



Rural Routes Initiative

Multi-Level ESL Lesson Plans Level 6

Based on the
ESL Resource Package
for Alberta Communities
(ERPAC)

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Multi-Level ESL Lesson Plans, Level 6

Facilitator Guide

V1.10

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Multi-Level ESL Lesson Plans Based on the ESL Resource Package for Alberta Communities (ERPAC)

This project has grown out of work NorQuest College has been doing with Alberta communities over the past four years. It responds to a need that was identified through the work of the coach/mentor support service offered to the communities.

The work was guided by an advisory committee consisting of people involved in small community ESL programs. They have provided invaluable insight into the needs of their communities and the direction of this project.

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Multi-Level ESL Lesson Plans

Overview

This project was developed as a response to requests from smaller communities in Alberta that were just starting to offer ESL programs. These communities wanted a series of lesson plans they could use as a starting point. They wanted to be able to use the lesson plans either “as is,” or modified to meet the needs of their learners at a particular level. Many smaller communities offer ESL classes that meet once a week for 1½ to 2 hours and run for 8 to 10 weeks; therefore, this is the framework for these lesson plans.

An advisory committee was chosen to represent different areas of the province. The committee gave advice on appropriate benchmark levels, topics, format, and strategies for the lesson plans.

Since most classes in smaller centres are multi-level, there are three sets of lesson plans for each topic: one at Benchmark 2, one at Benchmark 4, and one at Benchmark 6. **This publication contains only Benchmark 6.** Instructors may need to adapt certain activities. They may need to either simplify them or make them more challenging to accommodate their class. In addition, there are extension activities and suggested homework activities to accommodate the learners who need more practice or further challenge.

The resources that have been referenced are authentic materials or resources with Canadian content. ERPAC has been used as the basis for the topics and grammar. Instructors can refer to ERPAC for other suggestions on teaching strategies and techniques.

Lessons need not be presented sequentially, although Lesson One should be covered first. They can be used in any order as long as the learners have the skills needed to do the activities. The lesson plans cover a variety of topics at levels of difficulty around CLB 6. Instructors may have to provide background information and preliminary instruction before some of the lessons. They may have to spend some time filling gaps in learning. Some of these lessons contain activities that may take learners much longer than specified. Instructors may have to stretch one lesson plan over two lessons, or may find that they can use only parts of an activity or handout with their learners. Instructors should be judicious in meeting the needs of their learners and adapting the lesson plans as necessary.

The expectation is that instructors will take what they need from the resource and in doing so will further develop their teaching skills. Hopefully, they will become comfortable with using the competencies from ERPAC or the Canadian Language Benchmarks in planning lessons and will also be able to add the various teaching strategies to their “bag of tricks.”



Goals

The multi-level lessons plans are designed to address the following goals:

- To provide instructors with a 10-week program for 2-hour classes
- To provide examples of teaching techniques and activities that instructors can transfer to other lessons
- To provide an example of ways of dealing with multi-level classes
- To recommend resources
- To provide a useable model for planning lessons referenced to the CLB

Resources

The resources were chosen primarily because they are Canadian (some are even Albertan) and are readily accessible. If your organization does not already have these, they would be useful additions to your library. At the back of this guide you will find a list of contacts where the resources may be purchased.

The following resources are referenced in the lesson plans:

- Canadian Language Benchmarks Can Do Check Lists
- ERPAC
- On Target! A Resource Book of Stage Two Assessment Tasks
- Websites – Various websites have been suggested. However, if a resource is unavailable at the given URL address, go to the Google website and enter the name of the resource.

Scope and Sequence

	ERPAC Level 6 Competencies	Activity	Grammar
Lesson Plan One	Getting to Know Each Other		
Listening/ Speaking	<p>Carry out a short formal conversation such as introducing someone formally to a small group</p> <p>Ask for and provide information in an interview related to daily activities</p> <p>Participate in a small group interaction about familiar topics and issues</p> <p>Manage a conversation by deflecting questions and using appropriate nonverbal behaviour</p> <p>Identify factual details and some inferred meanings in moderately complex listening text</p>	<p>Brainstorm taboo topics in Canada</p> <p>Discuss and practice small talk –polite and impolite questions</p> <p>Deflecting impolite questions</p> <p>Interview partners</p> <p>Reported speech</p> <p>Nonverbal Communication, listening comprehension questions</p>	Reported speech/ sequence of tense changes
Reading/ Writing	Relate in writing a sequence of events, story, description or comparison	Write a paragraph describing daily routine	
Lesson Plan Two	Money and Spending		
Listening/ Speaking	<p>Present information orally or in writing that relates comparisons</p> <p>Participate in small group interaction about familiar topics and issues</p>	Discuss how people in Canada pay for items they purchase – advantages and disadvantages of credit cards	<p>Adverb clauses: Condition (if)</p> <p>Modal: (had better)</p>
Reading/ Writing	Relate in writing a sequence of events, story, description, or comparison	Write a paragraph describing daily routine	



	ERPAC Level 6 Competencies	Activity	Grammar
Lesson Plan Three	Money and Banking		
Listening/ Speaking	Participate in a small group interaction about familiar topics and issues Carry out a short formal conversation making arrangements	Role play the written dialogue for a visit to a bank to obtain a mortgage	Adjective clauses
Reading/ Writing	Identify factual details and some inferred meanings in moderately complex text Follow a set of instructions of up to ten steps, oral or written Relate in writing a sequence of events, story, description, or comparison	Read real estate ads Read How to Buy a House using context and scanning and answer questions Write a dialogue for a visit to a bank to obtain a mortgage	
Lesson Plan Four	Health		
Listening/ Speaking	Manage a conversation by clarifying, interrupting appropriately, adding supportive comments, and deflecting questions, and using appropriate non-verbal behaviour Make and understand suggestions, predictions, requests and reasons	Brainstorm list of controversial healthcare related topics Group presentations to class on a controversial healthcare related topic Present role play dealing with a health care provider who has a different viewpoint	Adverb clauses: Cause and effect (because, since, so that)
Reading/ Writing	Take notes from a presentation (role play) Relate in writing a sequence of events, story, description, or comparison	Write dialogue dealing with a health care provider who has a different viewpoint	

	ERPAC Level 6 Competencies	Activity	Grammar
Lesson Plan Five	The Weather and Environment		
Listening/ Speaking	<p>Manage a conversation by clarifying, interrupting appropriately, adding supportive comments, and deflecting questions, and using appropriate non-verbal behaviour and interrupting</p> <p>Make and understand suggestions, predictions, requests and reasons</p> <p>Participate in a small group interaction about familiar topics and issues</p> <p>Identify factual details and some inferred meanings in a listening activity</p>	<p>Play Pictionary</p> <p>Brainstorm how you make your community 'more green'</p> <p>Teams debate a topic related to environmental issues</p> <p>Global Warming Controversy listening exercise</p>	Passive voice
Reading/ Writing	Give written instructions	Write suggestions to make the community you live in 'more green'	



	ERPAC Level 6 Competencies	Activity	Grammar
Lesson Plan Six	Leisure Time Activities		
Listening/ Speaking	Present information orally or in writing, that relates sequence of events, details, reasons, and comparisons or describing a simple process Take phone messages with 3-5 details	Brainstorm leisure activities Individual presentations on two leisure activities Taking a Telephone Message One and Taking a Telephone Message Two listening activities	One word negatives (no, none, no one)
Reading/ Writing	Relate in writing a sequence of events, story, description, or comparison Get information from diagrams, flow charts, time line, and schedules	Write statements using one word negatives Read recreation department flyers and community newspapers Fill in the Leisure Activity Chart Write a comparison paragraph on leisure activities	

	ERPAC Level 6 Competencies	Activity	Grammar
Lesson Plan Seven	Money and Spending		
Listening/ Speaking	Manage a conversation by clarifying, interrupting appropriately, adding supportive comments, and deflecting questions, and using appropriate non-verbal behaviour Get main ideas, supporting details, statements and examples as required in a small group interaction	Information gap activity – municipal government services contacts Noun clauses exercise	Noun clauses
Reading/ Writing	Fill out moderately complex forms with required information Express main ideas and support them with details Demonstrate adequate vocabulary for the topic Write a paragraph exhibiting proper paragraph structure	Complete Mind Map – Strengths of my community Design a tourism brochure Write a descriptive paragraph describing the strengths of my community	
Lesson Plan Eight	The Community – Schools		
Listening/ Speaking	Carry out a short formal conversation expressing and responding to apologies, regrets and excuses	Spell your name using military alphabet Role play leaving a message on the school answering machine Apologizing exercise	Adverb clauses: Cause and effect (because)
Reading/ Writing	Make and understand suggestions, predictions, requests, and reasons Convey a clear formal message, personal or business, using appropriate language, content and format	Write email to child's teacher	



	ERPAC Level 6 Competencies	Activity	Grammar
Lesson Plan Nine	Being Canadian		
Listening/ Speaking	Present information orally Relate and understand factual details in a news item Participate in a small group interaction about familiar topics and issues	Canadian Government worksheet Brainstorm controversial issues facing the Canadian government and suggest solutions	Verbs: Second conditional/present unreal
Reading/ Writing	Present information in writing that relates to details Identify factual details and inferred meaning in moderately complex text Get information from a flow chart	Read flow charts Read newspaper articles Write second conditional present sentences	
Lesson Plan Ten	Goal Setting		
Listening/ Speaking	Make and understand suggestions, predictions, requests and reasons Present information orally or in writing, that relates sequence of events, details, reasons, and comparisons or describing a simple process	SMART goal statements and planning Can Do Checklists	Verbs: Future perfect continuous
Reading/ Writing	Make and understand suggestions, predictions, requests and reasons Relate in writing a sequence of events, story, description, or comparison Identify factual details and some inferred meanings in moderately complex text	Parts of Speech Chart Can Do Checklists SMART goal statements and planning Read a career advertisement Complete Career Advertisement	

Topic One Level 6: Getting to Know Each Other

Lesson Plan Number One	Topic: <i>Getting to Know Each Other</i>
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Carry out a short formal conversation such as introducing someone formally to a small group
 Ask for and provide information in an interview related to daily activities
 Participate in a small group interaction about familiar topics and issues
 Manage a conversation by deflecting questions and using appropriate nonverbal behaviour
 Identify factual details and some inferred meanings in moderately complex listening text
 Present information orally or in writing, that relates sequence of events, details, reasons, and comparisons or describing a simple process

Reading/Writing:

Relate in writing a sequence of events, story, description or comparison

Language and culture focus for the learning activities:

Topics such as religion, politics and personal finances are among the taboo topics that Canadians do not discuss with people that they do not know well. It is also important to discuss with learners the importance of nonverbal language in communication.

Grammar:

Reported speech/sequence of tense changes

Example: Juan said, "I have been to Edmonton three times." Juan said that he had been to Edmonton three times.

Vocabulary:

polite, impolite, small talk

Suggested teacher resources and classroom materials:

- Name cards and felt pens
- Tape recorder and tape. Make a tape of the paragraph on Nonverbal Communication
- Handouts:
 - Reported Speech
 - Nonverbal Communication
 - Listening Comprehension Questions



Learning objectives:

The learner will be able to

- formally introduce another person
- make small talk with a partner
- deflect questions
- provide information in an interview related to daily activities
- use reported speech to relay information
- understand the importance of nonverbal communication

Learning activities:**Warm-up** (approximately 20 minutes)

1. Hand out name cards and felt pens. Ask learners to print their names on the cards and place on their tables so that everyone can learn the names of people in the group.
2. Brainstorm taboo topics in Canada. Explain small talk. What is polite to talk about when you meet for the first time? Brainstorm polite ways to avoid answering intrusive questions. For example, “Sorry, but I would rather not say.” In pairs learners practice asking impolite questions which partners politely deflect.
3. Together make a list of polite questions to ask someone you meet for the first time. Explain formal introductions. Using the questions that the group has brainstormed, interview and introduce a partner to the rest of the group in a formal manner. Provide some very basic information about the person. For example: “What country is he/she from?” “How long has he/she been in Canada?”

Daily routines (approximately 30 minutes)

4. Give an example of a daily routine. Review present tense (for habits and routines), frequency adverbs (always, usually never), and transitions (first, next and then), as needed.
5. Explain that they are going to be interviewing each other about their daily routine. In that interview, they will be asked to describe their daily routines. To begin the interview, both learners should introduce themselves in a formal manner. Have each pair perform their role play.

Grammar lesson (approximately 20 minutes)

6. Explain reported speech. Do examples together. Review Yes/No Questions and verb tenses used in questions in *Reported Speech* handout if necessary.
7. Print copies of the question grid. Ask learners to walk around the classroom asking classmates questions. They should try to ask every member of their class one question. Write down each person’s name and his or her answers to each question. When they are finished, they return to their groups. Report other learner’s responses using reported speech. For example: Juan said that he has been to Edmonton three times.

Nonverbal communication (approximately 10 minutes)

8. Explain that 93% of meaning is conveyed through nonverbal communication. Model several examples of body language affecting the meaning of communication. For example, cross your arms and say, "Yes." Relax your arms by your side and say, "Yes." How is the meaning of the word "yes" different? Discuss nonverbal communication (specifically gestures) used in their cultures to show agreement, displeasure, to gesture for someone to come to you, etc. Are any different from body language used in Canada? Have they experienced any communication problems because of misinterpreted body language?

Listening activity (approximately 25 minutes)

9. Make a tape of the paragraph on *Nonverbal Communication*. If possible have some unknown person tape the dialogue to give learners practice listening to another English speaker. Give learners copies of the *Listening Comprehension Questions*. Do not give copies of the story until the learners have completed the questions.
10. Ask learners to listen to it once without writing any answers. Go through it the second time filling in the answers. Collect to mark.
11. Return marked *Listening Comprehension Questions* exercise along with a copy of the paragraph. Read through the paragraph and go through the answers together.

Homework

12. Assign homework. Watch people on the street or on television engaged in a conversation that you cannot hear. From their body language, what do you think is the mood of the conversation? How did you come to this conclusion? Share this with the group the next time you meet.

Additional and/or extension learning activities:

Write a paragraph describing your daily routine.

Using *Reported Speech* handout, write the responses to questions using reported speech (e.g. Juan said he has been to Edmonton three times.) Add five sentences which are written in reported speech.

On strips of paper, write a variety of scenarios which learners must role play conveying different meaning through different body language.

Go to your local coffee shop. Practice making small talk and listening to others make small talk. What was discussed?

Evaluation:

The instructor will evaluate the learning by observation.

The instructor will informally evaluate the ability of learners to deflect impolite questions by circulating in the class, making suggestions as necessary.

The learners will formally introduce a partner to the group.

The learners will explain daily routine using appropriate grammar and vocabulary.

The learners will correctly use reported speech.



The instructor will mark the answers on Nonverbal Communication listening activity.

Activities for Topic One Level 6

Reported Speech

	Name:	Name:
1. How many times have you been to Edmonton?		
2. How many times have you spoken to the mayor?		
3. How often have you visited the town library?		
4. Will you ever live on a farm?		
5. Did you study English in your native country?		

Nonverbal Communication

Nonverbal communication is the most powerful form of communication. Nonverbal communication includes body language, gestures, and tone of voice. Many experts believe that 93% of communication is expressed through non verbal communication. Professor Albert Mehrabian, from the University of California, believes that “7% of meaning is the words that are spoken, 38% of the meaning is the way words are said, and 55% of meaning is in facial expressions.”¹ If you have strong communication skills, you are able to understand the message communicated nonverbally. Nonverbal communication is the most honest form of communication. If a person’s words and nonverbal communication do not match, always trust the nonverbal communication.

1. Mehrabian Communications

Research <http://www.businessballs.com/mehrabiancommunications.htm>

References

Heathfield, Susan. Listen with your eyes: Tips for understanding nonverbal communication. http://humanresources.about.com/od/interpersonalcommunication1/a/nonverbal_com.html

Mehrabian Communications

Research <http://www.businessballs.com/mehrabiancommunications.htm>



Listening Comprehension Questions

1. What are three components of nonverbal communication?
2. How much of the meaning is conveyed through words?
3. What does Professor Mehrabian believe is necessary to have strong communication skills?
4. If there is a discrepancy between a person's words and nonverbal communication, which should you believe? Why?
5. Name one gesture that is used differently in your native language than in English.

Topic Two Level 6: Money and Spending

Lesson Plan Number Two	Topic: <i>Money and Spending</i>
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Present information orally or in writing that relates comparisons
Participate in small group interaction about familiar topics and issues

Reading/Writing:

Identify factual details and some inferred meanings in moderately complex text
Fill out moderately complex forms

Language and culture focus for the learning activities:

Most Canadians now use credit cards. Many people get into financial difficulties because of credit cards. They have very high interest rates and often lead to impulse buying. Major credit card companies offer a variety of plans for their customers. People must carefully weigh the options and know the costs involved with the various options.

Grammar:

Adverb clauses: Condition (if)

Modal: (had better)

Example:

If you want to buy a new television, you had better save the money to pay for it.

Vocabulary:

identity theft, minimum monthly payments, interest charges, full balance, annual fees, other fees, cash advances, credit card statement, credit limits, rewards programs, cash back, rebates, travel points, merchandise

Suggested teacher resources and classroom materials:

- Credit card brochures and application forms from banks, stores and gas stations Many are available online and can be downloaded
- Financial Consumer Agency of Canada – a good resource for instructors
- <http://www.fcac.gc.ca/eng/default.asp>
- Handout:
 - Credit Card Comparison Chart

Learning objectives:

The learner will be able to

- read credit card brochures and locate specific information in the brochure
- make decisions about which is the best type of credit card for their needs
- fill out a credit card application form
- write correct complex sentences



Learning activities:**Warm-up** (approximately 20 minutes)

1. In groups discuss how people in Canada pay for items they purchase. What are the advantages and disadvantages of these forms of payment? What is impulse spending? Does it happen more often when using credit cards than paying with cash? How did people in your native country pay for purchases? What are the pros and cons of each system?

Do you have credit cards? How do you protect your credit card? What is identity theft? How can you protect yourself against identity theft?

Reading brochures (approximately 60 minutes)

2. Introduce the vocabulary, with definitions, for this lesson. Either list the words on the board or prepare a handout.
3. Give each group two different brochures for different types of credit cards such as bank credit cards, store credit cards or gas station credit cards. An alternative activity would be to provide two different major credit cards such as MasterCard, American Express or Visa. Since major credit cards will have more than one plan, choose each card's most basic plan for comparison.
4. Make copies of the attached *Credit Card Comparison Chart*. Give one to each learner. As a group, fill in the information for the two brochures that they have. When they are finished, they must decide which card would best meet their needs and explain their rationale to the rest of their group.

Filling out application forms (approximately 20 minutes)

5. Give each learner a copy of a credit card application form. Go over the form with the whole group explaining any unknown words. Have the learners fill out the form. Stress this is for practice with filling out forms only and no one should divulge personal financial information. Circulate and correct the forms with the learners when they are finished.

Grammar lesson (approximately 20 minutes)

Explain the conditional 'if' and the modal 'had better'. Mary has racked up \$5,000 on her three credit cards. Write sentences giving Mary advice about paying off her debt and using her credit cards wisely in the future. For example: 'If' you want to buy a new television, you 'had better' save the money to pay for it. Explain correct punctuation for complex sentences. Circulate and correct sentences learners have written. Have learners share the advice they have written for Mary.

Additional and/or extension learning activities:

Circulate the annual and monthly interest which will be accrued on a variety of unpaid balance. Calculate the monthly and yearly fees for a variety of different cards or for different plans offered by one card.

Prepare a vocabulary matching activity using the vocabulary words and their definitions.

If you have access to computers and the Internet, have learners log on to MasterCard's Consumer information site. Enter *Exchange: A Guide to Understanding Payment Cards* on Google, or another search engine, or enter the URL

http://www.mastercard.com/ca/wce/PDF/17589_Exchange-Guide-EN.pdf

Comprehension questions can be developed for this site.

Evaluation:

The learner will accurately complete *the Credit Card Comparison Chart*.

The learner will accurately complete a credit card application form.

The instructor will informally assess the speaking skills of learners in group work.

The learner will correctly write complex sentences using 'if' and 'had better'.



Activity for Topic Two Level 6

Credit Card Comparison Chart

Name of card		
1. What are the annual fees?		
2. What is the minimum monthly payment?		
3. What is the interest rate charged on unpaid balance?		
4. What is the credit limit?		
5. Does it offer rewards programs?		
6. What are the rewards offered?		
7. Is there a fee for rewards program?		
8. Which card would you choose? Why?		

Topic Three Level 6: Money and Banking

Lesson Plan Number Three	Topic: <i>Money and Banking</i>
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Participate in a small group interaction about familiar topics and issues
Carry out a short formal conversation making arrangements

Reading/Writing:

Identify factual details and some inferred meanings in moderately complex text
Follow a set of instructions of up to ten steps, oral or written
Relate in writing a sequence of events, story, description or comparison

Language and culture focus for the learning activities:

For most Canadians, owning our own home is a goal we aspire to, and for most Canadians, it is still a possibility.

Grammar:

Adjective clauses

Example: The car, which was red, belonged to Young-Hee.

Vocabulary:

real estate, mortgage, lender, borrower, down payment, monthly payments, term, interest rates, principal and interest, open and closed mortgage, assets and liabilities

*The Instructor should be familiar with these terms before class. Definitions can be found on the Internet.

Suggested teacher resources and classroom materials:

- Local real estate magazines and newspaper ads for homes for sales
- Handout:
 - How to Buy a House

Learning objectives:

The learner will be able to

- express opinions
- read newspaper advertisements
- use adjective clauses
- locate details in a reading
- scan text to find correct information
- use context clues to define new vocabulary



Learning activities:**Warm-up** (approximately 30 minutes)

1. Put learners into groups of three. Tell them that John and Mary Lee want to buy a home. They live and work in your community. They have two children – a one year old and a four year old. Their combined salary is \$85,000 per year. As a group identify what the young couple should consider when choosing a home to purchase. Rank your choices from most important (1) to least important (5).
2. Explain how to read a newspaper advertisement including the use of abbreviations. Explain the vocabulary as needed.
3. Give learners local real estate magazines and newspapers from your community. As a group they must choose the most suitable house in your community for the Lees. They will then share their choice with the class explaining why they chose this particular home.

Introduction to topic: Using context and scanning (approximately 25 minutes)

4. Hand out the reading *How to Buy a House*. Ask learners to put away their dictionaries. Explain using context. The words they are being asked to define, are in bold type. Explain scanning text to find specific information. Tell them that the object of this exercise is not to read slowly and carefully, but to practice reading quickly for specific information. Read all of the questions before they begin so that they know what information they are looking for. Also, explain the identification of key words in the questions to assist them in finding the answers in the reading. Give learners 15 minutes to do the assignment. Collect to correct. Return before the end of class, and go over the correct answers.

Dialogue: Obtaining a mortgage (approximately 40 minutes)

5. Explain vocabulary associated with mortgages – lender, borrower, down payment, monthly payments, term, interest rates, principal and interest, open and closed mortgage.
6. Brainstorm types of questions that the bank would ask if you were applying for a mortgage. Write these questions on the board. Discuss any grammatical points that may arise.
7. Have learners write a dialogue. John and Mary Lee go to the bank to make arrangements for a mortgage for the house that their group chose for them in the previous activity. Tell them to use as many of the mortgage vocabulary words as possible. Have them perform their role play for the class.

Grammar lesson (approximately 15 minutes)

8. Explain adjective clauses. Give examples. Play a game. Put a variety of names of people or things on slips of paper. Place these slips of paper in a bag. Each learner must come up, choose a slip of paper and give a clue to the class. The clue will begin with I am thinking of a thing that (is red), (is bigger than a pencil), (is behind Sue)_____. I am thinking of a person who/that _____. The class must identify the name of the person or thing that was on the slip of paper.

Homework

9. Have learners choose a home to buy for their own families in the community. Write a paragraph explaining why this home would be the best choice.

Additional and/or extension learning activities:

Play the definition game *Memory* using the vocabulary words. Make cards with the vocabulary words and separate cards with the corresponding definitions. Give each group a set of these cards. Place the cards face down at random. Students take turns turning over cards in an attempt to match the word with the definition. They can only keep the pairs that match. The student with the most pairs wins.

Invite someone from a local bank to talk to the class about mortgages.

If your learners have access to computers, there are many good articles on mortgages and buying a home in Canadian Newcomer Magazine that is available online at www.cnmag.ca Go to past issues and look at Issue 7 and Issue 9. You could develop many comprehension and vocabulary articles using this magazine. For example, choose an article with terms defined in context. Learners must use context clues to define unknown words.

Write comprehension questions for the *How to Buy a House* article.

Evaluation:

The instructor will informally assess learner's speaking in the activity of choosing a home for the Lees.

The instructor will correct the *How to Buy a House* reading exercises.

The learners will role play going to the bank for a mortgage.



Activity for Topic Three Level 6

How to Buy a House

Vocabulary

- assets
- liabilities

Most newcomers want to buy a new home in Canada. It is a good financial investment and makes settling in a new country much easier. Owning our own home makes us feel more secure and a permanent part of our new country.

The first thing that you must do before you find that perfect home is determine whether or not you are financially ready. You need to calculate your net worth. Your net worth is the amount remaining after you have subtracted your total liabilities from your assets. Then, you need to determine how much you have for a down payment. The down payment is the amount of money that you have to pay as a lump sum. The higher your down payment, the lower your mortgage will be. Finally you will be ready to work out the monthly mortgage payment you can afford. Your mortgage payment should not be any more than 32% of your gross monthly income. The amount of mortgage you can qualify for at a bank will be determined by your net worth and the amount of your down payment.

There are a few different ways to find a home to purchase. The traditional way to buy a home is to go through a real estate agent. The seller hires a real-estate agent to sell their home. You ask a real estate agent to help you to find a home to buy. Another way to buy a home is to do the looking yourself. You can search through the newspapers or real estate magazines for homes for sale or go through a Com Free type magazine. Com Free is a business that assists sellers to sell their homes without using real estate agents. Real estate advertisements and Com Free are also available on the Internet.

Once you find a home to purchase, you will have to make an offer. You will have to provide a 5% deposit that will become part of the down payment if you purchase the home.

Once you make an offer, you will need to make arrangements for the financing. It usually takes at least five days if you need to get a mortgage. At this time, it is also very important for you to arrange a home inspection. A home inspection will let you know how well the house was built if the house is in need of repairs and the estimated cost of these repairs.

When everything is finalized, the offer becomes legally binding. Your lawyer will check to make sure that the owner legally owns the property, and that he or she does not owe money for property taxes or utilities. Your lawyer will ask you to pay the difference between the mortgage and down payment. You will also have to pay transfer tax and lawyer's fees. After the closing, the lawyer will give you the keys and copies of all documents related to the sale. You are then a new home owner!

Using Context

Using context only (don't look in a dictionary) write a definition of the following words.

1. net worth _____
2. down payment _____
3. Com Free _____

True or False

If the statement is true, write T. If the statement is false, write F and correct the statement by crossing out the incorrect information, and writing in the correct information.

1. Your monthly mortgage payment should not be more than 42% of your take home pay.
2. The real estate agent is working for the buyer.
3. It is very sensible to get the home inspected before you buy it.
4. The 5% deposit is an extra fee above the cost of the down payment.
5. After you arrange for the mortgage and make the down payment, you have no other financial obligations.



Topic Four Level 6: Health

Lesson Plan Number Four	Topic: <i>Health</i>
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Manage a conversation by clarifying, interrupting appropriately, adding supportive comments, and deflecting questions, and using appropriate non-verbal behaviour

Reading/Writing:

Take notes from a presentation (role play)

Relate in writing a sequence of events, story, description, or comparison

Language and culture focus for the learning activities:

People in Canada come from many different backgrounds and countries and practice many different religions. We share many values and beliefs but also have widely diverse opinions on many topics. Canada prides itself in being a nation which is accepting of different values, beliefs and opinions. This does not mean that we always have to agree on all topics or avoid discussing controversial topics. Rather it means that we have to allow others to express their opinions and in a polite way express your own. **We also have to be sensitive to our audience and the setting. While we would discuss our views on topics such as abortion with friends, it is not appropriate for discussion in many social settings.**

Note: Instructors should know class well enough to choose topics which will be appropriate and not offensive.

Grammar:

Adverb clauses: Cause and effect (because, since, so that)

Examples:

He went to bed because he was sleepy.

I have worked here since 2007.

I turned off the radio so that I could speak on the telephone.

Vocabulary:

controversial, ethical dilemma, values, beliefs, moral, legal, physicians

Suggested topics

euthanasia, terminal illness, terminal, abortion, abort, life support, reproductive technology, organ donation, transplants, cloning, birth control, health care systems, private health care, methadone clinics, naturopathic medicine, gender change

*If none of these topics seem appropriate, have the class suggest topics.

Suggested teacher resources and classroom materials:

- Chart paper or boards for groups to write notes for controversial issue discussion
- Handout:
 - Elderly Patient's Care

Learning objectives:

The learner will be able to

- take an active role in a discussion on a controversial issue by being able to express opinions, clarify information, interrupt, express support, and add additional information
- make and understand reasons
- take notes on a presentation (role play)

Learning activities:

Warm-up (approximately 15 minutes)

1. Put learners into groups. Discuss how medical care is different in Canada from medical care in his/her native country. For example, child birth, death and dying, birth control, etc.

Grammar

2. Explain 'because', 'since' and 'so that' to provide support for your opinions. Provide examples and then have learners give examples of use.

Discussing controversial issues (approximately 50 minutes)

3. Brainstorm a list of controversial healthcare related topics on the board. If necessary prompt learners with questions and provide any vocabulary assistance they may require. Is it culturally acceptable to discuss all controversial topics in all settings? Why or why not?
4. Have each group chose one topic to discuss in their groups. Explain use of 'polite conventions' to clarify information, (Do you mean ...?, Are you saying that ...), interrupt, (Excuse me, but...) add supportive comments, (I agree. That is very true...), add additional information, (If I may add one more thing...) Use 'because', 'since' and 'so that' in your discussion.
5. Have each group make a chart with at least three supporting points or reasons on both sides of the issue. Present this to the rest of the group. Allow a few minutes for people from other groups to add their opinions.

Role play Elderly Patient's Care (approximately 45 minutes)

6. Role play dealing with a health care provider who has a different viewpoint. This is an example of one health related scenario. Learners could provide other scenarios based on their own experiences.

An elderly relative of yours is very ill in the hospital with an undiagnosed illness. The doctor has decided not to do any tests because in his opinion, the only problem with your relative is old age. You disagree. Write a dialogue using the conversational strategies used in discussing the controversial issue. Be sure to have at least three good reasons to support your argument. Be respectful but firm.

7. Distribute *Elderly Patient's Care* handout. Learners complete the exercise for each role play performed. Ask other learners to note on the handout the reasons provided by the doctor and reasons provided by the relative to support their opinions about the care of the elderly patient. Also, learners should note any suggestions they have for the pair performing the role play. Were they respectful of the other person's point of view while still getting their own point of view across?



Homework (approximately 5 minutes)

8. Have learners write a paragraph giving their opinion regarding the controversial issue discussed in their group, or use a different controversial topic to write about. Have them use 'because', 'since' and 'so that' (adverb clauses) to provide support for their opinion.

Additional and/or extension learning activities:

Ask learners to do research on a non-health care related controversial issue. They can use the Internet to do this research, or do research at the local library. Using a search engine such as *Google*, enter the term 'Santa Ana controversial issues'. This will bring up a website which has many controversial issues and links to sites that are pro and con on the issues. Learners can do mini-presentations on the issue they have researched during your next class.

Evaluation:

The instructor will informally assess whether the learners were able to manage the controversial healthcare topics conversation in the role play, using appropriate conversational strategies and vocabulary for CLB 6.

The learners will be able to provide at least three supporting details for their point of view in the role play.

Activity for Topic Four Level 6

Elderly Patient's Medical Care

Role play # _____

Performers: _____ and _____

Doctor's Reason's:

1. _____
2. _____
3. _____

Relative's Reasons:

4. _____
5. _____
6. _____

Suggestions for performers:



Topic Five Level 6: The Weather and Environment

Lesson Plan Number Five	Topic: <i>Weather and Environment</i>
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Manage a conversation by clarifying, interrupting appropriately, adding supportive comments, and deflecting questions, and using appropriate non-verbal behaviour and interrupting
 Make and understand suggestions, predictions, requests and reasons
 Participate in a small group interaction about familiar topics and issues
 Identify factual details and some inferred meanings in a listening activity

Reading/Writing:

Give written instructions

Language and culture focus for the learning activities:

There is a lot of focus on protecting the environment in the news daily. Protecting the environment is a value shared by most Canadians.

Grammar:

Passive voice

Example:

The garbage was dumped by the roadside.

Vocabulary:

green, environment, environmental, environmentally, controversy, controversial

Suggested teacher resources and classroom materials:

- Chart paper and felt pens
- Tape recorder and tape
- Teacher made tape of the paragraph on Global Warming Controversy
- Handout:
 - Global Warming Controversy
 - Global Warming Comprehension Questions

Learning objectives:

The learner will be able to

- share opinions
- participate in a debate by providing support for their stance on an issue
- identify factual details and understand inferred meanings in a listening activity
- correctly use passive voice

Learning activities:**Warm-up** (approximately 15 minutes)

1. Play *Pictionary*. Learners are given a word on a card. They must get their team to guess the word on their card by drawing a picture. They cannot speak or write words. Write environmentally related words on cards. For example, pollution, garbage, recycle, oil, garbage dump, etc. Each learner should have a turn at being the artist.

Introduction to topic (approximately 25 minutes)

2. Put learners into groups of 2 or 3. Think about the community you live in. How could you make it more 'green'? Review imperative statements. (Pick up litter. Turn off the water while you brush your teeth.) Write 8 to 10 suggestions on chart paper. Share lists with the whole group.

Debate (approximately 60 minutes)

3. On the board or on chart paper, brainstorm ways to clarify, agree, disagree, add additional information and interrupt. Talk about passive language. (The litter was spread all over the street.) Provide examples and ask learners for examples.
4. Allow learners to choose a topic related to environmental issues or suggest the following topics: the Canadian government is protecting the environment vs. the Canadian government is not protecting the environment, or global warming is a real problem vs. global warming is all hype.
5. Explain the debate process. A debate is a formal argument on a controversial issue. The team's position on the issue needs to be presented in a clear logical well organized manner.
6. Divide the class into two teams. Give 30 minutes for teams to formulate support for their argument. Each team will have no more than 10 minutes to present their points. Allow time for learners to question the opposing team about their information. Ensure that the quieter learners have the opportunity to share their ideas or to ask the opposing team questions.

Listening Global Warming Controversy (approximately 20 minutes)

7. Tape the listening exercise *Global Warming Controversy* at a normal conversational speed. If possible, have someone other than the instructor tape the listening exercise. Write the vocabulary words on the board. Explain the meaning of each word. Ask learners to pre-read the questions so that they know what information they will be listening for. Ask learners to only listen the first time through so they get the overall meaning of the paragraph. Play the tape a second time, and learners should now write their answers to the *Global Warming Controversy Comprehension Questions*. Do not allow the learners to read the paragraph until you have had the opportunity to correct and return their answers.

Homework

8. Find an article on an environmental issue in a daily newspaper. Be prepared to tell the others in the class about the article the next time that you meet.



Additional and/or extension learning activities:

Explain passive voice. Have learners write passive voice sentences that can be related to environmental issues. For example: The garbage ‘was dumped’ by the roadside. The river ‘was polluted’ by the oil refinery.

If you have access to computers, the learners could have time to research their topic so that they could present facts to back up their arguments.

Have learners choose one side of the debate. Write a persuasive essay (or paragraph) on that issue.

Rent the DVD *An Inconvenient Truth*. Prepare comprehension questions, or a cloze exercise on a portion of the DVD.

Invite a guest speaker from your community to talk about what is being done to keep your community green.

Evaluation:

The instructor will informally assess learners’ lists of ways to make their community green checking for spelling, grammar and content.

The instructor will informally assess each learner’s presentation of ideas in the debate checking for appropriate pronunciation, vocabulary and presentation skills.

The instructor will informally assess each learner’s management of conversation.

The instructor will correct the answers for *Global Warming Controversy Comprehension Questions*.

Activities for Topic Five Level 6

Global Warming Controversy

Vocabulary

- Heartland Institute
- global warming
- Exxon-Mobil
- think tank
- Sierra Club
- controversy
- Greenpeace

The Heartland Institute, a Chicago based think tank, has created controversy surrounding the issue of global warming. The Institute has sent out brochures and DVDs to Canadian schools advising educators to teach students that human activity is not the cause of global warming. It is their belief that the sun is responsible for the higher temperatures. They believe that people are not getting a balanced view of global warming. However, a spokesperson for the Sierra Club of Canada says that the Heartland Institute has it all wrong. They do not believe that there are two sides to this issue. In 2007 an international group of governments and scientists, The Intergovernmental Panel on Climate Change, met to discuss global warming. They concluded that there is a 90% probability that it has been caused by humans. Greenpeace USA has criticized the Heartland Institute's viewpoint noting that since 1998, the Institute received \$791,000 funding from Exxon-Mobil.



Global Warming Controversy

Comprehension Questions

1. What is the Heartland Institute's controversial opinion?
2. What is the Heartland Institute's theory about the cause of this problem?
3. What is the opinion of The Intergovernmental Panel on Climate Change regarding this issue?
4. Why does Greenpeace USA believe that the Heartland Institutes viewpoint is questionable? Explain.
5. What is your opinion on the cause of global warming?

Adapted from:

De Souza, M.(2008, May 5.) Climate change questioned in schools mail out. Edmonton Journal. p.A5.

Return the marked answers. Read the paragraph together and discuss answers to questions.

Topic Six Level 6: Leisure Time Activities

Lesson Plan Six	Topic: <i>Leisure Time Activities</i>
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Present information orally or in writing, that relates sequence of events, details, reasons, and comparisons or describing a simple process

Take phone messages with 3-5 details

Reading/Writing:

Relate in writing a sequence of events, story, description, or comparison

Get information from diagrams, flow charts, time line, and schedules

Language and culture focus for the learning activities:

Participating in community leisure activities is an excellent way to meet new people and become part of a new community.

Grammar:

One word negatives (no, none, no one)

Vocabulary:

leisure activities, residence, curling rink

Suggested teacher resources and classroom materials:

- Brochures, flyers, newspapers which advertise available leisure activities in the community
 - Tape recorder and tape
 - Teacher made tape of Telephone Message One and Telephone Message Two
 - Handouts:
 - Leisure Activities in My Community
 - Telephone Message One
 - Telephone Message Two
-

Learning objectives:

The learner will be able to:

- correctly use one-word negatives
- write a well-structured and organized paragraph that compares two activities
- take key information from an audio telephone message



Learning activities:**Warm-up** (approximately 20 minutes)

1. Give five minutes to brainstorm leisure activities. Write words on chart paper. After 5 minutes, exchange your list with another group. Find ways to categorize the other group's activities; for example, done alone, done in groups, cheap or expensive.

Grammar lesson

2. Explain one word negatives. Using the leisure activities your group has just categorized, identify activities which are not participated in by members of your group. Write statements using negatives 'no', 'none', and 'no one'. Share these statements with the rest of the class.

Introduction to topic (approximately 15 minutes)

3. Review how to read brochures, and charts which are used in brochures.
4. Ask learners to go through recreation department flyers, community newspapers, and choose no more than five leisure activities which would appeal to you or your family.
5. Fill in the *Leisure Activities in My Community*. Choose two activities which are the most suitable.

Mini-presentation (approximately 15 minutes)

6. Have learners do a mini-presentation on the two leisure activities which they have chosen for themselves or their families. They should explain what attributes of the activity appealed most to them.

Write a paragraph (approximately 55 minutes)

7. Write a comparison paragraph on the leisure activities. Review paragraph structure. Use the chart they have already filled in to organize their ideas for the paragraph. Explain use of words used in comparison paragraphs to link points being made; for example, 'both', 'also', and 'in addition'. Collect to mark.

Listening activity: Taking a telephone message (approximately 15 minutes)

8. If possible, have people, other than the instructor, tape the following dialogues. Tape at a normal conversational speed. Discuss taking telephone messages with learners. What would be the most important information to write down? Discuss strategies for clarifying information. For example, "Did you say...?"
9. Listen to *Telephone Message One*. Allow learners to hear the dialogue two or three times. Write down the caller's message. Hand out copies of the dialogue. Have two learners read the dialogue aloud to the class. correct together. Repeat with *Telephone Message Two*. Which speakers are formal? Which speakers are informal? Does anyone sound rude to you? Why? Collect telephone message to correct.

Homework (approximately 5 minutes)

10. If learners feel comfortable sharing their telephone numbers, have them choose partners in the class. Give each partner a different message to relay via telephone to his partner. Write down the message. Bring it to the next class. Check for accuracy.

Additional and/or extension learning activities:

If learners have access to computers with the Internet, they could take the 'Real Age Test'. This test tells you health wise, how old your body is as opposed to your chronological age. Go to www.realage.com

Choose a television program or a movie with a lot of action. Show ten minutes of the video. Write passive voice questions which the learners must answer based on what they have seen. Explain any vocabulary or background information that they need to know to understand the clip they will be shown. Have learners read the questions before they watch the video so that they will know what to watch for.

Discuss cell phone etiquette or safe use. Should people you are dining with be talking to others on their cell phones? Should drivers be allowed to talk on their cell phones while driving?

Evaluation:

The instructor will informally assess use of one word negatives.

The instructor will mark the comparison paragraph on leisure time activities.

The instructor will mark the accuracy and completeness of *Telephone Message Two*.



Leisure Time Activities in My Community					
	1	2	3	4	5
Name of Activity					
Cost					
Equipment Needed					
Family Activity					
Adult Activity					
Year Round Activity					
Expertise Needed					
Location					

Telephone Message One

Mrs. James: Hello. James' residence.

Tom: Hello this is Tom. Is Pam in?

Mrs. James: No, I am sorry she isn't. She is at work. May I take a message?

Tom: Sure. Tell her that Tom called. I will meet her at the curling rink at 7:15 on Thursday evening. She needs to remember to bring her broom, her shoes and her gloves.

Mrs. James: Anything else?

Tom: Yeah. Tell her that our game begins at 7:30 sharp! Tell her not to be late.

Mrs. James: Certainly. I will pass along your message

Tom: Thanks! Bye.

Mrs. James: Good bye.



Telephone Message Two

Kelsey: Hi.

Coach Taylor: Hi. Is Mandy there?

Kelsey: Nope. At a movie.

Coach Taylor: Would you please give her a message?

Kelsey: Yeah.

Coach Taylor: This is Coach Taylor calling. We are having an extra basketball practice tomorrow right after school. I want her to come to the practice.

Kelsey: Where?

Coach Taylor: It will be at Centre High Gym. She needs to wear her uniform because we will be having a team picture taken before the practice.

Kelsey: OK. I'll tell her.

Coach Taylor: Thanks for passing along the message! Good bye.

Kelsey: Bye.

Topic Seven Level 6: The Community

Lesson Plan Seven	Topic: Community
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Manage a conversation by clarifying, interrupting appropriately, adding supportive comments, and deflecting questions, and using appropriate non-verbal behaviour

Get main ideas, supporting details, statements and examples as required in a small group interaction

Reading/Writing:

Fill out moderately complex forms with required information

Express main ideas and supports them with details

Demonstrate adequate vocabulary for the topic

Write a paragraph exhibiting proper paragraph structure

Language and culture focus for the learning activities:

Learning about the community

Grammar:

Noun clauses

Example:

What he said was very interesting.

Vocabulary:

municipal, mayor, alderman, councilor

Suggested teacher resources and classroom materials:

- Magazines
- Legal size paper, scissors, glue, scotch tape, felt pens and crayons
- Tourism brochures, booklets and pamphlets (available from Travel Alberta)
- Handout:
 - Mind Map

Learning objectives:

The learner will be able to

- express and support personal opinion about strengths of community in a small group discussion
- understand the opinions and supports presented by other members of the group
- make a poster
- complete a mind map
- write a descriptive paragraph



Learning activities:**Warm-up** (approximately 15 minutes)

1. Briefly explain the structure of your local municipal government. Identify the departments and services which your learners will need to contact. Explain what each department or service is responsible for. Do not provide the names of people who currently hold each position.
2. Make an information gap activity for pairs of students. (sample Info Gap in ERPAC p. 85) Make a list of important contacts in your municipal government services which learners may have reason to call at some time. Learner A has half of the information on a sheet of paper and Learner B has the other half of the information. They must ask each other properly formed questions to discover the missing information. Depending on the level of your learners, you may wish to do a quick review of 'wh' questions.

Example

Learner A	Learner B
Mayor?	Anna Gill
Her phone number is 386-2190	Phone number?

Grammar lesson

3. Explain noun clauses. Have learners complete each of the following statements. Have two or three students read their completed sentences to the class.

The Mayor is the person who

- a. The planning department is the department which
- b. Town Hall is the place where
- c. The Town Manager decides that
- d. The recreation centre closes when

Design a tourism brochure (approximately 60 minutes)

4. Explain how to manage a conversation, (working in a group). Give examples. Ask for other suggestions. *Clarifying Information*, Do you mean...? Could you be more specific?
Interrupting, Sorry to interrupt, but...*Adding Supportive Comments*, I agree. Good point.
5. Put learners into groups of three or four. Tell them that they need to think about all of the strengths in your community. What would it have to offer to a visitor/newcomer? Have each group write down their ideas on a piece of chart paper.
6. Hand out the *Mind Map*. On the *Mind Map*, have each group categorize their points into 4 or 5 categories. For example, recreation. Have them write recreation in a circle, then add spokes with types of recreation available in your community coming out of the circle. Other categories may be employment, educational opportunities or health care services.
7. Review adjectives. Ask learners to think of adjectives that describe the most positive features of their community. Write these adjectives beside the corresponding ideas.
8. Show learners examples of tourism brochures from other towns and cities. Talk about the use of symbolism, colours, and language to create a positive feeling about the town or city.

9. Ask each group to create a brochure for your town or city. Have them cut out pictures from magazines or draw illustrations. Display the brochures so learners can see what other groups have produced.

Writing (approximately 35 minutes)

10. Review the structure of a descriptive paragraph.
11. Using the *Mind Map*, have learners write a descriptive paragraph describing the strengths of your community. If learners have access to computers, have them type the paragraph.

Homework

12. Ask learners to write 10 sentences which contain noun clauses.

Additional and/or extension learning activities:

Give each learner a K-W-L (know, want to know, learned) chart at the beginning of the class. Explain that they will write what they already know about their community in the K column, they will write some questions about what they want to learn about their communities in the W column, and at the end of the class they will be given time to fill in the L column – what they have learned.

What I K now	What I W ant to Know	What I L earned

If you have access to computers for learners to use, they could create their brochures on the computer. They could cut and paste pictures instead of cutting them out of magazines.

Have learners research the history of your community. Have learners do presentations on different aspects of the history – prominent citizens, early settlers, etc.

Plan a field trip to the local museum.

Invite someone in your community to speak about the history of your community, or invite a town official to speak about the future of your community.

If your community has a Chamber of Commerce Directory, get copies for the students. Create a 'scavenger hunt' type of activity where they have to find specific information.

Evaluation:

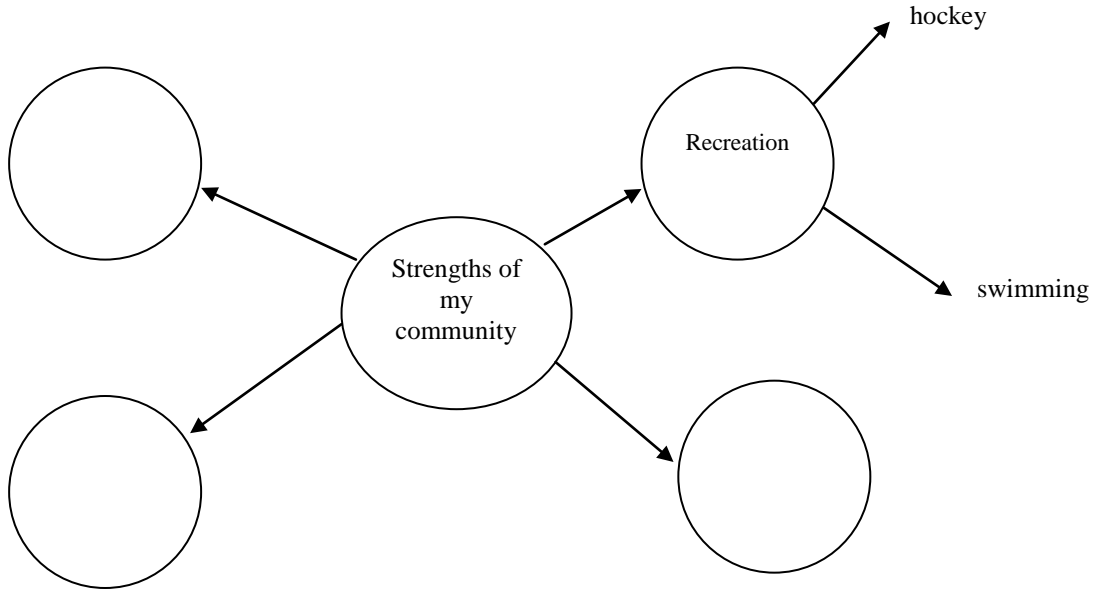
The instructor will informally assess the completed brochures.

The instructor will mark the descriptive paragraphs, describing the strengths of your community.



Activity for Topic Seven Level 6

Mind Map



Topic Eight Level 6: The Community – Schools

Lesson Plan Eight	Topic: <i>The Community – Schools</i>
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Carry out a short formal conversation expressing and responding to apologies, regrets and excuses

Reading/Writing:

Make and understand suggestions, predictions, requests, and reasons

Convey a clear formal message, personal or business, using appropriate language, content and format

Language and culture focus for the learning activities:

In Canadian schools, parent participation is expected. If parents do not go to parent teacher conferences, it will often be thought that parents are not interested in their children's education. Parents should voice their concerns about their children to the children's teachers. Education is thought to be collaboration between the home and the school. Teachers, especially at the kindergarten to grade six levels, usually welcome parent volunteers in the classroom.

Grammar:

Adverb clauses: Cause and effect (because)

Example:

He went to bed because he was sleepy.

Vocabulary:

Suggested teacher resources and classroom materials:

- Tapes and tape recorders
- Pre-recorded message that parents will hear when leaving absenteeism messages at the school
- Computers for e-mails
- Handout:
 - Military Alphabet

Learning objectives:

The learner will be able to

- leave a detailed message about his/her child's absence from school
- make and accept an apology
- write an e-mail or a note to his/her child's teacher



Learning activities:**Warm-up** (approximately 10 minutes)

1. As a group discuss the role of the parent in schools in learners' native countries. What is the role of the parent in schools in Canada? Discuss volunteer opportunities in children's classrooms. Brainstorm some other ways they could become involved in their children's schools. For example, they could offer to do a formal or informal presentation for their child's class on their home country.

Introduction to topic (approximately 60 minutes)**Leaving a message on an answering machine**

2. Explain that most schools ask parents to call in if their child will be absent from school. Then if the child does not arrive at school, and the parent has not called in, the school will notify the parents to ensure that the child is not in danger, or skipping school. If your local school has a pre-recorded message that parents will hear when leaving absenteeism messages, make a recording and play it for your learners. If not, call your local school and find out how they handle parent calls. What specific information do they ask for?
3. Explain how to use the military alphabet which is very effective if the listener has difficulty understanding any of the information that is given. For example, A as in alpha, B as in bravo, C as in Charlie. Hand out Military Alphabet. Have learners practice saying each letter with its corresponding word. Have learners practice spelling their first and last names using the military alphabet with a partner.
4. Have each learner role play calling the answering machine at the school to leave a recorded message providing an excuse for the absence. The caller should first identify himself or herself, and indicate his/her relationship to the child. Give the child's full name, grade level, a teacher's name, and reason for absence. Give the learners a few minutes to prepare before you ask them to perform their role play for the class.
5. Review the marking rubric with the learners so they know what you will be listening for. Listen to each role play and mark it using the marking rubric. Be positive, but include at least a couple of suggestions for improvement. Give these to the learners before they leave the class. If possible, go over the rubric one on one with learners.

Apologizing (approximately 10 minutes)

6. Discuss how to apologize and accept apologies. I want/need to apologize for _____. I am very sorry that I _____. Don't worry about it! Don't think twice about it. No problem. It was an honest mistake.
7. In pairs, think of a reason you would have to apologize. Practice apologizing and accepting an apology.

E-mail or written note (approximately 40 minutes)

8. If learners have access to e-mail, have them practice writing e-mails to their child's teacher requesting a meeting regarding their child. These e-mails will be sent to the instructor. First they must apologize for missing the parent teacher interview. They can choose the topic of the e-mail such as requesting extra help with a certain subject, the need to discuss their child's academic performance, social problems, etc.

Discuss subject headings for e-mails, greetings and closing. If learners do not have access to e-mail, have them write a note to their child's teacher. Collect to correct.

Homework

9. If learners have access to e-mail at home, they could write a second note on a given topic and e-mail it to the instructor.

Additional and/or extension learning activities:

Get printed information, including forms which parents have to fill out, from your local schools. Read together. Develop comprehension questions and vocabulary activities for reading. Practice filling out forms.

Invite principals from your local schools to speak to your group about courses and specifically programs available for their children. High school principals could also talk about scholarships and bursaries available for post secondary studies.

Invite someone from your local PTA to speak to your class about their role and opportunities for your learners to become involved in their schools.

Evaluation:

The instructor formally assesses the learner's telephone message to the school using a speaking rubric.

The instructor marks the e-mail or note to the teacher.



Activities for Topic Eight Level 6

Military Alphabet

This alphabet is used by most militaries and police officers when giving identification of license plate numbers or lettering on vehicles.

A - Alpha	N - November
B - Beta	O - Oscar
C - Charlie	P - Papa
D - Delta	Q - Quebec
E - Echo	R - Romeo
F - Foxtrot	S - Sierra
G - Golf	T - Tango
H - Hotel	U - Uniform
I - India	V - Victor
J - Juliet	W - Whiskey
K - Kilo	X - X-Ray
L - Lima	Y - Yankee
M - Mike	Z - Zulu

Speaking Rubric

(Based on Canadian Language Benchmarks Speaking Evaluation Stage II)

Rating

Overall Effectiveness (including fluency)	1 2 3 4 5
Pronunciation	1 2 3 4 5
Accuracy of Grammar	1 2 3 4 5
Vocabulary	1 2 3 4 5
Content	1 2 3 4 5
Comments:	_____



Topic Nine Level 6: Being Canadian

Lesson Plan Nine	Topic: <i>Being Canadian</i>
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Present information orally

Relate and understand factual details in a news item

Participate in a small group interaction about familiar issues

Reading/Writing:

Present information in writing that relates to details

Identify factual details and inferred meaning in moderately complex text

Get information from a flow chart

Language and culture focus for the learning activities:

Newcomers to Canada should understand how the three levels of government function so that they can participate in the democratic process.

Grammar:

Verbs: Second conditional/present unreal

Example:

I would come to visit you, if I had a car.

Vocabulary:

federal, provincial, municipal, consensus

Suggested teacher resources and classroom materials:

- Provide a flowchart of the federal government. Either draw a diagram for learners or provide copies of the flow chart, with pictures, which can be downloaded from CanadaInfo www.craigmarlatt.com/canada/
- Newspapers or newspaper articles related to Canadian government (printed format or if computers are available, learners could access online news agencies).
- English dictionaries
- Handout:
 - Canadian Government
 -

Learning objectives:

The learner will be able to

- read a flow chart
- discuss issues facing the federal government
- summarize a newspaper article
- participate in a group discussion on current events

Learning activities:**Warm-up** (approximately 15 minutes)

4. Give each group a copy of the handout *Canadian Government* to determine what the learners already know about the Canadian government. Have one student record the group's answers. They must come to a consensus about the correct answer. Explain the meaning of consensus. As a class, go over the correct answers.

Reading flow charts (approximately 15 minutes)

5. Provide a flow chart of the federal government. Either draw a diagram for the learners or provide copies of flow chart with pictures which can be downloaded from CanadaInfo www.craigmarlatt.com/canada . Explain how to read a flow chart and common uses of flow charts. Practice pronouncing the names of all of the key government people in the flow chart.

Reading newspaper articles (approximately 60 minutes)

6. Discuss how to read a newspaper article including finding the 5 W's. Explain how to write a newspaper summary using the 5 W's.
7. Hand out newspapers. Identify the Canada, or national news section.
8. Ask each learner to find an article related to the federal government. If possible, learners should choose different articles for later discussion activity.
9. Learner's must identify and define at least five new words as they are used in the article. They also need to write a summary of the article they have chosen.
10. Put learners into groups of 3 or 4. Have the learners tell about the article that they have read. They should not just read their summaries. Allow time for discussion of the articles in the small groups.

Grammar lesson (approximately 30 minutes)

11. Explain second conditional present unreal. The structure is **If + Simple Past + Modal + Base Verb**. (If I had more money, I would buy a car).

Demonstrate some examples for students.

Have each learner provide an example orally.

12. Choose controversial issues identified in the articles learners chose, or brainstorm some controversial issues facing the Canadian government. Write these on the board or chart paper. Ensure that learners understand the issues.
13. In groups, have learners provide solutions for these issues using *If I were the Prime Minister, I would*
14. Write 5 second conditional present sentences on a topic other than government.

Homework

15. Have learners write an original sentence using the vocabulary words they identified in their newspaper article.



Additional and/or extension learning activities:

If possible have your local MP, or someone from that local constituency office, speak to your group.

Brainstorm controversial issues involving the government of Canada such as capital punishment, troops in Afghanistan, federal taxes, immigration issues. Ask learners to do some research on one topic. Be prepared to share information with the rest of the group during your next class.

Find other examples of flow charts. Write comprehension questions on the information contained in the flow chart.

Evaluation:

The instructor will informally evaluate the presentation of newspaper articles to the group.

The instructor will evaluate the learners', oral and written accuracy of the use of conditional sentences.

Activity for Topic Nine Level 6

Canadian Government

What does your group already know about the Canadian government? Answer the following questions. You must come to a consensus on each question!

1. What are the three levels of government, and what are they responsible for?
2. Who is our current prime minister? What political party does he belong to? What is his hometown?
3. What does the governor general do? Who is our current governor general?
4. Who is your local member of parliament? How can you contact your MP? Why would you contact your MP?
5. Are there any federal government services in your community? What are they?



Topic Ten Level 6: Goal Setting

Lesson Plan Ten	Topic: <i>Goal Setting</i>
Level 6	Time: 2 hours

The Canadian Language Benchmarks (CLB) competencies developed during the learning activities. These are taken from ERPAC.

Listening/Speaking:

Make and understand suggestions, predictions, requests and reasons
Present information orally or in writing, that relates sequence of events, details, reasons, and comparisons or describing a simple process

Reading/Writing:

Make and understand suggestions, predictions, requests and reasons
Relate in writing a sequence of events, story, description, or comparison
Identify factual details and some inferred meanings in moderately complex text

Language and culture focus for the learning activities:

Learners at CLB 6 often need to make career goals. They need to identify steps necessary to achieve their goals.

Grammar:

Verbs: Future perfect continuous

Example:

By the end of this course, *I will have been studying* English for two years.

Vocabulary:

transferable, measureable, realistic, qualifications, salary, benefits

Suggested teacher resources and classroom materials:

- Alberta Employment, Immigration and Industry. People Skill and Workplace Resources Career Planner Choosing an Occupation. 2007
- Career planning and pamphlets and brochures available from Alberta Employment Immigration and Industry
- Career advertisements (Working Section) from Calgary Herald, Edmonton Journal or other Alberta paper which has a careers section
- Handouts:
 - Parts of Speech Chart
 - ParaMed Advertisement
 - Career Advertisement
 - CLB Can Do Checklists 5, 6, and 7

Learning objectives:

The learner will be able to

- provide different forms of words
- assess own learning on Can Do Check Lists
- identify the steps to reaching their own career goal
- read a career advertisement in a newspaper

- orally discuss goals

Learning activities:

Warm-up (approximately 15 minutes)

- Review how to use the dictionary to find part of speech for each word (function label). Review abbreviations, for example, 'n' for 'noun', etc.
- Make a chart with parts of speech as headings - Nouns, Verbs, Adjectives and Adverbs. This is a list of vocabulary words from the lesson. Provide one form of each word. Hand out *Parts of Speech Chart*. The learners must write the word under the appropriate heading. Then have them fill in other forms of the word. If the word does not have a form for all parts of speech, put an X in the square.

Transferable measure realistic agree specific time

Answer key

Noun	Verb	Adjective	Adverb
<i>transfer</i>	transfer	transferable	X
<i>measurement</i>	measure	<i>measurable</i>	X
<i>agreement</i>	<i>agree</i>	<i>agreeable</i>	X
<i>realist</i>	X	<i>realistic</i>	<i>realistically</i>
<i>specification</i>	<i>specify</i>	<i>specific</i>	<i>specifically</i>
<i>time</i>	<i>time</i>	<i>timely</i>	X

Introduction to topic (approximately 20 minutes)

- What jobs did learners do in their native countries? What are they doing now? Do they want to find/train for a new occupation here or continue with their previous jobs? What are their transferable skills from their jobs/occupations in their native countries?
- Have learners assess their own English Skills using Can Do Checklists. Provide Levels 5, 6 and 7. Have learners identify 5 skills which they will be working on developing. What skills did they choose? How can they work independently on developing these skills? Share their answers as a group.

Goal setting (approximately 30 minutes)

- Explain acronym. For example, NAIT (Northern Alberta Institute of Technology), and NASA (National Aeronautics and Space Administration). Introduce SMART Goal Setting.

Specific

Measureable

Agreed to

Realistic



Time Phased

6. Each learner writes a one statement career or academic goal. Be as specific as possible. For example, I want to be a heavy duty mechanic or I want to be a pharmacy technician. Have learners assess their goals using **SMART**. Share with a partner.
7. Discuss steps to meeting a goal. Is education involved? Will they have to temporarily, or permanently move to a larger centre to attend an institution which provides education or training. Write a four step plan for achieving a goal using imperative statements. Put learners into groups of three. Share with a group. Collect the four step plan to correct.

Reading a career advertisement

8. Give each learner the handout *ParaMed Advertisement*. Explain how to read a job advertisement. How is the ad laid out? How does the ad get your attention? What kind of language is used in advertisements? Read the advertisement together. Explain vocabulary for the fill in the blanks exercise. Do the *ParaMed Advertisement* together.
9. Learners choose an advertisement for a job which appeals to them. Use an English only dictionary to define five new words as they are defined in the context of this advertisement. Give each learner the *Career Advertisement* handout. Fill in the *Career Advertisement* handout. Collect to correct.
10. Put learners into groups of three to share information about the job they have chosen.

Grammar lesson

11. Explain future perfect continuous tense. Learners should think about the goals they have set for themselves. It is the year 2020. Write five future perfect continuous statements about what they will have been doing. For example, I will have been working as a secretary at the Town Office for ten years.

Homework

12. Interview two people about their future goals. Write about their future goals using the future perfect continuous tense.

Additional and/or extension learning activities:

Write sentences using different word forms from Warm-up activity. Divide the words into syllables. Which syllable is stressed?

Write a cover letter applying for the job in the advertisements you covered in class.

Go to the ParaMed site www.paramed.com. Fill out the online interview. Find other sites which have online interviews.

Go to the NOC (National Occupational Classification) site on the Internet. Have learners

research their career goals. What are the educational requirements? What is the projected need? What is the salary?

If you have a Canada Employment Centre in your area, go on a fieldtrip to the office. Teach learners how to do a job search using computers. Have an employment counsellor do a presentation on resume writing, job search or identifying career goals.

Evaluation:

The instructor will assess the written four step plan for reaching career goal.

The instructor will assess the accuracy of the answers on the *Career Advertisement* handout.



Activities for Topic 10 Level 6

Parts of Speech Chart

transferable measure realistic agree specific time

Noun	Verb	Adjective	Adverb
	transfer	transferable	X
	measure		

ParaMed Advertisement

Edmonton Journal May 10, 2008

EDMONTON JOURNAL

be noticed...
be appreciated...

Choose ParaMed

Currently, our **Edmonton** location has the following opportunity available...

Contract Manager

- signing bonus offered

You are a health care professional dedicated to the achievement of customer and client satisfaction. As liaison for client groups, you will be responsible for quality service, contract management, and community relations. Active with local community boards and task forces, you will lead continuous quality improvement initiatives and engage in contract amendments and re-negotiations. Additionally, you will develop business plans and budgets and promote growth in business and sales. You have a minimum of five years' management experience in a health care environment ideally within a community health care setting. A highly effective relationship builder, you also have success in contract management, demonstrated leadership skills, solid negotiation abilities, and a willingness to travel as required.

Please apply, by Friday, May 30th to:
pnathwani@extendicare.com
fax: (905) 470-5636

We thank all applicants; however, only those to be interviewed will be contacted.

PARAMED

www.paramed.com



Career Advertisement

Advertisement #1

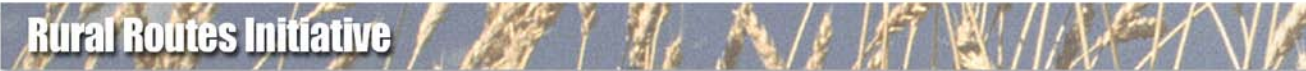
Name of position	
Name of company	
Responsibilities	
Educational qualifications	
Personal qualifications	
Location of job	
Experience required	
Salary	
Benefits	
How to apply	
To whom do you apply?	
Notification of interview	
Closing date	
What attracted you to this advertisement?	



Advertisement #2

Name of position	
Name of company	
Responsibilities	
Educational qualifications	
Personal qualifications	
Location of job	
Experience required	
Salary	
Benefits	
How to apply	
To whom do you apply?	
Notification of interview	
Closing date	
What attracted you to this advertisement?	





Resources

Azar Grammar Series by Azar, Betty Schramper Pearson Longman publishers

This grammar series blends communicative and interactive approaches to teaching grammar. It is a valuable resource for instructors and learners. The series consists of books at three levels:

- Basic English Grammar (Beginners)
- Fundamentals of English Grammar (Intermediate)
- Understanding and Using English Grammar (Advanced)

These resources can be purchased from the publisher or from retailers such as Amazon or Chapters. The Azar website is also a valuable resource www.AzarGrammar.com

Canadian Language Benchmarks Can Do Check Lists

These are checklists for language tasks referenced to the Canadian Language Benchmarks. They cover CLB levels 1 - 10. There is a checkbox for each item so that learners can indicate what they can do or need to learn. They can be used to determine level placement and for on going informal assessment.

Available free at the Centre for Canadian Language Benchmarks website www.language.ca

ESL Resource Package for Alberta Communities (ERPAC)

ERPAC was developed in Alberta, especially for community use. It is referenced to

The Canadian Language Benchmarks and contains lots of information and ideas for your ESL class.

Go to the NorQuest College website at www.norquest.ca

Click on the Corporate Services, next click Educational Resources on the left menu.

ERPAC is available in PDF version under English as a Second Language.

On Target! A Resource Book of Stage Two Assessment Tasks

There are two books in this resource. For use with these lesson plans you will only need Volume Two. It provides sample assessment tasks for Benchmarks 5–8. They are intended to be used by instructors to evaluate the language proficiency of their learners.

The tasks cover speaking/listening, reading, and writing. Each task has accompanying user instructions and scoring guides.

Available from the Bow Valley College Bookstore 403-410-1740

University of Victoria Grammar Resources

These websites are valuable resources for grammar related topics.

University of Victoria Study Zone

<http://web2.uvcs.uvic.ca/elc/studyzone/>

University of Victoria English Language Centre

<http://web2.uvcs.uvic.ca/elc/StudyZone/grammar.htm>



