ul style="list-style-type: none"> • Email Example <p>CLB 1: Email Scams Vocabulary; Scam Subjects; Uncle Ahmed Email; Is it a Scam?</p> <p>CLB 3 & 5: Email Scams - Before you Watch; Email Scams - While you Watch; Uncle Ahmed - While you Watch; Email from Uncle Ahmed</p> <p>CLB 5 ONLY: Get Rich; \$500 Gift Card.</p>

3	<p>Learners will be able to . . .</p> <p>CLB 1: identify dangerous links and attachments.</p> <p>CLB 3: compare and contrast links and attachments; identify and describe common lures in phishing scams.</p> <p>CLB 5: compare and contrast links and attachments; identify and describe common lures in phishing scams.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>CLB 1: Links and Attachments Vocabulary; Find the Lures</p> <p>CLB 3: Links and Attachments Flashcards; Links and Attachments Comprehension Check; Sorting Activity; Spot the Scam; Initial Scam Checklist</p> <p>CLB 5: Links and Attachments Flashcards; Links and Attachments Comprehension Check; Phishing Scam Comprehension; Spot the Scam; Initial Scam Checklist</p>
4	<p>Learners will be able to . . .</p> <p>CLB 1: identify key elements in how the CRA works; identify what the CRA will never do in communications.</p> <p>CLB 3: identify key elements in how the CRA works; describe common scams related to the CRA.</p> <p>CLB 5: identify key elements in how the CRA works; describe common scams related to the CRA.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS:</p> <ul style="list-style-type: none"> • Intro to the CRA <p>CLB 1: CRA Comprehension; Taxes Vocabulary; Taxes Review</p> <p>CLB 3: CRA Comprehension; Real Life Situation #1</p> <p>CLB 5: Real Life Situation #1</p>

Additional Resources

Get Cyber Safe	<p>This is a great resource in the field of cyber safety funded by the Government of Canada.</p> <p>Link: https://www.getcybersafe.gc.ca/enw</p>
WebSafe	<p>This resource was created by NorQuest College for English language learners. WebSafe is a 30-hour asynchronous course that teaches the basics of scams, fake news and online safety.</p> <p>Link: https://www.norquest.ca/research-innovation/research/research-projects-at-norquest/websafe.aspx</p>

Online Safety - Essential Vocabulary Lesson Plan 1	
Estimated Time: 2 hours	Needed Resources: Ice Breaker Images; What should I do? CLB 1: Vocabulary Matching 2; Vocabulary Practice A & D; Vocabulary Writing CLB 3: Vocabulary; Vocabulary Practice B & E; Matching 1 & 3; Give Advice; Advice A CLB 5: Vocabulary; Vocabulary Practice C & F; Matching 1 & 3; Give Advice; Advice B
Objectives: Learners will be able to . . .	CLB 1: identify vocabulary in the area of online safety and scams. CLB 3: use vocabulary in the area of online safety and scams; use should/had better to give advice. CLB 5: use vocabulary in the area of online safety and scams; use different forms to give advice (modals, conditionals and verbs).
Online Resource	
Learning Activities	
	CLB 1 CLB 3 CLB 5
Ice-breaker 10 minutes	Tell learners you have a problem and need their help. My phone broke. [Use Ice Breaker Images handout] What should I do? [Write on the board] You should fix it. [Write their answers on the board] I forgot my password. [Show picture of forgot password] What should I do? You should make a new one.

Ice-breaker Continued	My computer is very old. [Use Ice Breaker Images handout] What should I do? You should buy a new one.	
Activity 1: 10 minutes	Ask learners the questions on What Should I do? You will likely need to show images or provide other visual support to illustrate the questions. Elicit responses from CLB 1s for each of the questions and write them on the board. Take a picture of the sentences the learners write, or write them down. They can be used later for a language experience activity.	Learners work in pairs with What Should I do? handout.
Activity 2: 15 minutes	Write <i>Online Safety</i> on the board. Ask learners what vocabulary they can think of. Add the words that they say to the board. Use Vocabulary Handout.	
Activity 3: 10 - 15 minutes	Explain the words on the handout Vocabulary Matching 2 . Provide explanations of difficult vocabulary.	Use Vocabulary Matching 1 .

Activity 4: 20 minutes	Use handout Vocabulary Practice A . Provide any support that learners may need with the vocabulary on the handout.	Use handout Vocabulary Practice B .	Use handout Vocabulary Practice C .
Activity 5: 10 - 15 minutes	Explain the words on the handout Vocabulary Matching 1 . Provide explanations of difficult vocabulary.	Use Vocabulary Matching 3 . If anyone finishes early, they can keep practicing using the online resource.	
Activity 6: 20 minutes	Use handout Vocabulary Practice D . Provide any support that learners may need with the vocabulary on the handout.	Use handout Vocabulary Practice C	Use handout Vocabulary Practice F . If learners finish early, the online resource has an additional text with all of the vocabulary words.
Activity 7: 10 minutes	Have learners complete handout Vocabulary Writing .	Give learners Give Advice handout. Watch video: Should vs Had Better https://youtu.be/uHnHUFNIEGc	
Exit Activity: 10 minutes		Use handout Advice A .	Use handout Advice B .

Assessment Checklist		
CLB 1	CLB 3	CLB 5
Learner is able to . . . ___ identify vocabulary in the area of online safety and scams.	Learner is able to . . . ___ use vocabulary in the area of online safety and scams. ___ use the terms should and had better to give advice.	Learner is able to . . . ___ use vocabulary in the area of online safety and scams. ___ use modals, conditionals, and verbs to give advice.

Email Scams Lesson Plan 2				
Estimated Time: 2 hours	<p>Needed Resources: Email Example</p> <p>CLB 1: Email Scams Vocabulary; Scam Subjects; Uncle Ahmed Email; Is it a Scam?</p> <p>CLB 3: Email Scams - Before you Watch; Email Scams - While you Watch; Uncle Ahmed - While you Watch; Email from Uncle Ahmed</p> <p>CLB 5: Email Scams - Before you Watch; Email Scams - While you Watch; Uncle Ahmed - While you Watch; Email from Uncle Ahmed; Get Rich; \$500 Gift Card</p>			
Objectives: Learners will be able to . . .	<p>CLB 1: identify common text features of email scams.</p> <p>CLB 3: identify an online scam.</p> <p>CLB 5: identify and describe online scams.</p>			
Online Resource				
Learning Activities				
	<table border="1"> <tr> <td>CLB 1</td> <td>CLB 3</td> <td>CLB 5</td> </tr> </table>	CLB 1	CLB 3	CLB 5
CLB 1	CLB 3	CLB 5		
Ice-breaker 10 minutes	<p>Write the words <i>scam</i> and <i>fraud</i> on the board. If possible, provide learners with the translation of these words in their native language. A scam is when someone wants to trick you. They usually try to make you act quickly.</p> <ul style="list-style-type: none"> • Do you know any example of a scam or a fraud in your home country? • Do you know of any scams in Canada? • Has anyone every tried to scam you? <p>Allow CLB 1 & 3 learners to use Google translate to answer if needed.</p> <p>Say: Today we will talk about email scams. We will learn how to "spot the scam" or "find the scam."</p>			

Activity 1: 15 minutes	<p>Pre-Watching: Have learners read the new words on Email Scams Vocabulary. Read through the definitions with the learners to clarify any difficult vocabulary or concepts.</p>	<p>Pre-Watching: Individually or in pairs answer the questions in the handout Email Scams - Before you Watch</p>
Activity 2: 15 minutes	<p>Show the class Email Example. Ask learners to identify the different parts of the email and what they are for. Ask: What is the subject line of the email for? Show the learners where the subject line is on Email Example. If possible, also show learners where they can see the subject of emails when they are just in their inbox and haven't opened them yet.</p> <p>Explain that the subject of an email shows you what an email is about before you open it. It is a summary of the main topic of an email. Tell learners that if they look carefully, they might be able to identify a scam just from looking at the subject. Tell them that they will learn what to look for by watching a video.</p>	

<p>Activity 3: 20 minutes</p>	<p>Give learners the handout Scam Subjects. Explain to the CLB 1s that they will watch a video about email scams. Tell them that these emails usually have subjects that can give them a hint that it might be a scam. Tell them that when they see these subjects, they should stop and think. They should ask "is this too good to be true?" and, "are they trying to rush me"? Have the learners watch the video and complete the handout.</p> <p>Debrief the activity with learners after they have completed the activity. Be sure to discuss why "Meet for coffee" and "Rent" are less likely to be scams.</p>	<p>Watch: Email Scams Introduction (Websafe) https://youtu.be/HbM18ZXLawU</p> <p>This is a short introduction to what you will be studying today and in the next few classes.</p> <p>Learners should complete handout Email Scams - While you Watch</p> <p>Review answers.</p>
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<p>Activity 4: 20 minutes</p>	<p>Give learners Uncle Ahmed Email. Walk them through the different features that scam emails might have.</p> <p>Ask the learners to complete page 2 independently. Once they are finished, go over the answers with them, and have them show you where they see the different features on the email.</p>	<p>Learners will watch one more short video with a scenario.</p> <p>Play the video once: Websafe - Uncle Ahmed is in trouble https://youtu.be/u4HfOA7vpI0</p> <p>Give learners handout Uncle Ahmed - While you Watch. Ask learners to read through it and ask questions about words they don't understand. Play the video again.</p> <p>Learners complete the handout. Check answers.</p>	
<p>Activity 5: 20 minutes</p>	<p>Say: Now we will look at the email that she received from her Uncle Ahmed. You will use the Checklist handout to decide if it's a scam or not. Go through the different points on the checklist and address any questions learners have.</p>		
<p>Exit Activity: 20 minutes</p>	<p>Give learners Is it a Scam? Have them look at the email and answer the questions.</p> <p>Once learners are finished, ask them to explain their opinion to you about whether the email is a scam or not.</p>	<p>Give learners handout Email from Uncle Ahmed. Learners should highlight things that look "strange" based on the checklist.</p>	<p>Give learners handout Email from Uncle Ahmed; Get Rich and \$500 Gift Card. Learners should highlight things that look "strange" based on the checklist. If they have extra time, they should write a short paragraph about each email explaining why it looks fishy.</p>

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>____ identify email subjects that are likely scams.</p> <p>____ identify common text features of email scams.</p>	<p>Learner is able to . . .</p> <p>____ identify email subjects that are likely scams.</p> <p>____ identify email scams using a checklist.</p>	<p>Learner is able to . . .</p> <p>____ identify email subjects that are likely scams.</p> <p>____ identify email scams using a checklist.</p> <p>____ write a paragraph to describe why an email looks "fishy".</p>

Understanding Links, Attachments & Phishing Scams Lesson Plan 3

Estimated Time: 2 hours	Needed Resources:		
	<p>CLB 1: Links and Attachments Vocabulary; Find the Lures</p> <p>CLB 3: Links and Attachments Flashcards; Links and Attachments Comprehension Check; Sorting Activity; Spot the Scam; Initial Scam Checklist</p> <p>CLB 5: Links and Attachments Flashcards; Links and Attachments Comprehension Check; Phishing Scam Comprehension; Spot the Scam; Initial Scam Checklist</p>		
Objectives:	<p>CLB 1: identify dangerous links and attachments.</p> <p>CLB 3: compare and contrast links and attachments; identify and describe common lures in phishing scams.</p> <p>CLB 5: compare and contrast links and attachments; identify and describe common lures in phishing scams.</p>		
Online Resource			
Learning Activities			
	CLB 1	CLB 3	CLB 5
Ice-breaker 15 minutes	<p>Write the words "in common" on the board. Ask if any learners know what that phrase means. Explain that things "in common" are things that are the same between two people. Explain that we talk about these similarities by saying "We both _____." Put learners into mixed-level pairs. Tell them that they need to find at least 2 things that they have in common with their partner. Explain that the things in common have to be related to computers or the internet. Once all pairs are finished, have each pair report to the group.</p>		

Activity 1 20 minutes	Use Links and Attachments Flashcards handouts to teach information. If possible, also show examples of links and attachments by projecting a computer screen, or having learners look at a computer. You can also use the online resource.	
Activity 2 20 minutes	Have learners complete Links and Attachments Vocabulary . Have them study the words, match the words, and then fill in the blanks on page 2.	Use Links and Attachments Comprehension Check handout. Learners can also review information in online resource.
Activity 3 20 minutes	Use Sorting Activity handout.	Learners watch: Phishing Scams (WebSafe) https://youtu.be/o06KXsnyF04 They can complete Phishing Scam Comprehension handout.
Activity 3 20 minutes	Show handout Lure Flashcards .	Learners can continue working with the online resource.

Exit Activity 20 minutes	Complete Find the Lures with CLB 1s. Explain that they should scan the page to find the things they learned about. Tell learners that scanning means moving their eyes across the page looking for something. Explain that they do not need to read everything to know if the email is a scam or not. If learners still struggle, identify the "fishy" link on the first email, and the "fishy" attachment with the .exe ending and refer back to the flashcards.	Learners use handout Spot the Scam and Initial Scam Checklist to find fishy things in the email.
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Online Resource Tip: The online resource for this lesson has additional activities on different types of scams. These scams include social media scams, Netflix scams, bank & paypal scams, job offer scams, and inheritance scams. If you have time, it might be a good idea to work through the online resource with the learners highlighting how the handout Initial Scam Checklist can help spot most of these scams.

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>___ identify dangerous links and attachments in an email.</p>	<p>Learner is able to . . .</p> <p>___ identify dangerous links and attachments in an email.</p> <p>___ evaluate an email to determine whether it is a scam or not.</p>	<p>Learner is able to . . .</p> <p>___ identify dangerous links and attachments in an email.</p> <p>___ evaluate an email to determine whether it is a scam or not.</p> <p>___ understand key information about phishing scams.</p> <p>___ describe past experiences with phishing scams.</p>

Understanding the CRA

Lesson Plan 4

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Intro to the CRA</p> <p>CLB 1: CRA Comprehension; Taxes Vocabulary; Taxes Review</p> <p>CLB 3: CRA Comprehension; Real Life Situation #1</p> <p>CLB 5: Real Life Situation #1</p>		
<p>Objectives:</p> <p>Learners will be able to . . .</p>	<p>CLB 1: identify key elements in how the CRA works; identify what the CRA will never do in communications.</p> <p>CLB 3: identify key elements in how the CRA works; describe common scams related to the CRA.</p> <p>CLB 5: identify key elements in how the CRA works; describe common scams related to the CRA.</p>		
<p>Online Resource</p>			
Learning Activities			
	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 20 minutes</p>	<p>Write the word "taxes" on the board. Ask what learners know about this word. Ask learners to explain how taxes are collected in the country they lived in before.</p> <p>Put learners into mixed-level groups. Write this list on the board:</p> <p>Education Health care The military Social assistance The environment</p> <p>Explain any of the areas that are not familiar to learners.</p>		

Ice-breaker Continued	Explain that the learners will need to work together to decide which areas are most important for governments to spend tax money on. They should rank them from 1-5. Once the groups have all finished their discussion. Have representatives from each group share what their group thinks the most important uses for tax money are.		
Activity 1 20 minutes	Use Intro to the CRA flashcards or online resource.		
Activity 2 20 minutes	Have learners complete Taxes Vocabulary .	Use handout CRA Comprehension .	Learners can work on online resource.

Online Resource Tip: The online resource for this lesson has additional activities on how the CRA works. If you have time, it might be a good idea to work through the online resource with the learners. The better they understand how the CRA works, the less likely it will be for them to fall for a scam. The online resource finishes with a reflection & wrap up of lessons 1,2 and 3. Learners often need to repeat things a few times before it can be stored in their long term memory.

Activity 3 20 minutes	Say: Sometimes, people try to trick people. They say that they are from the CRA. They do this with text messages, phone calls and emails. Let's watch some videos. After playing each video, ask the learners: 1) Can someone summarize the video for the class? (Choose a CLB 3 or 5 for this task) 2) Has this every happened to you? Has it happened to someone you know? Then ask the question listed under each link: Canada Revenue Agency: Phone Scams https://youtu.be/8dUBWpq2-Zs Say: Is this true? If you get a phone call about your taxes that has scary language, you should hang up. (YES) Email Scams https://youtu.be/zGxMxRTIwfk Say: Is this true? If you get an email about your taxes, it is safe to click the link. (NO) Text Scams https://youtu.be/HcjLN6r1FLQ Say: Is this true? If you get a text about your taxes, you should delete it. (YES)	
Exit Activity 20 minutes	Have the learners review the vocabulary they have heard in this lesson by completing CRA Comprehension and Taxes Review .	Say: Norquest College asked new immigrants if they ever had a scam. You are going to watch one of these stories. Use handout Real Life Situation #1 . https://youtu.be/PwRpEFRq0s8 If CLB 5 learners finish early, they can work on Real Life Situation #2 in the online resource.

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>___ identify key elements in how the CRA works.</p> <p>___ identify 3 things that the CRA will never do in their communications.</p>	<p>Learner is able to . . .</p> <p>___ demonstrate understanding of how the tax system in Canada works.</p> <p>___ identify things that the CRA will never do in their communications.</p>	<p>Learner is able to . . .</p> <p>___ demonstrate understanding of how the tax system in Canada works.</p> <p>___ identify things that the CRA will never do in their communications.</p> <p>___ identify multiple ways to spot a CRA scam.</p>





Cut these up. Learners can practice giving advice.



WhatsApp isn't working.
I want to call my mom.

What should I do?

I lost my phone.

What should I do?

I forgot my email
password.

What should I do?

I got a strange message
on Facebook.

What should I do?

I got an email. It said I
won a million dollars.

What should I do?

I got a phone message.
It said I have a refund.

What should I do?

Vocabulary



Circle the words you recognize. Underline the words that are new to you.

Protect

Account

Fake

Social Media

Password

Software

Urgent

Username

Contact

Vocabulary Matching 1



Match the word(s) to the definition.

Account	a personal online service
Fake	not real or true
Password	letters and numbers you type to get into your account
Social Media	websites that let you share about your life (e.g. Facebook, twitter)
Username	the name you type with your password to get into your account

Vocabulary Matching 2



Learn new words about online safety.

Computer	
Cell phone	
App	
Email	
Website	

Vocabulary Practice A



Answer the questions that use the new words.

1. Do you like using computers?

Yes No



2. Do you use the internet on your cell phone?

Yes No



3. Do you have apps on your cell phone?

Yes No



4. Do you use email to talk to friends and family?

Yes No



5. Do you use websites to shop?

Yes No



Vocabulary Practice B



Choose the best word for each sentence from the word bank.

Word Bank:

Account	Social Media
Fake	Username
Password	

1. When you set up your online banking, you create an _____.
2. The bank will send you a letter with a temporary _____ made with letters and numbers.
3. Emails can come from _____ email addresses.
4. For you to use _____, you need to create a _____.

Choose two words. Write your own sentences.

Vocabulary Practice C



Choose the best word for each sentence from the word bank. You may use some words more than once.

Word Bank:

Account	Social Media
Fake	Username
Password	

1. When you set up your online banking, you create an _____.
2. The bank will send you a letter with a temporary _____ made with letters and numbers.
3. Emails can come from _____ email addresses.
4. For you to use _____, you need to create a _____.
5. Someone discovered my _____ _____. The person then sent messages to all my contacts asking for money!
6. I have a very secure _____ for my bank _____.

Vocabulary Matching 3



Match the word(s) to the definition.

 contact	to communicate by phone, send a letter or an email
protect	keep you safe from danger or harm
secure	safe and has no danger
software	a program that controls what a computer does like Word or iTunes
urgent	very important and must be done quickly

Vocabulary Practice D



Answer the questions that use the new words.

1. Do you have a social media account?

Yes **No**



2. Do you ever forget your user name and password?

Yes **No**



3. Do you ever get fake emails or phone calls?

Yes **No**

Vocabulary Practice E



Choose the best word for each sentence from the word bank.

Word Bank:

Contact	Software
Protect	Urgent
Secure	

1. Your password will be more _____ if you do not include the word password, your name, or your date of birth in it.
2. It is important to know that your bank will never _____ you about any taxes you owe or any other government issues.
3. If you have an _____ question about an email you receive from the bank, call the bank directly.
4. It is important to _____ your computer by updating the _____.

Choose two words. Write your own sentences.

Vocabulary Practice D



Choose the best word for each sentence from the word bank.
Some words may be used more than once.

Word Bank:

Contact	Software
Protect	Urgent
Secure	

1. Your password will be more _____ if you do not include the word password, your name, or your date of birth in it.
2. It is important to know that your bank will never _____ you about any taxes you owe or any other government issues.
3. If you have an _____ question about an email you receive from the bank, call the bank directly.
4. It is important to _____ your computer by updating the _____.
5. If you get an email that seems too _____, stop and think. Is this really true?
6. A passphrase is when you use a sentence instead of a word for your password. It is a great way to _____ your account. An example of a passphrase is "Ilove2eatoutinYEG."

Give Advice

Word Bank:

App	Website	Fake	Account	Email
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A person is looking at a _____.



These are _____.



Some emails have _____.

information.



This is an _____.

You need an _____.

to send an email.

I lost my phone!

You should look for it!

My phone has my banking information!

You had better call the bank!

SHOULD = It's a good idea
HAD BETTER = If you don't, something bad might happen.

Advice A



Choose the best option. Explain why the others are not the best. Pay attention to grammar and meaning.

1. I forgot my password!

- a. You should to try changing it.
- b. You should try changing it.
- c. You should trying change it.



2. It says my password is "weak."

- a. You should use a passphrase.
- b. You should to use a passphrase.
- c. You should using a passphrase.

3. Someone got access to my bank account!

- a. You had better calling the bank.
- b. You should call the bank.
- c. You had better call the bank.

4. My social media account is sending fake messages to my friends.

- a. You had better let your friends know.
- b. You should let your friends know.
- c. You should letting your friends know.

5. I got an urgent email from my brother asking for money. The email looks strange.

- a. You had better call your brother.
- b. You should send the money.
- c. You had better send the money.

Advice B



Write advice for each situation. Use should, had better, shouldn't and had better not. Add on any additional advice you can think of to help solve the problem.

1. I forgot my password!

2. It says my password is "weak."

3. Someone got access to my bank account!

4. My social media account is sending fake messages to my friends.

Email Scams Vocabulary



5. I got an urgent email from my brother asking for money. The email looks strange.

You can also give advice using other forms. Look at the table below:

Modals: You have to... You'd better... You should ... You ought to... You could...	Conditionals: If I were you, I'd... If I were in your shoes, I'd... If I were in your position, I'd...
Formal Verbs: I urge you to... I recommend you... I suggest you...	Informal Expressions: You might want to... Have you thought of...? You should probably...

Learn more about these by watching the video: 20 ways to give advice in English. https://youtu.be/ILCHFFja5_o

Look back at the problems on the last page. Can you use these forms?

Learn new words about online safety.

Scam	people tell lies to steal money
Steal	take someone's money or things
Hurry / Rush	do something fast
Mistake	do something wrong
Urgent	very important

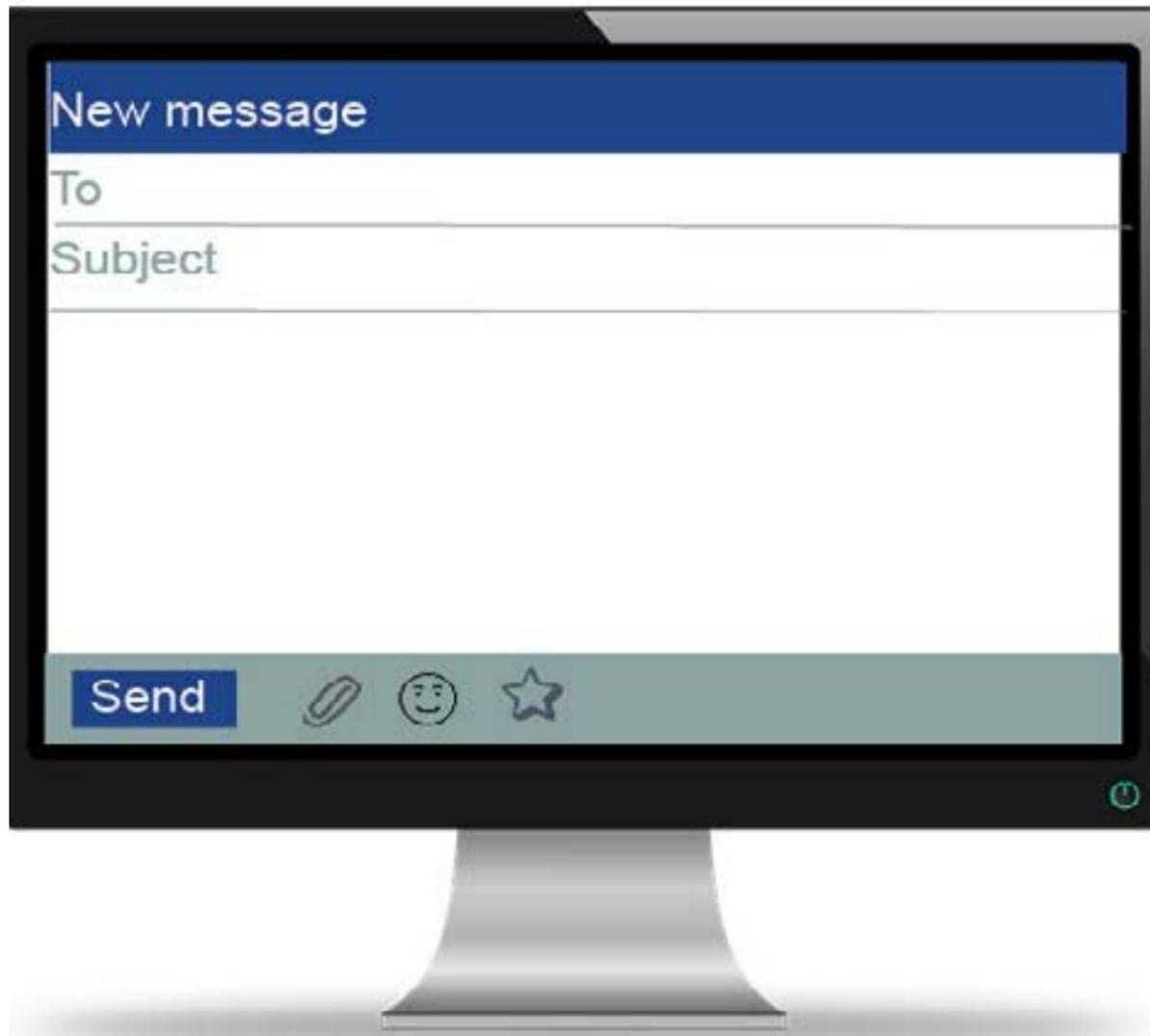
Email Example



Scam Subjects



Would you stop and think if you saw this subject?



- | | |
|-----------------------------------------|----------|
| Subject: Money transfer for you | Yes / No |
| Subject: Meet for coffee | Yes / No |
| Subject: Urgent! Send money! | Yes / No |
| Subject: \$500 Anymart Gift Card | Yes / No |
| Subject: Rent | Yes / No |

Email Scams Before you watch



Pre-Watching

Answer these questions before watching the video.

1. **Circle the words that come to mind when you think of an "email scam."**

Urgent	Rush	Steal	Hurry
Spelling mistakes	Strange information	Too good to be true	Money

2. **What types of email scams do you know of? Underline the ones you have heard of.**

- A request for urgent help
- An email from the bank saying you need to update your password
- An email from the Canada Revenue Agency (CRA) saying you need to pay money
- An email that says you won money
- An email that offers you a job you didn't apply for



Email Scams While you watch



During

Answer these questions while you are watching the video.

Email Scams Introduction (Websafe)

<https://youtu.be/HbM18ZXLawU>

1. Match the title of the message with the type of scam.

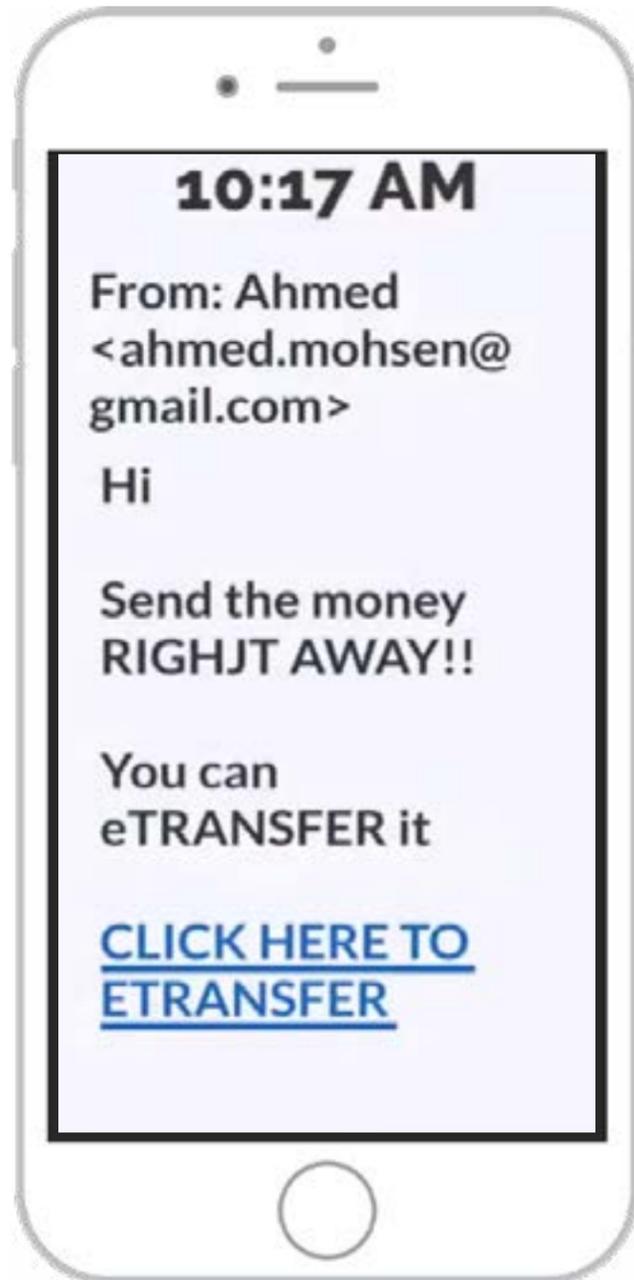
Possible Subject in the Email	Type of Message
a. Urgent! Help me!	_____ An email pretending to be from the CRA.
b. This is from the bank.	_____ An email pretending to give you a gift card.
c. You owe money to the CRA.	_____ A request for urgent help that is not true.
d. \$500 Gift Card	_____ An email pretending to give you money.
e. Money transfer for you!	_____ An email pretending to be from the bank.
f. Make money from home!	_____ An email promising you a job where you will make a lot of money.

2. Do you know any other scam to add to this list?

Uncle Ahmed Email



Look at the email. Learn about scams.



Email scams can have these things:

Words that make you rush

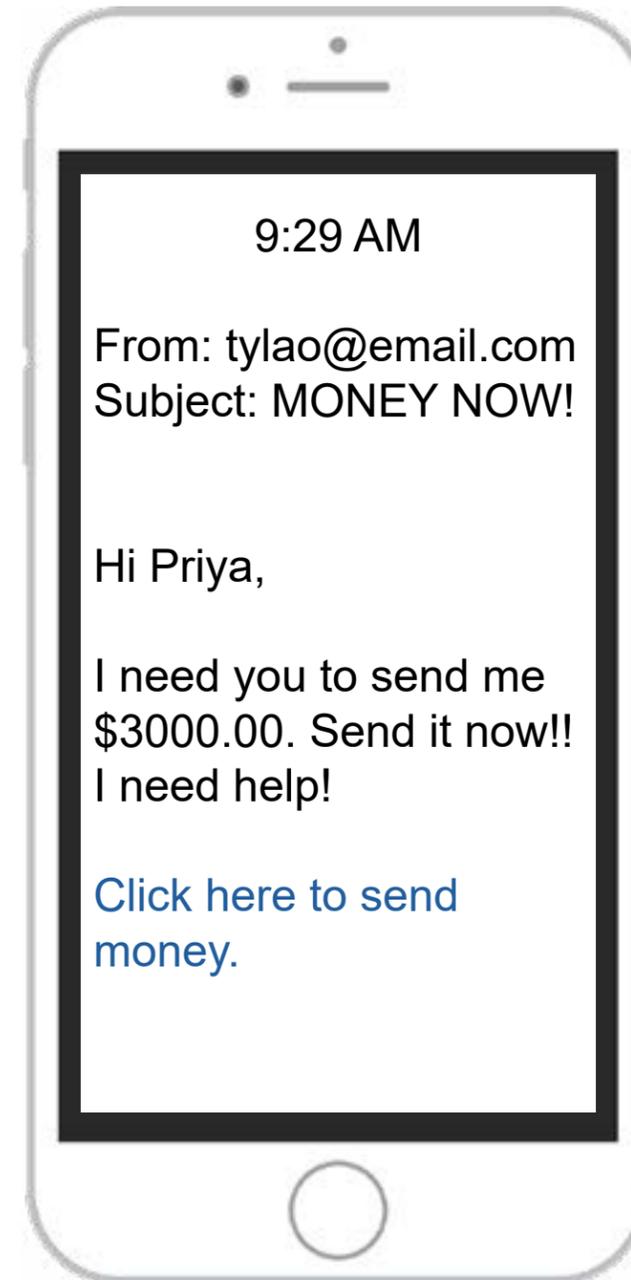
Exclamation marks → !!!

CAPITAL LETTERS

Colourful words.

Links to send money

Look at the email. Answer the questions.



1. Do you see capital letters?

YES / NO

2. Do you see words that make you rush?

YES / NO

3. Do you see a link to send money.

YES / NO

4. Do you see any exclamation marks?

YES / NO

5. Do you see colourful words?

YES / NO

Uncle Ahmed While you watch



During

Answer these questions while you are watching the video:

Websafe - Uncle Ahmed is in trouble

<https://youtu.be/u4HfOA7vpI0>

1) Who did she get an email from?

- a. Uncle Ahmed
- b. Her friend Ahmed
- c. A stranger named Ahmed

2) What did he want?

- a. \$15,000
- b. \$5,000
- c. \$500

3) How did she feel?

- a. Excited
- b. Scattered
- c. Scarred

4) Why did she find the email strange?

5) She said the second email looked fishy. What does this mean?

- a. It smelled like fish.
- b. Uncle Ahmed was eating fish in Vancouver.
- c. It seemed strange.

6) What did she do? What did she find out?

7) She said: "If I had sent the \$5,000, I would have been the victim of a scam." What does this mean?

8) Uncle Ahmed said: "Someone hacked my email account." What does this mean?

Post-Watching

9) Has this ever happened to you or anyone you know? If so, what happened?

Uncle Ahmed - While you watch - Answer Key

During

Answer these questions while you are watching the video:

Websafe - Uncle Ahmed is in trouble

<https://youtu.be/u4HfOA7vpI0>

1) Who did she get an email from?

- a. **Uncle Ahmed**
- b. Her friend Ahmed
- c. A stranger named Ahmed

2) What did he want?

- a. \$15,000
- b. **\$5,000**
- c. \$500

3) How did she feel?

- a. Excited
- b. Scattered
- c. **Scarred**

4) Why did she find the email strange?

Her uncle was supposed to be on a shift at the hospital. He didn't say anything about traveling to BC. Sending an e-transfer option was odd.

5) She said the second email looked fishy. What does this mean?

- a. It smelled like fish.
- b. Uncle Ahmed was eating fish in Vancouver.
- c. **It seemed strange.**

6) What did she do? What did she find out?

She called her uncle. She found out it wasn't him who sent the email.

Uncle Ahmed - While you watch - Answer Key

7) She said: "If I had sent the \$5,000, I would have been the victim of a scam." What does this mean?

It means she would have believed a lie and lost the money.

8) Uncle Ahmed said: "Someone hacked my email account." What does this mean?

Another person, a scammer, got into her uncles account and pretended to be him.

Post-Watching

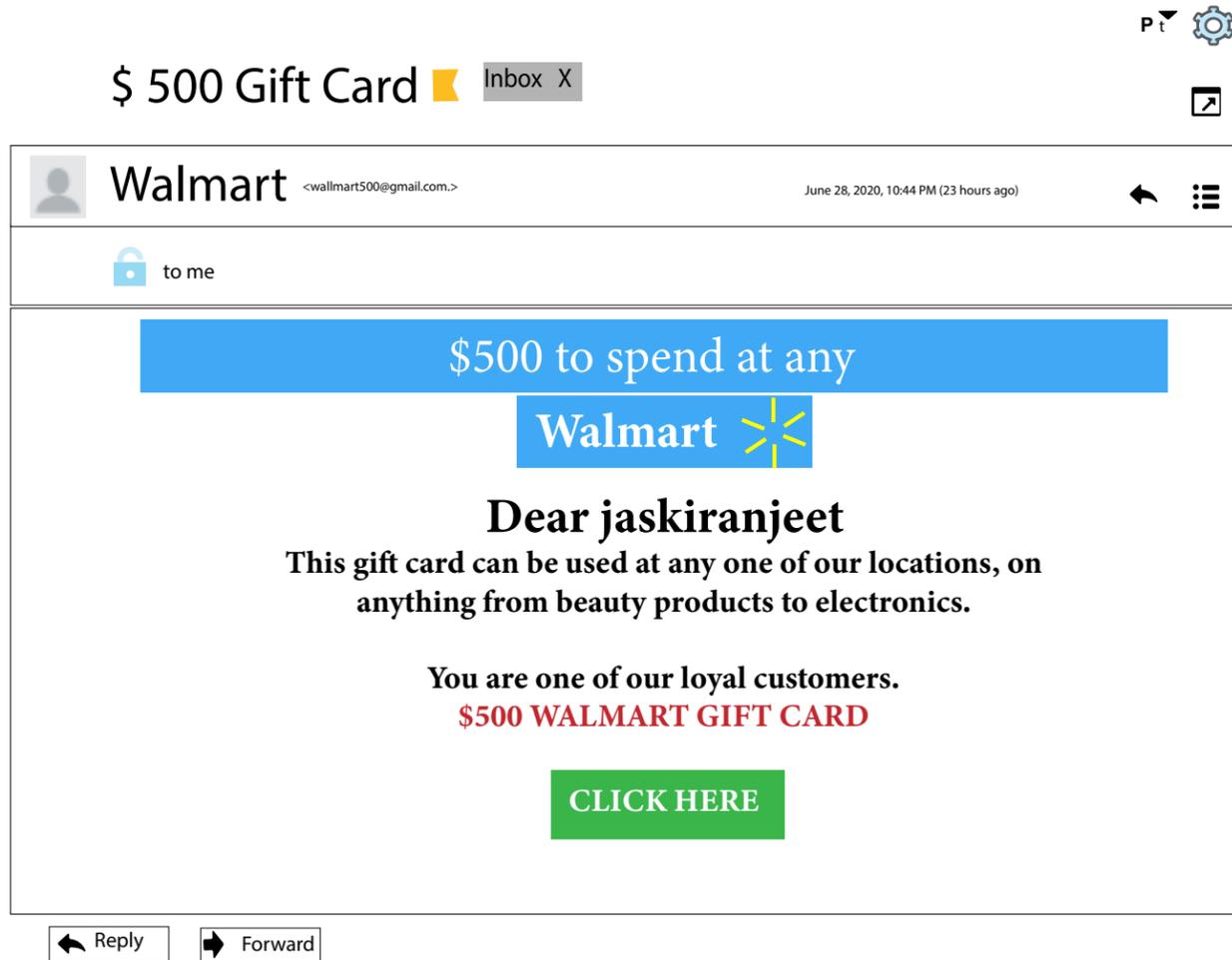
9) Has this ever happened to you or anyone you know? If so, what happened?

Answers will vary.

Is it a Scam?



Look at the email. Answer the questions.



I think this email **is / is not** a scam.

The email has _____.

The email does not have _____.

Spot the Scam Checklist



Scams are always changing. This is only an initial checklist for email scams.

1. Check the message.

Does it rush me?

Yes No

Does it seem too good to be true?

Yes No

2. Check the format.

Are there spelling mistakes? Punctuation problems? Capitalization errors?

Yes No

3. Check the sender.

Does the email address look strange?

Yes No

What comes after the @ symbol?

A private email A company or government email

4. Check the greeting.

Is your name in the message? Is it spelled correctly?

Yes No

Is this how this sender would normally address you?

Yes No

Email from Uncle Ahmed



Is this email a scam? Use the checklist to decide.

Urgent! Help me Inbox X

Ahmed Mohsen <ahmed.mohsen@gmail.com> August 4, 2020, 09:44 PM (23 hours ago)

to me

Hi.

I'm writing you with much sadness and worry. I went to Vancouver for a vacation with my family, but someone stole my wallet at the park. I don't have any money. We don't have a place to stay. We are on the street. We need help urgent. I pay you everything when I return. I know you are my good friend and will help me.

Thank you.
Ahmed

Reply Forward

Get Rich Fast



Is this email a scam? Use the checklist to decide.

Get Rich Inbox X

Get Rich <get.rich.fast.inc@gmail.com> August 8, 2020, 09:04 PM (23 hours ago)

to me

Hello,

Our company, Get Rich Inc., is a very successful business that helps people get rich fast. It is all legal and easy to do. All you need is a computer and an internet connection. Our customers are all very satisfied since their computer works for them. They set their own ours and work from home.

We would like to give you the opportunity to join us. Click here to enter your information and pay a Small fee for our information kit.

We look forward to having you on our team!

Arena Dyck
Human Resources
Get Rich Fast

Reply Forward

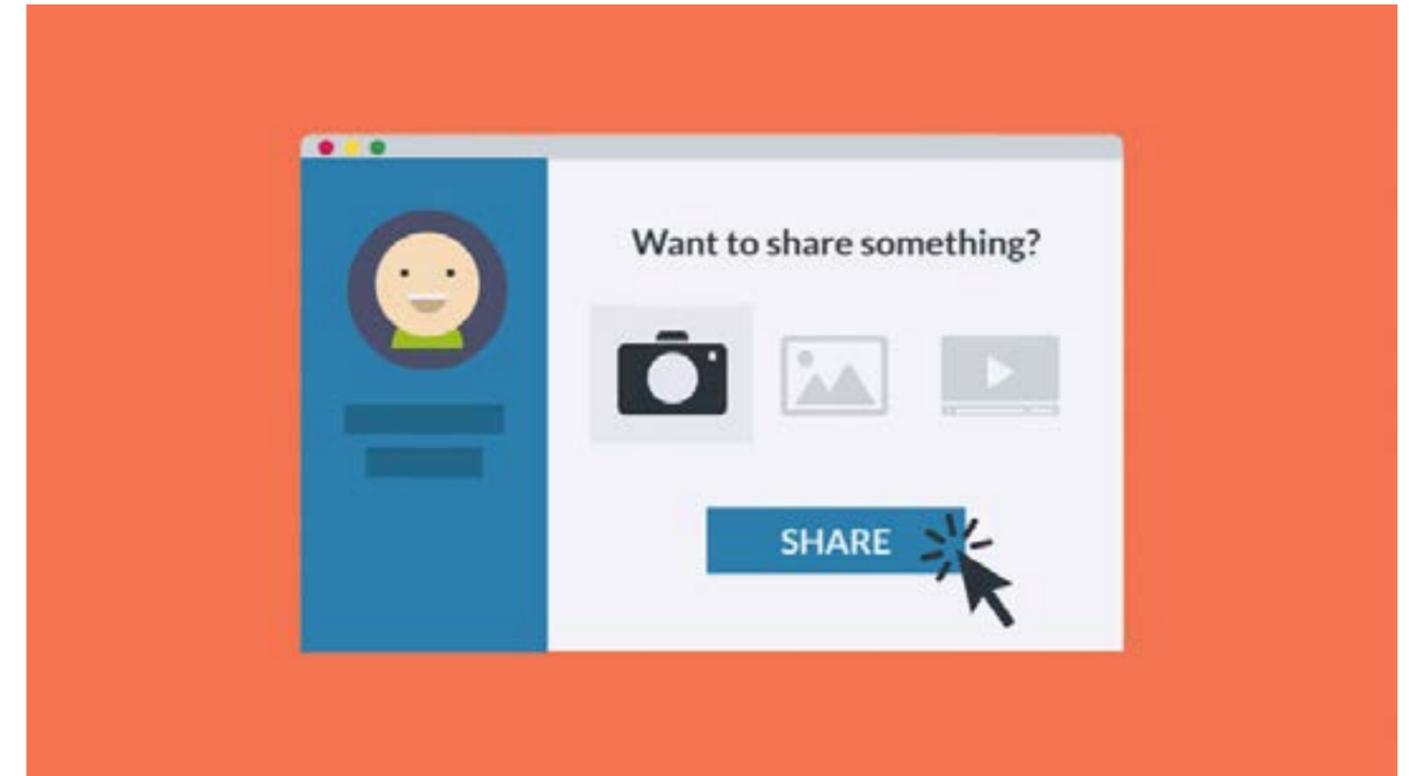
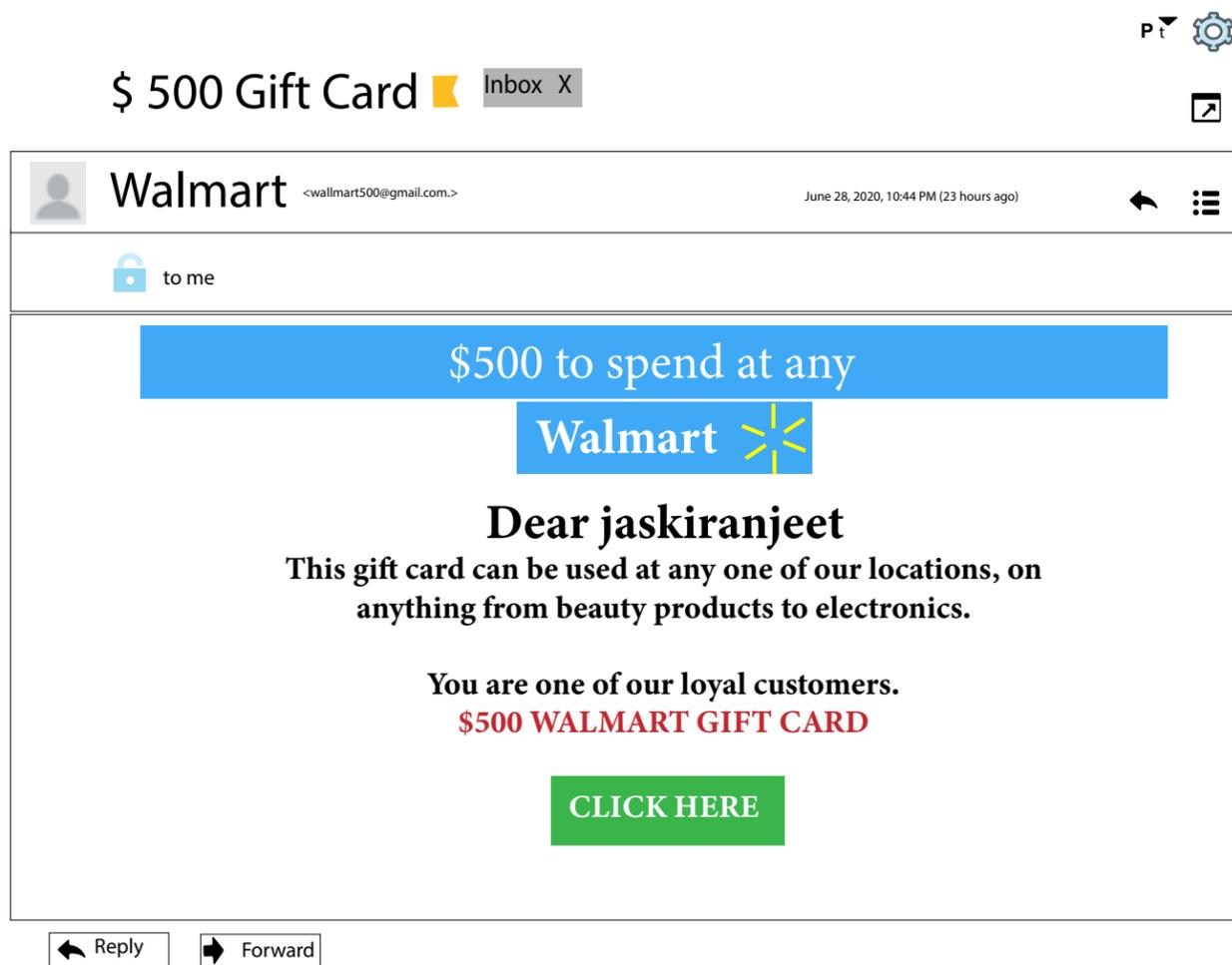
\$500 Gift Card



Flashcards Links and Attachments



Is this email a scam? Use the checklist to decide.



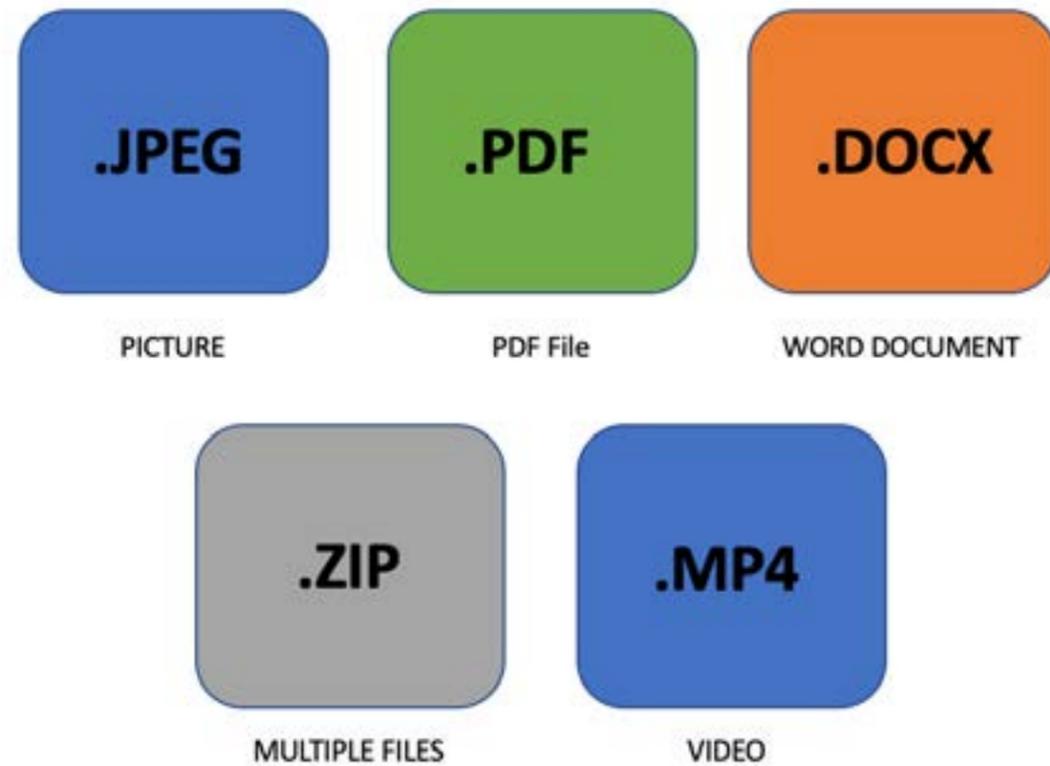
There are two main ways to send people things on email: 1. links; and 2. attachments.



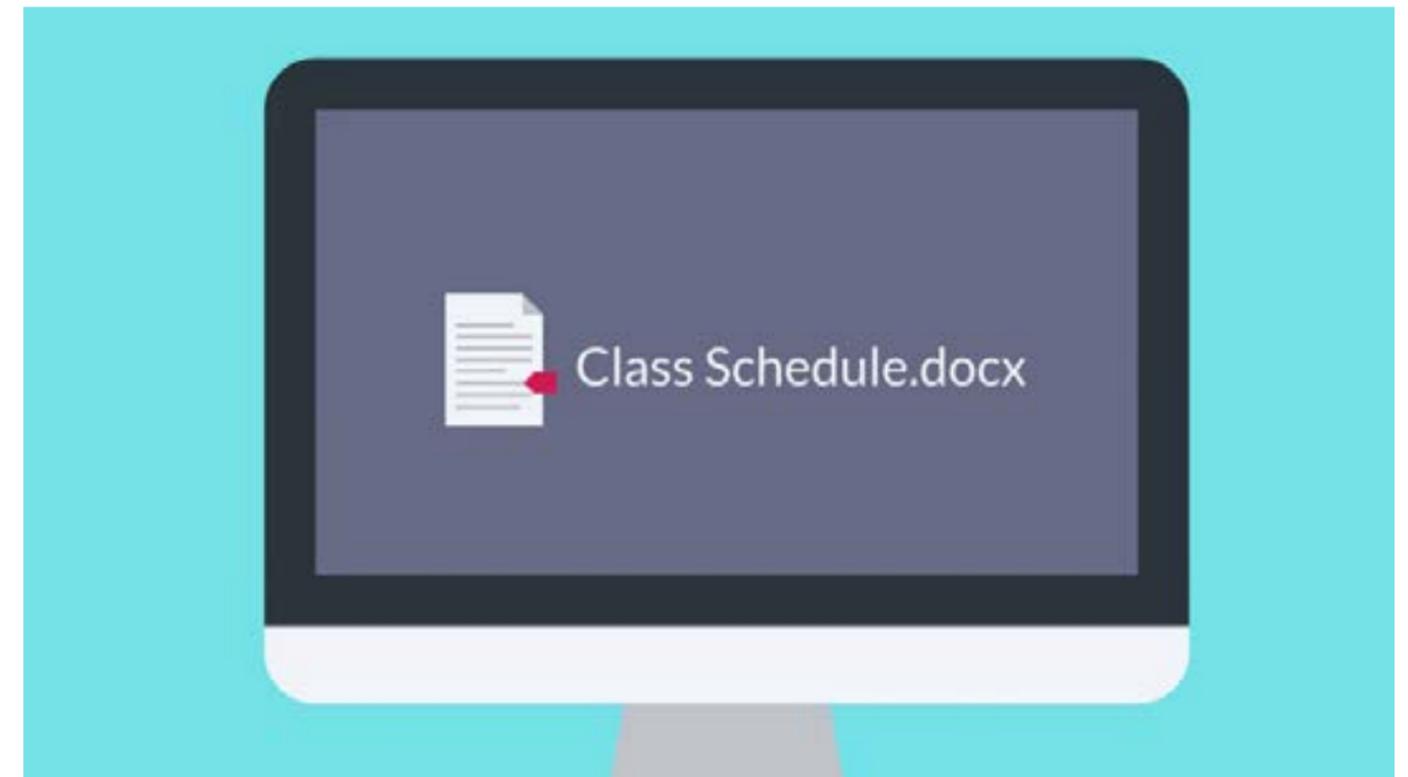
A link is an address that opens a web page. Links usually have blue underlined text. They can also look like a button or a picture. Links can say things like "Click here for more information" or "Get Your Free \$50 Here!". They can also look like a website address like "http://www.norquest.ca/FREE-OFFER" or "any-zone.ca.co/sale."



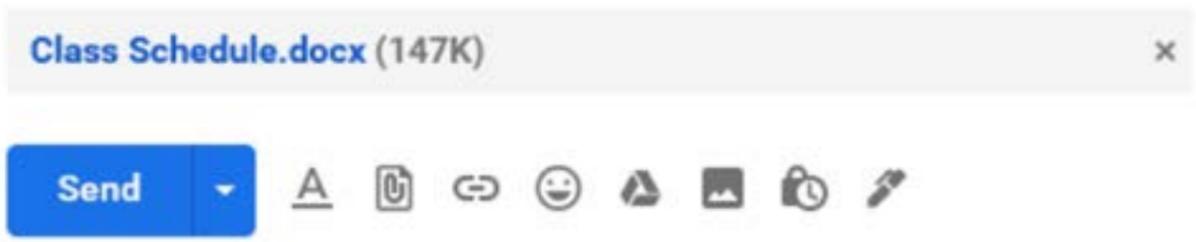
Sometimes your friends might send you links in an email so you can read some interesting online news or checkout their Facebook page.



An attachment includes the file format. If it's a picture, it can end in .jpeg. If it's a video it might end in .mp4. If it's a document it might end in .docx. If it's a PDF, it will end in .pdf. If it ends in .zip, it means that it includes more than one file.



We often get emails with attachments from our co-workers, teachers, friends, and family. A teacher might send an attachment which is a document with the class schedule. A friend may send an email with an attachment that is a photograph of you at a recent party or outing.



Make sure you know what attachments look like in your email. Sometimes they look like a paper clip logo or a file logo. This picture shows one type of attachment

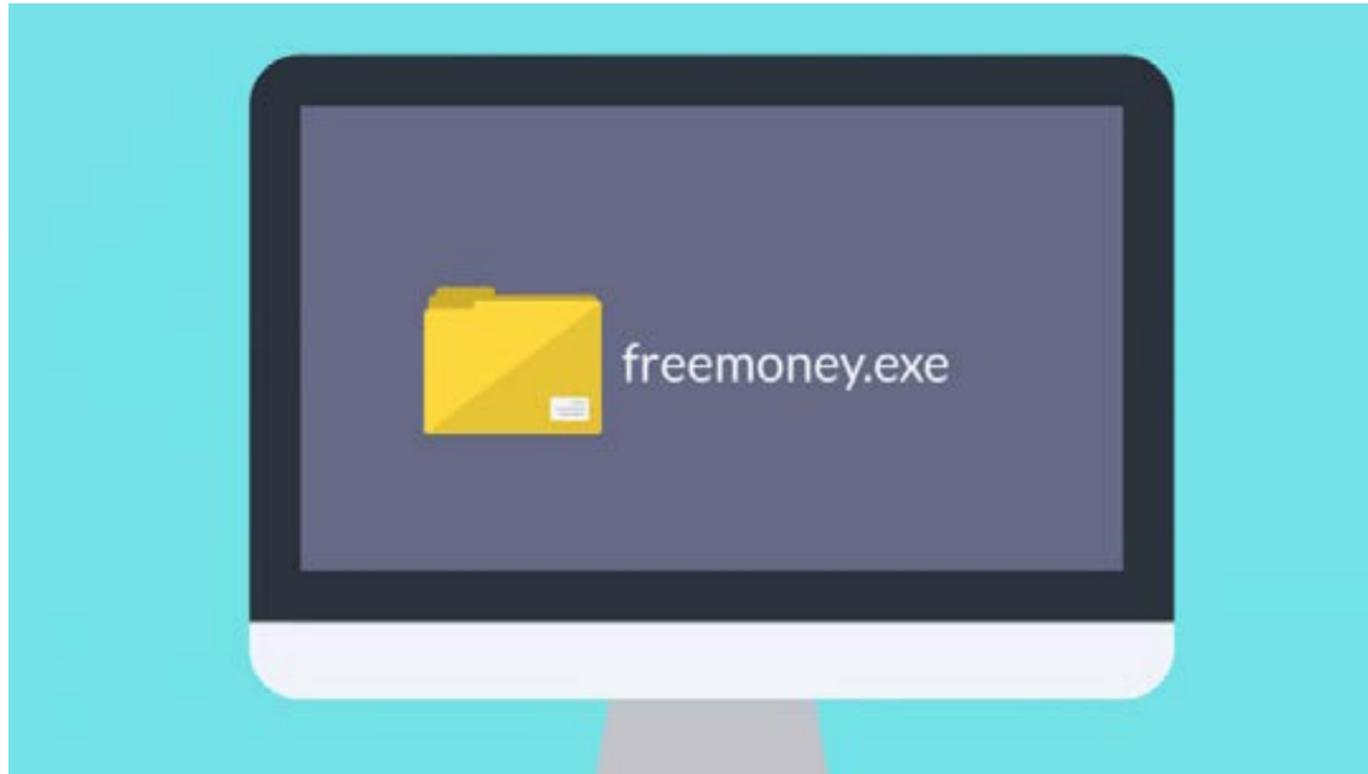


Links and attachments can be dangerous. Be careful before clicking on a link or downloading an attachment from your email. Make sure you know where it's coming from. Ask yourself - who sent it? Do I know them?

Links and Attachments Vocabulary



Review the new words about links and attachments.



Attachments are the most dangerous. Do not open a file if you do not know who sent it to you or why someone sent it to you. If the attachment has the letters “.exe” at the end, do not open it. Sometimes these .exe attachments are an easy way for an email scammer to take control of your computer.

Link	a line of letters and numbers that opens a web page
Click	press on something to open it
Attachment	a document, photo, or other file sent with an email
File	a piece of information on a computer (a photo, a word document)
Download	save something from an email on your computer or phone

Links and Attachments Comprehension Check

Look at the picture. Fill in the blank spaces.

Word Bank:

download	attachment	file	link	click
----------	------------	------	------	-------

1. This is a _____.

www.facebook.com

2. I can _____ on it to open it.

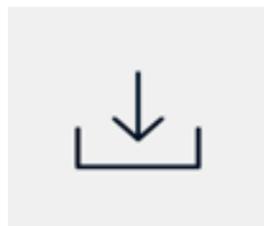
3. This email has an _____.

[Class Schedule.docx \(147K\)](#)



4. That means there is a _____ with the email.

5. Click on this symbol to _____ a file.



Answer the questions below. If it is false, write the correct information.

1. A link and an attachment are the same thing. **TRUE FALSE**

Correct: _____

2. Attachments all have the same endings. **TRUE FALSE**

Correct: _____

3. Downloading an .exe attachment can give a person control of your computer. **TRUE FALSE**

Correct: _____

4. Only open links and attachments from people you trust. **TRUE FALSE**

Correct: _____

5. An attachment includes the file format. Check this before you download something. **TRUE FALSE**

Correct: _____

6. If the attachment ends in .docx, it's probably a word document. **TRUE FALSE**

Correct: _____

Links and Attachments Answer Key

Answer the questions below. If it is false, write the correct information.

1. A link and an attachment are the same thing.

TRUE **FALSE**

Correct: A link will take you to a website, an attachment is downloaded to your computer.

2. Attachments all have the same endings.

TRUE **FALSE**

Correct: The video gives a list of many different attachments (mp4, docx, mp3 and so on)

3. Downloading an .exe attachment can give a person control of your computer.

TRUE **FALSE**

4. Only open links and attachments from people you trust.

TRUE **FALSE**

5. An attachment includes the file format. Check this before you download something.

TRUE **FALSE**

6. If the attachment ends in .docx, it's probably a word document.

TRUE **FALSE**

Links and Attachments Sorting



Put the words under the correct category.

Attachment	Link
01.djfie.exe	Click here for more information
PartyPicture.jpg	Get Your Free \$50 Here!
Introduction_to_Scams.pdf	http://www.norquest.ca/FREE-OFFER
BirthdayInvitation.docx	anyzon.ca.co/sale

Phishing Scams While you watch



Videoforyou.mp4	https://www.surprise4u.me/a/o/?n=friend
In_class_tutorials.zip	Click here to see our pictures from yesterday
FreeMicrosoftWord.exe	Click here to read today's Edmonton Journal

During

Answer these questions while you are watching the video:

Phishing Scams (WebSafe)

<https://youtu.be/o06KXsnyF04>

1) Where does the word "phishing" come from? Explain.

2) What is the scammer trying to catch?

- a. emails
- b. fish
- c. people

3) Scammers often pretend to be writing from popular stores or services. How do they do this?

- a. By Phone
- b. In Messages (SMS)
- c. In Emails
- d. All of the above.

4) What do phishing emails often include?

5) A link...

- a. will take you to a fake website
- b. will take you to the official website

Phishing Scams Answer Key

6) What does the scammer want to do with your log in and password?

7) The video gives you an example of a bank scam. Put the steps in order.

- _____ The scammer now has access to your account.
- _____ Scammer will send you a link in an email or message.
- _____ The fake website will ask for your login and password.
- _____ The link will take you to a fake website.
- _____ The scammer will steal your login and password.

8) If you download an attachment that is a virus, what could happen to your computer?

Post- Watching

9) Has this ever happened to you or anyone you know? If so, what happened?

During

Answer these questions while you are watching the video:

Phishing Scams (WebSafe)

<https://youtu.be/o06KXsnyF04>

1) Where does the word "phishing" come from? Explain.

From the activity "fishing." Just like in real fishing, a scammer doesn't know who they will catch with their phishing emails/messages.

2) What is the scammer trying to catch?

- a. emails
- b. fish
- c. people**

3) Scammers often pretend to be writing from popular stores or services. How do they do this?

- a. By Phone
- b. In Messages (SMS)
- c. In Emails
- d. All of the above.**

4) What do phishing emails often include?

A link or an attachment.

5) A link...

- a. will take you to a fake website**
- b. will take you to the official website

Phishing Lures Flashcards

6) What does the scammer want to do with your log in and password?

Steal it.

7) The video gives you an example of a bank scam. Put the steps in order.

- 1) **Scammer will send you a link in an email or message.**
- 2) **The link will take you to a fake website.**
- 3) **The fake website will ask for your login and password.**
- 4) **The scammer will steal your login and password.**
- 5) **The scammer now has access to your account.**

8) If you download an attachment that is a virus, what could happen to your computer?

Take control of your computer

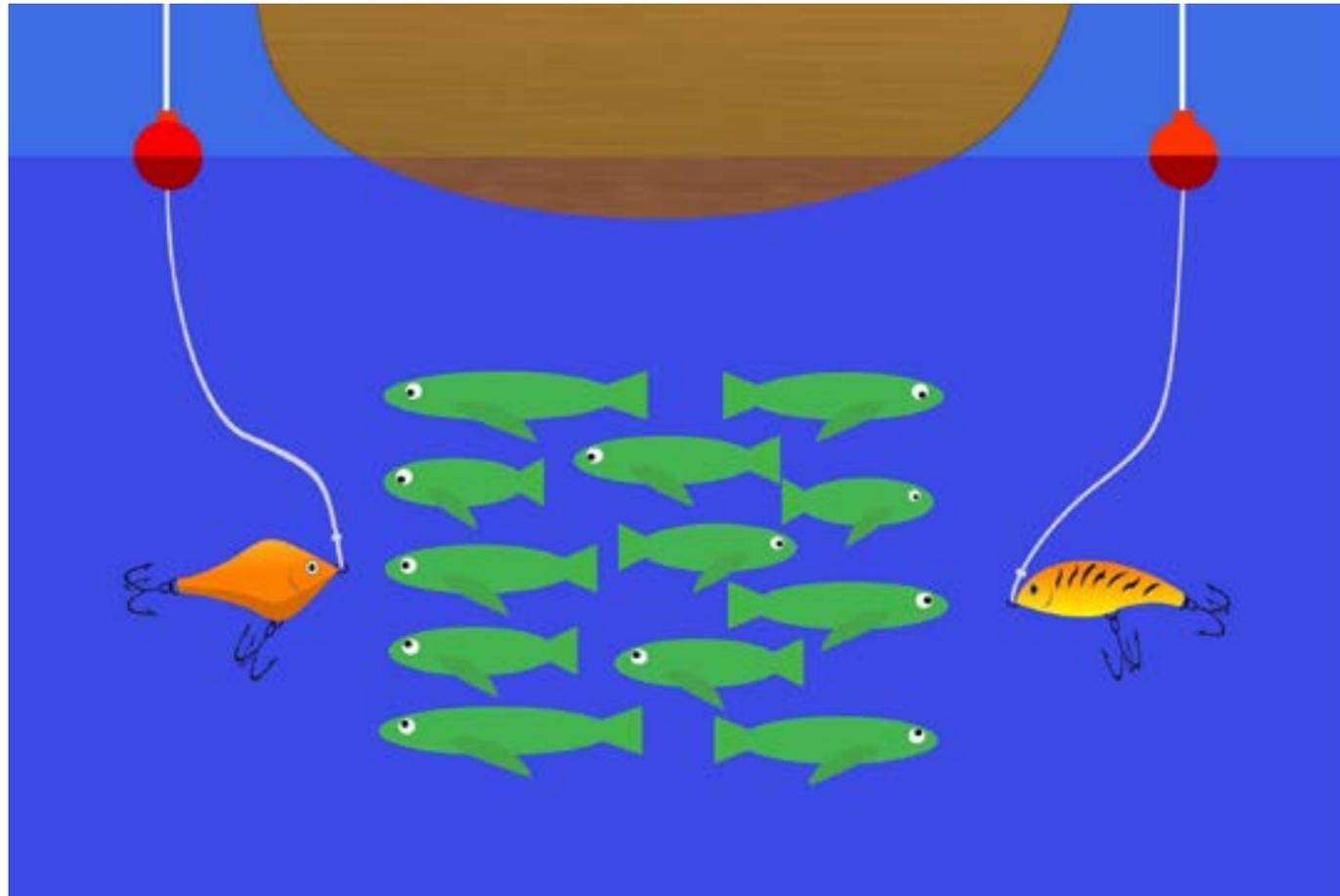
Post- Watching

9) Has this ever happened to you or anyone you know? If so, what happened?

Answers will vary



Scammers send phishing emails. Scammers “fish” for people. They send many emails and wait for someone to reply. Scammers want to steal from people.



A fishing lure is what you use to catch a fish. A lure has a hook that catches the fish. Can you see the hook in the picture?

What "lures" do you think scammers use?



Scammers offer easy money. If it seems too good to be true, it probably is.

FREE

Scammers offer free prizes. If it seems too good to be true, it probably is.

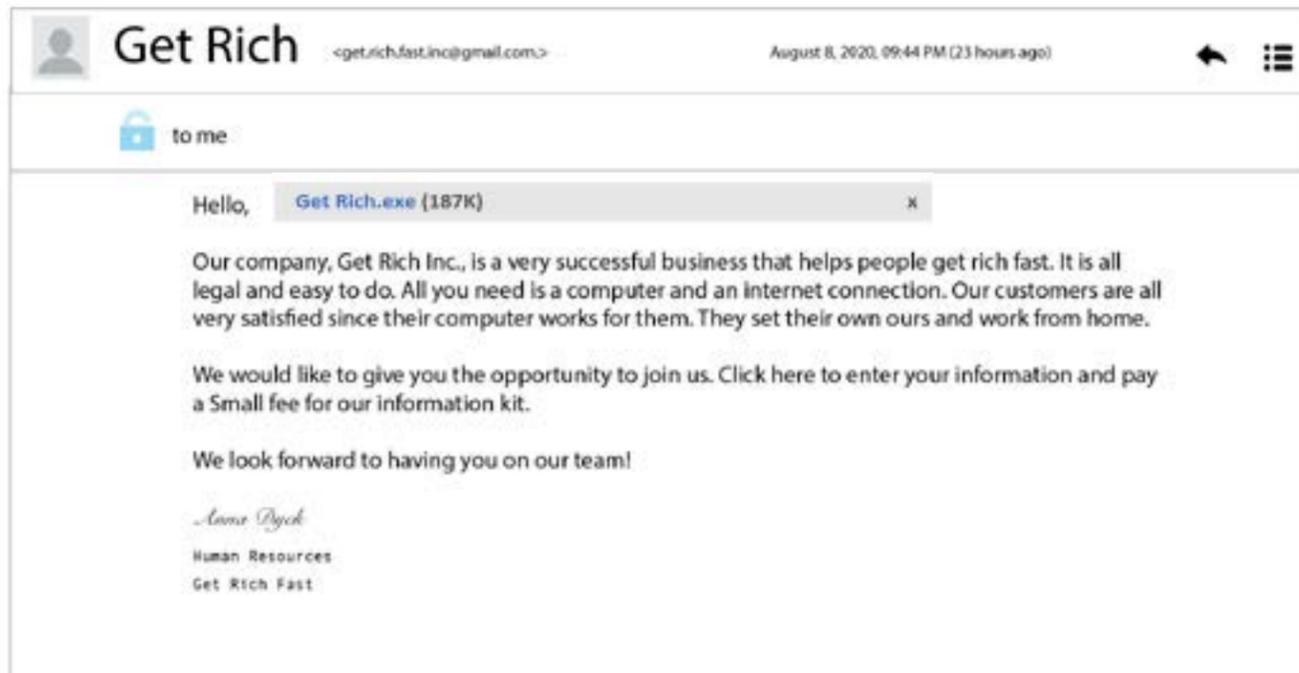


Scammers say bad things will happen to you if you don't do what they say. They make threats. These threats are lies.

Find the Lures



Look at the emails. Circle things that might be lures.



Spot the Scam



Use the **Spot the Scam Checklist**. Circle anything that looks strange to you in this email. Make a note next to the circle explaining why this looks fishy.



Spot the Scam Answer Key

Use the **Spot the Scam Checklist**. Circle anything that looks strange to you in this email. Make a note next to the circle explaining why this looks fishy.

Oogle Play Card Inbox X

Infomation Desk infomation.desk.oogle@gmail.com

to me

Dear customer, congratulations!

We are giving away free Oogle Play gift cards to celebrate our 21st anniversary.

Please click here to activate your Ooogle Gift Card

Signed,

Oogle Customer Support
Copyright 2020 Inc
All rights reserved. Terms of Service.
Administrator

Reply Forward

Callout 1: This is a private email address. A company would have the company name after the @ symbol

Callout 2: The email doesn't have a name. The greeting is strange. The punctuation is wrong.

Callout 3: Does this seem too good to be true? If so, then it probably is!

Callout 4: The scammer tried to make the ending look official, but it's strange to have administrator at the end. The entire ending looks a bit off.

CRA Introduction Flashcards



The Canada Revenue Agency (CRA) collects the taxes for the Government of Canada. The people that work at the CRA want to help Canadians understand the tax system.



The CRA is one of the largest government departments. They have employees in every part of Canada.



The Government of Canada collects taxes to pay for public services like health care, education, and more.

CRA Introduction Comprehension



Match the words to make a complete sentence.

CRA means	the Canada Revenue Agency.
The CRA is one of the largest	government departments.
The CRA collects	taxes.
Taxes make sure that	public programs keep working.
The people that work at the CRA can	help with your questions.

Taxes Vocabulary



Review the new words about taxes.

Taxes	money the government takes to pay for services
Revenue	money someone makes
Collect	take or bring in
Services	health care; education; transportation; etc.

Taxes Review



Fill in the blank spaces.

Word Bank:

collect	taxes	services	revenue
---------	-------	----------	---------

1. The Government of Canada _____ taxes.

2. _____ pay for public.

3. The department that collects taxes is called Canada _____ agency.

4. Examples of _____ are healthcare and education.



Answer the questions.

1. Will the CRA call you and threaten you? **Yes / No**
2. The CRA emails you. Will you click the link? **Yes / No**
3. Will the CRA text you? **Yes / No**

Real Life Situation #1



Before

In pairs, talk about the questions below:

- Did you ever get a call from the CRA?
- Has anyone ever called you and made a **threat**?

During

Answer these questions while you are watching the video:

Real Life Situation #1 (WebSafe)

<https://youtu.be/PwRpEFRq0s8>

Answer the questions below. If it is false, write the correct information.

1. The man received a call from the CRA. **TRUE FALSE**

Correct: _____

2. The scammer said the man needed to pay money. **TRUE FALSE**

Correct: _____

3. The man didn't have a credit card. **TRUE FALSE**

Correct: _____

Real Life Situation #1

Answer Key

4. The man was scared he would be arrested.

TRUE **FALSE**

Correct: _____

5. His sister gave him some good advice.

TRUE **FALSE**

Correct: _____

6. The bank didn't help him.

TRUE **FALSE**

Correct: _____

7. The man wishes he didn't give his credit card information to the scammer.

TRUE **FALSE**

Correct: _____

After

In pairs, talk about the questions below:

- The man called his sister in the morning. Do you have someone you could call if you got a scary phone call?
- Do you think the Canada Revenue Agency (CRA) would call you to ask for your credit card number? Why or why not?

Before

In pairs, talk about the questions below:

- Did you ever get a call from the CRA?
- Has anyone ever called you and made a **threat**?

During

Answer these questions while you are watching the video:

Real Life Situation #1 (WebSafe)
<https://youtu.be/PwRpEFRq0s8>

Answer the questions below. If it is false, write the correct information.

1. The man received a call from the CRA.

TRUE **FALSE**

Correct: The person said they were calling from the CRA. It was not from the CRA. It was a scammer.

2. The scammer said the man needed to pay money.

TRUE **FALSE**

3. The man didn't have a credit card.

TRUE **FALSE**

Correct: He had one. He gave the information to the scammer.

Image References

4. The man was scared he would be arrested.

TRUE **FALSE**

5. His sister gave him some good advice.

TRUE **FALSE**

6. The bank didn't help him.

TRUE **FALSE**

Correct: The bank was helpful.

7. The man wishes he didn't give his credit card information to the scammer.

TRUE **FALSE**

Correct: _____

After

In pairs, talk about the questions below:

- The man called his sister in the morning. Do you have someone you could call if you got a scary phone call?
- Do you think the Canada Revenue Agency (CRA) would call you to ask for your credit card number? Why or why not?

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Going to the Doctor

Course Outline

Module Topic:

Learner Levels:

Lesson	Objective	Resources I will use
1	<p>Learners will be able to . . .</p> <p>CLB 1 identify common health issues and body parts.</p> <p>CLB 3 identify and describe common health issues and body parts.</p> <p>CLB 5 describe common health issues and/or body parts.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Body Parts Game; Common Health Issues; Guess the Pain; Explaining Health Problems Role Play</p> <p>CLB 1 Body Parts Picture Cards; Letter Cards; Guess the Pain; Practice a Dialogue 1</p> <p>CLB 3 Body Parts Study Cards; Guess the Pain; Practice a Dialogue 2</p> <p>CLB 5 Body Parts Study Cards; Guess the Pain; Practice and Create Dialogues</p>
2	<p>Learners will be able to . . .</p> <p>CLB 1 identify numbers to press in an automatic message at the doctor's office.</p> <p>CLB 3 identify simple information in an automatic message at the doctor's office.</p> <p>CLB 5 identify details and key points in an automatic message at the doctor's office.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Calendar, analog clock (picture or actual clock); Days of the Week Info Gap hand-out; Calling the Doctor Transcript; Pressing 1 handout</p> <p>CLB 1 Days of the Week 1, 2 & 4; Calling the Doctor A</p> <p>CLB 3 Days of the Week 1, 2, 3 & 4; Calling the Doctor B</p> <p>CLB 5 Days of the Week 1, 2, 3 & 4; Calling the Doctor C</p>

<p style="text-align: center;">3</p>	<p>Learners will be able to . . .</p> <p>CLB 1 practice phrases for booking an appointment; fill out basic personal information.</p> <p>CLB 3 use phrases for booking an appointment; fill out a simplified personal information & medical history form.</p> <p>CLB 5 book an appointment; fill out basic personal information & medical history.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Medical History with Pictures</p> <p>CLB 1 Appointment at the Doctor Transcript; Appointment Jigsaw A; Personal Information 1 & 2; Edgemont Health Form A</p> <p>CLB 3 Appointment at the Doctor Transcript; Appointment Jigsaw B or C; Personal Information 1,2 & 3; Edgemont Health Form A & B</p> <p>CLB 5 Negotiating a Time for an Appointment; Appointment Jigsaw B or C; Personal Information 3; Edgemont Health Form A & B</p>
<p style="text-align: center;">4</p>	<p>Learners will be able to . . .</p> <p>CLB 1 explain health concerns to a doctor in an appointment.</p> <p>CLB 3 relay key information in a doctor’s appointment.</p> <p>CLB 5 generate useful language to use in a doctor’s appointment.</p>	<ul style="list-style-type: none"> • Pen/paper • A device and internet connection <p>ALL LEVELS: Guess the Pain handout; Describing Levels of Pain; Describing Levels of Pain Images; Doctor’s Appointment Transcript</p> <p>CLB 1 explain health concerns to a doctor in an appointment.</p> <p>CLB 3 relay key information in a doctor’s appointment.</p> <p>CLB 5 generate useful language to use in a doctor’s appointment.</p>

Additional Resources

<p style="text-align: center;">Rural Routes: Roots and Connections Curriculum</p>	<p>This multi-level curriculum has a unit on going to the doctor.</p> <p>Link: https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/Roots-Connections/NorQuest_Curriculum_Units-1-4.pdf</p>
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Describing Common Health Issues

Lesson Plan 1

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Body Parts Game; Common Health Issues; Guess the Pain; Explaining Health Problems Role Play</p> <p>CLB 1: Body Parts Picture Cards; Letter Cards; Guess the Pain; Practice a Dialogue 1</p> <p>CLB 3: Body Parts Study Cards; Guess the Pain; Practice a Dialogue 2</p> <p>CLB 5: Body Parts Study Cards; Guess the Pain; Practice and Create Dialogues</p>
<p>Objectives</p> <p>Learners will be able to . . .</p>	<p>CLB 1: identify common health issues and body parts.</p> <p>CLB 3: identify and describe common health issues and body parts.</p> <p>CLB 5: describe common health issues and/or body parts.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 10 minutes</p>	<p>Draw a stick figure person on a whiteboard or sheet of paper and review body parts as a class. Write the body parts as the learners say them. [Review all body parts on Body Part Game handout]. Erase body parts; leave only stick figure drawn on the board. Learners pick up a Body Parts Game card and either draw or point to the body part. Other learners guess what that body part is.</p>		

Activity 1:
20 minutes



Ask learner to work with **Body Parts Picture Cards** and **Letter Cards**. **Body Parts** cards should be placed in a pile (picture facing up) in front of the learner or pair of learners. The learner should pick up a picture card and use the letter cards to spell the word they see depicted on the card. Then they can flip the card over to check if their spelling was correct. If learners are working in pairs, the first learner should draw the card and say the word that is depicted while the second learner listens to the word and uses the tile cards to spell the word.

Ask learner to work with **Body Parts Study Cards**. On each card, the learner should write pronunciation tips that will be helpful to the learner. Explain that the / / symbols mean pronunciation. Show them how the pronunciation is shown in a dictionary. Tell them they can capitalize where the stress goes. They should also draw a picture of the body part. Review the example in the handout with the learner. Learners are encouraged to add a few additional body parts.

Ask learner to work with **Body Parts Study Cards**. On each card, the learner should write pronunciation tips that will be helpful to the learner. Explain that the / / symbols mean pronunciation. Show them how the pronunciation is shown in a dictionary. Tell them they can capitalize where the stress goes. They should also draw a picture of the body part. Review the example on the handout with the learner. Learners are encouraged to add at least 10 additional body parts. They can also review body parts using the online resource.

<p>Activity 2: 10 minutes</p>	<p>Say: Today we will talk about health problems. I will say a letter and you need to work together to write down a health problem that starts with that letter. For example, if I say the letter "s" what could you write? Stomachache. Explain that "ache" means that it hurts or gives you pain. Use the following letters: H – Headache / E – Earache / B – Backache / T – Toothache /</p> <p>Tell learners that not all body parts can use ache.</p>	
<p>Activity 3: 15 minutes</p> 	<p>Review Common Health Issues handout. Ask learners: What's wrong? He has a backache. Learners can also practice using online resource.</p>	<p>Ask learners to write common health issues using the body parts just reviewed. Encourage them to do the activity in the online resource named Match the Body Part with the Common Health Issues. They should try to write more health issues related to body parts.</p>
<p>Activity 4: 10 minutes</p>	<p>Say: Now, let's review our body parts handout. How can I say that something hurts? My knee hurts. What other body part could I say hurts? [Wait for answer] Tell them that you can use all of the body parts with this structure. Write on the board: What's wrong? My knee hurts.</p>	

<p>Activity 5: 20 minutes</p>  	<p>Tell learners to with Practice a Dialogue 1 handout and Body Parts Picture Cards.</p> <p>Learners should pick up a card and use it to fill the blank space on the dialogue. The learners should use all of the picture cards.</p>	<p>Tell learners to practice with Practice a Dialogue 2 handout.</p> <p>Learners should choose body parts from the table. Then they should try to think of an explanation for their pain.</p>	<p>Tell learner to choose a problem and make the conversation longer. Use the handout Practice and Create Dialogues handout. They can repeat the process with a few problems and elaborate as desired. If they finish, they can work on the online resource video "I have a bad headache."</p>
<p>Activity 6: 20 minutes</p> 	<p>Cut up the handout Common Health Issues before class and put them in a hat or bowl. Put students into mixed level pairs, and give each learner Explaining Health Problems Role Play handout and a set of the health issues. Explain that the learner should read the prompts that match their partner's level. Their partner should pick one of the health issues up and use that issue to respond to their partner's questions and think of their own language to answer in full sentences. Learners can switch roles as many times as the activity allows, using a different health problem every time. While learners are practice, use the assessment checklist to assess learner success with the objectives.</p>		
<p>Exit Activity 15 minutes</p>	<p>Review common aches and pains by playing Guess the pain.</p>		

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ identify common health issues and body parts.</p>	<p>Learner is able to . . .</p> <p>_____ identify and describe common health issues and body parts.</p> <p>_____ use a dictionary to identify the pronunciation of new vocabulary.</p> <p>_____ briefly explain the reason for the health issue.</p>	<p>Learner is able to . . .</p> <p>_____ identify and describe common health issues and body parts.</p> <p>_____ use a dictionary to identify the pronunciation of new vocabulary.</p> <p>_____ briefly explain the reason for the health issue.</p> <p>_____ express empathy when someone describes a health issue.</p>

Setting the Doctor's Appointment

Lesson Plan 2

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Calendar, analog clock (picture or actual clock); Days of the Week Info Gap handout; Calling the Doctor Transcript; Pressing 1 handout</p> <p>CLB 1: Days of the Week 1, 2 & 4; Calling the Doctor A</p> <p>CLB 3: Days of the Week 1, 2, 3 & 4; Calling the Doctor B</p> <p>CLB 5: Days of the Week 1, 2, 3 & 4; Calling the Doctor C</p>
<p>Objectives</p> <p>Learners will be able to . . .</p>	<p>CLB 1: identify numbers to press in an automatic message at the doctor's office.</p> <p>CLB 3: identify simple information in an automatic message at the doctor's office.</p> <p>CLB 5: identify details and key points in an automatic message at the doctor's office.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 10 minutes</p>	<p>Write the days of the week on the board/sheet of paper and ask the class to repeat. Ask learners: What is a weekday? What is the weekend? Circle today. Ask learners "What day was yesterday?" and "What day is tomorrow?" Tell students that days of the week are proper nouns, so they are capitalized. You can also show them the abbreviations (Monday: Mon, and so on). Give them Days of the Week 1. Tell students to write the word in their first language. Higher level learners can also write the pronunciation of the words.</p>		

<p>Activity 1: 10 minutes</p>	<p>Draw the calendar from the Days of the Week 4 handout on the board or large piece of paper. Show learners that the days of the week are at the top and the numbers are under. Point out that calendars are organized into rows and columns. Each row of dates is organized into a column that matches the day of the week in the top row.</p> <p>Ask them questions about what is happening when. What day is Tyla’s birthday?</p>		
<p>Activity 2: 15 minutes</p> 	<p>Ask learners to work on Days of the Week 2 handout.</p>	<p>Ask learners to work on Days of the Week 3 handout.</p>	<p>Ask learners to take out Days of the Week 4 handout. Have them answer the questions on the second page of the handout.</p>
<p>Activity 3: 15 minutes</p>	<p>Give the class Days of the Week 4. Ask the questions that are on Days of the Week 4 orally and have learners locate the correct answer on the schedule.</p> <p>On the board write: “I want to schedule an appointment on _____”. Dictate a date. Have the learners locate the date on Days of the Week 4. Show them the correct answer once everyone has found it. Demonstrate how they could write a doctor’s appointment on that date, just as the other scheduled events are recorded.</p>		
<p>Activity 4: 10 minutes</p>	<p>Show them a clock. Review time. Point the markers to 1:00pm. Say “It’s one o’clock.” Repeat this process with a few more times. Ask if anyone knows what AM is and what PM is. Keep it simple for now.</p> <p>Explain that when making appointments, sometimes you will need to say the date and time you are available. Explain that there are two words that you need to know how to use: in and on.</p>		

<p>Activity 5: 10 minutes</p> 	<p>Put the class into pairs. Use same-level if you wish to provide lower-level learners with support, and mixed-level if you want the learners to practice supporting each other.</p> <p>Ask the class to look at Days of the Week 4 again, and give each pair one of the cards from the Days of the Week Info Gap handout. Have the learners practice asking each other questions about the information on Days of the Week 4 and answering using the correct prepositions.</p>		
<p>Activity 7: 7-10 minutes</p> 	<p>Give learner hand-out Calling the Doctor A</p>	<p>Give learner handout Calling the Doctor B</p>	<p>Give learner handout Calling the Doctor C</p>
<p>Activity 8: 5-7 minutes</p>	<p>Ask learners to compare answers with CLB 1 student. Their handout has most of the transcript.</p>		
<p>Activity 9: 7-10 minutes</p> 	<p>Tell learners that they pressed 1 because they wanted to hear the hours of operation and the address. As you play the recording or read the transcript Pressing 1, each learner should listen for different information. Write the question below for each learner on the board.</p>		
	<p>What days of the week is the clinic open?</p>	<p>What are the hours of operation?</p>	<p>What is the address?</p>

Exit Activity:
10 minutes

Say: Based on the information you learned about when the clinic is open, when would be a good day and time to book an appointment for a family member? Use **Days of the Week 4** handout to make a decision. Ask: What number will we press to make our appointment? Have the learners listen to the transcript again. Elicit the answer: 0.

Online Resource Tip: The online resource for this lesson has additional activities on days of the week, months, telling time and setting up an appointment. You will find activities for learners in all levels. Encourage lower level learners to skip what is difficult and do what they can. Higher level learners should try to work through all the activities so they can get extra practice.

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ identify vocabulary needed for reading a calendar.</p> <p>_____ identify numbers to press in an automatic message at the doctor's office.</p>	<p>Learner is able to . . .</p> <p>_____ navigate and use a calendar to schedule appointments.</p> <p>_____ identify simple information in an automatic message at the doctor's office.</p>	<p>Learner is able to . . .</p> <p>_____ navigate and use a calendar to schedule appointments.</p> <p>_____ identify details and key information in an automatic message at the doctor's office.</p>

Making an Appointment & Filling in Forms

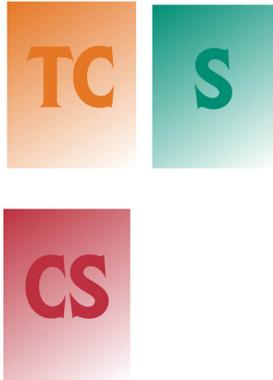
Lesson Plan 3

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Medical History with Pictures</p> <p>CLB 1: Appointment at the Doctor Transcript; Appointment Jigsaw A; Personal Information 1 & 2; Edgemont Health Form A</p> <p>CLB 3: Appointment at the Doctor Transcript; Appointment Jigsaw B or C; Personal Information 1,2 & 3; Edgemont Health Form A & B</p> <p>CLB 5: Negotiating a Time for an Appointment; Appointment Jigsaw B or C; Personal Information 3; Edgemont Health Form A & B</p>
<p>Objectives</p> <p>Learners will be able to . . .</p>	<p>CLB 1: practice phrases for booking an appointment; fill out basic personal information.</p> <p>CLB 3: use phrases for booking an appointment; fill out a simplified personal information & medical history form.</p> <p>CLB 5: book an appointment; fill out basic personal information & medical history.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 10 minutes</p> <div style="display: flex; gap: 10px;"> <div style="background-color: #cccccc; padding: 5px; font-weight: bold; font-size: 24px;">LC</div> <div style="background-color: #c8e6c9; padding: 5px; font-weight: bold; font-size: 24px;">S</div> </div>	<p>Play a game of "Simon says" to review the parts of the body learned in the first lesson. Learners will take turns playing "Simon" and saying "Simon says, put your hand on your _____." The other learners must follow the instructions. If the leader gives an instruction without saying "Simon says", learners who follow those instructions are out of the game.</p>		

<p>Ice-breaker Continued</p>	<p>Play the game until there is only one learner left standing. They will become the next Simon. Once all of the parts of the body have been reviewed, encourage learners to add in body parts that have not been covered in class. Explain new vocabulary that comes up.</p>	
<p>Activity 1: 10 minutes</p>	<p>Tell learners they will hear someone call to book an appointment at the doctor. On the board write:</p> <p>What is the person’s problem? When is the appointment?</p> <p>Ask learners to listen for this information. Read transcript Appointment at the Doctor or play it from the online resource. Review answers.</p>	
<p>Activity 2: 10 minutes</p> 	<p>Give learner a copy of Appointment at the Doctor Transcript. Review key phrases.</p> <p>If there is time, have pairs of learners practice with each other. They can use their own name and change the reason for the appointment if they feel comfortable.</p>	<p>Give learner handout Negotiating a time for an appointment and have them read it independently.</p>
<p>Activity 3: 15 minutes</p> 	<p>Put learners into mixed-level groups. Give lower-level learners Appointment Jigsaw A and higher-level learners Appointment Jigsaw B (CLB 3) or C (CLB 5).</p> <p>Have the learners use these handouts to role play a conversation where the lower-level learner plays the role of the receptionist and the higher-level learner practices their language for making an appointment. Use the assessment checklist to informally assess learners during this activity. Give feedback to learners and encourage them to repeat the activity for extra practice.</p>	

<p>Activity 4: 10 minutes</p>	<p>Say: Let's imagine that you have set up an appointment at the doctor. When you get there, the receptionist might give you a form to fill out. This is called a medical history form. What types of questions do you think a medical history form would ask you?</p> <p>Brainstorm a list of possible questions on the board.</p>		
<p>Activity 5: 15 minutes</p> 	<p>Have learners complete Personal Information 1.</p>	<p>Have learners complete Personal Information 1 & 2.</p>	<p>Have learners complete Personal Information 3. Give learners support with new vocabulary. Once they finish, they can work on the online materials.</p>

Online Resource Tip: The online resource for this lesson has more activities for higher level learners. Encourage them to work through it if they finish early.

<p>Activity 6: 10 minutes</p> 	<p>Work with CLB 1 learners as a group. Have them practice answering these questions (take turns asking each learner):</p> <p>What is your first name?</p> <p>What is your sur-name?</p> <p>What is your address?</p> <p>What is your postal code?</p> <p>What is your phone number?</p>	<p>In mixed-level pairs, role play filling in the form at the doctors office. The lower level student should ask the questions. The higher level student should answer the questions. For example:</p> <p>CLB 3: What is your first name? CLB 5: My first name is _____.</p> <p>CLB 3: What is your last name? CLB 5: My last name is _____.</p> <p>The learners should use Personal Information 3 as a guide.</p>
<p>Activity 7: 5- 7 minutes</p>	<p>Say: We just practiced giving personal information, like your name and health care information. The doctor will also also ask you about your medical history. Use Medical History with Pictures handout to review common problems. Learners can also practice using online resource Medical Information & Medical History.</p>	
<p>Exit Activity 7-10 minutes</p>	<p>Ask learners to complete handout Edgemont Health Form A.</p>	<p>Ask learners to complete handout Edgemont Health Form A & B.</p>

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ identify useful language for booking an appointment.</p> <p>_____ fill in basic personal information.</p>	<p>Learner is able to . . .</p> <p>_____ use phrases for booking an appointment.</p> <p>_____ fill out a simplified personal information & medical history form.</p>	<p>Learner is able to . . .</p> <p>_____ book an appointment.</p> <p>_____ fill out basic personal information & medical history.</p>

Going to the Appointment

Lesson Plan 4

<p>Estimated Time: 2 hours</p>	<p>Needed Resources: Guess the Pain handout; Describing Levels of Pain; Describing Levels of Pain Images; Doctor’s Appointment Transcript</p> <p>CLB 1: Doctor’s Appointment A; Common Health Issues</p> <p>CLB 3: Doctor’s Appointment B</p> <p>CLB 5: Doctor’s Appointment C</p>
<p>Objectives</p> <p>Learners will be able to . . .</p>	<p>CLB 1: explain health concerns to a doctor in an appointment.</p> <p>CLB 3: relay key information in a doctor’s appointment.</p> <p>CLB 5: generate useful language to use in a doctor’s appointment.</p>
<p>Online Resource</p>	

Learning Activities

	CLB 1	CLB 3	CLB 5
<p>Ice-breaker 10 minutes</p>	<p>Play Guess the Pain from lesson 1. Follow instructions in handout.</p>		
<p>Activity 1: 5 - 7 minutes</p> <div style="display: flex; gap: 10px; margin-top: 10px;"> <div style="background-color: #4db6ac; color: white; padding: 10px; border-radius: 5px; font-size: 2em; font-weight: bold;">S</div> <div style="background-color: #ff9800; color: white; padding: 10px; border-radius: 5px; font-size: 2em; font-weight: bold;">TC</div> </div>	<p>Say: When you go to the doctor, it’s important to describe your symptoms clearly so your doctor can help you. Give learners Describing Levels of Pain handout.</p>		

<p>Activity 2: 7-10 minutes</p>  	<p>Read through the handout with CLB 1 learners. Have them repeat the new words and phrases after you say them.</p>	<p>Give learners Describing Levels of Pain Images handout. Tell them to practice using the dialog on Describing Levels of Pain. A: I have a backache. B: How bad is your backache? A: The pain is severe.</p>	
<p>Activity 3: 15-20 minutes</p> 	<p>Tell learners they will hear a doctor's appointment. Read Doctors Appointment Transcript. Give learners handouts listed below. Tell them to read through the handout. Ensure that they understand the questions. Read the transcript 3-4 times so they can fill in the answers. Ask CLB 3 & 5 learners to check their answers together.</p>		
<p>Give learners Doctor's Appointment A handout.</p>		<p>Give learners Doctor's Appointment B handout.</p>	<p>Give learners Doctor's Appointment C handout.</p>
<p>Activity 4: 15 minutes</p>   	<p>Read through Doctor's Appointment Transcript with CLB 1s. Underline all of the unfamiliar vocabulary and explain it in context with examples. Once learners are comfortable with the vocabulary, have them practice reading a few of the patient lines in the transcript. Help learners with the pronunciation of new vocabulary in context.</p>		<p>Give learners Doctor's Appointment Transcript. Ask them to practice in pairs.</p>

<p>Activity 5: 10 minutes</p>	<p>Say: You heard the doctor ask questions in this conversation. You also heard them give instructions.</p> <p>As a class, go through the transcript and highlight all of the examples of instructions that the doctor gave the patient. You should underline:</p> <ul style="list-style-type: none">• Can you say “ahh”?• Let me hear you cough.• Take two Tylenol pills every 4 hours.• You should also drink a lot of water and rest.• If you don’t feel better in a couple of days, give me a call.
<p>Activity 6: 15 minutes</p>	<p>Put learners into mixed-level groups. Set a timer for 5 minutes. Have each group brainstorm as many instruction phrases that they might hear at a doctor’s office as they can.</p> <p>Once the timer goes off, go over each group’s list. Every time a group has a phrase on their list (that is legitimate) that no other group has, they get 1 point. The groups with the most points at the end of the activity is the winner.</p> <p>As you go through the lists, comment on the situation that the learners might hear that instruction in. For example: “Sit on the table.” Explain that every examination room has a table that patients can lie down on. The doctor may ask them to sit, or to lie down on the table.</p>

Exit Activity:

20 minutes



Read through Doctor's Appointment Transcript with CLB 1s. Underline all of the questions that the doctor asks. Ask the learners what they would say if they had _____ (point to an issue on **Common Health Issues**). Continue until learners are able to respond to all or most of the questions that the doctor asked in the transcript.

Once this is finished, have higher-levels perform their dialogues for the CLB 1s.

Ask learners to put away **Doctor's Appointment Transcript**. Tell them to try to write their own script. They can be creative.

Once learners finish writing their script, have them find a partner and practice the conversation. Explain that learners should practice substituting different health problems and recommendations after they read their script once. Explain that when they're ready, they can "perform" their conversation for the class. Use the assessment checklist to assess learners' abilities.

If they finish early, they can watch a video in the online resource called **Going to the doctor**. It is near the end of the unit.

Online Resource Tip: The online resource for this lesson has a good practice activity for levels of pain geared towards higher level learners.

Assessment Checklist

CLB 1	CLB 3	CLB 5
<p>Learner is able to . . .</p> <p>_____ identify common instructions given at a doctor's office.</p> <p>_____ answer simple questions from a doctor in an appointment.</p> <p>_____ explain health concerns to a doctor in an appointment.</p>	<p>Learner is able to . . .</p> <p>_____ understand common instructions given at a doctor's office.</p> <p>_____ answer questions from a doctor in an appointment.</p> <p>_____ relay key information in a doctor's appointment.</p>	<p>Learner is able to . . .</p> <p>_____ follow common instructions given at a doctor's office.</p> <p>_____ answer complex questions from a doctor in an appointment.</p> <p>_____ generate useful language to use in a doctor's appointment.</p>

Handouts

Body Parts Game



Cut out these cards. Learners draw and guess what each body part is. A few blank cards are included for you to add your own.



Ankle

Wrist

Arm

Knee

Leg

Neck

Stomach

Eye

Mouth

Shoulder

Throat

Fingers

Hand

Body Parts Study Cards



Cut out these cards. Learners transcribe pronunciation in a way that will help them remember how to pronounce it. They may do this using their native language (L1). They will also draw the body part in a way that will help them remember.

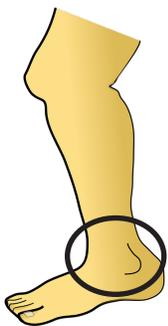


Knee /NEE/ 	Wrist	Arm	Ankle
Leg	Neck	Stomach	Eye
Mouth	Shoulder	Throat	Fingers
Hand			

Body Parts Picture Cards



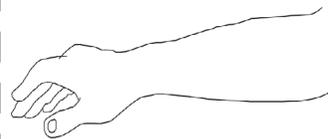
Ankle



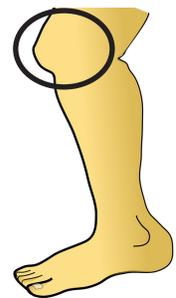
Wrist



Arm



Knee



Mouth



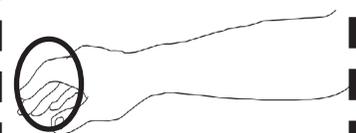
Shoulder



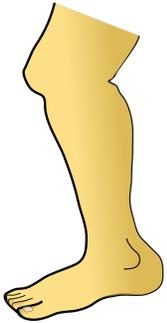
Throat



Fingers



Leg



Neck



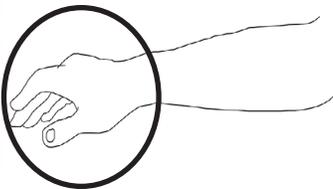
Stomach



Eye



Hand



Letter Cards



	a		b		c		d							
	e		e		f		g							
	h		i		j		k							
	l		m		n		o							

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Common Health Issues



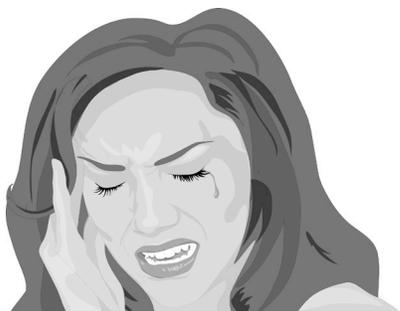
I have ...



a cough



a stomachache



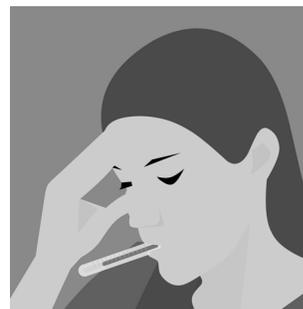
a headache



a backache



a sore throat



a fever

Practice a Dialogue 1



Use the dialogues to practice describing health problems.

A: What's wrong?

B: My _____ hurts.

A: What's wrong?

B: My _____ hurts.

A: What's wrong?

B: My _____ hurts.

Practice a Dialogue 2



Use the dialogues to practice describing health problems.

A: What's wrong?

B: My _____ hurts.

C: What happened?

D: I _____.

A: What's wrong?

B: My _____ hurts.

C: What happened?

D: I _____.

knee	leg	mouth	hand
wrist	neck	shoulder	calf
arm	stomach	throat	thigh
ankle	eye	fingers	chest

Practice and Create Dialogues



Read the example dialogue:

A: You don't look well. What's wrong?

B: My knee hurts.

A: What happened?

B: I fell down on the stairs.

A: Oh no, I'm sorry to hear that.

Now create your own dialogue using the body parts below:

Knee	Wrist	Arm	Ankle
Leg	Neck	Stomach	Eye
Mouth	Shoulder	Throat	Fingers
Hand	Calf	Thigh	Chest

A: _____

B: _____

A: _____

B: _____

A: _____

A: _____

B: _____

A: _____

B: _____

A: _____

Explaining Health Problems Role Play



Use the dialogues to practice describing health problems.

CLB 1:

Partner A: What's wrong?

Partner B: _____.

Partner A: Oh no, I'm sorry to hear that.

CLB 3 & 5:

Partner A: You don't look well. What's wrong?

Partner B: _____.

Partner A: What happened?

Partner B: _____.

Partner A: Oh no, I'm sorry to hear that.

Guess the Pain



Cut up the cards. One learner picks up a card and acts it out for the class to guess. The class should use full sentences: You have a headache. Your wrist hurts. (Etc)



I have a headache.

I have a backache.

My wrist hurts.

I have a stomachache.

I have a fever.

My neck hurts.

I have a cough.

My knee hurts.

Days of the Week 1



These are the days of the week. Take notes to help you remember the words and how to say them.

Monday <hr/>	Tuesday <hr/>	Wednesday <hr/>	Thursday <hr/>
Friday <hr/>	Saturday <hr/>	Sunday <hr/>	

Days of the Week 2



Fill in the blank spaces:

S _ _ _ d a _ _

M _ _ _ d _ _ y

T _ _ _ s d _ _ _

_ _ e d _ _ _ s _ _ a _ _

T _ _ u _ _ s d _ _ y

_ _ r _ _ _ a _ _

S a _ _ _ _ d a _ _

Write the missing days of the week in the calendar:

Sunday	Monday				Friday	
1	2	3	4	5	6	7

Days of the Week 3



Match the abbreviation with the day of the week.

- | | | |
|---------------------|--------------|--------|
| A. Monday | _____ | Wed. |
| B. Tuesday | <u> A </u> | Mon. |
| C. Wednesday | _____ | Sun. |
| D. Thursday | _____ | Tues. |
| E. Friday | _____ | Thurs. |
| F. Saturday | _____ | Sat. |
| G. Sunday | _____ | Fri. |

What are some activities you do on each day of the week?

Monday	_____
Tuesday	_____
Wednesday	_____
Thursday	_____
Friday	_____
Saturday	_____
Sunday	_____

Days of the Week 4



Fill in the missing days of the week in the calendar below.

Sunday		Tuesday	Wednesday		Friday	Saturday
1	2	3	4	5 Driver's License Test at 7:30pm	6	7
8 Ahmed's Piano Recital at 7:00pm	9	10	11 John's soccer game at 4:00pm	12	13	14
15	16 Canadian Citizenship Test at 12:30pm	17	18	19	20	21 Doctor's Appointment at 9:00am
22	23	24	25	26	27 Tyla's Birthday Party at 5:00pm	28
29	30	31 Dentist appointment at 6:00pm				

Look at the calendar. Circle the correct answer.

- | | | |
|-----------------------------------------------------------|------------------|-----------------|
| 1) What day of the week is the dentist appointment? | Monday | Tuesday |
| 2) What day of the week is Tyla's Birthday party? | Sunday | Friday |
| 3) What day of the week is the doctor's appointment? | Saturday | Sunday |
| 4) What day of the week is the Canadian Citizenship test? | Sunday | Monday |
| 5) What day of the week is Ahmed's recital? | Saturday | Sunday |
| 6) What day of the week is the driver's license test? | Tuesday | Thursday |
| 7) What day of the week is John's soccer game? | Wednesday | Thursday |

Days of the Week Info Gap



Partner A

When is your dentist appointment?

When is John's soccer game?

When is your driver's license test?

Partner B

When is Tyla's birthday party?

When is your Canadian Citizenship test?

When is Ahmed's piano recital?

Calling the Doctor Transcript



Read the transcript below to your learners. If you have a confident CLB 5 student, you can also ask them to read it a second time.

Thank you for calling Edmonton Health Care Centre. We are a clinic accepting new patients. Please listen closely as our options have changed.

Press 1 - Fax number, address, clinic hours of operation

Press 2 - If you are calling from a pharmacy

Press 3 - If you are a maternity patient

For emergencies, hang up and dial 911.

Press 0 to speak to reception.

Calling the Doctor A



Listen to the audio. Fill in the blanks below.

Thank you for calling Edmonton Health Care Centre. We are a clinic accepting new patients. Please listen closely as our options have changed.

Press ____ - Fax number, address, clinic hours of operation

Press ____ - If you are calling from a pharmacy

Press ____ - If you are a maternity patient

For emergencies, hang up and dial ____ _ .

Press ____ to speak to reception.

Calling the Doctor B



Listen to the audio. Answer the questions below.

The office is accepting new patients.	T	F
---------------------------------------	---	---

Press 2 if you want to hear when the office is open.	T	F
------------------------------------------------------	---	---

Press 0 if you want to book an appointment.	T	F
---------------------------------------------	---	---

Press 3 if you need the address	T	F
---------------------------------	---	---

Answer the question below.

What number should you call if it is an emergency?

Calling the Doctor C



Listen to the audio. Answer the questions below.

- 1) What is the name of the clinic?
- 2) What number should you press to hear the clinic hours?
- 3) What number should you press to book an appointment?
- 4) Does this clinic take maternity patients? Explain your answer.

Pressing 1



Read the transcript below to the learners. You can also use the link to play the transcript.

Our clinic is open Monday to Saturday. We are closed on Sundays. We are open Monday to Friday from 9:00am - 6:00pm. On Saturday we are open from 9:00am - 4:00pm. Our address is 16940 87 Ave NW, Edmonton, AB T5R 4H5.

Appointment at the Doctor - Transcript



Read the transcript below to the learners. You can also use the link to play the transcript.

- A)** Hello! This is Edgemont Clinic. May I help you?
- B)** Hi! My name is Anna. I want to see Dr. Ah Seng.
- A)** Sure. What is wrong with you?
- B)** My arm hurts.
- A)** Sorry to hear that. Can you come tomorrow?
- B)** What time?
- A)** At 4:00pm.
- B)** Yes, I can.
- A)** Okay. See you tomorrow at 4:00pm.
- B)** Thank you. See you then.

Appointment at the Doctor

Fill in the Blanks



Add information to phone call below. Use Appointment to the Doctor transcript if needed.

A) Hello! This is Edgemont Clinic. May I help you?

B) Hi! My name is _____. I want to see Dr. _____.

A) Sure. What is wrong with you?

B) _____.

A) Sorry to hear that. Can you come tomorrow?

B) What time?

A) At 4:00pm.

B) Yes, I can.

A) Okay. See you tomorrow at 4:00pm.

B) Thank you. See you then.

Negotiating a Time for an Appointment



When you make an appointment to see your doctor, usually the receptionist will suggest a time for you to come in. Based on your schedule, you will either *accept* or *decline* the appointment time. If you decline, it is good etiquette to suggest a different time for the appointment.

Accepting

Sure, that sounds great.

Yes, that works for me.

Yes, I'm available then.

Declining

I'm sorry, but that doesn't work for me.

Sorry, I can't come in that day.

Actually, I'm not available that day.

Suggesting a different time

What about _____ at _____?

Can I come in on _____ at _____?

Would _____ at _____ work?

Appointment Jigsaw A



Read part A of the script:

A) Hello! This is Edgemont Clinic. May I help you?

B) _____

A) Sure. What is wrong with you?

B) _____

A) Sorry to hear that. Can you come tomorrow at 2 pm?

B) _____

A) Okay. See you then.

B) _____

Appointment Jigsaw B



You have had a sore throat for 3 days. You need to make a doctor's appointment. Today is Monday. Look at your schedule for this week. Use the schedule to make a doctor's appointment. Write down the time you schedule.

Monday	Tuesday	Wednesday	Thursday	Friday
2:00 work meeting 4:00 pick up Daniel from soccer	9:00 work meeting	3:00 passport photos	10:00 work meeting	

Appointment Jigsaw C



You have had a sore throat for 3 days. You need to make a doctor's appointment. Today is Monday. Look at your schedule for this week. Use the schedule to make a doctor's appointment. Politely negotiate a time to come in for your appointment.

Monday	Tuesday	Wednesday	Thursday	Friday
2:00 work meeting 4:00 pick up David from soccer	9:00 work meeting 2:00 David dentist appointment	3:00 passport photos	10:00 work meeting	

Personal Information 1



Match the columns.

- | | | |
|---------------------|-----|------------------------|
| a) Title | ___ | David |
| b) First Name | ___ | Mr. |
| c) Surname | ___ | Hussain |
| d) Address | ___ | 1-587-236 -1333 |
| e) Postal Code | ___ | T6M 2W2 |
| f) Telephone Number | ___ | 1929 Tomlinson Way, NW |

Answer the questions below with the information above.

1) What is his first name? _____

2) What is his surname? _____

3) What is his address? _____

4) What is his telephone number? _____

Personal Information 2



901 Mountain Street,
310, Canmore, AB T1W
0C9, Canada

Sarah Melo

20/06/81

587-256-0987

Single

Female

Fill out the form. Use the information above.

Medical History Form

Full Name _____
Sex _____
Date of Birth _____
Address _____
Telephone _____
Married/Single _____

Personal Information 3



Fill out the form. Use your information.

Today's Date:			
Last Name:	First Name:	Middle Initial:	Marital Status:
Birth date:	Age:	Sex:	Alberta Health Card:
Address:			
Phone Number:			
Occupation:			

Medical History



Your medical history includes:

Have allergies

Something you eat or touch that makes you sick (for example: sneeze, itch, swell)

Had a surgery

Doctor helps you by taking out, fixing or changing parts of your body

Take medicine

Drugs from a pharmacy that make you feel better

Have had vaccinations

Medicine you get through a needle to help you not get sick

Drink alcohol

Beer, wine, etc.

Smoke cigarettes

Use drugs

Marijuana, cocaine, etc.

Doctors and nurses may also ask if you or someone in your family has:

High blood pressure

The force made by the blood to carry blood to different body parts

Had a heart attack

The heart gets damaged

Diabetes

Disease caused by too much sugar in the blood

Arthritis

Pain in joints; joints where two bones meet

Cholesterol problems

Fat that is found in cells and blood

Medical History With Pictures



Allergies



Surgery



Medication



Vaccination



Alcohol



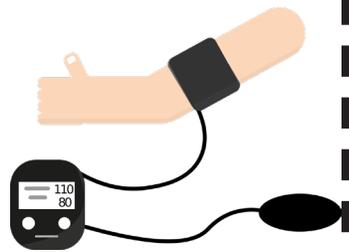
Cigarettes



Drugs



High Blood Pressure

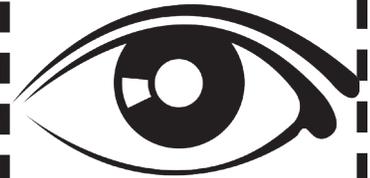


Heart
Attack

Diabetes

Arthritis

Eye
Problems



Edgemont Health Form A



Title:

First name:

Surname:

Address:

Postal code:

Telephone number:

Edgemont Health Form B



Check off any that are true for you:

Condition/Habit	You	Remarks
Have allergies	_____	
Had a surgery	_____	
Take medicine	_____	
Have had vaccinations	_____	
Drink alcohol	_____	
Smoke cigarettes	_____	
Use drugs	_____	

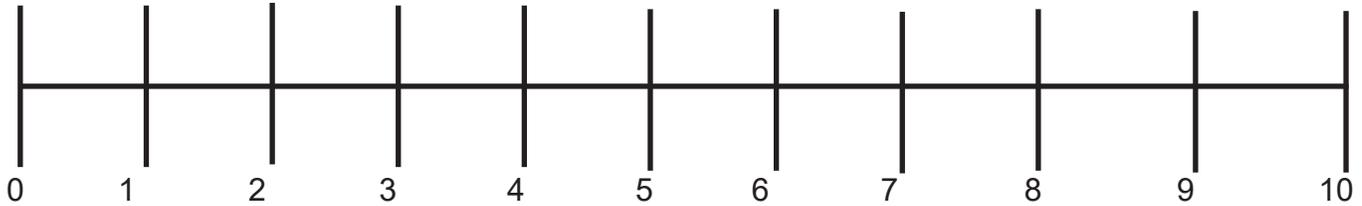
Check off any of the following diseases you or a family member has had:

Disease/Condition	You	Family Member	Relationship
High blood pressure	_____	_____	
Had a heart attack	_____	_____	
Diabetes	_____	_____	
Arthritis	_____	_____	
Cholesterol problems	_____	_____	
Eye problems	_____	_____	

Describing Levels of Pain



How bad is your pain?



I don't have any pain.



It hurts a little.



It hurts a lot.



The pain is severe.

I have a backache.

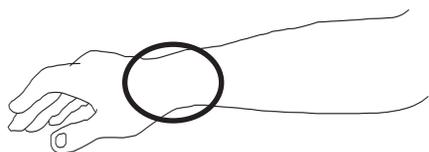
How bad is your backache?

It hurts a little.

Describing Levels of Pain Images



Cut up the cards below. Use dialogue in **Describing Levels of Pain** to practice.



a sore wrist



a stomachache



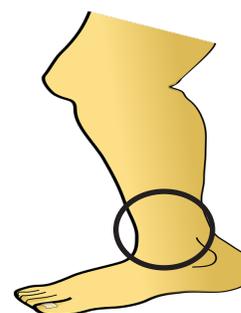
a headache



a backache



a sore throat



a sore ankle

Doctor's Appointment Transcript



Read the transcript below to the learners.

Doctor: Good Afternoon Mrs. Peters. What seems to be the trouble?

Patient: Well doctor, I have a sore throat and a bad cough. I also have a headache.

Doctor: How long have you had these symptoms?

Patient: About four days now. And I'm feeling really tired too.

Doctor: Let me have a look at your throat. Can you say "Ahh"?

Patient: "Ahhhh"

Doctor: I can see your throat is sore. Let me check your temperature. Okay, now let me hear you cough.

Patient: [Coughing sound]

Doctor: It sounds like you have the flu. Take two Tylenol pills every four hours. You should also drink a lot of water and rest. If you don't feel better in a couple of days, give me a call.

Doctor's Appointment A



1) Mrs. Peters has a:

- Sore throat
- Bad Cough
- Headache
- Stomachache



2) The doctors says she has:

- the flu
- a cold
- strep throat

Doctor's Appointment B



1) Why is the person going to the doctor? Check all that are true:

- Sore throat
- Bad Cough
- Headache
- Stomachache



2) How long has the person had symptoms?

- 4 hours
- 4 days
- 4 months

3) What does the doctor think the person has?

- the flu
- an ear infection
- a stomachache

4) What is the doctor's recommendation?

- The person should go to the hospital.
- The person should take Tylenol and go back to work.
- The person should take Tylenol and rest.

Doctor's Appointment C



1) Why is the person going to the doctor? Write down at least three symptoms:

- a) _____
- b) _____
- c) _____



2) How long has the person had symptoms?

3) What does the doctor think the person has?

4) What is the doctor's recommendation?

5) Have you ever had these symptoms? If so, describe the situation.

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http://en.copian.ca/library/learning/ciwa/health_talk/7_filling_out_forms/7_filling_out_forms.pdf

Appendix

Course Outline

Module Topic:

Learner Levels:

Lesson	Objective	Resources I will use
1	Learners will be able to . . .	
2	Learners will be able to	

<p>3</p>	<p>Learners will be able to . . .</p>	
<p>4</p>	<p>Learners will be able to . . .</p>	
<p>5</p>	<p>Learners will be able to . . .</p>	

<p>6</p>	<p>Learners will be able to . . .</p>	
<p>7</p>	<p>Learners will be able to . . .</p>	
<p>8</p>	<p>Learners will be able to . . .</p>	

<p style="text-align: center;">9</p>	<p>Learners will be able to . . .</p>	
<p style="text-align: center;">10</p>	<p>Learners will be able to . . .</p>	

Lesson Plan

Estimated Time:

Needed Resources:

CLB _____:

CLB _____:

CLB _____:

Objectives

Learners will be able to . . .

Learning Activities

CLB _____

CLB _____

CLB _____

